INTERNATIONAL RESEARCH FELLOWS ASSOCIATION'S

RESEARCH JOURNEY

Multidisciplinary International E-research Journal

DEVELOPMENT OF
QUALITY CULTURE
IN HEIs

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Prin. Dr. S. Y. Hongekar

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UGC Approved Journal
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... Guest Editor ...
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Vivekanand College (autonomous), Kolhapur

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PRASHANT PUBLICATIONS

From the Principal's Desk….

It is a very proud moment for me to present you with this special issue of Research Journey on "Development of Quality Culture in HEIs". The higher education system is undergoing a dramatic change as regards its sustainable growth and maintenance of quality. The stakeholders need to understand their respective responsibilities in fulfilling the goal of excellence. The management, faculty and students together need to accept and develop quality culture in their minds first which then will reflect in the academic performance of the institutions. The renewed guidelines of NAAC have provided us a blue print of the expected outcomes of this quality culture.

The NAAC sponsored one day seminar organized by our IQAC on 'Development of Quality Culture in HEIs' helped all the participants to think on the issues at hand; the main focus being cultivation of innovation ecosystem, use of ICT, establishing institutional distinctiveness through best practices and the role of IQAC in maintain the quality culture.

We hope that the research articles published hereby will take the discourse on higher education to the next level.

Dr. S. Y. Hongekar
The Principal
Vivekanand College
(Autonomous),
Kolhapur.

From the Editor's Desk…….

It is a fulfilling experience to offer all the inquisitive scholars and teaching fraternity this special issue of 'Research Journey' on 'Development of Quality Culture in HEIs.' This issue publishes the scholarly papers submitted by the delegates for the NAAC sponsored one day seminar on the same theme.

Quality assurance and quality management are central challenges in the governance of higher education institutions. NAAC, Bengaluru, in their revised guidelines for Institutional accreditation, have underlined the importance of promoting Institution-specific quality culture. The concept of quality culture includes a sustainable development and timely reforms in administrative and curricular performance of academic centers. It includes innovations in teaching learning processes within and without the classrooms, reforms in evaluation systems, social contribution of the teaching fraternity, cultivation of research oriented academics and holistic governance capabilities. In this regards, 'planning, support, execution and assessment' become the essential dimensions of organizational Culture of a higher educational institution. NAAC insists on Institutional commitment and active collaboration of all the stakeholders in these efforts of quality improvement.

Internal Quality Assurance Cell of any academic institution must realize the need of assistance and guidance in understanding the structure and objectives of NAAC beyond mere documentation. Hence we invited research papers of experts in quality enhancement. We believe that their insights will be helpful to ease our path towards a sustainable growth in academic quality culture.

We thank all the contributors to this issue.

We're also thankful to NAAC for their financial support to conduct the seminar.

Dr. Shruti Joshi
Convener

: C O N T E N T S :

Development of Quality Culture in HEIs and Its Impact

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Abstract:

NAAC assesses the Higher Education Institutes since the last 15-16 years for the development of quality culture. There is a vast change in the infrastructural, academic performance of teachers, research, quality enhancement, use of ICT in teaching-learning process, etc. On the one side there is development in the above mentioned measures. But on the other side, there is a question whether the NAAC has achieved expected outcomes in the field of Higher Education. NAAC assessment and accreditation has created some problems. I think that it harms creativity and gives birth to fake documentation. It has created rat race in research for promotions under Career Advancement Scheme (CAS). It ignores actual teaching and learning process and expects more attention on other activities. Creative work can be done in the state of leisure and isolation. The picture of present day teacher is that he/she is tired of hectic schedule and he/she does not get enough time for reading, research, meditation etc. Furthermore during the assessment period most of the times teachers are not able to conduct allotted lectures. In all this process the student, who is the focus of Higher Education, seems to be neglected.

Key Words: NAAC, Assessment and Accreditation, Quality Enhancement, Research, Exertion, Physical and Mental Health etc.

Indian education system is one of the largest and diverse systems in the world. The process of LPG i.e. Liberalization, Privatization and Globalization, communication revolution, widespread expansion, increased autonomy and introduction of programs in new and emerging areas have made access to higher education. As a result, it led to widespread concern on the quality and relevance of the higher education. To address these concerns, the establishment of an independent National accreditation agency was the need of the time. Accordingly, the National Assessment and Accreditation Council (NAAC) was established in 1994. It is as an autonomous institution of the University Grants Commission (UGC). The vision of NAAC in its statement is making quality assurance an integral part of the function of Higher Education Institutions (HEIs).

NAAC strives to achieve its goals as guided by its vision and mission statements by primarily focusing on assessment of the quality of higher education institutions in the country. Assessment and Accreditation of NAAC is very much similar to that followed by Quality Assurance (QA) agencies of the world and consists of self-assessment by external peer assessment agencies by NAAC.

Higher Education Institutions (HEIs) work in a dynamic environment throughout the world. It is the need to expand the system of higher education in India. The impact of technology on the educational system, the increased private participation in higher education and the impact of liberalization, privatization and globalization have made marked changes in the Indian higher education system. Besides, to ensure external and internal validity and credibility, it is crucial to ground the QA process within a value framework which is suitable and apt to the National context.

The implicit as well as explicit aim of Indian Higher Educational Institutions is to contribute to National Development. They have a significant role in human resource development and capacity building of individuals, to cater to the needs of the economy, country as a whole. Societal justice, giving equity, and increasing space to higher education are a few ways by which HEIs can contribute to the National Development.

It is evident that 'Internationally acceptable standard' is the demand in higher education now a days. So, the accreditation process of NAAC needs to examine the role of HEIs in preparing the students to achieve core competencies and to face the global requirements successfully. This requires the Higher Educational Institutes to be innovative, creative and entrepreneurial in their approach which ensure skill development amongst the students. To achieve this, HEIs may establish Collaborations, Linkages and MoUs with industries, network with the neighborhood agencies and foster a closer relationship between the world of skilled work and the world of competent-learning.

Assessment and accreditation of NAAC focuses on the developments of Higher Educational Institutes with reference to three aspects: quality initiative, sustenance and enhancement. Self-evaluation is important in the process of assessment and accreditation and has a noteworthy contribution in promoting objectivity, self-analysis, reflection and professionalism on the part of HEIs. NAAC's one of the major contributions of towards this is the promotion of Internal Quality Assurance Cell (IQAC) which results

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in building a quality culture. The IQACs are expected to facilitate the internalization and institutionalization of quality, to activate the system and raise the institutional capabilities to higher levels ensuring continuous quality improvement.

NAAC's assessment and accreditation helps higher educational institutions to know its Strengths, Weaknesses, Opportunities and Challenges (SWOC) through self-analysis and interpretation. It has begun innovative and modern methods of pedagogy. Besides, this process creates intra and inter-institutional and industries interactions. Besides, it makes Higher Educational Institutes realize their academic objectives. To add to this, it helps the HEIs in getting necessary funds from funding agencies for releasing grants for research as well as infrastructural development. It has helped to improve student enrolment and quality and quantity as well as develop sound and challenging academic environment in the Institution. This accreditation process keeps continuous improvement of academic as well as infrastructural measures and ensures heightened level of clarity. It also focuses on institutional functioning towards quality enhancement and internalization of the quality culture.

It provides a sound basis for decision-making to improve institutional working. It enables enhancement and coordination among various activities of the institution and institutionalizes all good practices. It builds a compact methodology of documentation and internal communication and helps Colleges and Universities to achieve positive student learning outcomes. This process promotes the academic environment for promotion of quality in teaching, learning, research and entrepreneurship in higher education institutions. Besides it encourages self-evaluation, accountability, autonomy and innovations in higher education institutes. Assessment and accreditation enables to undertake quality-related research activities, consultancy and training programmes, MoUs, linkages and collaboration with other stakeholders of higher educational institutes for quality evaluation, promotion and sustenance. Ultimately this helps to contribute to National Development of India.

Students, studying in NAAC accredited Higher Educational Institutions, can be assured to receive education which is a balance between high academic quality, professional relevance and that the needs of the corporate world are well integrated into curricula, and activities. It signifies that he/she has entered the portals of an Institution, which has the necessary and desirable features of quality professional education. It increases employability of graduates. Financial support is available only to students who enroll at a College, University, or other institution of higher education that has been accredited by an accreditation organization.

However, NAAC assesses the Higher Education Institutes since the last 13-14 years. There is a vast change in the infrastructural, academic performance of teachers etc. While this change is going on, it seems that extra workload of nonacademic responsibilities is on teachers of HEIs. Most of the State Governments have banned new recruitment of teaching as well as nonteaching personnel. NAAC requires documentation of each and every activity carried out in HEIs as an evidence of activity. Teachers are involved in the nonacademic activities like writing, typing, printing of notices, agendas, minutes of various types of meetings. Keeping record needs a lot of time, space and vigilance. Making MoUs, Collaborations, Linkages etc. with industries and other institutions need extra time.

Teachers have teaching workload of 18, 20 lectures a week as per UGC guidelines. Apart from this workload, they have college responsibilities related to administration, students, exams, research, personal academic development etc. Besides, NAAC expects other nonacademic duties to be performed by teachers. It has affected the quality of teaching which was prime intention of teachers before NAAC assessment. Teachers used to involve in academic activities like teaching, reading, identifying potential in students, continuous evaluation of students, in research etc. Nowadays, the attention of teachers is diverted from this to other nonacademic activities. Concentration on students' all-round academic development was the sole purpose of teachers then. Teachers of past were doing duties according to their likes. There was no any kind of obligation on them about research, extra qualification and other requirements. They were enjoying their teaching spending maximum time with students. But NAAC has made all things mandatory and it has affected the attention of teachers on students.

It is also noticed that many of HEIs manipulate the documentation of different activities which are not actually conducted for getting good grade. If it happens then what would be the outcome of Audit by NAAC. Besides, permanent as well as temporary faculty is manipulated by the Head of the HEIs in the manipulation of different activities. According to UGC Guidelines five hours duty per working day is assigned to teachers. But during the preparation for NAAC, all staff has to work since morning to night. Faculty is not allowed to enjoy their holidays. As a result there is a severe stress on the teaching faculty of HEIs.

If we see around, we can understand that there is too much crowd of workshops, seminars, conferences, training programmes etc. where there is no audience and the function is carried out as a formality only. Higher Education Institutes organize many programmes throughout the year which sometimes diverts the attention from academic to non-academic. Then there is the question of desired output. Many of the things are being carried out only because

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NAAC expects it. Moreover, assessment and accreditation of HEIs takes more than 6 months for its process. During this process, there is diversion from teaching, research, personal development etc. Many experienced teachers think of Voluntary Retirement Scheme. They fear that they would not retain their existence only because they are not competent to handle computer and ICT enabled system.

If teachers are involved in all these nonacademic activities and if teachers do not read, how it is possible to become Dr. Manmohan Singh, Bhalchandra Nemade, Dr. A. P. J. Abdul Kalam, Dr. Amartya Sen and so many other renowned teachers.

It is expected that the procedure of Academic and Administrative Audit by NAAC will not become like Indian Judiciary and Bureaucracy, "Procedure is everything and outcome is nothing"

In this regard, I would like to quote the expectations of academician Dr. Ashok Thorat,

The process of assessment and accreditation necessarily includes introspection, exploring possibilities, setting priorities, mobilizing resources, and scaling new heights. Instead of facing it as we face traditional examinations, each institution needs to develop a unique perception of assessment, primarily based on its own character and vision. NAAC needs to introduce appropriate modifications with a view to ensure more flexibility and less prescription, more innovation and less scrutiny. I acutely felt the need for NAAC to be as much invisible as possible and work more as a catalyst instead of a regulator.

As a teacher, I expect that the development of quality culture should not harm mental health, physical health, creativity of teachers, actual teaching, and foremost the centre of this process that is student. HEIs should not become factories where workers work routine duty like a machine for 8 hours. NAAC and HEIs should cope with both ends that there should be development of quality culture and teachers should not become machines.

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Role of Internal Quality Assurance Cell (IQAC) In Quality Enhancement of Higher Education Institutes In India

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Abstract-

Higher education system plays a significant role in the overall development of county which include social, cultural, economical, industrial etc.aspects. Higher education system of India is the third largest in the world. National Assessment and Accreditation Council (NAAC) have brought so many substantial changes in the Colleges, Universities and Institutes of higher education in India. It is pursuant of its activity for performance evaluation, assessment , Accreditation and quality up-gradation of colleges, universities and institutions of higher education. National Assessment and Accreditation Council (NAAC) , Bangalore proposes that every accredited institution should establish an Internal Quality Assurance Cell (IQAC) for measuring the quality substance post- accreditation . This paper tries to understand the role of Internal Quality Assurance Cell in creation and operation of quality enhancement of higher education institutions in India. It is a conceptual paper that outlines the new methodology and identifies the areas in which colleges, universities and institutions of higher education should focus on so as to improve the quality of their performance and to score better gradation during the accreditation. It should encourage the teachers to promote the use of innovative practices in teaching learning process, new techniques of continuous evaluation, improve research consultancy activity and evolve strong feedback and record system in higher education system.

Keywords – NAAC, IQAC, ICT, Quality Enhancement, Higher Education.

Introduction

Quality education has become an important need in the recent past years. Higher education system of India is the 3rd biggest in the world. Generally higher education is understood to comprehend teaching activities, research activities and extension activities. The report of the UNESCO International Commission on Education in the 21st Century titled "Learning: The Treasure Within" (popularly known as Delors Commission) emphasized four pillars of education: learning to know, learning to do, learning to live together and to be. Higher education is expected to inculcate all these four in individuals and the society. The British Standard Institution (BSI) defines quality as : "the totality of character of a commodity or service that carry on its capacity to satisfy stated or implicit needs." Quality improvement is a continues process. The Internal Quality Assurance Cell is a part of the colleges, universities and institutions system. It works for the fulfillment of the goal of improvement and maintainance of the quality. National Assessment and Accreditation Council (NAAC) has been always undertaking implementation of new teaching and assessing concepts, various directing fundamentals and some determinants of improving quality in higher education, it's teaching learning systems.

It pursues its purpose to evaluate the performance, implement new assessment techniques, accreditation and quality up-gradation of colleges, universities and institutions of higher education . National Assessment and Accreditation

Council (NAAC) , Bangalore enfoces establishment of an Internal Quality Assurance Cell (IQAC) for measuing quality substance post- accreditation .

Quality movement in Indian Higher Education

University Grants Commission (UGC) was formed with its constitutional power to preserve quality in colleges, universities and higher education institutions. As per UGC Act, 1956 under Section 12, it requires to be responsible for maintaining and determining the standard of teaching methods, evaluation systems and innovative research tools in higher education system. Various commissions and committees on education over the periods have underlined directly or indirectly the obligation for development in higher education system in India. Kothari commission (1964-66) recommended the concept of Autonomous colleges for the quality improvement. The New Education Policy (1986) highlighted on the acknowledgement and reward of distinction in accomplishment of institutions and scrutiny of the sub-standard of institutions. UGC established NAAC at Bangalore as a registered self-governing body on 16th September 1994 under the Societies Registration Act of 1860 after 8 years of constant and discerning disputation.

Objectives of NAAC are:

1. Encourage the educational environment, innovative research and quality of teaching in HEIs.
2. Help HEIs in expounding their educational aims.

3. Establish fundamental changes, innovations and rectification in all viewpoints of the HEIs working for the above purpose.
4. Encourage innovations, accountability and self-evaluation in higher education institutes.

About IQAC

The NAAC, Bangalore for pursuant of its Action scheme for performance evaluation, quality up-gradation, assessment and accreditation of colleges, universities and of higher education institutions, established IQAC as a post-accreditation quality measure. The IQAC has to become an essential part towards fulfillment of the goals of institutions.

Formation of IQAC

IQAC should be formed as per the guideline given by NAAC. Teacher representatives are to be selected from different faculties, considering their participation in teaching learning, evaluation, research and extension work. Local people from learned qualified persons serving society via their own work may be selected. The IQAC coordinator should be senior, non transferable teacher or full time teacher with teaching tenure more than five year.

Objectives/aims of IQAC

The primary Objectives/aims of IQAC is:-
1. To expand a method for deliberate, compatible and catalytic activity to develop the educational and administrative accomplishment of the institution.
2. To encourage for quality improvement through incorporation of quality culture and institutionalization of best practices of HEIs.

Strategies of IQAC

1. Undertake performance of academic, administrative and financial aspects.
2. Modern techniques of teaching and learning process optimization and incorporation.
3. Creation of reliable evaluation process..
4. Promise the sufficiency, continuity and appropriate allocation of support structure and services.
5. Dissemination of research findings, innovative research ideas and networking with other HEIs in India and outside India.

Functions 0f IQAC

1. Develop quality benchmarks for various educational and administrative activities of the institution;
2. Create learner centric environment by using various technology and participative teaching learning process.
3. Arrangement of students, parents, stakeholders, teachers and alumni feedback to get response on quality aspect of institution for quality enhancement.
4. Organize state, national or international level workshops, seminars, conferences on quality enhancement themes.
5. provide documentation of the various activities.
6. Acting as a nodal agency for dissemination and acceptance of best practices;
7. maintenance and improvement of organizational database by adopting Management Information System (MIS)
8. Quality Culture Development in the HEIs
9. Preparation of the Annual Quality Assurance Report (AQAR) as per the guidelines of NAAC and it's submittal

Benefits of IQAC

1. Determine concentrated level of simplicity and concentrate in institutional functioning towards quality improvement.
2. Provide internalization of the quality culture of institution.
3. Ensure about coordination among various processes of the institution.
4. For improvement of institutional functioning provide a reliable justification for decision-making.
5. Play significant role for dynamic system for quality enhancement in HEIs;

Composition of the IQAC

IQAC may be established under the Chairmanship of the Head of the institution with heads of important academic and administrative units.

Composition of the IQAC -

1. Head of the Institution : Chairperson
2. Few senior administrative officers
3. Three to eight faculty members
4. One member from the institutional management.
5. One/two nominees from students, local society and Alumni
6. One/two nominees from Employers / Industrialists/stakeholders
7. One of the senior teachers as the coordinator/ Director of the IQAC

The membership of nominated members shall be for two years. The IQAC should conduct meeting of nominated members at least once in every quarter. Two-third of the total number required for quorum for the meeting.

Role of IQAC Quality Enhancement of Higher Educational Institutes in India

The IQAC should play significant role in planning,

organizing, monitoring and evaluating the academic process of the colleges, universities and higher education institutions. The IQAC should devise an academic calendar at the starting of academic year by considering the educational plan of the institutions. Basically the academic calendar should include teaching schedule, practical schedule, internal or external examination schedule, study tours and excursion tour, industrial visits, guest lectures, seminars, conferences, workshops, day celebration, local programmes and institutional programme, various co-curricular and extra-curricular and cultural activities/programmes and research activities. To evaluate and monitor the academic plan IQAC shall also conduct regular meetings of all faculty members. It should arrange some orientation programmes for administrative staff and supportive staff of the college.

Conclusion

The role of IQAC for the quality improvement in higher education institutions is important as its works towards improvement and stabilizing the quality of higher education institutions. Thus, the role of IQAC is very important for bringing about so many positive changes in and around the academic activities of colleges, universities and higher education institutions. IQAC can create a good academic atmosphere between students and all teaching and non-teaching staff in the premises and maintain and enhance the quality of HEIs from time to time.

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Issues in Designing of the Syllabus for Effective Courses in Higher Education: Communication

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Abstract:

Sustenance through quality inculcation for higher educational institutes is largely determined by the various factors like availability of sources, knowledge resources, way of implementation of knowledge and an effective skill for inculcation of the knowledge into uneducated minds with fruitful outcomes. In order to achieve such a great task all the institutes of higher education has responsibility on their shoulders. To fulfill these task institutes has to take an effective action which is totally based on their ground rules and implementation of these ground rules the most important among numbers of responsibilities is to design the syllabus which is of internationally as well as locally important for the learners not only to get good jobs but also to becomes good citizen of the nation . In the present article, we have discussed while designing of the syllabus institute has to consider various factors and how to design the new syllabus. Objectives that need not be neglected while designing the syllabus and efficient utilization of fruitful objectives.

Key words: syllabi, outcomes, resources, objectives behind syllabi, study material.

Introduction:

Maximized learning ensures the timely progress of the higher educational institutes. They have to consider the new opportunities, institutes culture, structure. The potential of the design thinking enhances the creativeness of institute at all. The higher educational institutes like central universities, state universities, IITs and Colleges have to consider their structure as student centric. Considering the student centric does not mean the student should not face any trouble during completion of the selected courses. Institute has to consider the different social, academic, management, and economic pressure. Nowadays, the viewpoint of stakeholders, local communities, parents as well as students towards the higher educational institution is changed; as people think that education should create only products really eligible to get job in multinational companies, other corporate sectors and government institutions, etc. The central government and state government policies force the higher educational institutions to expand their access and increase the number of graduate students. The focus on skilled, job-ready product is enhanced. To fulfill the requirements of society, the educational institutes have to design their syllabi by considering some objectives.

In the present paper, in short, we have discussed the relative objectives and methods to complete such objectives. The syllabus provides the faculty member and learners an indication point that sets the stage for learning. The students must have easy admittance to the course syllabus by handing out hard copies on the first day of the group of students. The syllabus will have following objectives:

- The first and most important objective is to know who the learner.
- What do the learners and local people expect from the current course?

- Whether the designed courses and syllabi are locally important?
- If the course is locally important, then in which aspect and how to corroborate the course outcomes with the society?
- Why is the selected course important?
- How does the syllabus motivate the students?
- The syllabus should be a powerful teaching tool.
- It should be based on the contact between students and teachers.

Discussion:

The actual content and information included in the syllabus may be different for different faculties, departments, branches and teaching staff. Successful and efficient syllabus has some common factors. Those factors will establish a good coordination between learners and teachers in all the aspects related to teaching as well as quality enhancement of the universities and colleges. The course should have different qualities included in the basic content and the interest. The course has to fit in the discipline of the concerned faculty. The course outcome has to be decided prior to the commencement of the program. The objective must be knowledge and skill- based, and readily identifiable and recognizable as well as easily assessable. Predefined activities have to be planned and shared clearly with the students. The most important thing is the availability of required course study- material. It has to be arranged by the universities and colleges too. The prioritization of the topics involved in the course syllabus along with the time frame for completion of concerned course must be clear. The student's challenges have to be addressed to their parents and concerned learners. Teachers should have confirmed teaching plan along with the

assignments, tutorial, study materials etc. The methods to assess and present learning outcome of the learners and the scope of their knowledge, which will fulfill their ambitions, should be clear and completely understood by the faculty of the concerned institute.

