PROCEEDINGS

OF NAAC SPONSORED

NATIONAL SEMINAR

on

"IQACs and Higher Education Institutions: The Required Benchmarks for Quality Sustenance and Quality Enhancement"

18th December 2014

Organized by

Internal Quality Assurance Cell (IQAC)

A.S.D. GOVT. DEGREE COLLEGE (W)

Jagannaickpur, KAKINADA - 533 002. A.P

Edited by

D. Chenna Rao

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D. Chenna Rao

Lecturer In-Charge of Chemistry / Coordinator – IQAC / Seminar Convenor

A.S.D. GOVT. DEGREE COLLEGE (W)

(Re-Accredited with 'B' Grade by NAAC)

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THEME / OBJECTIVE OF THE SEMINAR

The basic theme of the seminar is to create awareness on the benchmarks required to improve quality standards in Higher Education Institutions (HEIs). The quality of an institution could be ascertained based on the academic excellence of the students, pedagogic caliber of the teachers and the administrative functioning of an institution as a whole. In the current scenario of Education system, the rapid advancement in education technology brought up a perceptible change in conventional teaching, learning and evaluation methodology to raise the understanding levels of students. In the Indian context, the undergraduate courses are designed in such a way that every student with all extent should acquaint the overall development along with his/her academic performance viz., in the aspects of personality development, communication skills, facing interviews etc., to grab the employment opportunities and, to climb up the ladder of higher progression that would ultimately fulfils the stakeholders dreams.

The participants from academic institutions, Universities and Industry may get an opportunity to explore and strengthen on the benchmarks set up for quality standards in HEIs and the steps needed to implement the same for quality sustenance and quality enhancement at their respective institutions, thereby fulfil the goals and aspirations of Institutional quality.

SUB-THEMES

- Vision of Higher Education policy
- The benchmarks for quality standards in HEIs and the specific role of IQACs
- Quality Education through Value Education
- Infusion of ICT in Teaching , Learning and Evaluation Methodology
- Faculty and administrative initiatives in the development of quality research and extension through academic and industry collaborations
- Objectives of NAAC in the Assessment and Accreditation of Higher Education Institutions
- Governance and Leadership through MIS
- Strategies to overcome deficiencies and improve quality standards in HEIs
- Importance of student initiated extension activities and study projects

COMMISSIONER'S MESSAGE

K. SUNITHA IAS.,
COMMISSIONER OF COLLEGIATE EDUCATION

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Saifabad, Hyderabad - 500 004.
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MESSAGE

I am glad to note that A.S.D. Govt. Degree College for Women, Kakinada is organizing one day National Seminar on "IQACs and Higher Educational Institutions: The Required Benchmarks for Quality Sustenance and Quality Enhancement".

Quality encompasses teaching, research and administration. Quality is built on trust and dialogue amongst students, teacher faculty, administrative staff and society as a precondition for relevance, compatibility and mobility. Creative and innovative means are to be explored at various levels to enable institutions offer qualitative and relevant education. But many a time it is the drilling of age old practices of discipline, regularity & sincerity which bring in higher levels of sustenance in quality through innovative methods. Sharing of initiatives and practices among institutions generates enthusiasm resulting in the active sustenance of academic excellence.

I hope the deliberations of National Seminar paves way for not only identification of age old practices but also innovations and improvements over the existing best practices leading to a dynamic organizational culture.

I complement the Principal, organizing committee, staff and the students on this occasion and wish the seminar success.

With regards,

(K.Sunitha, IAS)
Commissioner of Collegiate Education

FOREWORD

Greetings,

Quality Individual, Quality Institute, Quality India…

-Prof V.S.Prasad

The establishment of Internal Quality Assurance Cell (IQACs) in HEIs as soon as they are first accredited is the gesture that brought about a discernible change, a culture for quality even in the rural and remote colleges, which is a welcome sign, thanks to NAAC. Today colleges are functioning toward specific objectives, Vision and Mission they have set for themselves in order to provide quality education and quality training through quality administration. The IQACs are serving as change agents in fulfilling this task in planning, executing, monitoring, reviewing, restructuring the Academic, Administrative, Extension, Research and outreach activities, adopting best and innovative practices and a host of other learners-centered, student beneficiary measures in HEIs.