The guiding policies and principles will be clear through the syllabi. The principles and policies have to include various aspects like an inclusive atmosphere that welcomes new learners and beneficiaries. The code of conduct and the procedure itself should regard the academic integrity. The students need to know about the expectations of the Concerned College or university. The students should also realize their responsibilities as a learner like policies of exam reforms, the late work disadvantages, and the class participation in the activities like students' seminar. The last but not the least objective is the expectations of higher educational institutes to achieve grants. Success is an important pillar for a successful learning of the course. Confidence building among the students as they are capable

to complete the course should be the ultimate goal of these courses. Resources are also an important point that cannot be avoided during constructing the syllabus of a successful course.

Conclusion:

In conclusion, we have mentioned those aspects which will be considered not only for the smooth running of the higher educational institutes; but also to achieve a grant success in the respective course to make a brand name of their institute. In order to fulfill this requirements, colleges as well as universities has to focus the above mentioned points with complete care. The present communication may be helpful for readers to get better insight in the issues while designing the new syllabus.

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Best Practices: Benchmarking Approach for Quality Enhancement in HEIs

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Abstract:

Best practices are considered as reliable standards of quality in Higher Education Institutes (HEIs) as they play a key role in the formation of Higher Education Institutional quality index. It is noticeable that best practices can be carried out by various stakeholders of HEIs in various areas where institutions have opportunities, because National Assessment and Accreditation Council (NAAC) in Higher Education considers best practices as benchmarking approach for quality enhancement. Best practices function like an inductive approach to quality management where focus is laid on practice and continuous proper transformation. One striking aspect in connection with best practices is that teacher plays a key role in building competencies of learners through best pedagogic practices. The present research paper also exemplifies the effective application of best practices in HEIs with their importance.

Key words: Best practices, community engagement, NAAC, benchmarking approach, inductive approach.

National Assessment and Accreditation Council (NAAC) in Higher Education for 'Quality Management' lays a special emphasis on 'quality' which is a defining element in the development of Higher Education. The quality is expected to be in the major areas such as evaluation, promotion and sustenance initiatives. It is noteworthy that significant and path-breaking efforts are taking place in HEIs to bring about revolutionary quality improvement. Any 'Best Practice' of HEIs exhibits characteristics of a quality thinking adopted by institutes as Prof. V S Prasad, the former director of NAAC writes "Best practices, the practices which add commendable value to an institution and its various stakeholders, are considered as reliable benchmarks or standards of quality. The National Assessment and Accreditation Council (NAAC) is advocating the best practices benchmarking approach for quality enhancement in higher education." (Prasad, 01) In short, establishing benchmark through the application of best practices is a newly emerged concept in Higher Education quality assessment. While discussing the major objectives of 'Best Practices', Prof Prasad laid a special emphasis on 'focus on continuous improvement efforts'. (Prasad, 02) In the major stages in the application of 'Best Practices', Prof Prasad explicates and focuses on the capability of HEIs in connection with identification, implementation, institutionalization, internalization and dissemination of best practices. The best practice benchmarking approach is based on an inductive approach to quality improvement in HEIs.

In the stage of 'identification of best practices', Prof. Prasad writes "The identification of best practices depends on many variables such as institutional goals, pedagogic requirements, global concerns, local contexts, nature of learners, competencies of staff, infrastructure facilities and governance requirements". (Prasad, 03) Here, Prof. Prasad prominently underscores the institutional goals, global or local challenges, nature of learners and governance requirements. In short, reflection of local to global connectivity and changing dimensions of learning process are prominently focused in the identification stage on which the nature and proportion of outputs is depended. In this connection, we have tried to introduce and discuss some best practices based on the role of HEIs in community engagement, learning system and student participation in quality enhancement. In the present research paper, we have tried to introduce some rudimentary, feasible and general best practices that contribute in the quality enhancement of higher education.

Transfer of knowledge to society is one of the major key indicators in the evaluation process of HEIs. In order to promote practical relevant learning in higher education system, learning by doing or experimental learning is very important. It has significant and radical advantages. The following 'best practice' throws light on practicability in learning process.

Best Practice - I
Title: Learning by Doing Practice
Goals:

1) To transfer departmental knowledge to society

2) To motivate and boost the stage confidence of students

3) To identify and understand the major barriers in the process of interaction and knowledge transfer with primary or higher primary students

4) To promote HEIs students to use YouTube, mobile or other ICT resources.

The Context:

In order to focus on experimental learning, the present practice is very beneficial for students of higher education institutes. The advanced and bright learners of

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various disciplines of the HEIs can contribute to the local primary and higher schools located in the vicinity of the college. In order to bridge the gulf between rudimentary knowledge of primary or secondary school teachers and advanced information and knowledge of HEIs students in the particular subjects, HEIs students can deliver lectures in primary or secondary schools.

The Practice:

The advanced and bright learners of HEIs can be sorted out to deliver lectures on various subjects taught at primary and secondary schools. Here, such HEIs students are promoted to select newly emerged, advanced and applicable topics of their concerned subjects for the teaching at schools. Teachers of HEIs guide properly the HEIs students about topic selection, skill of interaction and communication or soft skills such as body language.

Evidence of success:

1) Development of stage confidence, communication and interaction skills among HEIs students
2) Comprehension and growth of knowledge in the select subject topic
3) Understanding limitations of HEIs student
4) Limitations are overcome and tackled with the help of HEIs teachers.

HEIs can focus on what challenges are faced by government authority in their areas. In this connection, HEIs can carry out 'best practice' based on community engagement. In order to contribute government schemes, HEIs can conduct and carry on some innovative and best practices with the help of students. Suppose, the HEIs is located in a drought prone region, it can contribute by extending innovative and best practices based on tackling such challenges. In the developed and advanced countries, higher education instructional orientation to community engagement is exhaustive and carried through to completion. It is discussed with the help of following best practice:

Best Practice - II
Title: My Fight against Local Challenges
Goals:

1) To make the NSS student able and compete by developing social interest of transformation
2) To promote students to know and understand various local challenges
3) To train and enable students as a studious, responsible and knowledgeable learner about tackling the local challenges
4) To minimize the barriers between curricular and its application for social change
5) To inculcate social interest, responsibility among students
6) To create awareness of the environmental and social issues
7) To develop among students the sense of working together in a team

The Context:

In order to bridge the gap between urban and rural, urban amenities should be provided in rural areas. If the government has some limitations in the provision of urban amenities in rural sector, innovative steps should be carried out to overcome drought prone region. So the steps such as creating awareness among rural people and organization of one day visiting camps at villages to discuss and inform various strategies, solutions such as the careful use of water, rain water harvesting, farm tank, drip irrigation, suitable crop system to the regional environmental system. Moreover, the focus on the policy of reuse, redirect, recycle and reduce water and instead of farming, the scope and opportunities in domestic agricultural industries such as poultry farming, fish farming can be focused and inculcated among rural people by focusing on the coming natural disaster of water crisis.

The Practice:

Firstly, NSS students are given knowledge through the organization of guest lectures, workshops and seminars by veteran persons, government departmental authorities or local NGOs who are very well acquainted with local challenges and remedies at college level. Under the guidance of college teachers, various group of trained NSS student will visit the local villages that face such challenges and guide villagers through lectures and workshops twice a year.

Evidence of success:

1) Awareness about use of water among villagers
2) Changing nature of local farming
3) A considerable growth in the water storage
4) Eco-friendly ethos among villagers
5) Focus on practicability and smart work
6) Acquisition of various life-oriented skills among college students
7) Feeling of social mobilization among college students

Problems Encountered and Resources Required:

1) Convincing the villagers is challenging
2) A shortage of expert trainers, money
3) Connectivity with and reaching at remote and isolated villages is challenging

Motivation and availability of platform play a key role in the formation of students' career. Now due to easy access to various print and live media, students give outlets to their views, opinions and feelings. Their views can be radical, thought-provoking or biased also. So teachers can mould their views in a right direction for betterment

of nation as well as enrich their thinking abilities. In this connection, following best practice is very useful.

Best Practice - III

Title: My DNA on Current Happenings

1) To avail a platform for students to be expressive on current happenings
2) To increase and foster positive thinking among students
3) To remove biased thoughts and mould thinking tank for betterment of nation
4) To develop critical and analytical thinking about current news and happenings among students

The Context:

The vast paradigmatic shift in the current global market has brought pressure and responsibilities on the higher educational institutions. Taking into account the changing dimensions of higher education, student is expected to be an exhaustive and all-round developed learner. Therefore, the responsibility of HEIs is increasing day by day. Therefore a student who is very well connected with the current happenings should express and analyse his or her views and opinions concerning daily happenings to comprehend the pros and cons.

The Practice:

A programme entitled 'My DNA on Current Happenings' can be conducted at the end of every month. A list of major and burning news and happenings will be prepared by the HEIs teachers and displayed on notice board before a week of programme. Students will be informed and promoted to register their names to share their views and analysis. In the programme, all college students will be gathered for programme.

Evidence of success:

1) Enrichment in the interest of students about current news and happenings
2) Increase in reading newspapers, magazines by students
3) Increase and development in stage confidence, communication skill
4) Removal of biased views and opinions
5) Development of positive thinking

Problems Encountered and Resources Required:

1) Lack of easy authentic and studious knowledge resources for rural students

2) Insufficient deep and critical knowledge

In short, such 'best practices' provide a basis for conceptual breakthroughs in the various fields of higher education. These practices provide a platform through contributing to various fields for sharing several effective practices visualized and carried out by HEIs. Such practices also offer heartening experiences to both teachers and students. Apart from above discussed 'best practices', there are best practices such as wildlife conservation and protection, caring for senior citizens or love for old age homes which can widen the contribution of HEIs to nation building. Thus, as per revised accreditation framework, the scope of best practices is also rapidly widening with innovative demands.

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Performance Evaluation of IQAC:
The Responsibility of The Principal And Coordinator

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ABSTRACT

Quality assurance and enrichment is the continuous process, for which Internal Quality Assurance Cell (IQAC) has been constituted in many college. The functions of IQAC and the inefficiency of college administration being interconnected, depend on the degree of transference of power and authority with high-leveled interest through division of work via the participatory and positive association of every member in the institution. It is expected that the Principal should implement the inventive ideas suggested by IQAC. But, in some cases it may be difficult for the Principal to work on any other's orders though they have come from a independent organized mechanism of IQAC. The coordinator keeps on ahead of you for the orders of the Principal even for conducting the meetings of the IQAC and writing the AQAR. Academic superiority is a result of democratic, unidirectional targeted team work of all the stakeholders together.

Key Words: IQAC, Quality Culture, Stakeholders, Innovative ideas, benchmarks.

Introduction:

In November 1956, The University Grants Commission was established as a statutory body of the Government of India through an Act of Parliament. University Grants Commission is the only grants giving agency in our country. Main two responsibilities of University Grants Commission are providing and co-ordinating finances , and maintaining the standar in institutions of higher education. The university Grants Commission's mandate involves Promoting and coordinating university level education, influencing and maintaining standards of teaching, examination and research in Universities, framing regulations on minimum standards of higher education. In the field of college and university education monitoring is a necessity. UGC disburses available grants to the universities and affiliated colleges and also serves as a mid way between the Union and State Government and institutions of higher learning. UGC advises the Central and State Government on the procedures necessary for enhancement of academic standards of universities.

To scrutinize values of the higher educational institutions, it established the National Assessment and Accreditation Council as an autonomous body in September1994 under the Act Section 12(ccc). National Assessment and Accreditation Council is entrusted with the task of performance evaluation, assessment and accreditation of all Universities and affiliated Colleges in the Country. The philosophy of National Assessment and Accreditation Council is ameliorative and enabling rather than corrective or critical, so that all constituencies of institutions of higher learning are empowered to maximize their resources, opportunities and capabilities. National Assessment and Accreditation Council has been instilling a force of quality consciousness amongst institutions of higher education aiming for constant upgrading. National Assessment

and Accreditation Council is triggering a quality culture between the various constituents of the higher educational institutes as well as enhancing the awareness of Institutional Quality with all stakeholders. The main outline of National Assessment and Accreditation Council is to Assess and Accreditate Institutions of higher learning with an objective of helping them to work constantly to improve the quality of education.

Assessment is a performance evaluation of an HEI and /or its units and is accomplished through a process based on self-study and peer review using defined criteria. Accreditation refers to the certification given by NAAC which is valid for a period of five years. NAAC accredits UGC 2(f) & 12B as well as non 2(f) & 12B HEIs. All stakeholders have to be fully engaged in the endeavour of quality assurance of the HEIs. Therefore, it is essential that higher educational institutions are forced to establish their individual internal mechanisms for sustenance, assurance and enhancement of the quality culture of education imparted by them. The efficacy of external quality assessment would therefore be determined by the effectiveness of such institutional internal quality systems and processes.

Objectives

1. To understand the role of Internal Quality Assurance Cell in maintaining overall excellence standards in a college.

2. To examine the role of Principal and coordinator of IQAC in quality culture.

Research Methodology: The present study is totally based on secondary data. This is collected from journals, books and various websites.

Internal Quality Assurance Cell (IQAC) : Many institutions have established the Internal Quality Assurance Cell as a post accreditation quality provisions activity. The practice of National Assessment and Accreditation Council

reveals that the IQAC in the educational institutions are positive and running in a healthy way. According to this achievement story from 1st April 2007 onwards National Assessment and Accreditation Council is propagating to have such mechanism created prior the accreditation in all the higher educational institutions. It is helpful for establishing quality culture in the educational institutions. The National Assessment and Accreditation Council take a policy decision for all higher educational institutions to establish Internal Quality Assurance Cell for which it has decided to give beginning financial assistance. Quality Assurance and enhancement is the constant process for which Internal Quality Assurance Cell has been constituted in many colleges. The functions of IQAC and the efficiency of college management, being interconnected, depend on the degree of decentralization of power and authority with high-leveled speciality through division of work via the participatory and proactive involvement of every member in the institution. Though IQAC is the first step towards the internalization and institutionalization of quality enhancement, its success depends upon the wisdom of belongingness and contribution. It can encourage all the constituents of the institution. To remoe the deficiencies and enhance quality , the Internal Quality Assurance Cell has the potential to work out involvement strategies. It is helpful to the Principal for facilitative and participative, decision taking and goal setting system. The functions expected from Internal Quality Assurance Cell demand responsibility of the principal and thus put a question mark on the presentation of the head of the institution which is hard enough to be digested by the person in a powered chair.

Principals Role in IQAC: The Internal Quality Assurance Cell suggests the Principal to implement the innovative ideas and this is the expected role of principals. Spreading the information on quality aspects is a second function of the principal as suggested by IQAC. Unfortunately, the Principal of the institution is believed to keep privacy and secrecy of the information. The third suggested function form Internal Quality Assurance cell is that the principal should finalize the organization of discussions, seminars and workshops etc. if Internal Quality Assurance Cell has estimated to record and keep an eye on quality measures of the institutions, it directly questions the routine of the principal as one of the significant stakeholder. Principal is an important powerful post to be found the list of stakeholders. So, it cannot be ignored by any constituent in the education institution. After principal, the role of coordinator of the Internal Quality Assurance Cell is also important in ensuring the effective working of all the members.

Internal Quality Assurance Cell Coordinator's role

The coordinator of the Internal Quality Assurance Cell must be a senior most person with experience in quality aspects. But at the time of selection of coordinator seniority of the a person is measured in the years of his experience and not on the experiments and innovations brought by senior person the work. Quality assurance and enhancement are new concepts and they are very rarely taken in the true sense by many of the senior people. Secondly, as a senior faculty, he/she could be full time functionary and coordinating tasks of Internal Quality Assurance Cell will be an extra responsibility. This, hardly provides justice to the work of institution. For the writing of Annual Quality Assurance Report (AQAR) and conducting the meeting of the Internal Quality Assurance Cell coordinator is kept waiting for the principal's order. Academic excellence is a result of team work of all the stakeholders together e.g. Principal, Teachers, Students, Alumni and parents etc.

So, principal and IQAC coordinator play an important role in Internal Quality Assurance Cell. Principal's and coordinator's awareness of their catalytic role is very essential. when it is left unrevealed, this totally personalizes and thus paralyses the method of quality improvement. Internal Quality Assurance Cell works like a local management committee. At the time of appointment of coordinator of Internal Quality Assurance Cell, his/her awareness towards quality and excellence is taken in to consideration. The main objectives of IQAC are to conduct the meetings regularly minimum thrice in an academic year and properly maintain the records of these meetings. Internal Quality Assurance Cell goes through Strength, Weakness, Opportunities and Challenges (SWOC) analysis as a periodic task.

Conclusion:

National Assessment and Accreditation Council is triggering a quality culture between a mixture of constituents of the higher education institutions as well as attracting the responsiveness of institutional quality assurance with Principal, Teachers, Students, Parents and Alumni. The educations institutions quality and excellence are results of team work led by the leaders like principal and coordinator of Internal Quality Assurance Cell. So, the leaders are supposed to work along the guidelines of Internal Quality Assurance Cell with appropriate realization of the democratic role. This can be brought in by making the Internal Quality Assurance Cell a statutory and mandatory apex body of the educational institution.

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Challenges in Developing Quality Culture in Higher Education Institutes in India: A Review

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1) Introduction

Higher education is a crucial process of imparting knowledge and developing students' capabilities. Therefore higher education is termed as an investment in human capital and also as an important factor of growth and development of the economy. This leads to greater use of human resources in growth process. In the era of globalisation all economies and societies are rapidly expanding by reducing geographical distances. Global competitiveness is also increasing. On this background recent studies on higher education emphasise on assessment and accreditation of both quality and quantity in higher education. Indian higher education is rapidly expanding in recent past. Therefore it becomes important to develop quality culture in higher education.

Since, quality in higher education is a multi-dimensional concept with involvement of different sets of stakeholders with different roles and objectives, the process of developing quality culture in HEIs is very challenging. It requires support and involvement of all concerned stakeholders. This paper aims to focus some of the challenges faced in the process of developing quality culture in higher education institutions in India.

2) Quality in Higher Education Institutions (HEIs)

According to Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) 2015 the term 'quality assurance' is used to describe all activities within the continuous improvement cycle (i.e. assurance and enhancement activities). The development of quality culture in higher education is associated with three levels : 1) Internal quality assurance, 2) External quality assurance, 3) Quality assurance agencies (ENQA, 2015). However these three parts are interlinked and interrelated.

Use of the principle of Total Quality Management (TQM) in education sector definitely helps in enhancing overall quality of education service. TQM consists of organization-wide efforts to "install and make permanent climate where employees continuously improve their ability to provide on demand products and services that customers will find of particular value. (Ciampa, Dan (1992) as cited in wikipedia.com). Here total emphasis is given on continuous improvement in delivery and quality of service by each concerned department. According to The American Society for Quality TQM is based on all members of an organization participating in improving processes, products, services and the culture in which they work. Use of TQM is necessary to enhance quality of education at national institutes for getting international recognition. TQM is also needed for developing quality of college education. Quality dispersions and gaps can be filled by adopting TQM methods in higher education sector.

Six Sigma is another measure of quality of production of goods and services. It is a quality assessment model originated at Motorola in the early 1980. its (NAAC 2006). It aims to minimise errors and improve the quality of service or production. It can be expressed statistically from 0.0 to 6.0 as a magnitude of defects and success percentage.

Table : Selected Quality Principles and Parameters

Sr. No	NAAC Key Criteria	European Standards and Guidelines (ESG)	TQM	Six Sigma	ISO 9000 series
1	Curricular Aspects	Policy for quality assurance	Commitment from the management: 1. Plan (drive, direct) 2. Do (deploy, support, and participate) 3. Check (review) 4. Act (recognize, communicate, revise)	Define the system, the voice of the customer and their requirements, and the project goals	Customer focus
2	Teaching-Learning and Evaluation	Design and approval of programmes	Employee Empowerment 1. Training 2. Excellence team 3. Measurement and recognition 4. Suggestion scheme	Measure key aspects and collect relevant data	Leadership

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3	Research, Consultancy and Extension	Student-centred learning, teaching and assessment	Continuous Improvement 1. Systematic measurement 2. Excellence teams 3. Cross-functional process management 4. Attain, maintain, improve standards	Analyze the data to investigate and verify cause-and-effect relationships.	Engagement of people
4	Infrastructure and Learning Resources	Admission, progression, recognition and certification of students	Customer Focus 1. Partnership with Suppliers 2. Service relationship with internal customers 3. Customer-driven standards 4. Never compromise quality	Improve or optimize the current process based upon data analysis	Process approach
5	Student Support and Progression	Teaching staff		Control the future state process	Improvement
6	Governance, Leadership and Management	Learning resources and student support			Evidence-based decision making
7	Innovations and Best Practices	Information management			Relationship management
8		Public information			
9		On-going monitoring and periodical review of programmes			
Source : Complex Research Group (GRC) (2018) https://en.wikipedia.org/wiki/Six_Sigma, https://en.wikipedia.org/wiki/ISO_9000, https://cleartax.in/s/total-quality-management					

The process of quality culture involves four phases viz. Planning, Execution, Support and Assessment. In each stage extent of required contribution from different stakeholders in quality enhancement is significantly varies due to number of constraints.

Table 2: Determinants of Quality Culture in HEIs

A) Process of Quality culture	B) Stakeholders in Quality culture	C) Other factors
1. Planning	1. Students	1. Geo-Climatical
2. Execution	2. Teachers	2. Cultural
3. Support	3. Management	3. Economic
4. Assessment	4. Government / Regulation	4. Sociological
	5. Ranking, Accreditation and Assessment	5. Global educational Trends
		5. Media
		6.Civil Society
		7. Social Networking
Source : Saima Jawad, Iram Jamshaid, Fazal Wahab (2015) & wikipedia.com		

In India the process assessment and accreditation of HEIs is playing crucial role in developing quality culture HEIs. A higher education accreditation is a type of quality assurance process under which services and operations of educational institutions or programs are evaluated by an external body to determine if applicable standards are met, and accredited status is granted by the agency. (https://www.reviewadda.com/institute/article/77/higher-education-accreditation-board-in-india). A large number of accreditation councils is working in this area in different discipline. Some of them can be listed as follows – University Grants Commission (UGC), National Assessment and Accreditation Council (NAAC), National Institutional Ranking Framework (NIRF), All India Council for Technical Education (AICTE), National Council for Teacher Education (NCTE), Association of Indian Universities (AIU), National Board of Accreditation (NBA), All India Management Association (AIMA), Bar Council of India (BCI), Institute of Chartered Accountants of India (ICAI), Institute of Company Secretaries of India (ICSI), Film and Television Institute of India (FTII), Dental Council of India (DCI) , Distance Education Council (DEC), National Institute of Electronics & Information Technology (NIELIT), Department of Electronics and Accreditation of Computer Courses (AKADOEACC), Indian Nursing Council (INC), Medical Council of India (MCI), Pharmacy Council of India (PCI), Veterinary Council of India (VCI), National Council for Human Resource in Health (NCHRH)

3) Challenges in Developing Quality Culture in

HEIs:

Quality in higher education is a multi-dimensional, multilevel, and a dynamic concept. Ensuring quality in higher education is amongst the foremost challenges being faced in India today (Sheikh, 2017). The process of development of quality in an institution of higher education is not a self-driven. Creation of institutional and regulatory framework and various initiatives initiatives from the policy makers can play significant role in developing quality culture in HEIs.

Yarahmadi and Magd (2016) (as cited in Anastasia Papanthymou & Maria Darra 2017) listed following obstacles to successful Quality Management implementation higher education-1. Lack of management commitment 2. Poor Vision and Plan Statement 3. The Government Influence 4. A lack of highly qualified professionals 5. Lack of knowledge about the self-assessment mechanisms 6. Resistance of institutional assessment/change 7. Poor coordination between employees and departments 8. Lack of interest in training 9. Expectation of immediate results 10. Instability of leaders and departments 11. Rigid organizational structures 12. Lack of clarity about role and responsibilities and 13. Lack of employees' commitment

Some of the major challenges of higher education system in India which are significantly affecting the process of developing quality culture in HEIs are given as follows.

1. **Regulation :** Highly bureaucratized system with multiple controls and regulations exercised by Central and State Governments, statutory bodies UGC, AICTE and others, HRD Ministry, university administration and local management is a key issue in Indian higher education. Indian higher education system is heavily subsidized by the Government. Up to 90per cent of the operating costs are paid for by the state. The efficiency of fund utilization is very poor due to internal rigidities. (Sreenivas & Babu, 2015).

2. **Research:** Due to the limited focus on Research and Internationalization, very few Indian higher educational institutes are globally recognized. Number of Research papers published in India has increased continuously for the past few decades but reflected in low citation impact if compared with other countries like Germany, United States, France and China (Sharma & Sharma, 2015)

3. **Curriculum:** Indian higher education is facing with the problem of poor quality of curriculum. In most of the higher educational institutes curriculum is out-dated and irrelevant (Sharma & Sharma, 2015). Most institutions offer outdated programmes with inflexible structures and content. While course content has been updated and restructured over time in the world's best institutions, Indian university curricula have lagged behind (Sreenivas & Babu, 2015).

4. **Infrastructure and Facilities:** Physical assets for education comprise land, building and furniture and it include physical facilities for teaching spaces and for ancillary rooms. The development of physical assets and facilities in higher education is complex and cost intensive and to ensure their quality and maintain world standards is very challenging (Musa & Ahmad 2012). Apart from the highly recognized higher educational institutes in India most of the colleges and universities lack in the basic and high-end research facilities. Many institutes are running without proper infrastructure and basic facilities like library, hostels, transport, sports facility etc. which is desirable to rank the quality institution (Sharma & Sharma, 2015).National institutes are provided good infrastructure, faculty quality, academic and functional autonomy. However at international level they are lagging behind in terms of ranking. As compared to national institutes state universities are facing different problems e.g appointment of staff (inadequate staff), finance and less research. Private or government aided colleges affiliated to universities are yoked to state government universities in all aspects of curriculum, admission criteria and processes, assessment and evaluation patterns, examination conduct and with some oversight in appointment of faculty. (https://digitallearning.eletsonline.com/2018/12/challenges-and-opportunities-in-indian-higher-education/)

5. **Employability:** Low employability of graduates is one of the major problems in India. Only a small proportion of Indian graduates are considered employable. Placement outcome also drop significantly as we move away from the top institutes (Sharma & Sharma, 2015). At undergraduate level the highest number (36.4%) of students are enrolled in Arts/Humanities/Social Sciences courses followed by Science (17.7%), Engineering and Technology (14.1%) and Commerce (14.1%) (AISHE, GOI, 2018).

6. **Faculty:** In most of the state and central universities more than 30% of faculty positions are lying vacant. There is high Student-Faculty Ratio in India. While the student enrolment in higher education, is growing with faster rate in the last few years (Sharma & Sharma, 2015). As per All India Survey on Higher Education (AISHE) 2018, the Pupil Teacher Ratio (PTR) was 30 in the case of all universities and colleges for regular mode in 2016-17. It is found that there are large variations among the states (AISHE, GOI, 2018) Salary and compensation for teaching staff is poor and, therefore, higher education institutions are unable to attract and retain qualified and trained teachers. Besides unattractive compensation packages, recruitment procedure is lengthy and working environment not conducive to retention. As a result, a substantial proportion of high ranking students who could fill up such assignments prefer to work elsewhere or go abroad. In a recent move UGC has further damaged the pay and promotion prospects of college teachers by reducing promotional grades thereby creating more stagnation and frustration amongst college teachers (Sreenivas & Babu, 2015).

7. **Institute:** There is increase in the number of low quality institutes all over the country. There is too much glamour and less quality of education. Indian higher education institutes have less recognition at international level. Presently the government has no strategy for attracting foreign students to India. Presently there is a very less collaboration of higher educational institutes with industries (Sharma & Sharma, 2015). Higher education in India is rapidly increasing over the years. This quantitative growth has not supported with increased academic flexibility and quality. Present regulatory framework is contributing in quantitative expansion of higher education but at the same time there is no qualitative expansion in higher education. This indicates the significant role of policy makers in enhancing quality culture in HEIs.

4) Conclusion

Since, quality in higher education is a multidimensional concept with involvement of different sets of stakeholders with different roles and objectives, the process of developing quality culture in HEIs is very challenging. Holistic and comprehensive strategies are needed to be adopted for developing quality culture in HEIs. Inclusive quality development methods must be introduced and employed by adopting various quality principles like TQM and Six Sigma in the field of higher education.

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Role of ICT based Teaching Methods in Higher Education

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Abstract

The basic requirement of the human resource development is teaching and learning in the process of education. This process has gained sea change over a period of years and now the technology has brought major changes in this process. The students are becoming more conversant with the technology and the same or the higher speed should be enhanced by the current teachers. It has become need of the hour. There are three domains of learning viz., knowledge, skill and attitude. Hence, education has to mould the attitude of the students through teachers and educational institutions. Developing soft skills is one more need taking birth in today's environment. Now a days student are the centre of the education. Students expect the teachers to update the knowledge of the subjects since they trace the veracity of different things on internet. Internet is becoming their all time guru to update their knowledge and solve their difficulties. Hence, teachers need to find where the students are and move there to reach up to their expectations. E-content development, digital presentation, power point presentation, use of videos, video graphing the lectures, making lectures on various topics on website of the educational institutions or on you tube, following more participative approach, seeing is believing approach, brainstorming, mind mapping, rapid prototyping, formative and summative assessments, creating own knowledge, students projects and students seminars, micro teaching, developing self learning in students are various techniques which can be used with the help of information and communication technology (ICT).

Key words: ICT, teaching skills, MOOCs, finishing school, digital migrants

Teacher Quality:

The universities and colleges in China, Brazil have obtained prestigious places in world ranking. But Indian universities do not find any place in first 350 universities in the world. It shows that the Indian educational institutions and the teachers are not enhancing their competence at par with global standards. The development in teaching process, teacher quality, learning process, research, publication of high standard books and papers are the needs of stakeholders today in the field of education. The international expert on educational reforms Bloom B. S. has given different Levels of Learning which are called as Bloom's taxonomy of educational objectives. Such levels are as follows : Create, Evaluate, Analyse, Apply, Understand, Remember. In developed countries the Government contributes about 9% of GDP on research and innovation. But in India, the level of contribution is hardly 2%. The infrastructure and quality of research are influencing factor on teacher quality. Bloom's taxonomy has given the three domains of learning viz., Knowledge – Cognitive, Skills –Psychomotor, Attitude – Affective. Hence, the role of the teacher today is to build a right attitude of students. The attitude makes a lot of difference rather than the knowkedge of a particular subject. The knowledge resources are available in plenty these days. The students are made available many lectures on you tube and students are aware well in advance of the updated knowledge. Hence, now a days, there is one emerging challenge in front of teachers to update the knowledge, otherwise students are ready to prove a teacher as outdated. The fact is that the students can be taught well by showing

rather than by talking. Hence, the fact in teaching learning process is I see and I forget, I hear and I remember, I do and I understand. So, the practical experiments, educational visits, study tours, research projects, assignments have more weightage. The teachers are supposed to develop the self learning skills among students. In self learning, the students are encouraged to read and understand on their own. The development of listening skills, reading skills, writing skills, note making skills, observation skills, drawing and sketching skills, thinking skills, memory skills, self learning planning skills is the requirement of students. The teaching should be focused to develop these skills among students.

The Impact of Teaching Method on Learning Outcome:

The globalisation, revolution in information technology, liberal economic policies and global market has brought changes in society and lifestyles. The speed of transfer of information and use of the information are increasing. The artificial intelligence has replaced the human intelligence in many cases. Intellectual mobility has brought many techniques to make things more easy and memorable. In teaching field also the artificial intelligence has brought revolutionary changes. The teaching method which is based on seeing and listening is accounted as good by both teachers and students. Now a days, the students are the centre point of the education. Hence, the participative style of teaching is expected by the students. The students are digitally literate. The teachers therefore need to be digitally literate. The objective of learning to know is changing to

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learning to do and practice and live together. The more we practice in life more we are supposed to remember and relearn. The following table clears the degree of things which are supposed to be in memory on the basis of method of teaching.

Nature of method of teaching	Method followed	Percentage of tending to remember after two weeks
Passive teaching methods	Reading	10%
	Hearing	20%
	Seeing/listening	30%
Audio visual participatory teaching methods	Watching movie/video	50%
	Participating	70%
	Doing a dramatic presentation	90%

Modern Methods of Teaching

Teaching is an art as well as science. Teachers teach to create understanding in the mind of students and to enhance their knowledge. Teaching is also a skill. The concept of finishing school is also based on the methods of teaching followed in educational institutions. Various methods need to be followed by teachers to enhance the knowledge of students.

1. **Brain storming -** The small groups of students are assigned the topics for discussion and the outcomes of the students discussion are summarised. The benefit of this method is to extract the new ideas of students by making them comfortable to discuss on an issue. This method requires the students who are interested to discuss on a topic and should be able to express their views without hesitation. It motivates the students and increases their confidence. It also develops their communication and language skill.

2. **Case method –** This is a method which is followed in renowned Harward Business School in USA. This method is also adopted now in many business schools in India. The method helps to focus the thinking on a particular problem or issue. The case study method gives better understanding of the concept. It is based on the principle that the example is better than the precept.

3. **Activities and projects, field visits-** The experiments and projects gives scope to students to really participate in activity. This involvement of students opens all faculties of thinking. The visit of student to an industry, laboratory, library or meeting an expert help the students to understand the practical updated knowledge from the authentic source. When they write their experience of field visits, their writing skills are increased.

4. **Mind mapping –** The idea coined is allotted for discussion among students and a diagram like a tree is drawn on the board. The new ideas are extracted through this method. The benefit of this method is that the creativity and innovation among the students are enhanced.

5. **Rapid prototyping –** In this method the students are asked to prepare a model of various aspects in their curriculum. The prototyping method encourages students to create new ideas, new concepts, etc. These new ideas may be useful to do the research.

6. **Role play –** It is a method where the students asked to play various roles relating to the topic. For example. In law college, in the moot court hall, some students are asked to play the role of lawyer, some are asked to play the role of convicts, some are asked to play the role of judges. The students observe the process and they visualise the real court environment. This method helps to create better understanding about the procedures.

7. **Micro teaching-** This technique provides teaching practice in a situation in which the complexities of the class room are minimised by restricting the number of pupils and length of lesson and by focussing on specific teaching skills.

8. **Integrated teaching-** It is unification of many skills acquired through micro teaching. It includes lesson planning, teaching, discussion, re-teaching, discussion, re-teaching

Standards in Teaching Learning Process requirement

The National Assessment and Accreditation Council (NAAC) expects the innovation in teaching and learning process. The council also verifies the teacher quality. The learning outcomes depend on the teaching methods adopted. The strategies of teaching, learning and evaluation should help to achieve learning outcomes. The teachers are expected to comply with the following standard activities:

1. Frame own academic calendar to accommodate all activities

2. Prepare departmental teaching plan for proper allocation of workload

3. Draw individual teacher wise and subject wise teaching plan

4. Prepare work diary to check implementation

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of teaching plan

5. Update through orientation and refresher course at HRD Centres
6. Present papers in seminars and conferences using PPT and videos
7. Get the papers on current issues published in journals and newspapers
8. Strengthen the library with new titles on current/burning issues
9. Encourage research activity, language laboratory, commerce laboratory, etc
10. Provide value addition courses such as English skills, Entrepreneurship, etc
11. Get the academic and administrative audit to know the performance
12. Work for the documentation which supports the expression of opinion
13. Make learner centric process so that students and teachers gap is reduced
14. Create research aptitude in students by assigning them projects
15. Arrange programmes for students on soft skills, time management,etc
16. Use information and communication technology
17. Form whatsapp groups with students and teachers to share the updates
18. Use the outputs of MOOCs (Massive Online Open Courses)
19. Develop self learning habits among students
20. Develop the students to prepare their own notes
21. Teach by using mobile apps lectures videos and topic related videos

Teaching Aids

1. Video aids-Slide projector, Over head projector, maps, posters, figures, cartoons, photos, models, puppets, magnetic boards, etc.
2. Audio aids – Radio, voice recorder, language labs, mobile apps, etc.
3. Audio-visual aids- television, video, educational trips, educational exhibition, museum, practical experiments, educational movies, etc.

Information and Communication Technology (ICT)

Information is data processed to make it useful for decision making. Information is obtained after manipulating the raw data. Communication is exchange of meaning between people occurring through language or non verbally and varying with different degrees of knowledge, motivation and attitudes. IT may be said to be that technology which is used for information management which involves acquisition, processing, storage, retrieval and dissimination of information, reprography printing and publishing are all activities involved in the information, management. Hence the corresponding technologies also become part of I. T. The ICT requires the components like person, process, information, hardware, software and communication. ICT is the need of the hour in today's environment in educational institutions. It is needed to update the knowledge of teachers, to share the information, to save time and efforts, to release information in better way, to update the information, to make information available at any time, to use multimedia, to entertain, to make the teaching process easy.

Benefits of ICT in Teaching

1. Teaching according to level of students
2. Use of cartoons
3. Presentation of information based on lessons
4. Explanation with examples
5. Presentation of difficult problems
6. Lectures by experts
7. Teaching with entertainment
8. Use of mobile and laptops in teaching
9. To make revision
10. Solving problems immediately
11. Use of dictionary
12. Self learning

Expectations from Teachers

The teacher is supposed to play the role of facilitator, motivator, guide, active learner, researcher and mentor. The society as well as the Government expect the teacher to be conversant with the social issues and relate such issues to the education. Due to global economy, the Indian teachers are expected to be at par with the global standards. Teachers should become digital natives rather than digital migrants. Following are some expectations from teachers:

1. Faculty Development Programmes need to conducted.
2. Workshops on Digital presentation and E content development
3. Faculties should complete MOOCs
4. Faculties should participate in Refresher Courses
5. Educational Tours to be conducted for teachers to update
6. Scope and funds for Research in collaboration with students
7. In house and other Publications to be focused
8. Virtual classes and smart boards to be developed in the institutions
9. Focus on skill development and entrepreneurship in curriculum

10. Promoting 4G enabled mobile learning and video conferencing
11. Conducting ICT based seminars and conferences

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Role of ICT in College Feedback System

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Abstract

Quality education is the fundamental right of every student. Nowadays Higher Education Institutions are paying more and more attention towards providing quality education to their student community. Quality of teachers, quality of curriculum and institutional facilities and services determines the quality of education, the educational institute is providing to its graduates. Student's feedback is the most important source of information for higher education institutes for their self assessment in order to evaluate and improve the educational quality and effectiveness. ICT based online feedback system is a web application that allows the institute to collect student's feedback online. The objective behind this study is to provide an all in one feedback system where students can provide their feedback about lecturer with respect to the training quality delivered by the teacher, teacher can do their self assessment in order to know his/her strengths and weaknesses and finally the institution can also do its self assessment about where they are with respect to providing quality education.

Keywords-: ICT, Quality Education, Feedback System, Evaluation.

I. Introduction

To survive in this competitive and ever changing hi-tech world- quality education is the need of hour. The higher education institutions want to assess the quality of education they imparts to their graduates for self-improvement and quality sustenance. Students are the direct & daily observers of a teacher's classroom teaching performance and also of services and facilities offered by institution. Student's feedback is thus one of the potentially valuable source of information in assessing the quality of education that a higher education institute imparts to its student community. We developed this online feedback system to take students feedback about all factors that plays a key role in determining the quality of a higher education institution. The process aims at establishing a good relationship between the students' learning environment, and the validation of those entire total learning environment.

II. Objectives of Research:

- To discuss about existing feedback system.
- To elaborate developed online feedback system.

III. Research Methodology:

The primary and secondary data is used in the research paper to satisfy proposed objectives. The primary data is collected from questionnaire and secondary data from various secondary resources. The collected data are used for analysis to find out results. The data analysis is carried out through the specially developed software.

IV. Existing System

In the existing system, students provide feedback about the lecturers and other quality check parameters, manually by filling the printed feedback forms. After giving feedback, forms are collected and the overall grade for each lecturer is calculated manually. Students view about institutional facilities and services is also observed. Final grades are viewed by the Principal and HODs and necessary counseling for teachers and corrective measures are applied. So, the existing system consumes more time to do feedback analysis. Hence to reduce this time and complexity in analyzing the feedback, this online feedback system is proposed.

V. Proposed System

The proposed Online Feedback System aims to collect students' feedback about all institutional quality check parameters such as quality of teachers, facilities and services offered by institution and institutional approach towards providing quality education. Students' subject curriculum and Library facility are also essential components of quality assurance.

1. Development of Questionnaire for feedback system:

Questionnaire is prominent source to collect primary data from correspondent. The close ended questionnaire is suitable to collect information from sample. In the present research paper the feedback system is based on such close ended questionnaire.

2. Feedback Modules:

2.1 Student Module:

Every student has to register into the system. Only registered student can log in into the system by his/her username and password. Once logged in, on the dashboard, students have options to provide feedback about teachers, feedback about library services, feedback about curriculum and also feedback about institutional facilities and services. In each feedback form, questions in standard form relating with students are placed. Students can record their feedback by selecting their options and finally submit their responses.

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2.2 Faculty Module:

Every Faculty has to register into the system. Registered faculty can login into the system in order to view the responses provided by the students. Faculty can view the responses class wise, subject wise and criteria wise.

2.3 Principal & HOD Module:

Principal and HODs are the admin users of the system whose login is predefined in the code/system. HODs can view the feedback of faculty members of his department in different categories and also overall grade of each teacher is also calculated. Principal can view the feedback of all teachers from different perspectives.

3. Generation of Reports:

Various reports are generated based on the feedback recorded by the students about the overall teaching - learning process. Following reports are generated.

1. Individual Faculty Report.
2. Criteria wise report.
3. Class wise report.
4. Subject wise report.
5. Consolidated department wise report.
6. Consolidated all faculty report.
7. Library service report.
8. Curriculum feedback report.
9. Institutional feedback report.

VI. Advantages of Proposed System:

1) **Time saving-** Online feedback system saves lots of time and efforts in taking feedback from multiple students at a time. It quickly collects the data and generates the reports immediately.

2) **Cost Efficiency –** Online feedback system saves the cost of paper incurred when taking the feedback manually on printed forms.

3) **Accessibility –** Students can access it from anywhere and feel up it of their convenience as it is online.

4) **Accuracy –** As the reports are computer generated, the calculation errors which occur in manual processing are reduced and gives

you more accurate results.

5) **Confidentiality –** In this system admin or teachers cannot view that which feedback was provided by which student. Hence students can freely record the real fact without any fear.

6) **Completeness –** While submitting the feedback manually by filling printed feedback forms students can leave some questions without answered. In this system this will not happen because every question's response is mandatory, therefore the form will not get submitted till each and every question is attempted.

VII. Results and Discussion:

The proposed feedback system is suitable to obtain quality results from analysis of the collected data.

- It helps the teachers to know their strengths and weaknesses and helps to improve and modify their teaching methodology.
- It helps the institution to make necessary arrangement of infrastructural and other facilities.
- Also helps to provide suggestions for University to make necessary changes in the course contents based on students' constructive suggestions, suitable for local needs and job market requirements.
- Allow the Principal and HODs to inform the faculty members about their areas of improvement.
- Allow the Principal and Institutions Management to improve the quality of services and facilities in order to establish a conducive teaching-learning environment for students' progress
- Helps in identifying if there is any need of organizing faculty development programs and student support activities.
- Helps to check teacher progression.

VIII. Conclusion

This online feedback system helps in removing the burden of maintaining all printed feedback forms, by storing all feedback in digital format. The reports generated are reflecting the true fact about institutions education quality and helpful to identify the areas of improvement for overall quality enhancement and quality assurance. The Information and Communication Technology tools are very effective and, time and cost saving in doing analytical work.

IX. Future Scope

By observing the results of this online student feedback system and its importance in enhancing the overall

institutional education quality, we are deciding to add the facility of taking feedback from alumni and experts from corporate sector also in future. The alumni can also record their observations and experiences about the institution and its education quality. The corporate sector feedback is also important one, especially in determining the standard and quality of curriculum, which will be helpful in restructuring and redesigning of course contents.

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Rethinking on Qualitative Teaching-Learning Process

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Abstract:

The quality of the education has degraded in recent years and it has become the concern for the learned thinkers and the educationists. On one hand the status of education has gone to low level, and on the other hand, the students are not aware of their future career. They don't have academic mindset and ambition for the better career. Some reasons are certainly responsible for the decline of educational process. It is high time now to think and find out solutions for this grave issue, otherwise the process of education will be of no use and generations of students will be proceeding without any aim in their life. Lack of imparting better education may prove dangerous in future years.

The structure of the syllabus is based on traditional learning and needs to be changed. The modern methods and modules of teaching and learning can be helpful in this regard. The students need to focus on their aims and carry on themselves in right direction. But it's also important that the study should be made interesting for the students so that they willing come in the better process of learning which ultimately will boost them for their bright future. What is needed in all this process is the total reform in the teaching learning process and change in the syllabus at the grass-root level.The syllabus should be such that it will provide more and more job opportunities for the students, or else it should make the students self- employed; this will make them self-confident and they can have better future before them.

Key Words: Status, quality, higher education, antipathy, age-old structure, new techniques, effective teaching, effective learning

Introduction

Higher education has witnessed tremendous increase in the number of Universities/University level institutions & Colleges since independence. The number universities have increased 34 times from 20 in 1950 to 677 in 2014. The number of colleges has also registered manifold increase of 74 times with just 500 in 1950 growing to 37204, as on 31st March, 2013. Every year millions of students from within the country and abroad enter in these universities for graduate, post-graduate studies while millions go outside for the same purpose. Higher education in this way has become the most important part of students' life. At the same time it has become the shared responsibility of both the Centre and the States. The coordination and determination of standards in Universities and Colleges is entrusted to the UGC and other statutory regulatory bodies.