This National Seminar, intended to bring together IQACs of Colleges and Universities to share their performances, practices and achievements so that they can delineate novel ways and means of sustaining and enhancing their quality measures, proved fruitful. I am happy to see the response quite promising and enthusiastic. The souvenir aptly reflects the spirit not only of the organizers but also of the participants, both equally falling in line.

My warm and best wishes for a refreshing, unlearning and relearning experience to all stakeholders.

DR.D.RATNAGIRI USHA
PRINCIPAL

CONVENOR'S MESSAGE

Mr.D.Chenna Rao,
Lecturer In-charge/Chemistry&
Coordinator-IQAC

It gives me a great pleasure to testify to the fact that the IQA Cell of this College is organizing a National Seminar on **"IQACs and HEIs: The Required Benchmarks for Quality Sustenance and Quality Enhancement"** on dt: 18th December 2014 Sponsored by NAAC. I am glad to be present and lead the Seminar as convenor as well as Coordinator of IQA Cell.

IQA Cell acting as a nodal agency of an Institution for Quality related activities. IQA Cell plays a pivotal role for quality sustenance and Quality enhancement in HEIs. One of the important functions of IQA Cell is organization of Workshops / Seminars on quality related themes and promotion of quality circles. It provides the sound basis for decision making, better internal communication and act as a change agent in the institution.

The basic theme of the seminar is to create awareness on the benchmarks required to improve quality standards in Higher Education Institution (HEIs).In the current scenario of education system, the rapid advancement in Education Technology brought up a perceptible change in conventional Teaching, Learning and Evaluation Methodology to raise the understanding levels of students. The quality of Institution could be ascertained by integrating with Administrative functions, Pedagogic caliber of the Teachers and the Academic excellence of the students as well.

The participant may get an awareness and motivation on the expected outcome of Govt. policy on HEIs. More appropriately, he/she may get an opportunity to explore and strengthen on the benchmarks set up for quality standards in HEIs and the steps needed to implement the same for quality sustenance and quality enhancement at their respective institutions, thereby fulfill the goals and aspirations of NAAC for Institutional Quality.

The financial support for the seminar has been provided by NAAC, Bangalore. We acknowledge them.

I must profusely thank our beloved Principal for her constant motivation, the Resource Persons for their swift acceptance, the organizing committee for their extensive cooperation and coordination and finally the participants for their active participation and excellent presentations.

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KEY NOTE ADDRESS

'QUALITY ASSURANCE IN HIGHER EDUCATION'

Prof. B.S. Madhukar
Director – IQAC
University of Mumbai, MUMBAI
Former Advisor to NAAC

'Quality Assurance in Higher Education' encompasses, Higher Education, Concept of Quality, History of Quality Movement, Dimension of Quality, How to Assure Quality, Tools for Enhancing Quality, Models for Quality and International Practice on Quality. In his important remarks he emphasized that there are about 35,000 Higher Education Institutions in India and there are about 650 Universities. The term quality was used 200 years before regarding the products / commodities and gradually percolated into education. Higher Education in India is the third largest system in the World. But only 16% of eligible age group is enrolled in Higher Education, while it is 50% in the rest of the World. Hence, it is a long way to reach the Global Standards.

Suggestions / Recommendations:

- Any Higher Education Institution should be able to guarantee the standard of their students who pass through the portals of College for Three years.
- In education it is highly difficult to measure the quality. Quality will not improve on its own unless everyone puts an effort towards quality.
- In HEIs the students should be inculcated the qualities like task managing abilities, self sustenance, handling others, lifelong learning and ethical values.
- To enhance quality, State - Regulation should be replaced by Self – Regulation.
- Sustenance of existing quality itself is a difficult task. The changes should be for the system not for the individual interest. i.e., the system should function as such inspite of individual's absence.
- Inculcate 'Job Specific Skills' and 'Workplace Skills' among the Students as they change from Job to Job. Most of the Students are not employable due to lack of these qualities and due to which Students lose their Time, Money, Self esteem and Employment opportunities.
- IQAC need to do all possibilities inside the Institute that do not require any external support and IQAC is a professional body and should work more professionally for continuous growth.
- With better expenditure on prevention both appraisal and failure costs could be considerably reduced. The existing opportunities should be tapped.
- Passing the exam is the last thing in an institution but value addition is more important.