Always, there are complaints regarding the studies of the students that they are reluctant to study. But the matter doesn't end at this point. No one cares for the reasons of this and many such issues related to this one. The inclination of the students is never taken into consideration. We always complain against the unwillingness of the students, but we don't try to understand why they don't study.

If a child is given many options of the toys it wants to play, then it will choose only those toys with it is comfortable and it will enjoy without any burden. Same is the case with the students- if they are given better choices of their studies, then and then only they will show their interest in their studies; otherwise the whole show will be a fiasco for the future of the students. So it is the foremost duty of the educationist, experts and teachers to think seriously over this issue and find a way out for the better future of the students.

Higher Education system under British Rule

The major change in the traditional style of higher education was brought by the European rulers starting from 1600 AD .Till 1850 informal European style learning centres existed across India their main focus was in development of European language speaking administrators and clerks for enriching the establishment of the European rule. The British were successful by 1800 in controlling much the Indian sub-continent under the rule East India Company. The British established formal system of higher education which continues till date.

By 1903 the Indian Institute of Science was established by Tata with focus on research in science and engineering which is the first higher technical learning system in modern India. The British model of University system continued expand across India leading to growing number of higher learning centers by 1947.

Apart from the UGC governing higher education, Government of India has established special Technical Education sector under the Department of higher education which oversees Central and State government funded Institutes of higher learning focused on Sciences, Engineering, Technology, Management, Architecture, Pharmacy , Applied arts and Crafts and catering Technology. Considering the rigorous nature of engineering and technology education this is huge number to be trained at a time especially at the undergraduate level. The quality

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of Intake at Undergraduate Engineering courses, Syllabus Up gradation, lack of need based delivery, lack of applied engineering, lack of Quality Professors, focus on English language and Aptitude Test, Societal Issues, Quality of Postgraduate Engineering Education – all these things need to be up graded.

Impact of the World of Media

It is really very serious problem nowadays that there is a very strong and unending impact of the world of media. Wherever you go, you will see the students either wandering here and there or drowning themselves in the social media. Once the students is addicted to it, he doesn't remember the world around him/her. This addiction has caused total destruction of the career of the students. No need, then, to say what is going to happen of the future of them; and if it continues, the next generations will be nowhere in the development or high status of career. So what is most important today is to ponder seriously over this grave issue of media. Of course some other thing also are affecting the career of students today very seriously which also need to be paid attention to. The negligence, unwillingness of students to learn, for example, is a thing to worry most in recent times. Otherwise there will be no future for the students.

Structure of Syllabus

Being the teacher at UG and PG level, we could realize the problems of the students at grasping the details in the text. As most of the students come from rural areas, they really are unable to understand the language in the text. As a result they lose the concentration of the text; and once they lose the concentration they never are able to grasp it again. The essay of A. G. Gardiner, 'On Saying Please' in the textbook of B. A. Part I (Comp. English), for example, is one such essay which actually should have been prescribed for B. A. II (Optional English) or for B. A. III (Special English) level. The students studying at compulsory level don't have the capacity of understanding the high level English. What happens as a consequence is that they prefer not to attend the further teaching. No doubt, such an essay will make them learn the manners which have become essential in the sophisticated world of today, but that doesn't mean at all that the students should learn them in a boring and uninteresting way. Through communicative skills also the students can learn these manners and etiquettes, but they won't learn anything if they don't understand it in a better way. In my opinion any text should be such which is easy in learning. From the student's point of view, it must be taken into consideration that the students take interest and learn by heart. So, what I mean to say is that while structuring the syllabus he text, the care should be taken of the thing that it is the student who is going to learn and not the teacher.

Reforms in Traditional Learning

As it is about the design of the syllabus, it is also true that there should be certain changes in the methods of teaching and learning which surely will make the students to take interest creatively. In modern times thinking creatively has become an essential thing. In corporate sectors the base of selection of the candidate itself is on these different communicative skills of reading, writing, listening and speaking. Keen observation of everything and description, analysis have got the importance. Instead of teaching the students in traditional teaching and learning methods, it is necessary that they should be taught advanced techniques of effective teaching and learning.

Provision of more Opportunities for the Students

The education imparted to the students nowadays has become out of date. The experts should use their expertise to design the comfortable learning for the students and make the students more and more active for using their creative faculty of mind. Here I would like to mention that for the bright future of the students and ultimate progress and their sustainable development towards their career, it is necessary that they should be confident of their job opportunities. The professional teaching for the job opportunities for the students, initiative should be taken to motivate the students to take professional knowledge of the field and area they have chosen for their career. It is necessary that the students should rely fully on the area they have chosen.

Student's Educational Experience

Student's Educational Experience can be an ideal thing to pay attention to. If the student thinks that he has taken the education as per his/her capacity, then the care must be taken that such a student is never disappointed in his/her life. Disappointment in any field of the life can lead towards frustration. And then not necessary to tell that how the students commit suicide only because haven't studied sufficiently, or the studies are much difficult for them, or even they are not sure about their passing in the examination. The concerned thinkers and members of B. O. S. can have sufficient time throughout the year to take feedback from the students over the syllabus they have designed for certain classes. Even after getting the results the students commit suicides only because they haven't earned good marks. It is high time now to stop the suicides of the students only because they are not able to get better marks and jobs as a result. So it's essential now that the experts and educationists should work together to find out solutions on such serious issues. In fact every student must be self- confident after completing his graduation about being capable enough to achieve further opportunities of jobs or self-employment. Practical training would work more efficiently to get the job opportunities or self-employment. In short, student should be confident about getting settled after the completion of the graduation or Post-graduation.

Switching Theoretical work by Practical Work

It has been observed that the students are not much interested in theoretical work as they find it the boring one; and so when they are given homework or class work, they don't complete it- rather they don't take the work in hand. Moreover the theoretical work is difficult to remember, and that's why students get fewer score in theoretical work. On the other hand, if they are given practical work, they show their ability at least to begin the task. So better is it that the learning should take place in a practical way, so that students will get benefitted, and overall development of the student is possible.

Provision of more & more Opportunities for the Students

The education at the graduation level in India provides the traditional knowledge which doesn't help the students. As a result the students get less opportunities of jobs or self- employment. Assurance of the job plays an important role in creating self-confidence among the students. So the education should provide the students the job opportunities. Otherwise it will result into the frustration and helpless situation. The Government can help such students to provide them the better opportunities of jobs and self-employment as well. While thinking about the development of the students, it is important to note that if the youth is paid attention to, then only it is possible that the nation can progress in perfect way. Another important thing is that many students are better in learning and progress, but they are not able to get Higher education only because they are weaker financially and can't afford the higher education as a result. So if they are able to find a financial source, they can show their talent. So many such problems are there before the students which don't let them proceed further. If a student is open to many options of career opportunities, then it's better for him to choose the right option.

Sustainability of the Basic Principles

The earlier examples of the Gurukul system show that there was close intimacy between the student and the teacher; it was a life-long binding between the two which helped them to live life happily and comfortably even after the student completed his education. The basic principle behind all this infinity is the honesty, loyalty to the work taken in hand and the responsibility both of them had to share and take it to certain remarkable point. The teacher must think of most advanced ways to motivate the students towards learning. The main concern is that of the students who nowadays are reluctant to learn. The basic principle behind the teacher student relationship is that honesty should be there in the process of teaching and learning. The duty of the teacher is to enable and motivate the students for better learning and make him capable to stand strongly and firmly on his legs without expecting the help from others. The basic principles can lead both the teacher and the student in good faith to golden opportunities in the life of the students and of course will give the teacher a very happy and sustainable satisfaction of his contribution to the process of education.

Role of Corporate Sectors in Learning Higher Education

Nowadays the resource persons in corporate sectors have started extending their contribution of the practical knowledge to the educational field. It is really a remarkable step they have taken in this area. Many other educational organizations can play a vital role in the educational process. By doing this they can offer the confidence to the youth which nowadays is lacking in them. It will be a good boost to the students. Learning process will successfully implemented by proper plan of creating healthy environment for the students for learning. Leadership quality is one more important part of this educational process. Once the student gets this aspect of leadership he doesn't have any problem in the career. There should be supportive learning environment for the students so that they will be able to learn with a proper method. Learning practices and initiative leadership are the significant qualities which the students need to pay attention to. Many such institutions offer their resources to assessment. Most such schemes help the students aim to enhance students' educational experiences.

Instead of making the students learn only the traditional knowledge, they should be given choice to select their own career. The students should have the choice to work together in the interdisciplinary groups. The learning can take place even outside the classrooms in the company of nature also. If they work in a comfortable condition, better education will take place.

Audio-Visual Aids and Modules

The students learn better when they see the things in front of them. It helps a lot in the learning process. Difficult terms can well be understood by the diagrams or pictures. The actions also can be displayed through the pictures and videos. So higher education can be made easy with the help of audio-visual aids. The modules and e-pathshala work in a better way in the learning process. Nowadays the online sources also are helpful in the process of learning. All these sources are of great help in the learning process.

Imparting Basic Skills to the Students

When the students are selected in the campus interviews the employers complain that many graduates are lack in basic skills such as writing, speaking, problem solving, group discussion and critical as well as imaginative thinking. Keeping this thing in mind, the students should learn all these skills so that they would confidently work in their related field of work. Higher education will lead the students to good position. Good job opportunities will give

comfortable position and confidence; and for all this it's important that the basic skills for their better future. Such a kind of learning will be the first step towards high standard of education.

Conclusions

Higher Education is not a thing which cannot be achieved. It certainly is achievable, but along with leaning what is more important is learning the techniques for better opportunities of jobs or self-employments. Second important thing is that the students should be attentive enough to take higher education, and of course it is necessary to make proper use of their talent for constructive and sustainable development of themselves and their own career. Such a sustainable development will lead the nation towards remarkable development. The basic principles of honesty and loyalty towards the aims and objectives should be obeyed religiously. The standard in educational institutions will be maintained only by sticking to the basic principles of loyalty and devotion of the teacher to the imparting of knowledge.

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A Critical Study Of Third Criterion Of National Assessment And Accreditation Council

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Abstract

This study analyzes the critical evaluation of third criterion of National Assessment and Accreditation Council (NAAC). Aim of this study is to compare third criterion in respect to Universities, Autonomous Colleges and Affiliated Colleges. Only secondary sources have been used for data collection. This study covers that weight to various educational institutions according to key aspects of third criterion. If is found that third criterion play vital role for Universities then Autonomous Colleges and last for Affiliated Colleges.

Keywords: NAAC, Third Criterion, Universities, Autonomous Colleges and Affiliated Colleges etc.

1. Introduction:

India has one of the largest and diverse education systems in the world. Privatization, liberalization, globalization, widespread expansion, increased autonomy and introduction of Programmes in new and emerging areas have improved access to higher education. At the same time, it has also led to widespread concern on the quality and relevance of the higher education. To address these concerns, the National Policy on Education (NPE, 1986) and the Programme of Action (PoA, 1992) spelt out strategic plans for the policies, advocated the establishment of an independent National accreditation agency. Consequently, the National Assessment and Accreditation Council (NAAC) was established in 1994 as an autonomous institution of the University Grants Commission (UGC) with its Head Quarter in Bengaluru. The mandate of NAAC as reflected in its vision statement is in making quality assurance an integral part of the functioning of Higher Education Institutions (HEIs). The NAAC functions through its General Council (GC) and Executive Committee (EC) comprising educational administrators, policy makers and senior academicians from a cross-section of Indian higher education system. The Chairperson of the UGC is the President of the GC of the NAAC, the Chairperson of the EC is an eminent academician nominated by the President of GC (NAAC). The Director is the academic and administrative head of NAAC and is the member-secretary of both the GC and the EC. In addition to the statutory bodies that steer its policies and core staff to support its activities NAAC is advised by the advisory and consultative committees constituted from time to time.

The vision of NAAC is to make quality the defining element of higher education in India through a combination of self and external quality evaluation, promotion and sustenance initiatives. There are seven criterion for evaluation purpose i.e. curricular aspect, 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 etc. Researchers has focused on third criterion i.e. research, consultancy and extension.

2. Statement Of Problem:

Now a day the evaluation criterion of NAAC are change in all aspects. Regarding third criterion NAAC provides the liberty to affiliated colleges in research and extension.

1. What is the difference of third criterion with regard to Universities, Autonomous Colleges and Affiliated Colleges?

3. Objectives Of The Study:

The main aim of this research is to find out the truth which has not been covered as yet so the objectives of study are set out as follows,

1. To critical analysis of third criterion of NAAC.
2. To comparatively analyze of third criterion with regard Universities, Autonomous Colleges and Affiliated Colleges.

4. Research Methodology:

4.1 Selection of Criterion: The present researchers have selected third criterionon of NAAC i.e. Research, Consultancy and Extension. Third criterion plays important role in the evaluation program of NAAC.

4.2 Methods of Data Collection:

a) Secondary Data: Present researcher has been collected data from official websites of National Assessment and Accreditation Council, newspapers, websites, books, internet and articles.

5. Significance Of The Study:

Education plays a vital role in the development of any nation. Therefore, there is a premium on both quantity (increased access) and quality (relevance and excellence of academic programmes offered) of higher education. This study is significant to Universities, Autonomous Colleges and Affiliated Colleges for measuring their score in third criterion. Also this study is significant to prepare the AQAR

report.

6. Scope Of The Study:

Third criterion i.e. research, consultancy and extension has been covered in this study.

7. Delimitations Of The Study:

Other than third criterion remaining criteria have not been covered in this study.

8. Results And Discussion:

NAAC has launched Revised Accreditation Framework since July, 2017 and hence AQAR format also modified, in cognizance with the new methodology. The tools and parameters are designed in the new AQAR format are in such a way that the preparation of AQAR would facilitate the HEI's for upcoming cycles of Accreditation. Data collected/ prepared infuses quality enhancement measures undertaken during the years. Further, it also adds quality enhancement and quality sustenance measures undertaken in teaching, learning, research, extension and support activities of the Institution. It is hoped that new AQAR would facilitate Educational Institutions for creating a good database at Institutional level for enhancing the quality culture.

Table 1
Weight of Third Criterion

Sr. No.	Nature of Institute	Weight
1.	Universities	250
2.	Autonomous Colleges	150
3.	Affiliated Colleges	120
(Source: Official Website of NAAC)		

Table 1 shows that the weight of third criterion for different institute likes Universities, Autonomous Colleges and Affiliated Colleges etc. NAAC give more weight i.e. 250 to the Universities w.r.t. research, consultancy and extension. Reason behind that the main duties of the teachers who are working in Universities are doing the research in various fields. 150 marks are given to Autonomous Colleges and 120 weight is given to Affiliated Colleges.

Table 2
Percentage of Contribution of Third Criterion in Total Weight

Sr. No.	Nature of Institute	Total Wight	Third Criterion	Contribution
1.	Universities	1000	250	25.00 %
2.	Autonomous Colleges	1000	150	15.00 %
3.	Affiliated Colleges	1000	120	12.00 %
(Source: Official Website of NAAC)				

Table 2 reveals that the percentage of contribution of third criterion in total weight of NAAC evaluation. Weight gives to the various educational institutes out of 1000. The percentage of contribution of third criterion for Universities is 25%. For Autonomous Colleges this criterion contributed 15% and for Affiliated Colleges contribution of third criterion is 12%.

Table 3
Key Aspects

Sr. No.	Key Aspects
1.	Promotion of Research and Research Facilities
2.	Resource Mobilization for Research
3.	Innovation Ecosystem
4.	Research Publications and Awards
5.	Consultancy
6.	Extension Activities and Institutional Social Responsibility
7.	Collaborations
(Source: Official Website of NAAC)	

Table 3 shows that the key aspects of third criterion. The score or weight of this criterion depends upon the key aspects like promotional activities of research which was arranged by respected educational activities. Resource mobilization for research, research facilities provided by the educational institutions, research publication and awards by faculty, consultancy, extension activities, MOUs and collaborations also play the important role in the third criterion.

Table 4
Wight according to Key Aspects

Sr. No.	Key Aspects	Universities	Autonomous Colleges	Affiliated Colleges
1.	Promotion of Research and Facilities	20	20	00
2.	Resource Mobilization for Research	20	10	10
3.	Innovation Ecosystem	30	20	10
4.	Research Publications and Awards	100	20	20
5.	Consultancy	20	10	00
6.	Extension Activities	40	50	60
7.	Collaborations	20	20	20
Total	250	150	120	
(Source: Official Website of NAAC)				

Table 4 shows that the weight of third criterion according to key aspects. There is a comparative analysis of Universities, Autonomous Colleges and Affiliated Colleges regards third

criterion. Universities and Autonomous Colleges having same weight for promotion of research and facilities, but there is no any point for Affiliated Colleges. 20 weight is given to Universities with regard to resource mobilization for research and 10 weights gives to both Autonomous as well as Affiliated Colleges. 30 Weight give to Universities regards innovation practices. For consultancy there is no weight for Affiliated Colleges. In case of extension activities Affiliated Colleges have more weight i.e. 60 as compared to other educational institution. Equal weight is given to all educational institutions with regard to collaborations.

9. FINDINGS:

1. After July 2017 NAAC has given more weight to the Universities (250) then Autonomous Colleges (150) and last for Affiliated Colleges (120) regards third criterion. (Table 1)

2. For Universities one fourth i.e. 25 percent weight out of all evaluation criterion is given to third criterion i.e. research, consultancy and extension. (Table 2)

3. In Case of Affiliated Colleges there is no any weight for promotion of research and research facilities, and consultancy. (Table 4)

4. Research publication and awards are more important to the Universities, because it has 100 marks. (Table 4)

5. Extension activities play important role in case of Affiliated Colleges. (Table 4)

10. CONCLUSION:

From this critical analysis, it is concluded that the third criterion plays vital role in case of Universities. Affiliated as well as Autonomous Colleges have more weight to their extension activities rather than publication and consultancy.

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Innovating Education And Educating for innovation: A powerful approach of ICT

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Abstract

With the rapid development of technology and society, each country has emerged more innovative instructional practices in using new Information Communications and Technologies (ICTs). Inculcate quality education is critical for comprehensive development of a nation and is a key facilitator for ensuring inclusive and sustainable development of nation. It is the responsibility of the educational institutions to support innovative learning environment for the student community. ICT has become an integral part of today's teaching learning process. Over the last few years, factors have emerged which have reinforced and emboldened moves to adopt ICTs into classrooms for teaching & learning. In 21st century the ICT in education enhances teaching, learning, research processes. Furthermore ICT creates learning environment, provides motivation and enhance overall scholastic performance. ICT is very much essential to develop a citizen with proficient efficiencies and capable to tackle all the obstacles coming in the path of achievement and success.

Keyword: ICTs, Teaching, Learning, technology, scholastic performance.

Introduction

The rapid developments in technology have made tremendous changes in the way we live, as well as the demands of the society. After reorganization of the impact of new technologies on the workplace and everyday life, today's education institutions try to restructure their education programs and classroom facilities, in order to belittle the teaching and learning technology gap between today and the future. This restructuring process of educational institutes needs effective and efficient integration of technologies into already existing context in order to provide learners with knowledge of specific subject areas, to uplift meaningful teaching-learning and to enhance professional productivity (Tomei, 2005).

Inculcate quality education is critical for comprehensive development of a nation and is a key facilitator for ensuring inclusive and sustainable development of nation. If our nation wants to move towards an enriched heritage of knowledge and be a sustainable first world country, the appropriate development of human capital should be a main concern with proper mind set. The path to develop human capital should be integrated, which includes inclusion of knowledge, skills, intellectuality, literacy in various fields of Science, Technology and entrepreneurship. It also integrates the inculcation of revolutionary approach and high moral and ethical values. For the development of high quality of human capital inculcations of different skills are very much essential with the help of education system.

Quality in Education is expressed in words as "Development of scholarly skills and knowledge that will equip learners to contribute to society through worthwhile and satisfying careers as innovators and decision makers in the world". Innovation in real means that the ability to think out of the box & the boundaries and produce something new which is different from that which already exists. Most of the literature defines the term innovation as the implementation not just of new ideas, knowledge and practices but also of improved ideas, knowledge and practices (Kostoff, 2003). Being innovative refers to thinking beyond things which we currently do well, identifying the great ideas of tomorrow and putting them into practice. Innovation in education is a highly contentious issue. It is the responsibility of the educational institutions to support innovative learning environment for the student community. Without innovations in any area there is no possibility for progress. Innovation is based on interest and curiosity, the eagerness to take risks, and experimenting to test assumptions and hypothesis. Innovation is based on questioning and challenging the today's situation. Innovation also based on recognizing opportunity and taking advantage of it.

The swift developments in technology have made enormous changes in the way we live and also the demands of the society. After recognizing the impact of new technologies on the workplace and everyday life, today's education system try to restructure their education programs and classroom facilities, to diminish gap between the teaching and learning technology of today and the future. This process of restructuration requires efficient integration of technologies into existing context in order to promote meaningful learning, to provide learners with knowledge of specific subject areas and to enhance skillful professional productivity (Tomei, 2005). In this scenario, it has been duly recognized that implementation and adoption of information and communication technology (ICT) in a nation at all levels, would certainly contribute and enhance its productivity, efficiency and growth.

ICT has become an integral part of today's teaching learning process. ICT is virus spreading tremendously in all aspects of life. It is an indispensable part of the contemporary world. If one was to compare such fields as

education, engineering, medicine, business, law, banking, and architecture, the impact of ICT across the past two or three decades has been enormous. But when one looks at education, there seems to have been an uncanny lack of impact and very less change than other fields have experienced (Soloway and Prior, 1996).

The integration of ICTs in teaching in general and teacher education in particular is the need of the day. It has the potential to motivate and engage students in learning and enrich, accelerate, and deepen skills (Singh, 2014). There have been a number of factors hampering the wholesale uptake of ICT in all sectors education. These have included such factors as a lack of training among established teachers, a lack of motivation, lack of funding to support the purchase of the technology and need among established teachers to take up ICT as teaching tools (Starr, 2001). But over the last few years, factors have emerged which have reinforced and emboldened moves to adopt ICTs into classrooms for teaching & learning. These factors have included the growing use of the Internet and WWW as tools for information access and communication (Oliver & Towers, 1999), emerging needs to explore efficiencies in terms of the opportunities for flexible presentation and program delivery provided by ICTs (Oliver & Short, 1997) and the capacity of technology to provide support for educational programs to meet the needs of learners (Kennedy & McNaught, 1997). The use of ICTs can make significant changes both for teaching, learning and training mainly in two ways; firstly, the vast distribution and easy process access to information can change relationships between teachers and taught. Secondly; the rich and powerful representation of information changes learner's perception and understanding of the context. ICT can also provide powerful support for educational innovation (Habib, 2017)

Why innovation in education matters

How innovations add value in the case of education? Initially, educational innovations can improve learning outcomes and the quality of education provision. For example, changes in the educational system can help customize the educational process. New trends in personalized learning rely heavily on new ways of use of ICT. Furthermore, education is perceived in most countries as a means of enhancing equity and equality. Innovations could help enhance equity in the access to and use of education, and also equality in learning outcomes. Innovations in education system assure developing competence citizens for the development of nation (OECD,2016).

Perception of ICT

According to Daniels (2002) ICTs have become one of the basic building blocks of modern society within a very short time. Many countries alongside reading, writing and numeracy, now regard understanding ICT and mastering the basic skills and concepts of ICT as part of the core of education. However, there is a misconception that ICTs generally designates to 'computers and computing related activities'. This is providentially not the case, although computers and their application play a significant role in modern information management, other technologies and/or systems also comprise of the phenomenon that is commonly regarded as ICTs. Pelgrum and Law (2003) state that near the end of the 1980s, the term 'computers' was replaced by 'IT' (information technology) signifying a shift of focus from computing technology to the capacity to store and retrieve information. This was followed by the introduction of the term 'ICT' around 1992, when e-mail started to become available to the general public (Pelgrum &Law, 2003). According to a United Nations report (1999) ICTs cover network-based information services, Internet service provision, information technology equipment and services, telecommunications equipment and services media and broadcasting, commercial information providers, libraries and documentation centers, and other related information and communication activities. According to UNESCO (2002) ICT may be regarded as the combination of 'Informatics technology' with other related technology, specifically communication technology. The various sort of ICTs products available and having germaneness to education, such as email, audio conferencing, audio cassettes, television lessons, teleconferencing, radio broadcasts, interactive radio counseling, interactive voice response system, and CD ROMs etc have been used in education for different purposes (Bhattacharya and Sharma, 2007).

Major ICT initiatives in Higher Education

Various initiatives in the over past few years depicted the significant role that ICTs plays in the domain of higher education development. India has taken up major initiatives in terms of content delivery and furthering education through ICT. For example in 2000 in broadcast educational programs for school kids, university students and adults, Gyan Darshan was launched. Correspondingly Gyan Vani was another such initiative step with broadscast programs contributed by institution such as IITs and IGNOU. Under the UGC country wise classroom initiative, education programs are broadcast on Gyan Darshan and Doordarshan national channel every day. E-Gyankosh which aims at preserving digital learning resources is a knowledge repository launched by IGNOU in 2005. Almost 95% of IGNOU's printed material has been digitized by uploaded on the repository. The national programme for technology enhanced learning (NPTEL) launched in 2001 is another joint initiative of IITS and IISC which education through technology. Sristi, the society for research and initiatives for sustainable technologies and institutions is facilitating

the use of ICT for strengthening the capacity of inventors, innovations and entrepreneurs engaged in conservation biodiversity, natural resources and developing eco-friendly solutions to local problems.

Role of ICT in 21st Century education

1) ICT enhance teaching – learning:

Also from review of related literature about the use of ICTs in education which said that, it is very much essential for the education system to become competent to the advance technology era and that's why education system should get modify according to society by leaving the conventional education trend behind. In modern education system the multimedia and e-book as a component ICTs should get included. As multimedia e-book involves the use of text, audio, video graphics and animations it create enjoyable environment for the student to learn as well as it is also reported that it facilitate the teachers in teaching methodology. As conventional method lacks the resources, modern education with ICTs is become very much essential. It is a very powerful aid in the hand of the teacher & students. ICT is an important component of education which makes teaching and learning process more easy, enjoyable, skill enhancing. ICT promotes the creative thinking of the students & quality like retention memory, understanding and applying knowledge in day to day life as compare to traditional teaching with paper book. It is also reported in various researches and literature that with the capability of ICT in creating a more pragmatic learning environment through its different multimedia elements and allowing a learner to take control. With the ICT student become producer of the knowledge and acquire the analyzing skill. In designing teaching learning materials using ICT productivity tools certain pedagogical principles needs to be considered carefully. The use of ICT should quench the diverse needs of all kinds of learners characterized by all kinds of socio-cultural conditions including the diversity of multiple intelligences. Teachers should continue to learn new ways of using technology for the growth of their learners and the very systems of education. ICT tools help to open up opportunities for teaching -learning by four major key processes in transforming teaching and learning as follows:

Access ideas and information from diverse sources through searching, selecting, locating, and authenticating material in a broad range of multimedia forms;

Extend ideas and information through processing, analyzing, manipulating, & publishing material in different multimedia forms;

Transform ideas and information into new or different forms through synthesizing, modeling, simulating and creating material in many multimedia styles and formats; and

Share ideas and information across local and global networks by interacting electronically with others in actual and/or delayed time.

2) ICT enhance the research opportunities

Recently more and more ICT tools being developed and used in research. ICT had effects on research in the following three ICT application areas: a) Pre-data analysis, b) Data analysis, and c) Post-data analysis. All these three ICT application areas had improved a researcher's productiveness in terms of swiftness, entanglement, quantity, quality as well as cost propotion. Some concerns of using ICT are encompasses: a) High learning curve, b) Revised expectation on researcher, c) Research by the convenient of big data, and d) Decrease of social skills of researcher.

3) ICT enhance learning motivation

The ICT can enhance learner motivation and engagement as a motivating tool for many students. Young people are very captivated with technology. Educators must capitalize on this interest excitement and enthusiasm about the ICT for the purpose enhancing learning. For already enthusiastic learners, the internet provides them with additional learning activities not readily available in the classroom. ICTs are also transformational tools which, when used appropriately, can promote the shift to a learner centered environment to content centered. ICTs such as television and multimedia computer software that combine text, sound, graphics and colourful moving images can be used to engage the student in the learning process. Interactive radio also makes use of knowledgeable information, songs, comic skits, dramatizations, sound effects and other performance conventions to compel the students to listen and become more involved in the lessons being delivered.

4) ICT enhance learning environment

ICT provide an entirely new learning environment for students, thus demanding a different skill set to be successful. Students have increasing volumes of information from a variety of sources to sort through therefore research, critical thinking, brainstorming and evaluation skills are growing in importance. ICT is changing teaching and learning processes by adding elements of vitality to learning environments including virtual environments. It is impossible to imagine future learning environments that are not supported, in one or other way, by ICT. When looking at the current far-reaching diffusion and use of ICT in modern era, especially by the young students, the so-called digital generation then it should be clear that ICT will affect the complete learning process and environment today and in the future.

5) ICT enhance scholastic performance:

ICTs are said to help extend access to educational information, strengthen the relevance of education to the progressively digital workplace, and raise educational quality. Despite that, the experience of inculcating different

ICTs in the classroom and other educational settings all over the developed and developing nation over the past several years suggests that the full realization of the competence educational amenities of ICT. The direct link between use of ICT and students' academic performance and achievement has been the focus of extensive literature during the last two decades. ICT helps students to their learning by improving the communication between them and the instructors (Valasidou and Bousiou, 2005).

Conclusion:

The adoption and use of ICTs in education have a positive impact on teaching, learning, and research. ICT can affect the delivery of education and unable wider access to the education. Furthermore, ICT will increase elasticity so that teacher - learners can access the education regardless of time and beyond the geographical barriers. It can impact the way teacher taught and how learner learns. It would provide the highly favorable environment, motivation for teaching learning process which seems to have a profound impact on the process of learning in education by offering new possibilities for both learners and teachers. These possibilities can have an influence on student performance and achievement. Similarly wider availability of very good practices and best course material in education, which can be shared by means of ICT, can foster better teaching and improved academic achievement of students. The overall it is suggested that successful ICT integration in education.

Recommendation:

This paper set out to identify and evaluate role of ICT in 21st century education and initiatives related to measuring and demonstrating the effective use of ICT for education with regard to teaching learning process. It is a urge of the recent era to use ICT in education to develop the nation.

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The Examination Reforms in Higher Education System in India

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Abstract:

The University Grant Commission (UGC) has developed an action plan for academic and administrative Reforms for promotion of quality and excellence in higher education. To outline the main points, the educational institutions all over the nation need to consider and adopt with respect to curriculum development, semester system, choice-based credit system, admission procedure, examination reforms.

The new grant marking policy developed by UGC as a part of 11th Plan is a strategy for improving the standards of higher education in the country. Therefore, the concerned educational institutions were expected to accept this policy as soon as possible. It is a common tendency to resist any reforms being brought in already established order and therefore, the teachers themselves might not consider to take over the responsibilities going with examination reforms.

This paper clearly states the concerns and demerits of the current higher education examination system in India. The paper also visualizes a better examination system which can lead to a better skill and competency-based evaluation. The paper concludes with a strong message of "Experiment and innovate or perish", so that the concerned people must be flexible and adaptable to the evolution of examination system. Unwillingness to change in the current system will be a loss of the efforts to get rid of the existing shortcomings in the system.

Introduction:

An examination is a formal test of a person's knowledge or proficiency in a particular subject taught to him. An examination is not an issue in the routine day to day teaching process, but it becomes a trouble when it turns from revision exercise to formal or rigid process of selection or promotion. Majority of the students consider examinations as an unwelcomed tribulation.

Examinations have a very specific objective of evaluating a student's performance and judge his academic achievement. This kind of evaluation helps students and teachers to adjust their learning and teachings programmer respectively, according to the requirement of the examination. On the other hand, the examination system faces many voids.

Examinations provide motivation and a target for students to work hard and continuously and for the teachers to continuously keep on improving their teachings. The students are allowed or refused admissions to higher learning through the grades awarded to them after evaluating their merit and abilities.

It is believed that the traditional examination system does not bring out true potential of a student and is a test of one's memorizing capacity rather than his actual ability or skill. This is a major drawback of our education system and hence there is a need for an immediate call for action.

System Concerns In Higher Education Evaluation:

There are countless problems that contribute to the crisis in education. Some of these problems include questions on the curricula, the syllabi and the most criticized examination system which is also considered as a cause of distress in the country. Some of the major drawbacks of the education system are discussed in the following section.

a. Reforms in Curriculum: In recent years, huge amount of debate has taken place in concern of reforming course curriculum and learning and teaching methods. Experts have emphasized on raising current quality of education and making it more relevant to the professional requirements and to match the international norms. The rise in number of private educational institutions has helped in growing the seat availability. However, by choosing quantity over quality, the standard of education quality has been degraded. There are huge number of graduates with unacceptably low standards both in the government and private sectors.

b. Emphasis on memorization : The type of questions asked in the examinations demand only the recall of information rather than higher mental usage and application-based knowledge. This has resulted in over emphasis on memorization. As a consequence, there is a blockage in the improvement of higher mental abilities and self-analyzing capabilities. To avoid such scenarios in the upcoming future, open book tests have been recommended by the expert educationalists.

The open book tests are designed in such a way that the students are required to apply the knowledge they have gained through teachings in the classrooms and different sources of learnings. This system has a ability to eliminate the habit of memorization by students and also minimize the bad practice of copying in the examinations. However, consulting the books cannot be authorized for the present essay type questions asked in the examinations.

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c. External versus Internal examinations: The external examination system claims to encourage selective study, intensive study over a period of time for the sake of examination and use of made easy notes, and to discourage the habit of regular study, use of textbooks and innovations. The student's complete attention is only towards the scoring good grades in final examination and not acquiring good knowledge necessary for survival in real professional world. But external examinations are less prone to local influences and biased results and partiality. For this reason, they are preferred by the educationalists over the internal examinations, despite of being academically more unsound.

Any new system that combines the good outcomes of both internal and external examinations would be the best possible solution for the purpose. Students should have a freedom to appear in the examinations by bits or in installments. They may get the degree, diploma, or comprehensive certificate after having qualified a minimum number of subjects or papers.

d. Exams as cause of fear and tension : The examination system evaluates and decides a student's advancement through higher level and his later life's opportunities, the parents understandably put pressures on their kids to push them to succeed in all possible ways. Under anxiety and tension of passing the examinations, the students turn on to all kinds of malpractices. The teachers also focus on what will be examined in exams rather than teaching good content.

e. Subject wise grades versus Overall grades : Another prevalent issue in the education system is that the students should not be given an overall grade but should be evaluated based on subject-wise grades.

Only subject-wise grades can be considered a true assessment of a student's true caliber and potential. This kind of system would allow teacher to know the actual level of achievement of a student in various subjects and can help them to know better about a student's area of interest and also strong and weak areas.

f. Mismanagement of examinations: Most of the examining systems are still "technology-shy" and are hesitant in adopting the latest techniques of computerization and optical scanning. This is the reason why we often hear news like leakage of question papers, mishandling of answer scripts, mismatch of roll numbers, errors in marking and totaling, wrong declaration of results and many more.

Need For Examination Reform:

It is obvious that Examination Reform Commission will have to face tremendous problems relating to reforms in each State. They have to fully involve the State level authorities in such a way that no issues at the State level and sub-State level are left unconsidered.

The officials of UGC, AIU, AICTE, NCERT, NUEPA, State resource institutions, State Board of Education and other expert bodies at the national and other levels must be brought together from time to time by the Commission.

For better outcomes of higher education, intelligence tests, personal interviews and class room work at regular intervals should be emphasized rather than lengthy examinations at a stretch. The development of better human towards prosperity of nation is another important aim of higher education.

Factors like introduction of semester system, continuous internal evaluation, key role of teachers, student mobility and curriculum development with scope for flexibility, subject graduation rather than overall graduation, improving the efficiency of examination bureaucracy should form the basis of the question of examination reform system.

Suggestions For Examination Reforms:

The University Grant Commission (UGC) has developed an action plan for academic and administrative Reforms for promotion of quality and excellence in higher education. To outline the main points, the educational institutions all over the nation need to consider and adopt with respect to curriculum development, semester system, choice-based credit system, admission procedure, examination reforms.

The new grant marking policy developed by UGC as a part of 11th Plan is a strategy for improving the standards of higher education in the country. Therefore, the concerned educational institutions were expected to accept this policy as soon as possible. It is a common tendency to resist any reforms being brought in already established order and therefore, the teachers themselves might not consider to take over the responsibilities going with examination reforms.

However, the call for examination reforms over the years have been very consistent and serious and as a result, many states and educational institutions have already taken up examination reforms, in fact, though in a unsystematic and slow way, there is a extreme need for orderly progress towards examination reforms in terms of the package proposed by UGC.

However, implementation of this proposed package will face several practical problems because of the vast diversities in the educational systems in the country. Some of the initiatives concerned with examination reforms are as follows

a. A Common National Test for Institutions of Higher and Professional Learning: Multiple entrance exams for a student passing class XII for getting admitted to higher and professional learnings is not only a huge financial burden or parents but it is also tremendous panic attack for students. Examinations have no sort of emotional attachments.

Circumstances like these indicate a serious call for action and needs a brainstorming for replacing separate entrance examinations by a common national test.

b. Introduction of Semester System: The traditional way of annual examination with focus on external written examination needs to be reformed and this can be done by introducing semester system.

We should slowly move towards a system in which, emphasis on continuous internal assessments and reduction of written examination component sensible and reasonable level are made. One of the major advantages of this kind of system is that it lowers the workload on the student and inculcates regular study habits from time to time.

Another advantage of this system is that it provides an upward mobility. Meaning, the students can clear their backlogs even after moving to the next semester. This helps students to learn by taking their time. there is absolutely no second thought that the type of education that relates itself with the study of a prescribed set of books and annual or term examinations in a traditional manner, or in the semester pattern, is not only incomplete but also wasteful and a failure.

c. Question Banks: The quality of question papers can be improved by generating questions of different types which measure various objectives of varying difficulty levels. For this, question banks need to be developed for each curricular area and for all stages of education. Both teachers and students should have access to these question banks for setting up tests and for practice respectively.

d. Curriculum Development and Streamlining: There must be continuous updating and revision of curricula involved in the academic culture of any educational institution. The course content must be revised and updated every three years by every individual university by considering the relevancy to the professional needs. UGC has been already urging for uniform academic calendar from all institutions of higher education.

The examination process of the universities must be streamlined in such a way that results are declared in a time bound manner so that the students don't have to suffer in their career mobility and academic progression due to delays in result declarations and issues of mark sheets.

e. Curriculum Flexibility and Student Mobility: This is another issue that needs immediate attention and reform. For this purpose, credit-based courses and credit accumulation should be introduced. For some degree of flexibility to students, course duration should be provided in terms of credit hours and also a minimum and maximum time duration in which the student is allowed to complete the course.

f. Use of ICT in Examinkion Management: With steadily increasing enrolment numbers and new courses being introduced each year, the number of entrance and other exams conducted are expected to grow substantially in the coming future. Indian educational institutions spend huge amount of time, money and effort to carry out these examinations smoothly, which are still conducted in a traditional way of paper and pen methods with manual evaluations. Online examination modules can be introduced instead of following this traditional form of examination.

g. Graduation System: Grading system preferably on a 9 point scale and Cumulative Grade Point Scale (CGPS) should be introduced in order to make our evaluation system at par with the best practices in the rest of the world.

Conclusion:

The story of Indian higher education system is tremendously and rapidly changing and due to country's rapid economic growth, there are higher expectations.

In the uncompromising spirit of the motto "Experiment and innovate or perish", we must thrive to evolve with time and introduce relevant content in our education system by keeping the need of professional world in mind. People must be flexible and adaptable to the evolution of examination system. Unwillingness to change in the current system will be a loss of the efforts to get rid of the existing shortcomings in the system. There has been a considerable experimentation in the educational processes but has not made true justice to fit the system to the real needs of the country and its people. A great emphasis should be made on establishing good libraries in our colleges and universities. Discussions and arguments that impart more knowledge and information should be often carried rather than lecturing and completing the course.

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Information and Communication Technologies (ICT) in Higher Education and Learning

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Abstract:

Information and communication technologies (ICT) in higher education have been developed fastto improve the qualityof education. This paper particularly elucidates the role of ICT in higher education and learning in general. Education is a backbone of society, quality education is directly associated with knowledgeable and interactiveteachersand interactionwith the beneficiaries.In the education, use of ICT improves classroom teaching as well as learning process. It is also providing facility of e-learning, distance learning, online mooc courses etc. In recent days, ICT is extensively used in education and learning hasbecome more student-centric.Thus, in teaching, learning and research,ICThas improved more positive and valuable impacts in modern era. It is proved thatICT plays important role in the education systems to provide quality education. It is used in the various aspects of higher education and has changed numerous human aspects.

Key Words: ICT, Higher Education, Teaching, Learning

Introduction:

In the recent years, information and communication technology (ICT) has changed numerous human aspects including medicine, tourism, business, banking etc (Adesote and Fatoki 2013).In a short time ICT became the basic technology for the modern society (Daniels, 2002) and also provide more opportunities in learning and teaching. ICTs are referred as computers and computing related activities but this is to be a misconception. ICT refers to all the technology used to information management, telecommunications, broadcast media, audio/visual processing, transmission systems, monitoring functions etc. ICT may be the combination of informatics technology with other communication technology suggested by UNESCO in 2002. It has reported that several ICT facilities are available in the higher education and used in education like including email, television lessons, radio, short study film, audio video system and CDs etc(Sharma, 2003; Bhattacharya and Sharma, 2007). It has been shown that the use of ICT in education which may improve memoryretention, motivation and understanding of various subjects (Dede, 1998) and also develops role playing, group discussion, problem solving activities among the students (Forcheri and Molfino, 2000).ICT is a strong infrastructure required for quality education. It requires workstation, Internet, display technology, interactive devices, audio andvideo equipments, printer, computers, laptops etc. In the remote areas the establishment of wire connection network is more expensive therefore wireless network infrastructure can be used. Without buying individual software copy nowadays cloud computing provides support to all users which reduces the implementation and maintenance charges. Technical supportalsois a essentialpart in the use of ICT (Pramanik et. al., 2017)

Use of ICTs in higher education:

India has the largest young population in the world today and therefore there is much demand of education. There is limited infrastructure, economic status as well as physical barriers to access the education (Bhattacharya and Sharma, 2007).There are some problems in education in India and also in the world. There is lack of learning materials, study materials, teachers, as well as less education facilities etc. (UNESCO,2002). The use of ideal and innovative approach of ICTmayovercome this major problem in the higher education. Use of internet at different places has increased potentially (McGorry, 2002). ICT can improve the education by providing online leaning lectures, modules, audiovideo system. Therefore, ICT can solve the problem of low rate of education in world. The low rate of education is because of education cost, number of teachers, poor quality of education and distance barriersetc (McGorry, 2002).

Use of ICTs in Learning:

In the modern world, the use of ICT teaching, learning and research is highly effective (Yusuf, 2005). The uses of ICT can bevarious. It is used in education: presentation, demonstration, practice, interaction, and collaboration, audio/video cassettes, radio and TV broadcasts, computers or the Internet are may be used inlearning. ICT is a powerful tool to accelerate, enrich, motivate and connect students, experiential learning etc. For every learner basic education is essential to use and apply ICT. ICT can be enhancing the quality and flexible education.Now ICT learning is adopted like online courses, examination, evaluation, feedback etc. Therefore learners can access knowledge anytime and anywhere.

Advantages of ICT in Higher Education:

ICT used in higher education to solve many problems quickly and rapidly.

1. Recent generation is more fascinated with modern tools and technology. Educator, teachers and trainers etc must inculcate the use of interest among learners and enhance learning using ICT. Thus, internet can motivate the students. Instructors can conduct additional learning activities in the classroom(Habib, 2017).

2. The internet provides quick and rapid communication across the world. Therefore learners may participate in collaborative as well as interdisciplinary projects (Habib, 2017).

3. Co-operative learning using ICT can be possible.

4. Many resources are available on the internet as compared to library. These resources can be used for quality research in higher education.

5. The students can acquire different types of writing skills using internet and ICT (Habib, 2017).

6. This is new advanced method for teaching, learning and evaluation.

7. If anyone wants to learn any subject, ICT helps by reducing the burden of text books and tuition fees.

8. Users can access the resources anytime, anywhere as per the requirement.

Disadvantages of ICT in higher Education:

1. By using ICT it is not easy to find the right resources for student questions.

2. In the higher education more requirement of infrastructure.

3. There are many teachers who do not have enough knowledge about how to use ICT in teaching, learning and evaluation.

4. Students may become lazy to find out the sources of material in the library

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Use of ICT in Teaching and Learning of English Language and Literature

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Abstract:

There is tremendous impact of science, information and technology on every aspect of human life today. The word 'ICT' includes any communication device such as computer, mobile phones, radio, television, satellite system etc. The use of ICT has made tremendous impact in the field of education. The present paper investigates the use of ICT in teaching-learning process. It focuses on the concept of ICT and the use of ICT tools in the teaching and learning of English language and literature. ICT is used as a collective term which provides the whole spectrum of technologies. It helps to acquire, store, transmit, retrieve and process information. The users and learners of ICT are connected worldwide and they can use, access, communicate and disseminate the information available to them. The most prominent and fundamentally significant aim in higher education institution of ICT is to prepare youth to participate creatively in order to build knowledge society. It helps to achieve all round socio-economic development of the nation and makes aware of global competitiveness.

Key words: ICT, information, communication, technology, English language, literature etc.