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INVITED TALK - I

ROLE AND FUNCTIONS OF IQAC IN HIGHER EDUCATION INSTITUTIONS

Dr. Geetha Swaminathan
Former Vice Principal &
IQAC Coordinator
Stella Maris College (Autonomous)
Chennai – 600086

The world we live in is rapidly changing with knowledge explosion and technology impact. The challenges of Higher Education Institutions (HEI) hence focus on enhancing the quality benchmarks by keeping pace with global scenario, creating new frontiers of learning, preparing the students to be socially responsible citizens and developing new innovative methods for change management. In keeping with the objectives of Higher education, the thrust of institutions is to enhance and ensure quality in all aspects and making learning as student centric.

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

The IQAC hence conducts activities in enhancing, guiding and monitoring the Quality assurance and Quality sustenance activities of the institution focusing on all stake holders. The cell enhances quality as a continuous process for academic and administrative excellence. The cell functions as a core quality enhancing system facilitating a sense of belonging through participatory approach towards enhancing, sustaining and internalizing the quality culture within the institution. The cell conducts programmes to enhance the quality of education through planning, evaluation, and promotion of sustenance activities. To achieve this mission, quality benchmarks have to be developed and feedback from various stake holders will help in raising the bench mark and scale higher.

Some of the following measures will facilitate the enhancement of quality benchmarks and functioning of the IQAC:

To create a template for entering the data pertaining to all the activities of the department which can be updated every month and can be accessed through intranet and help in the preparation of the AQAR and other reports.

- To support the activities of the IQAC, every department can have a faculty representative who liaisons between the IQAC and the department. Their roles and

responsibilities include participation in different activities/meetings of the IQAC and giving suggestions, updating the IQAC database, documenting departmental activities and maintaining all the records in the department.

- To constitute Students' Wing of the IQAC. The responsibilities of the members include liaisoning between IQAC and their peers, giving new ideas and suggestions to enhance the quality of student life and participating in meetings / sessions
- To organize Faculty Development Programmes on Capacity Building, Motivation and Orientation for newly recruited faculty, Sessions and workshops on Planning, Evaluation and Developmental activities, Leadership training programmes, Internalizing and Institutionalizing the Best practices, Effective Teaching methodologies, Technology up gradation and training programmes for faculty and administrative staff on Effective functioning and keeping abreast with current trends
- To conduct Periodical Review of the functioning of the various units of the institution and Teaching-learning process.
- To obtain well conceptualized Feedback from the students and other stake holders for quality enrichment.
- To take sustained efforts in the area of student support services, to ensure academic excellence through overall development of the student and to make student life on campus successful.
- To cater to the needs of diverse student community, Mentoring system and Remedial coaching to be adopted.
- To encourage participatory style of functioning and promoting use of technology.
- To stimulate research activities.

The effective functioning of the IQAC will assist in enhancing quality in higher education institutions and help in HEIs have a **Paradigm Shift to move from Information imparting centers to Learning Organizations**. This will make education student centric learning, enhancing the quest for knowledge, contribute to national development, fostering global competencies and facilitate skill development training among students equipping them to face the challenges of the present and future.

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INVITED TALK - II

QUALITY MATTERS IN HIGHER EDUCATION INSTITUTIONS

Prof. G. Prasad
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Hyderabad – 500 007