Introduction:

The present age is an age of Information and Technology. ICT stands for information and Communication Technology. The advancement of science and technology has made tremendous change and improvement in every field of knowledge. It plays a very significant role in every walk of life. Human life is remarkably changed with the advent of ICT tools. It has profound pedagogical implications in the field of education. In the context of higher education, a role of ICT has become indispensible. The 21st century is significantly marked with the bloom of digitalization, information and global communication. ICT based education has reached in every aspects of education. Educational field has become more dignified in recent decades with invention of new tools of ICT. ICT is transforming education objectives in a positive way in the conception of the teaching and learning process. It acts as a bridge between disadvantaged groups and new international educational markets. A remarkable transformation can be achieved with the new ICT tools in the fields like industry, agriculture, medicine and telemetric tools etc.

ICT is a huge and diverse set of technological tools and resources. It encompasses any medium to record information. It is used to communicate, create, disseminate, store and manage information. It has three important areas of work as computing, telecommunication and micro-electronics. It represents one of the current applications of technology in educational field. According to UNESCO, "ICT is a scientific technological and engineering discipline and management technique used in handing information, its application and association with social, economic and cultural matters." It generally relates to those technologies which are used for gathering, accessing, manipulating and presenting information. Its various forms are relevant in education field such as teleconferencing, email, audio conferencing, radio broadcasting, interactive voice systems, CDs and ROMs etc.

Components of ICT

It comprises of technology tools for broadcasting information like radio, television, video, DVD, Telephones, cell phones, satellite systems, computer networks, hardware and software, and other equipments and services associated with these technologies. Internet lies at its core which provides the mechanism for transforming data in a number of formats including images, sound and video. It is used as a collective term which provides the whole spectrum of technologies. It helps to acquire, store, transmit, retrieve and process information. With the help of LAN, Library and Information centre users easily share and use the required information. Internet, various softwares, telephones and other devices play an important role in library services like SDI, Inter Library Loan, reference services and online information retrieval. ISDN has increased the capacity for data transmission which facilitates introduction of new services such as e-mail, Fax etc.

Significance of the Study

ICT tools are used to ease the work and save the time of staff and users. It is very helpful to literate them and make them up-to-date in this continuously changing knowledge industry. The ICT infrastructure helps an institutions to obtain high grade as well as to upgrade their status in the educational arena. As the users and learners of ICT are connected worldwide, they can use, access, communicate and disseminate the information available to them.

Aims, advantages and significant features of ICT

The ICT policy in higher education has its own aims. Out of them, the most prominent and fundamentally significant aim is to prepare youth to participate creatively

in order to build knowledge society. It helps to achieve all round socio-economic development of the nation and to make aware of global competitiveness.

Some of the advantages and significant features of use of ICT are –

- It provides student centric teaching which enables them to use various information sources and cognitive tools that enhance their learning capabilities.
- It supports knowledge construction and provides resource-based and student-centric settings.
- It promotes any place of learning that offers a distance mode with technology facilitated learning settings.
- It increases access to worldwide information and provides information at fingertips.
- It has flexibility of content and delivery of information.
- There is a fine combination of work and education
- There are continuous and rapid learning resources
- There is possibility of sharing of costs and of training time with the employees.

Objectives of ICT:
- To provide greater and easier access to information and desirable content.
- To make easy access to every kind of user.
- To give access to digital learning materials in order to increase both the quality and quantity.
- To make users and learners well acquaint with recent developments and make them ready for global competition.

ICT and Educational Platform

It is such a potent and powerful tool that creates educational opportunities which can also be provided even in the remote corners of the world. It provides students the problem oriented and enquiry based learning which creates a sense of responsibility among the students/learners. It imbibes in the students an ability to use technology for research purposes. It helps students to develop skills like organization, evaluation, communication of information and its fundamental understanding. As a teacher lies at the centre of quality control, it is necessary for teachers to keep a pace with the recent developments in the field of ICT. It results in the improvement of teaching and the aggregate effectiveness of the learning process.

The higher education institutions must adopt a policy to train and motivate the employees to use such technologies. They should make them to use these technologies for their own and institutional benefits. The use of ICT in such institutions is the need of hour so the institutions must organize workshops, seminars and hand-on activities at regular intervals to train the staff in the use of this ever changing field. The well-trained and motivated staff will bring e-governance culture in the institutions and will make the concept of digital India more relevant in the present time. It will act as a significant factor for social transformation and will play a leading role in national development at large.

ICT and English Language Teaching

The teachers of English language and English literature prefer the form of communicative teaching using the ICT tools, rather than the traditional mode of teaching like a lecture method. The teacher-centric mode is replaced by student/learner-centric approach. The ICTs have changed the pace of teaching strategies to suit the goals of his materials and the needs of his students. It creates countless opportunities for English language learners. It is very motivating mode as it helps the learners to learn the language which is carefully designed to meet the prescribed goals. The following are the positive impacts of ICT:

- There is abundance of availability of learning materials. The material is readily available on web, on PCs, in the form of CDs, and on such other equipments. There is availability of images, animation, audio and video clips which are very helpful in learning, presenting and practicing a new language.
- The impact of ICT on students' attitude is very positive. It helps them to boost their self-confidence and self-esteem. It is because of that they become the controller of their own learning.
- ICT enables them to build up autonomy among themselves.The students have opportunity to choose the elements of language which they want to learn and focus. In this way, a learner-centric approach is established by the use of ICT.
- It provides very authentic and promising environment among the learners. The learners can interact not only within the country but also beyond the boundaries of the nations. It helps them create motivation to learn the language and compete at global level.
- It is very helpful for teachers to prepare, produce, store and retrieve their materials easily and swiftly. It helps to save the time and energy of teachers and make teaching-learning process more result-oriented.
- It is more student-centric and helps them to write and edit their work in order to produce

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a well published work. Computers encourage the students to do extra work outside the classroom at any place and at any time as per their convenience.

- ICT helps in self-assessment at a large scale. In the traditional mode of teaching-learning, the writing and reading skills of the learners are tested and the listening and speaking skills are largely neglected. These skills are enhanced by the use of ICT. The listening capacity can be tested through computer-assisted packages like listening to a dialogue/passage and answering the questions. It enhances their talent and makes them ready to communicate effectively.

ICT and Teaching of English Literature:

English literature comprises of a vast variety elements of music, emotions, actions and dialogues. These elements can be put forward effectively while teaching in a traditional mode. The use of ICT is certainly enhancing the quality of teaching and learning English language and literature. It enables the teaching process of English literature more interesting and energetic. The different genres of literature viz., poetry, prose and drama can be taught more effectively by using ICT tools. It makes teaching and learning of literature more interesting and enjoyable. Teachers can create e-content of their own using various applications like Lexis Audio Editor, Wav to MP3 Converter, DU Recorder etc.

Poetry is the oldest form of literature and usually it has a written text. It has meter or rhythm because its focus is on the syllables, words and sound patterns. In past, the recitation of poetry is the only effective way of teaching and learning of the genre. But now-a-days, with the help of ICT, the tradition of reciting of poetry can be revived. It can be done by various ways –

- VCD can be played to teach the poem. It may be played for creating the real feel as it captures the images and the sounds in the poem.
- CDs of instrumental music related to the poem can be played. It can be produced with the background music to feel the melody of the poem.
- Recording may be used as a way of reciting poems which enables students to listen and improve their ability of reciting the poem.

A play is often taught sitting on a chair. In most of the classrooms it is taught passively. It means it is taught through the traditional mode of teaching. As it is a performing act, it can be taught using ICT in the following ways:

- Film based on a play can be shown to the students for the better understanding of themes and other elements of a play.
- By playing background music, a play can be taught and it creates different moods of the play.
- Power point presentation can be used to create the background or setting of the play to present or create the moods of characters, a sense of situation in which action is happened.
- Mikes and speakers may be used for creating echo effect and to create feeling of dialogues during the teaching.

Prose is any kind of written text other than poetry and drama. It comprises novels, short stories, novellas, biographies, autobiographies. It also consists of letters, diaries, journals, and non-fiction. It is a well-organized written document. It can be taught in the classroom with the help of ICT in the following ways:

- Videos of various aspects and stages related to short stories can be presented in the classroom. It enables students to understand the story in picturesque way.
- A digital board having moving text may be used to teach a prose text.
- By developing e-content, the students can be taught effectively.
- Providing e-newspapers/e-journals, the habit of reading can be inculcated among the learners.
- Various blogs can be made available to the students in order to enhance their understanding level and polish their literary taste.

Use of ICT can play a very vital role in teaching-learning process of English language and literature. The various departments of literature and art can be connected by a network so as to work together. It can bring research scholars and experts together in order to harness the development in the field.

Conclusion

ICT has brought a tremendous change in teaching and learning at all levels of higher educational system leading to quality enhancement. With the use of ICT, one can witness a rapid change in the teaching-learning process. Traditional forms of teaching are being replaced by online and virtual classroom environment. In the education system, there are several opportunities and endless possibilities with the integration of ICT in teaching-learning process. It improves class room teaching as well as provides e-learning. It also enhances quality of learning in distance mode. ICT in education leads towards the democratization in education.

It is very helpful to restructure organizations, and promote collaboration. It seeks to increase participation of citizens in democratic environment. It improves transparency and enhances responsibility of government agencies. It is made widely available at important private and public sectors like education, health care and many more. ICT in education leads towards the democratization of education. More research is required to support pedagogical usage of ICT for improving teaching of English language and literature. So it is a need of hour to promote teaching of English literature using ICT for better understanding, and for more effective and easy teaching-learning process.

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NAAC Criterion VII: Problems & Perspectives

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Abstract:-

India is the single largest provider of global talent, with one in four graduates in the world being a product of the Indian education system. Over the last two decades, India has remarkably transformed its higher education landscape. It has created widespread access to low-cost high-quality university education for students of all levels. Post 1990 the Globalization has made so many drastic changes and impacts on Indian society, economy & education. Especially higher education has influenced to economy and industry by research & development and incubations. The research paper NAAC Criterion VII: Problems & Perspectives endeavors to probe the challenges before higher educational institutions. Further this paper discusses the issues in qualitative metrics of criterion VII of NAAC.

Keywords:- Global Talent, Globalization, Incubations, NAAC, Metrics, criterion VII.

Introduction:

India has the third-largest higher educational system in the world. In 2016, there were 799 universities and 39,071 colleges spread across the country. These numbers are increasing enormously. The growth of higher education in India over a little more than half a century has been even more staggering. Since Independence of India the policy makers and educationist endeavored to develop and improve the higher education by establishing, promoting & funding the educational institutions. In present scenario Higher Education can play a vital role for sustainable socio, economic and cultural development in India. India's present literacy rate is at 74.04%. Tripura has achieved a literacy rate of 94.65%. Literacy rate in Maharashtra has seen upward trend and is 82.34 % as per 2011 population census.

The aim and objectives of higher education after independence were mainly focused on following points:

1. Expansion of General Education
2. Development of Technical Education
3. Women's education
4. Vocational education
5. Growth of higher education
6. Non-formal education
7. Encouragement to Indian Language and Culture
8. Adult education
9. Education for all

According to 93rd Amendment, education for all has been made compulsory. The elementary education is a fundamental right of all children in the age group of 6-14 years. It is also free. To fulfill this obligation Sarva Shiksha Abhiyan (SSA) has been launched. Due to the government promotion schemes and financial assistance various funding agencies paid attention to improve the quality and quantity of higher education. This quantitative explosion in higher education institutions has not been matched by the quality of the education they provide. In fact, the gap between quantity and quality is so large that it stands as one of the major obstacles in the way of India being a world leader. To become such a leader, India needs to develop a world class higher education system.

NAAC is the organization that can meet & fulfill the requirements of higher educational institutions in India to be a world class higher education system. A world class higher education system is one that is student-centered or customer-centered rather than institution-centered. It comprises certified and caring institutions that have the resources required and the core mission of ensuring that students/customers acquire the knowledge /skills /abilities and dispositions that they need to achieve their individual goals and to maximize their contribution to society.

Vision and Core Values in NAAC:

Vision of NAAC is to make quality the defining element of higher education in India through a combination of self and external quality evaluation, promotion and sustenance initiatives. For the accreditation, NAAC has established Value Framework for Indian Higher Education Institutions. NAAC expects to inculcate & nurture the core values among the HEIs of the country, these are:

i. Contributing to National Development
ii. Fostering Global Competencies among Students
iii. Inculcating a Value System among Students
iv. Promoting the Use of Technology
v. Quest for Excellence
vi. NAAC Criterion VII: Institutional Values and Best Practices

Criterion VII of NAAC has its own importance due to certain reasons. In this criteria, we can't keep any metrics optional. i. e. all metrics in Criterion VII are essential. None of the metrics in this Criterion can be opted out. Further, it has less quantitative and more qualitative, value based & society centric focus. This Criterion has been assigned 35 marks for quantitative metrics & 65 marks for qualitative metrics.

The focus of Criterion VII is captured in the following Key Indicators:

7.1   Institutional Values and Social Responsibilities -50 Marks

7.2   Best Practices - 30 Marks

7.3   Institutional Distinctiveness - 20 Marks

7.1 Institutional Values and Social Responsibilities:

Criterion VII deals with gender equity promotion programmes by HEIs, spontaneously which will further promote sensitivity among pupils. The institution displays sensitivity to issues like climate change and environmental issues. It adopts environment friendly practices and takes necessary actions such as Environment consciousness, Energy conservation, rain Water harvesting, Efforts for carbon neutrality, green houses, Plantation, solid - liquid & E waste management. Also the HEIs facilitate the differently abled (Divyangjan friendliness), effective dealing of locational advantages and disadvantages (situatedness), explicit concern for human values and professional ethics etc. HEIs have a social responsibility to be proactive in the efforts towards development in the larger contexts. This role of the institution is reflected in terms of the kinds of programmes, activities and preferences (values) that it incorporates within its regular functioning.

Here HEIs get funding problems for purchasing the Braille software's and construction of rest room and provision for lift/ ramp. Location advantages and disadvantages also matters, whether HEI situated in rural or urban area it has its own limitations.

7.2 Best Practices:

According to NAAC manual any practice or practices that the institution has internally evolved and used during the last few years leading to positive impact on the regular functioning of the institution can be identified as "best practice/s". These are not any activity prescribed by some authority.

Institutional seed money for the promotion of research values among students and faculty, paperless office, academic & administrative audit, water audit, green audit, gender audit or communities development through technical incubation centers these can be the best practices of HEIs. In brief, these 'best practices' are relevant within the institutional context and may pertain to either academic or administrative or organizational aspects of institutional functioning.

7.3 Institutional Distinctiveness:

According to NAAC every institution would like to be recognized for certain of its attributes which makes it 'distinct' or one of its own kind. Such attributes characterize the institution and are reflected in all of its activities in focus and practice. In this part value education, education for all, adult education, improve advance skills or values

and performance of institution in one area distinctive to its vision, priority and thrust can be highlighted.

Problems & Perspectives of Criterion VII:

• Many of times HEIs are unable to identify which should become the best practices. As the institutions are already performing various practices, it becomes very difficult to identify and select the Best Practices.

• While focusing on green practices, some tasks like tree plantation, no plastic use, use of bicycle & public transportation are some easiest things to be practiced. But in other contexts, rain water harvesting, liquid waste management, green houses, special facilities like lifts & ramps for Divyangas can become costly for smaller HEIs. This may result into losing their marks during the accreditation.

• Enhance the infrastructure: Colleges and universities throughout India have inadequate physical settings, lack of equipments, and suffer from a shortage of competent teachers. Ensuring that each higher educational institution is infrastructurally sound, establishes the proper environment for learning and growth.

Suggested remedies:

There are some suggestions which can overcome some of the difficulties in Criterion VII and to make the Indian higher education system world class. They include:

1. Increase in public financing: The federal and state governments currently provide limited funding for higher education. As a result, over 70 percent of the higher education institutions are operated by the private sector. These institutions are not well regulated and are of highly variable quality. Public sector financing could be used to support existing needs of educational institutions.

2. Enforce standards and requirements appropriately: The announced replacement of the University Grants Commission (UGC) with the Higher Education Commission of India (HECI) has created considerable debate within and outside of the educational community. The essential question, regardless of whether there is an UGC, HECI or some other agency with an acronym, must be; is the proper data being collected and used to monitor performance and ensure accountability for each institution in the higher education?

3. Place an emphasis on vocational education: The higher education system must meet the needs of potential employers and prospective employees. Currently, there is a mismatch. The higher educational system must equip itself to be the provider of first resort and give the country the skilled workforce it requires.

Concluding Remarks:

The Indian higher education system has undergone tremendous qualitative and quantitative changes during the past few decades. There should be a check and balance, and missionary zeal to keep an eye on the function and quality of education provided by the institutes in India & foreign countries as proven in the study and it should take corrective measures to improve the system.

With well-planned expansion and a student-centric learning-driven model of education, India has not only bettered its enrolment numbers but has dramatically enhanced its learning outcomes. Further, with the effective use of technology, India has been able to resolve the longstanding tension between excellence and equity.

However, the Government's presence is very crucial to facilitate the implementation of the equity and inclusive growth principles. An increased and active role of the private sector is inevitable, it is necessary to encourage research, vocational courses and provide high-quality education.

In concluding remarks, I would like to say that the life of the individuals and the nation cannot be uplifted without Quality Higher Education. With the sole objective to give a helping hand to the Institutions to improve the Quality of Higher Education, NAAC has designed the seventh criteria for the assessment and accreditation procedure.

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Quality Enhancement in Teaching and Learning through Experiential Learning

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Abstract:

Experiential learning provides an opportunity for students in enhancing critical thinking, problem solving, improved understanding and decision making skills. The approach of experiential learning is essential in inculcating better understanding of techniques that we teach in a regular class. Under-graduate students of Chemistry, if provided with an opportunity of experiential learning through small Projects and Seminar, will have exposure to many soft and hard skills required in the field. The small projects should be designed by the teachers in such a way that students get motivated and attracted to take up such projects. Projects should not involve major cost and should not consume much of their time. Topics of Seminar should be related to the recent developments in the field of Chemistry. These activities can be either an add-on activity to be done under the supervision of the teacher or it can be a part of curriculum. In the present paper we discuss some of the potential projects and some interesting seminar topics, which students can take up to get benefit of experiential learning while studying in the final year of their Under-graduate programme in Chemistry.

Key words: experiential learning, field work, projects, skills

1. Introduction

There are many ways of learning and experiential learning is one of the ways of effective learning within and without the class. It involves learning through hands-on activities. Students are given series of instructions in this process of learning. The concept of learning through experience is not new. it is in practice since many years. Experiential learning has significant advantages in the process of teaching in the classroom. One may refer to Kolb (1984) for more information about experiential learning. Specifically learning becomes effective if students are given experience to learn. In Science and Technological subjects, there are ample opportunities for students to learn by doing. In Science and Technology courses, practical is compulsory component in the curriculum and students get an opportunity to learn in the laboratory. But inspite of scoring excellent scores in practical examination, students fail, when it comes to performing it in practice. Laboratory sessions are typically based on following the steps provided in the laboratory manual. Let us take a simple example in Chemistry. Students are trained in carrying out analysis of various samples by various methods. But if student is facing an interview and he has been asked to explain the test for assessing the quality of the raw milk, he finds it difficult to explain the strategy. In the present paper an attempt is made to suggest ways and means to enhance the quality of teaching and learning through experiential learning.

2. Present scenario :

At present the curriculum of Undergraduate (UG) programme in Chemistry contains theory and practical components. Practical sessions for Chemistry students are included in the curriculum for training the students in synthesis, analysis, estimation and characterization. However students are given steriotypical practical sessions on the above described techniques. Students are trained in one technique at a time and do not get an opportunity to carry out the task by integrating all the necessary techniques. If a professional undertakes SWOT analysis of UG students in Chemistry he will find that students have strong potential to learn but they are weak in demonstrating, presenting the outcome and interpretation of results; and their writing ability is not up to the mark. Many time this is revealed by teachers also while evaluating the students through practical and oral examination. A remedy to transform weaknesses into strengths needs to be sought in the present framework of teaching and learning process. It is clear that the above mentioned soft skills need to be inculcated among students systematically without disturbing the approved curriculum delivery. One of the ways to do that provision should be made in the curriculum itself so that in the long run it is easy to train the students in these soft skills. We usually push such things to the third year of UG programme. In the framework of choice based credit system, it is possible to introduce certain activities for each semester by which students can earn credits as well as he gets hands-on training. An activity of at least one credit can be introduced for each semester. Some possible activities are group discussion on a given topic, taking seminar on a given topic, reading of a review article from reputed magazine or a research journal, sharing of the experiences in the domain area, conducting mini projects and field survey etc. Among all these activities two important activities are Project Work and Seminar. These two activities are not new to both the teachers and students but the way in which these two activities are carried out are different from institution to institution. In many institutions these activities are carried out as a formality and therefore the expected outcome due to these activities is away from the target. In the following sections we briefly outline methodology for conducting these two activities.

3. Project Work in UG Programme in Chemistry :

If we wish to introduce Project Work to UG students we need to plan it systematically so that we can derive the anticipated outcome through it. This activity should be organized in such a way that students are trained in reading, communication, technical aspects, presentation and report writing. The first step towards this activity is the choice of topic. Generally teachers assign the topic of project work. This is one of the area of improvement. By assigning topics to the students we keep students away from reading activity. We propose that topics should be selected by students after going through literature survey on the domain. A theme may be fixed by the teacher and students are asked to review the literature related to the theme. They should be given a week's time to do so. Once literature survey is finished, students should be asked to present their ideas about the project work. In that they should elaborate on the need of taking the project, specific objectives, methodology including techniques and testing/characterization to be undertaken.A brainstorming session should be organized by the concerned teacher for this. If this step is carried out properly, students will get training in reading, communication and presentation. They should be asked to undertake such a topic for which availability of resources is not a problem. The task to be undertaken by students should be affordable also and should not invite expenses beyond certain limit. Teacher should take care that the topic being chosen by the students is acceptable to the domain experts also. Thus in the course of choosing the topic three aspects should be carefully seen, which are namely availability, affordability and acceptability. The brainstorming session will also help to avoid repetition of the same topic as all the students will discuss their ideas together. It is assumed that students are already grouped into few groups by the Department and themes of each group are distinct and non-overlapping. The choice of topic of the project work is almost 50% work of the project.

A student after finalizing the topic should submit synopsis of the project work containing topic of the project work, need of the study and specific objectives, methodology to be used, testing/characterization required to be done, resources (raw material, facilities, instruments etc.) expected outcome of the project and more important the timeline to complete the project. Project work should not take more than two months period from the date of commencement of the project. A template for synopsis may be provided to the students so that no component will be missing.

It is observed that both the teachers and students are very serious at the beginning of this activity but as time passes both start losing the interest and then completion of the project work becomes formality. Most of the time project work activity needs to be wound up at the end of the semester. Therefore continuous monitoring of the progress is one of the important components for the project work. In fact students should be asked to present midterm progress of the project within the project group. This midterm review will help to resolve issues, if any in implementing the project work as well as will help to complete the project work in the targeted time duration.

Every student after completion of the project work shall present results of the project work before the project group students and teacher after satisfactory completion of the work shall ask the student to submit final report. There shall be internal (and possibly external) evaluation of the project report and student is expected to present outcome of the project in about 10 minutes to the examiner. some topics on which students have successfully completed the project work are listed below.
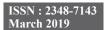
List of some Project Work topics :

In Department of Chemistry, Vivekanad College (Autonomous), Kolhapur UG students in Chemistry have completed project work on various topics. Some of the topics are listed below. Some project problems were already carried out in the past.

- Isolation and estimation of caffeine from tea dust.
- Isolation and estimation of stigmasterol from Soyabean oil
- Preparation of soaps in small scale
- Isolation and estimation of piperine from black papper
- Analysis of coin
- Study of orientation and reactivity in electrophilic substitution reactions in aromatic compounds-nitration and sulphonation.
- Isolation and estimation of casein and lactose in milk
- Study of consistency in jam and jelly with reference to pectin
- Isolation and estimation of eugenol from clove oil
- Extraction of essential oil from lemongrass and its characterization.

There are many other topics, which are potential topics for Project Work. Teachers are expected to discuss in the Department faculty meeting about themes of the project work to be given in the current academic year. This should be done at the beginning of the academic year. Final year UG students should be assigned a topic in the first term itself so that they can use their winter vacation of review work.

If project work is completed successfully, teacher should short list few projects and encourage the respective students to prepare an article on the same. Such an article may be sent to appropriate journal for possible publication.

4. Seminar activity for UG students :

Seminar activity is one of the time consuming activity, therefore students should be grouped and a group is assigned to the teacher to undertake this activity. As described above, topics for the Seminar should not be given by the teacher, but teacher should declare the theme for the Seminar for the group. Students are expected to go through journals, latest articles in magazines, recent developments in the domain on the given theme and submit title and abstract of the Seminar to the teacher. Topic of the student should not be the part of curriculum. A student is expected to give Seminar for 10 to 15 minutes and students within group are expected to raise questions to be asked to the student presenting the Seminar. This part of the activity should be monitored and controlled by the concerned teacher.

5. Conclusion :

Experiential learning is one of the important ways of learning, which provides an opportunity for students in enhancing critical thinking, problem solving, improved understanding and decision making skills. The approach ofexperiential learning is essential in inculcating better understanding of techniques that we teach in a regular class. UG students of Chemistry, if provided with an opportunity of experiential learning through small Projects and Seminar,will have exposure to many soft and hard skills required on the field. These activities should be designed by the teachers in such a way that students get maximum benefit as far as induction of skills are concerned. Projects, which are having no issue of availability of resources, affordable to the students and acceptable by the domain experts should be assigned to the students. Success of this activity mainly depends on the strictly following the timeline. These activitiescan be either an add-on activity to be done under the supervision of the teacher or it can be a part of curriculum. Autonomous institutions have greater opportunity to undertake such and similar activities, which help inculcating soft and hard skills among the students. Though the present paper deals with Chemistry subject, there are similar opportunities for other Science subjects as well.

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Use of Mathematical Software's for better understand and well writing Mathematics

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Abstract:

In this paper we discuss utilization of open source and free mathematical software's viz. Scilab and LaTeX in teaching, learning and writing of Mathematics.

Introduction:

The analysis and numerical computational of data can be successfully and rapidly done by various mathematical software's, MATLAB is one of them. We can perform all Mathematical operations using MATLAB. But an open source and free availability of Scilab, we can consider Scilab is the best alternate to MATLAB. We cannot expect subject Mathematics without equations. Sometime these equations are large in size sometimes complicated to write and display also. To study and to write Mathematics rightly one can make use of a mathematics typesetting language known as LaTex. A LaTeX is an extension of the original program TeX which is developed by Donald Knuth. Our work is divided in two parts based on Scilab and LaTeX. In the first part we provide details related to the software Scilab while in the next part we discuss on a Mathematical typesetting language LaTeX.

Scilab- A Mathematical Tool to better understand Mathematics: By the end of 20th Century Scilab was created by INRIA (French National Institute for Research in Computer Science and Control) and ENPC (National School of Bridges and Roads). For the promotion and broaden contribution towards academic and industry use, Scilab Consortium was formed in the Mid of the year 2003. Scilab is numerically oriented programming language which is used to perform high level mathematical computational. It is also used for analysis of data, enhancement of images, signal processing etc. For the details regarding downloading and installing Scilab one can make use of references or internet. The student of Mathematics knows the procedure of solving mathematical problems. But some problems are time consuming and required higher computational accuracy. For example, students are familiar with the process of finding the Eigen values and Eigen vectors of square matrices, but to find these entities for a matrix of order ten is very difficult. Hence for purpose of time saving and maintain the accuracy, students can make use of this software. Once the Scilab is installed, while opening it we are provided by the workspace consisting of several windows viz. the console of making calculations, the editor for writing programs, the graphic window and embedded help. Students can perform all types of mathematical operations on matrices. Also 2-D and 3-D graphical plots in Scilab, helps students to visualizing analysis of data that they are work with. Students can also

get the information of each step of calculations involved in numerical computation. Thus number of toolboxes are available with this system viz: Graphics and Animation, Linear Algebra and Sparse Matrices, Interface with Computer Algebra like Maple and MuPAD, ODE & DAE Solver, Scicos etc. All these make Scilab an excellent tool for teaching and learning mathematics effectively.

LaTeX: A Mathematical Typesetting Language:

Students with mathematical background have to make use of mathematical expressions involving matrices, equations with numbers, mathematical symbols etc. For researchers, writing research article in Mathematics related subjects he has to be prompt about spacing, aligning, proper arrangements of equations, insertion of figures and power point presentation of article. For this purpose one can make use Microsoft Word. But for the purpose of high type set quality, easy to insert mathematics formulas, suitable for all platforms (DOS, Windows, Unices etc.), free of costs, Automation to tedious tasks like cross reference, bibliographic, Power Point Presentation on Mathematics related topics students must be make use of this software.

We can write articles, books using LaTeX related document class files. LaTeX typeset includes packages, formatting and positioning text, creation of accents, units of the documents with spaces, font size along with its shape and color. The breaking of the sentences, paragraphs and pages can be easily done with the help of LaTeX. We can also generate Tables of different sizes along with captions. We can insert different Greek letters, binary operation symbols and mathematical symbols in very simple way.With the help of amsmath package one can arrange the equations as he want. We can also make use of Case command to have a display in splitting form. Proclamation helps us to display the theorem, definitions, corollaries in right format. We can also generate the bibliography of research article by using LaTeX. Thus not only to the mathematics students LaTeX is very useful for the researchers, teachers also.

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Student Satisfaction Survey: Role and Challenges in Higher Education Institutions in India

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Abstract:

The higher education institutions have been making a significant impact in all the segments of the education in India and other countries also. The areas choose to discuss the role of academician in student satisfaction and future need in the education sector. The student has made a remarkable impact on the future journey of India. Today, there is a greater awakening among the students. Education has to impact through student on each sector social, economic, political religious, cultural, and psychological and other areas. The need of the hour is to provide an opportunity to conduct the students' survey and know their expectations and views towards education; and create a healthy atmosphere in the institution. The non-governmental higher education institutions have a bigger role in stimulating and nurturing the educational environment in the pan of India.

Keywords: Student Satisfaction Survey, Higher Education Institutions, Academician, Evaluation, Performance.

Introduction:

In order to understand the concept of a student satisfaction survey, first, we have to understand why this concept is significant and noteworthy. The emergence academician in an educational institution depends to a great extent on the economic, social and religious, cultural and psychological factors prevailing in the society. In the advanced countries, of the world, there is a phenomenal increase need in the various courses in the 20th century. In the USA, UK, European country, China, Japan and other developed countries are focused to continuously frame and implement new educational policies. Recognizing the level of satisfaction of the students based on their experiences in terms of academic support, curriculum and instruction, facilities, academic infrastructure, policies and procedures is significant in promoting a student-friendly learning environment.

Purpose of the Study:

The Purpose of the study is to understand the overall concept of the role of student satisfaction survey (SSS) in higher educational institutions in India and other countries of the world. What is the area of the student satisfaction survey in Indian education? What is the role of an academician in student satisfaction? What are the challenges faced by the higher educational institutions and their opportunities in the Indian Higher Educational System?

Therefore we need to adopt the survey method for student satisfaction approach as a tool. Objectives of the study:

1. To study the concept of student satisfaction survey in higher education in India.
2. To study the challenges of student satisfaction survey in higher education in India.

Research Premise and Hypotheses:

Academician has to make a significant impact on student satisfaction in India to various segments to the Indian Higher Education System. However, the number of higher education institution is increasing faster.

Research Methodology:

The research study is based on secondary data, published sources and the official report of the concerned department. For this research paper, the researcher adopted the explorative and descriptive research method. Taking into consideration descriptive and explorative research methodology the researcher has analyzed the various reported related higher education and concern literature of review. It is assumed that academician has facing different challenges about student satisfaction and prior to that, they have many opportunities to develop educational culture and environment in their institution.

Limitations of the study:

This research study is limited to student satisfaction role and challenges and opportunities. This research study is based on secondary data which is available on the various website and published sources that are related to higher educational institutions in India.

Statistical Evidence of Higher Education Institutions in India:

There are 903 Universities, 39050 Colleges and 10011 Stand Alone Institutions listed on AISHE web portal and out of the 882 Universities, 38061 Colleges and 9090 Stand Alone Institutions have responded during the survey. 285 Universities are affiliating i.e. having Colleges. 343 Universities are privately managed. 357 Universities are located in a rural area. 343 Universities are privately managed. 357 Universities are located in a rural area. The top 8 States in terms of the highest number of colleges in India are Uttar Pradesh, Maharashtra, Karnataka, Rajasthan, Andhra Pradesh, Tamil Nadu, Gujarat and Madhya Pradesh. Total enrolment in higher education has been estimated to be 36.6 million with 19.2 million boys and 17.4 million girls. Girls constitute 47.6% of the total enrolment. Gross

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Enrolment Ratio (GER) in Higher education in India is 25.8%, which is calculated for 18-23 years of age group. GER for the male population is 26.3% and for females, it is 25.4%. For Scheduled Castes, it is 21.8% and for Scheduled Tribes, it is 15.9% as compared to the national GER of 25.8%. The total number of foreign students enrolled in higher education is 46,144. The foreign students come from 166 different countries from across the globe. The top 10 countries constitute 63.4% of the total foreign students enrolled.

Role of Student Satisfaction Survey:

1. Student interest- The institution will know the interest of the student and also learn about their thought, feelings and attitudes towards education.

2. Evaluate relationship- When answering these questions; it helps to judge the education experience of the student. The survey is to help higher education understand different aspects of the student-teacher-parent and institution relationship. Because every student has a different experience and they feel the education process in an independent perspective so, the survey helps create valuable data for decision-making processes.

3. Improves the quality of education- Higher education plays a pivotal role in building a nation. The result of this survey is a teacher has the chance to brush up their skills and develop better ways after analyzing the survey data and improves their performance. The outcome of the survey can help to the HEI's take decision in relation to education.

Challenges of Student Satisfaction:

The Role of this student satisfaction survey in higher education in India is neglect by the institution. Our traditional educational system is not focused on it. In fact, the system has not promoted to survey. But nowadays, a situation has changed the cause of need of today's world, industry, huge population, competition in each area, so we have been accepted and need to implement the above-said concept. As per the Indian Constitution right of education is a fundamental right of every Indian. The basic problem or difficulty of student satisfaction survey is less awareness of student academician, educationalist.

1. Less Awareness : Illiteracy is the main reason for its development. It is a concern with the root cause of socio-economic biases that prevails in the society and that doesn't let women achieve economic independence. Due to lack of expertise, and knowledge of newer technology and proper education, it has become difficult to survival in the world.

2. Changing Governmental Policies : Government policies are continuously changed due to various reasons behind it- political interference, people demand, industrial changes, etc. So, create changes in front of academician and students.

3. Non-academic work : Some of the lecturers are thinking it creates ambiguity in the institution and this tool not useful n education institution. They think is Borden and time-consuming method.

4. Online Survey : The online student survey is a smart and fast way of the feedback system. Its provide opportunity to the students, parents and academician/ educator to share or express their views and opinions will help keep institution on the right way. Especially in rural and tribal area students are illiterate in computer knowledge.

5. Measurement of Satisfaction : It is highly difficult to measure the student satisfaction level of students. With so many factors are impacting on satisfaction- teaching quality, student support and allied services, campus safety, student individual factors, etc. these factors create great barriers in the survey

Poor response to the survey

Conclusion:

From the discussion in the research paper student survey has facing many challenges to focus on. Therefore, the Programme should be prepared and implemented considering the survey. The Student Satisfaction Survey is the continual initiative of acquiring feedback from the students of different colleges of the University. Recognizing the level of satisfaction of the students based on their experiences in terms of academic support, curriculum and instruction, facilities, academic infrastructure, policies and procedures is significant in promoting a student-friendly learning environment. The initiative affords the University with inputs to further improve its programs and services to the entire students. This survey helps institutions to boost educational outcome assessing and investigation the feedback and understanding the students' needs. The new educational policy of the Government of India has specially designed and highlighted the education system made more student-centric and need for special skill-oriented programme and courses to each level of students. This survey has to provide representation to all students to increase participation in academic activities. Women entrepreneur leads to a reduction in poverty and minimizing the problems of employment.

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भारतीय शिक्षणातील परिवर्तन व आव्हाने

प्रा. हरिश्चंद्र व्यंकटराव चामे

समाजशास्त्र विभाग प्रमुख, विवेकानंद कॉलेज कोल्हापूर.

भारतीय शिक्षणातील परिवर्तन व आव्हाणेः

समाजात सातत्याने परिवर्तन हे होतच असते. समाज परिवर्तनात शिक्षणाची भूमिका अतिशय महत्वाची आहे. बदलत्या काळानुसार भारतीय शिक्षण पध्दतीत पण नव. नवीन प्रयोग केले जात आहे. या जागतिकीकरणाच्या विश्वात आपले अस्तित्व टिकवायचे असेल तर आपण आपल्या शिक्षण पध्दतीत बदल करणे गरजेचे आहे. भारतात शैक्षणिक भेदभाव केला जात होता. जातीच्या आधारे समाजात शिक्षण घेण्याचा अधिकार प्राप्त झाला होता तर काही जातींना शिक्षण घेण्याचा अधिकार देण्यात आलेला नव्हता, पण अनेक समाजसुधारकाच्या प्रयत्नामुळे सर्वसामान्य लोकांना शिक्षणाचा अधिकार प्राप्त झाला, भारताला स्वातंत्र्य प्राप्त झाल्यानंतर शिक्षण क्षेत्रात मोठ्या प्रमाणात परिवर्तन घडून आले आहे. आजचे युग हे गतीशिल आहे. या परिवर्तनाच्या प्रवाहात पारंपारिक शिक्षण पध्दतीत खुप मोठ्या प्रमाणात परिवर्तन झाले आहे.

आज शिक्षणाचे क्षेत्र ज्ञानापुरतेच मर्यादित न राहता व्यवसायिक कौशल्य स्वावलंबन विद्यार्थी देशाचा चांगला नागरिक बनला पाहिजे त्याच्यात नैतिक मूल्य सोबत विज्ञाननिष्ठता वाढली पाहिजे यासाठी शिक्षणात नैतिक मूल्य सोबत स्वावलंबी बनविणारे कौशल्यपूर्ण शिक्षण देण्यावर भर देण्यात येत आहे. विद्यार्थ्यांमध्ये संशोधन विषयी आवड निर्माण व्हावी यासाठी शिक्षण क्षेत्रात विशेष भर देण्यात येत आहे.

संशोधन पध्दती : प्रस्तुत संशोधनासाठी वर्तमानपत्र, मासिके, संदर्भग्रंथ, इंटरनेट, इत्यादीचा आधार घेतला आहे.

उद्दिष्टे :

१. भारतीय शिक्षण व्यवस्थेतील परिवर्तनाचा आढावा घेणे.

२. भारतीय शिक्षण पध्दतीतील आव्हाणे जाणून घेणे.

गृहितके :

१. भारतात आजही पारंपारिक शिक्षण पध्दतीला महत्व दिले जाते.

२. भारतीय शिक्षण पध्दतीत परिवर्तनाची गती खुप मंद आहे.

भारतीय शिक्षण पध्दतीतील परिवर्तन:

भारतीय समाजातील शिक्षण व्यवस्थेत परिवर्तन होत आहे. शिक्षणात आज विविध साधनांच्या वापरावर भर दिला जात आहे. आज इंटरनेट सारखे ज्ञानाचे स्त्रोत उपलब्ध झाले आहेत. त्यामुळे शिक्षणाची चौकट बदलत असतांना दिसत आहे.

ई लर्निंग : भारतासारख्या देशात पारंपारिक शिक्षण पध्दतीचा छेद दिला जात आहे. व तंत्रज्ञानाचा वापर करुन प्रभावी शिक्षण देण्यावर भर दिला जात आहे. एज्युसॅट उपग्रहाव्दारे आणि व्हिडीओ कॉन्फरन्सिंगव्दारा शिक्षण देण्याची यंत्रणा भारतासारख्या देशामध्ये मोठ्या भूभागावर पसरलेल्या आणि मोठ्या प्रमाणात असलेल्या लोकसंख्येला शिक्षण देण्यासाठी उपयुक्त ठरत आहे.

थेट संबंध नसलेल्या दोन विय एकत्रित शिकण्याची सोय: शिक्षण पध्दतीत एकच विषय विद्यार्थ्यांना शिकायला न मिळता त्यास आपल्या आवडीनुसार विषय निवडण्याची संधी मिळत आहे. त्यामुळे त्याच्या व्यक्तीमत्वाचा सर्वांगिण विकास होत आहे. आवडीनुसार विषय निवडण्याची व्यवस्था असणे गरजेचे आहे. त्यासाठी आज आंतरशाखीय विषयाची निवड करण्याची व्यवस्था निर्माण करण्यात आली आहे. त्यामुळे विद्यार्थ्यांच्या आवडीनुसार विषय निवडण्याची संधी मिळाली आहे.

शाळाबाह्य शिक्षणावर भर : प्रगत देशामध्ये वर्गाच्या चार भिंतीच्या बाहेर जावून शिक्षणाचे काही धडे हे प्रगत अनिवार्य केले आहे. क्षेत्रभेटी, अचानक उध्दभवलेल्या परिस्थितीशी सामना करण्याचे कौशल्य, नैतृत्व गुणांचा विकास, एकत्रितपणे काम करण्याची मानसिकता, शारीरिक व बौध्दीक क्षमतेचा विकास अशी अनेक वियाचा यात समावेश केला आहे. भवियात भारतासारख्या देशात 'इस्त्रो' या संस्थेचा अशा प्रकारच्या सुविधा निर्माण कराव्या लागतील तरच भारतात अंतराळवीर तयार होतील. आज भारतातील शिक्षण पध्दतीत वेगवेगळे प्रोजेक्ट विद्यार्थ्यांकडून करुन घेतले जातात फिल्ड वर्क वर जास्त भर दिला जात आहे. व्यावसायिक शिक्षणावर भर दिला जात आहे.

दर्जेदार संशोधनावर भर : शिक्षण विद्यार्थ्यांच्या संशोधन प्रवृत्तीस प्रोत्साहन देणारे असावे. नव नवीन संशोधन विद्यार्थ्यांकडून करुन घेणे आवश्यक आहे. त्या संशोधनातून त्या संशोधकांचा च फायदा न होता त्यामुळे समाज प्रगतीस हातभार लागणे गरजेचे आहे. त्यासाठी शिक्षण व्यवस्थेत दर्जेदार संशोधनावर भर देण्यात येत आहे. संशोधनातील गुणवत्तापूर्ण संशोधनावर भर दिला जात आहे. दर्जेदार संशोधनासाठी शासनामार्फत शिष्यवृत्या दिल्या जात आहेत.

स्वावलंबी शिक्षणावर भर : आजच्या आधुनिक युगात शिक्षण हे ज्ञानापुरते मर्यादित न राहता रोजगार व गरजपूर्ती करणारे असावे. कोणत्याही देशाचा विकास किंवा प्रगती करायची असेल तर त्या देशातील शिक्षण कोणत्या पध्दतीचे आहे हे पाहणे आवश्यक असते. आर्थिक विकासांचा पायाभूत आधार म्हणजे कामगाराची गुणवत्ता पण या गुणवत्तेत अचानकपणे वाढ करता येत नाही. त्यासाठी विद्यार्थीदशेपासूनच बालकाच्या गुणवत्तापूर्ण विकासाकडे लक्ष देणे गरजेचे आहे. तरच त्यातून संस्कार कार्यक्षम मनुष्य बळाची निर्मिती होऊ शकते. विद्यार्थी शिक्षक व वेळ यांचे गुणोत्तर कसे असावे? शाळामध्ये कोणत्या भौतिक सुविधा असाव्यात? या सुविधाचा अध्ययन अध्यापन प्रक्रियेवर कोणता परिणाम होतो? या गोष्टीचा विचार केला जात आहे. विद्यार्थी स्वावलंबी कसा होईल यावर आज भर दिला जात आहे. त्यासाठी महाविद्यालयास व्यवसायभिमुख शिक्षण

देण्यावर भर दिला जात आहे. त्यासाठी प्रशिक्षणक्षम शिक्षणाकडे शिक्षण व्यवस्था वळत आहे. भारत सरकारने जागतिक युवा कौशल्य दिनाचे औचित्य साधत १५ जुलै २०१५ या दिवशी राष्ट्रीय कौशल्य विकास मोहीमेचा प्रारंभ केला. स्किल इंडीया अभियानाचा देशभर प्रसार आणि कौशल्य प्रशिक्षण देण्याबाबत विविध क्षेत्रात व राज्यात एकसंघपणा यावा यासाठी ही मोहिम उभारण्यात आली आहे.

आज देशात २४९ प्रशिक्षणार्थी आणि प्रशिक्षण यशस्वीपणे पूर्ण करुन २३ लाख १८ हजार ठिकाणी लोक नोकऱ्या करत आहेत

भारतीय शिक्षणातील आव्हाणे:

भारतीय शिक्षणात सर्वांत मोठा अडथळा म्हणजे भारतीय राजकीय उदासिनता शिक्षण हे देशाच्या विकासासाठी किती महत्वाचे माध्यम आहे. याची जाणीव अनेक राजकीय नेत्यांना नाही. एखाद्या देशाला दिवाळखोरीत लोटायचे असेल तर त्या देशातील शिक्षण व्यवस्था कमजोर केली तर युध्द करायची गरज पडत नाही. अशा पध्दतीने शिक्षणाचे महत्व काय आहे हे लक्षात येईल. पण आपल्या देशात शिक्षणाचे पवित्र व देशाचे भविय समजले जाणारे शिक्षण क्षेत्र हे राजकीय लोकांनी व्यवसाय समजला आहे. शिक्षण व व्यवस्था सुधारण्या ऐवजी खाजकीकरण करण्यावर भर दिला जात आहे. शाळा, महाविद्यालय शिक्षणाचे केंद्र किंवा पिढ्या घडविणारे केंद्र नाही तर ते पैसा कमविण्याचे साधन राजकीय लोकांनी बनविले आहे त्यामुळे शिक्षण व्यवस्था कोलमडत चालली आहे.

मूल्यांकन पध्दतीतील दोष :

आज पण भारतात विद्यार्थ्यांचे मूल्यमापन त्यांच्या बौध्दीकतेचे होते. त्याच्यातील कौशल्याचे नाही. त्यामुळे परीक्षा पध्दतीत जे पारंपारिक पध्दतीचा वापर करुन मूल्यमापन केले जाते त्यात बदल होऊन विद्यार्थीच्या विविध बाजूने मूल्यमापन होणे गरजेचे आहे.

वर्गातील विद्यार्थांची गळती :

आज अनेक शाळा महाविद्यालयाकडे पाहिले तर विद्यार्थ्यांची गळती खुप मोठ्या प्रमाणात दिसून येते याच कारण एकतर शिक्षकाची शिक्षण देण्याची मानसिकता किंवा विद्यार्थ्यांना जे टेकनिकल ज्ञान आहे. त्याच्या पलीकडे जावून शिक्षण देण्यासाठी शाळा महाविद्यालयात असणाऱ्या शैक्षणिक सुविधांचा अभाव पूर्ण करण्यात कुठे तरी कमी पडत आहे का याचा विचार करणे गरजेचे आहे. विद्यार्थ्यांना वर्गापर्यंत खेचून आणण्याचे सामर्थ्य या शिक्षण पध्दतीत निर्माण होणे गरजेचे आहे.

व्यवसायभिमुख शिक्षणाचा अभाव :

आज शिक्षणाच्या माध्यमातून फक्त बौध्दीक क्षमताच वाढविणे गरजेचे नाही तर या शिक्षणाचा व्यवसायिक वलय प्राप्त होणे गरजेचे आहे. शिक्षण हे फक्त नोकरीसाठी किंवा कारकून बनण्यासाठी न राहता. त्याचा उद्देश स्वावलंबी बनविणे असले पाहिजे. पण आज ही अनेक कॉलेज महाविद्यालयातून पारंपारिक शिक्षणावरच भर दिलेला दिसतो. भारतात शैक्षणिक विकासात असमतोल आहे. महाराष्ट्र, कर्नाटक, केरळ राज्यात शिक्षणाचे प्रमाण जास्त आहे तर राजस्थान, बिहार, उत्तरप्रदेश या राज्यात वाईट परिस्थिती आहे. तरी पण शिक्षणाचे प्रमाण जास्त असणाऱ्या राज्यात पण मुली गरीब लोकांच्या शिक्षणाची समस्या मिटल्या नाहीत.

- भारतात शिक्षणावर खुपच कमी खर्च केला जातो. त्यामुळे दर्जेदार शिक्षण देता येत नाही.
- स्वातंत्र्यानंतर आपण म्हणावे तेवढया प्रमाणात व्यवसायिक शिक्षण देवू ।कलो नाही.
- अज्ञान, बेकारी, दारिद्र, प्रथा, परंपरा हे भारतीय शिक्षण व्यवस्थे समोरील मोठे आव्हान आहे.
- ग्रामीण भागात अज्ञान निरिक्षरता जास्त असल्यामुळे ग्रामीण भागातील पालक आपल्या मुलीचा महाविद्यालयातील शिक्षण देण्यासाठी शहरात पाठवण्याची मानसिक तयारी करु शकत नाहीत.
- उच्च शिक्षण खर्चिक बनत आहे विना अनुदानीत महाविद्यालयाचा व संस्थाचे वेतन व प्रशासनावरील खर्च सतत वाढत असल्याने उच्च शिक्षण हे गोर–गरीबांच्यापासून दूर जात आहे.

सारांश :

भारतीय समाजात शिक्षणावर भर दिला जात असला तरी म्हणावे तेवढ्या प्रमाणात शैक्षणिक आधुनिकीकरण होत असतांना दिसत नाही. शिक्षणात बदल करायचा असेल तर देशाच्या उत्पन्नातील हिस्सा शिक्षणावर जास्त प्रमाणात खर्च केला पाहिजे पण दिवसेंदिवस शिक्षणावरील खर्च कमी होत असतांना दिसत आहे. त्याचा परिणाम तळागाळातील लोकांच्या शिक्षणात आधुनिकता येणे अडचणीचे झाले आहे. पण अलीकडच्या काळात व्यवसायिक शिक्षण म्हणजे सर्वकाही ह्या मानसिकतेतून शिक्षणाकडे पाहिले जात आहे. हे अतिशय वाईट आहे. आपल्या देशाचा विचार केला तर शिक्षण पध्दती मध्ये होऊ घातलेले आमूलाग्र बदल हे दुर्देवाने तंत्रज्ञानाशी जोडले जात आहे. खरतर हे बदल शिक्षण प्रक्रियेशी संबधीत असलेल्या मानव संसाधनाशी जोडले जायला हवे.

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उच्च शिक्षा में गुणवत्ता विचार

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प्रस्तावना :

शिक्षा ज्ञान की द्योतक है। किसी भी राष्ट्र की सही पहचान शिक्षा से होती है। शिक्षा में जितनी गुणवत्ता होगी, उतनी ही सामाजिक उन्नति होगी। शिक्षा देश एवं राष्ट्र निर्माण की नींव रखती है। गुणवत्ता ही शिक्षाविदों और छात्रों को आकर्षित करती है। उच्च शिक्षा की गुणवत्ता से तात्पर्य यह है कि उच्च शिक्षा का उन समस्त मानकों पर खरा उतरना है, जिसको ध्यान में रखकर यह प्रदान की जा रही है। शिक्षा की गुणवत्ता मानव के आंतरिक और बाह्य रूप को साकार करती है। रोहित धनकर के मतानुसार ''शिक्षा एक प्रक्रिया है, जो शिक्षार्थी को आमूल परिवर्तित कर देती है।''[१] स्वामी विवेकानंद के अनुसार शिक्षा का मूल उद्देश्य ही है कि व्यक्तित्व विकास और चारित्र्य निर्माण। अर्थात् शिक्षा व्यक्ति के व्यक्तित्व का विकास करती है और व्यक्ति को चरित्रवान भी बना देती है।

मानवीय मूल्यों की स्थापना :

मानव जीवन में मूल्यों का बहुत ही महत्वपूर्ण स्थान है। मानवी मूल्य मानव जीवन के लक्ष्य से संबंधित होते हैं और यही लक्ष्य हासिल करने के लिए व्यक्ति जो कल्पना करता है, उन्हें मूल्य कहा जाता है। मूल्य से मानव जीवन को दिशा एवं प्रेरणा मिलती है। मूल्य इन्सान को इन्सान बना देते हैं। मूल्य ही व्यक्ति का जीवन समृद्ध बना देते हैं और सुसंवाद की ओर ले जाते हैं। व्यक्ति का जीवन सुसंवादी होने के लिए मूल्ययुक्त जीवन जीने की आवश्यकता पड़ती है। मूल्यों का सीधा संबंध अंतक्रिया से होता है और अंतक्रिया शिक्षा से निर्मित होती है। मूल्यनिर्मिति एवं मूल्य संवर्धन – दोनों मानव प्रयोजन के अनिवार्य अंग है। मूल्य बहुत विस्तृत संकल्पना है। नैतिक मूल्य, सामाजिक मूल्य, सांस्कृतिक मूल्य, धार्मिक मूल्य तथा अन्य मूल्य अंतिमतः मानवी मूल्यों में परिवर्तित होते हैं। मानवी मूल्यों का परिपाक शिक्षा के व्यवहार से होता है। यदि ''नागरिकों में इन मूल्यों का अभाव होगा तो देश की स्वतंत्रता खतरे में पड़ सकती है।''[२] सूचना प्रौद्योगिकी के युग में मानव मूल्यों खो रहा है। इन्सान की मानवता एवं संवेदना गायब हो रही है। इन्सान सामाजिक रिश्ता खोता जा रहा है। हत्या, चोरी, डकैती, रिश्वतखोरी, सूदखोरी जैसी सामाजिक विकृतियों से समाज जर्जर बनता जा रहा है। संस्कार मानव को मानव बनाने में विफल हो चुके हैं। इसलिए दिशाहीन मानव जीवन को उचित दिशा देने हेतु शैक्षिक मूल्य प्रभावी रूप में काम करते हैं। समाज में मानवीय मूल्यों की स्थापना शिक्षा से हो सकती है, इस दृष्टि से मानव जीवन में उच्च शिक्षा में गुणवत्ता का होना महत्वपूर्ण है।

कौशल विकास :

शिक्षा की सफलता शिक्षा से प्राप्त नौकरी और उद्यमशीलता पर निर्भर करती है। बदलाव के दौर में केवल पारंपरिक शिक्षा से छात्रों का सर्वांगीण विकास नहीं होगा। छात्रों का भावी जीवन सुरक्षित बनाने के लिए कौशल आधारित शिक्षा की आवश्यकता है। परंपरागत पाठ्यक्रम के साथ-साथ अलग-अलग कौशल आत्मसात करने पर रोजगार की संभावनाएँ बढ़ जाती है। शिक्षा में बढ़ती बेरोजगारी कम करने के लिए उसमें कौशल विकास पर ध्यान दिया जा रहा है। ''शिक्षितों में बढ़ती हुई बेरोजगारी से माध्यमिक और उच्चतर शिक्षा में रोजगार-योग्य कौशलों पर ध्यान देने की आवश्यकता है। किसी भी देश के विकास हेतु कुशल जनशक्ति को बेहद महत्वपूर्ण माना जाता है। यह सर्वविदित है कि व्यावसायिक शिक्षा और कौशल से व्यक्तियों की उत्पादकता, नियोक्ताओं की लाभ अर्जकता और राष्ट्रीय विकास में वृद्धि होती है।''[३] हर छात्र में कौशल विकसित करने की दृष्टि से उच्च शिक्षा की गुणवत्ता ही काम आती है। बदलते वक्त के साथ आज व्यावसायिक शिक्षा की जरूरत बढ़ गई है। इसलिए शिक्षा ही एकमात्र रोजगार का प्रभावी साधन बन सकती है।

राष्ट्रीय एकता :

जब कोई समाज भौगोलिक सीमा में बद्ध रहकर पारिस्परिक मतभेद भूलकर एकता के सूत्र में बंध जाता है तब उसे राष्ट्र की संज्ञा से अभिहित किया जाता है। हर व्यक्ति राष्ट्र का अभिन्न अंग होता है। राष्ट्रीयता यह एक ऐसा भाव है, जो व्यक्ति के व्यक्तिगत हितों को त्यागकर राष्ट्र कल्याण के लिए प्रेरित करता है। हर राष्ट्र की उन्नति या अवनति वहाँ रहने वालों लोगों की राष्ट्रीय भावना की प्रबलता पर निर्भर करती है। जिस राष्ट्र में नागरिकों में राष्ट्रीयता की भावना प्रबल होती है वह राष्ट्र उन्नत बन जाता है। हर राष्ट्र अपना अस्तित्व बनाए रखने के लिए राष्ट्रीय एकता का होना जरूरी है। हर नागरिकों में राष्ट्रीयता की भावना विकसित करने हेतु शिक्षा की अहम भूमिका बन जाती है। हर राष्ट्र अपनी-अपनी व्यवस्था बनाए रखने के लिए अपने देश के नागरिकों में शिक्षा के माध्यम से राष्ट्रीय भावना को विकसित कराते हैं। देश में राष्ट्रीय एकता की भावना वृद्धिगत करने की दृष्टि से उच्च शिक्षा में गुणवत्ता का होना अनिवार्य है। शिक्षा से ही राष्ट्र निर्माण की नींव पड़ती है।

वैज्ञानिक दृष्टिकोण :

विज्ञान यानी विशिष्ट ज्ञान। अंधविश्वास यह अज्ञान का अंधकार है। शिक्षा से अंधविश्वास का अंधेरा मिट जाता है और व्यक्ति का जीवन विज्ञाननिष्ठ बन जाता है। वैज्ञानिक दृष्टिकोण ही व्यक्ति के आचार-विचार को विशिष्ट प्रकार का अनुशासन लगाता है। दुनिया में जिन बड़ी-बड़ी क्रांतियों का आविष्कार हुआ, उसका मुख्य कारण विज्ञान ही है। वैज्ञानिक दृष्टिकोण मनुष्य के सुखमय जीवन की कामना करता है। छात्रावस्था में जो संस्कार होते हैं, वही

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संस्कार आजीवन उपयोगी सिद्ध होते हैं, जो मानव की जीवन शैली में बदलाव लाते हैं। देश की दौलत विज्ञाननिष्ठ व्यक्ति ही होता है। हर व्यक्ति का दृष्टिकोण विकसित करने के लिए उच्च शिक्षा में गुणवत्ता का होना अनिवार्य है।

स्त्री–पुरुष समानता :

शिक्षा लिंगभेद के आधार पर स्त्री-पुरुष भेदभाव को मिटा देती है। वैदिक संस्कृत काल में नारी पूज्य मानी जाती थी, लेकिन मध्यकाल में उसके इस रूप का अवमूल्यन हुआ और वह केवल भोग की वस्तु बन गई। मगर आधुनिक काल में सामाजिक सुधार, शिक्षा का प्रचार–प्रसार और नारी लेखिकाओं ने नारी आंदोलन खड़ा किया। नतीजतन उसके अधिकार और समानाधिकार की मांग बल पकड़ने लगी। इसका मुख्य कारण शिक्षा ही है। स्त्री और पुरुषों में समानता लाने में उच्च शिक्षा की अहम भूमिका है।

समस्या का समाधान :

वर्तमान जीवन में व्यक्ति अनेकानेक समस्याओं पीड़ित है। मानव जीवन के दैनंदिन क्रियाकलापों में आने वाली विभिन्न समस्याओं का समाधान करने की शक्ति शिक्षा से ही मिल जाती है। शिक्षा से ही हर संकट, मुसीबत या समस्या का सामना व्यक्ति साहस के साथ कर सकता है। शिक्षा के कारण व्यक्ति को व्यवहार ज्ञान आता है। व्यक्ति में अनेकानेक क्षमताओं का विकास करने और हर एक समस्या का मुकाबला करने के लिए आज शिक्षा की सख्त जरूरत बनती जा रही है।

सुसंस्कृत समाज निर्मिति :

पाश्चात्य संस्कृति का अंधा अनुकरण और आधुनिकता के नाम पर सामाजिक स्वास्थ्य बिगड़ रहा है। इसमें सुधार लाने के लिए गुणवत्ता पूर्ण शिक्षा की आवश्यकता है। शिक्षा से ही सुसंस्कृत समाज निर्मिति हो सकती है। शिक्षा से ज्ञान, विज्ञान और सुसंस्कार मिल जाते हैं, जिससे सुसंस्कृत समाज निर्मिति हो सकती है। शिक्षा में सुसंस्कार का अभाव दुराचार को जन्म देता है, इसलिए सुसंस्कृत समाज निर्मिति के लिए सुसंस्कारित शिक्षा का होना अनिवार्य है। इसलिए सुसंस्कृत समाज गठन में उच्च शिक्षा में गुणवत्ता का होना अनिवार्य बन जाता है।

ज्ञान वृद्धि का साधन:

शिक्षा और ज्ञान का संबंध अन्योन्याश्रित है। शिक्षा ज्ञान वृद्धि का साधन है। शिक्षा से ही नव निर्मिति और नव सृजन हो जाता है। अलग–अलग क्षेत्रों का ज्ञान हासिल करने का एकमात्र साधन शिक्षा ही है। आज जीवन के हर क्षेत्र का ज्ञान पाने और ज्ञान अद्यतन करने का साधन शिक्षा ही है। शिक्षा पुरानी संकल्पनाओं को नया अर्थ देती है और वैज्ञानिक आधार भी। इसी शिक्षा से ज्ञान वृद्धि हो जाती है।

पर्यावरणीय संदेवना जागृति :

मानव जीवन और पर्यावरण का बहुत ही करीबी संबंध है। मानव जीवन और पृथ्वी की जीवसृष्टि का संतुलन बिगड़ रहा है, जिससे मानव का जीवन खतरे में पड़ रहा है। इसके लिए मानव ही जिम्मेदार है। मनुष्य ने अपनी प्रगति करते समय प्राकृतिक के साथ छेड़छाड़ की, जिसके कारण जल प्रदूषण, हवा प्रदूषण, भू-प्रदूषण,

ध्वनि प्रदूषण, ऊर्जा प्रदूषण आदि प्रदूषण से पर्यावरण का संतुलन खो गया है। परिणामत: जीव सृष्टि पर आघात हो रहा है। इससे भूकंप, भूचाल, अतिवृष्टि, ओझोन ह्रास, अकाल, त्सुनामी जैसी प्राकृतिक घटनाओं का असर मानव जीवन पर होने लगा है। पर्यावरण की सुरक्षा के लिए पर्यावरण के प्रति संवेदना जागृति कराना अनिवार्य है। यह जागृति उच्च शिक्षा की गुणवत्ता से ही संभव हो सकती है।

वसुधैव कुटुंबकम् की भावना :

धरती ही परिवार है या वसुधा ही कुटुंब है। जैसे परिवार के सभी सदस्य आपसी प्रेम एवं स्नेह से रहते हैं वैसे इस वैश्विक परिवार में समग्र विश्व मानव प्रेम, स्नेह और अपनापा का व्यवहार करता है। विश्व को परिवार मानने की यह भावना विकसित करने का एकमात्र साधन शिक्षा ही है। वसुधा में रहने वाला हर व्यक्ति विश्व को परिवार मानता है। शिक्षा से ही व्यक्ति की वसुधैव कुटुंबकम् भावना में बढ़ोतरी हो सकती है।

अनुसंधान :

कहा जाता है कि आवश्यकता ही आविष्कार की जननी है। लेकिन आविष्कार करने के लिए मनुष्य को शिक्षित होना आवश्यक है क्योंकि शिक्षा की नींव नवनिर्माण एवं नवसृजन से संबंधित है। शिक्षित व्यक्ति आविष्कार से ही नवनिर्मिति करता है। अनुसंधान नवीन ज्ञान का सृजन करता है। शिक्षा वर्तमान ज्ञान की सत्यता का परीक्षण करती है और भविष्यकालीन योजनाओं को दिशानिर्देश देती है। इतना ही नहीं, अनुसंधान से अनेक साधन–सुविधाओं की निर्मिति हो जाती है और मानव जीवन को उन्नत बना देता है। अनुसंधान की प्रक्रिया सुचारू बनाने के लिए शिक्षा आज अनिवार्य साधन बन गई है। इसलिए अनुसंधान से उच्च शिक्षा में गुणवत्ता आ जाती है।

संस्कृति का जतन :

आज देश में आतंकवाद, नक्सलवाद, क्षेत्रीयवाद, भाषावाद, भाई–भतीजावाद पनप रहा है। ऐसे में हमारी सांस्कृतिक धरोहर खतरे में पड़ गई हैं। शिक्षा से ही सांस्कृतिक धरोहर का जतन संभव है। शिक्षा ही हमारा सांस्कृतिक प्रेम जगाती है। भारतीय संस्कृति का जतन करने की दृष्टि से उच्च शिक्षा में गुणवत्ता का होना महत्वपूर्ण होता है।

सर्वधर्मसमभाव :

हमारे देश में अनेक जाति–धर्म, वर्ग एवं पंथ के लोग रहते हैं। इन सभी के रीति–रिवाज, खान–पान, रहन–सहन, धार्मिक सिद्धांत, तत्त्व, उपासना मार्ग की पद्धति में अंतर दिखाई देता है। इन अनेकताओं के बीच सर्वधर्मसमभाव का विकास करने के लिए उच्च शिक्षा में गुणवत्ता का होना अनिवार्य है। शिक्षा से ही सभी धर्म समान होते हैं और वे एक–दूसरे के साथ समानता का व्यावहार करते हैं। शिक्षा से मानव जीवन में सर्वधर्मसमभाव की भावना बढ़ जाती है। मनुष्य में समता, बंधुता, मानवता की भावना विकसित करने का एकमात्र साधन सर्वधर्मसमभाव की शिक्षा से ही है।

सकारात्मक दृष्टिकोण :

शिक्षा से व्यक्ति की आसुरी वृत्ति नष्ट हो जाती है और दैवी वृत्ति जागृत हो जाती है। अर्थात् शिक्षा से मानव जीवन में सकारात्मक

विचार वास करते हैं और नकारात्मक विचार नष्ट हो जाते हैं। शिक्षा समाज और राष्ट्र को सकारात्मक दिशा की ओर अग्रेषित करती है। इतना ही नहीं, शिक्षा यथोचित बदलाव लाकर भविष्य की एक समृद्धशाली संकल्पना साकार कर सकती है। शिक्षा से मानव की सोच सकारात्मक बन जाती है। हर इन्सान में विवेक–अविवेक होता है। शिक्षा मनुष्य के अंदर का सकारात्मक विवेक जगा देती है। शिक्षा सकारात्मक बदलाव की अलख जगाने की जिम्मेदारी उठाती है। इसलिए शिक्षा में समग्रता और सकारात्मक दृष्टिकोण का होना महत्वपूर्ण है।

निष्कर्ष:

यदि वर्तमान उच्च शिक्षा मानवीय मूल्यों की स्थापना, कौशल विकास, राष्ट्रीय एकता, वैज्ञानिक दृष्टिकोण, स्त्री पुरुष समानता, समस्या का समाधान, सुसंस्कृत समाज निर्मिति, ज्ञान वृद्धि का साधन, पर्यावरणीय संवेदना जागृति, वसुधैव कुटुंबकम् की भावना, अनुसंधान, संस्कृति का जतन, सर्वधर्मसमभाव, सकारात्मक दृष्टिकोण आदि बातों की पहल करती है, तो उसमें गुणवत्ता आ जाती है। भारतीय शिक्षा परंपरा और पद्धति दुनियाभर ज्ञान, कौशल और आदर्श की छाप छोड़ देती है। उच्च शिक्षा नवाचारों प्रोत्साहन देती है और नए चिंतन पद्धति को बढ़ावा भी देती है। शिक्षा सिर्फ सैद्धांतिक न होकर व्यावहारमूलक होनी चाहिए। अगर उच्च शिक्षा चरित्र निर्माण, जीवन निर्माण, व्यावसायिक कुशलता, तकनीकी कुशलता निर्माण करने में कामयाब होती है तो उसमें गुणवत्ता आ जाती है।

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