ABSTRACT

Higher education is the backbone of any society. It is the quality of higher education that decides the quality of human resources in a country. Higher education is critical to India's aspirations of emerging as a major player in the global knowledge economy. The global competitiveness of Indian industry and also its employment generation potential is clearly dependent on availability of required skills and trained personnel. The idea of quality, quality assurance (QA) and quality control (QC) are important in higher education. Over the years, numerous methods are developed for ascertaining the aspects of quality that are of practical relevance in higher education institutions. Different countries have evolved QA models for their higher education systems as necessitated by their unique national contexts. Higher education is seen as a process in which the students are counted as "products" absorbed in the labor market. Thus, higher education becomes input to the growth and development of business and industry. Higher education is training for a research career. In this view, higher education is preparation for qualified scientists and researchers who would continuously develop the frontiers of knowledge. Quality within this viewpoint is more about research publications and transmission of the academic rigor to do quality research. Higher education is efficient management of teaching and learning processes. Many strongly believe that teaching is the core of educational institutions. Thus, higher education institutions focus on efficient management of teaching-learning provisions by improving the quality of teaching, enabling a higher completion rate among the students. Higher education is a matter of extending life chances. In this view, higher education is seen as an opportunity to participate in the development process of the individual through a flexible continuing education mode. Higher education, as we see today, is a complex system facilitating teaching, research, extension and international cooperation and understanding. The core values of higher education system in India envisage: national development, fostering global

Competitiveness, including ethical values, promotes use of technology and creates an atmosphere and quest for excellence.

Higher education in India has expanded rapidly over the past two decades. This growth has been mainly driven by private sector initiatives. There are genuine concerns about many of them being substandard and exploitative. Due to the government's ambivalence on the role of private sector in higher education, the growth has been chaotic and unplanned. The regulatory system has failed to maintain standards or check exploitation. Hence there is an urgent need for QA/QC in higher educational institutions. Voluntary accreditation seems to have no takers from amongst private providers and apparently serves little purpose for any of its stakeholders.

Despite, its impressive growth, higher education in India could maintain only a very small base of quality institutions at the top. Standards of the majority of the institutions are poor and declining. There are many small and non-viable institutions. Entry to the small number of quality institutions is very competitive giving rise to high stake entrance tests and a flourishing private tuition industry. The stakes are so high that quota-based reservation of seats in such institutions in the name of affirmative action has come to occupy centre stage in electoral politics. Hence there is a need to nurture the quality consciousness. This paper summarizes the QA/QC procedures of higher educational Institutions relevant to Indian higher educational Institutions.

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INVITED TALK - III

QUALITY IS NOT A DESTINATION BUT A JOURNEY

Dr. Srinivasa Rao Vanukuru
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ABSTRACT

Development and application of Quality benchmarks / parameters for various academic and administrative activities improves the quality Culture in the institution. First degree holders in different disciplines – Physical Sciences, Life Sciences, Social Sciences, Humanities, etc. should be made comparable to that of their counterparts in other educationally advanced countries of the world. If so, considering the changing global needs and requirements among students through the mechanism of the Public Private Partnership (PPP), to adopt the dynamic methods of teaching and learning, the systematic and scientific system of management, and to foster a closer relationship between the 'World of skilled work' and the 'World of competent-learning' as enunciated by NAAC. No doubt, skill development is very important for success of students in the job market, but skills are of less value in the absence of appropriate value system. Therefore, inculcating of core universal values like positive attitude, truth, righteousness, appreciation, adjustment, commitment, sincerity, sacrifice, dedication, and the like among our students is of prime importance. For this purpose, a regular class may be provided. Unless teachers, Principals, students, and stakeholders have a strong enthusiasm for developing themselves into centre of excellence, everything would be in vain. Quality is never an accident; it is always the result of high intention, sincere effort, intelligent direction and skillful execution; it represents the wise choice of many alternatives.

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INVITED TALK - IV

QUALITY ISSUES IN HIGHER EDUCATION

Lt. Dr. M. Satyanarayana
Principal/ Chairperson - IQAC
P.R. Govt. College (Autonomous), Kakinada

Introduction:

Higher Education has to have relevance with reference to the dimensions that have emerged for economy and education relationship. It also needs to acquire standards of quality. Thus relevance and quality have become prime entities in the arena of higher education.

The year 2002 was declared as the "Year of Quality" by the ministry of HRD. There was a National Constitution on University Governance. In the same year there was a NAAC – UNESCO meet on indicators of quality and facilitating academic mobility through Quality Assurance Agencies for the Asia – Pacific countries.

Many initiatives have been taken up by the NAAC in establishing Quality Assurance Cells in institutions and State Quality Assurance Cells establish linkages, entering into MOUs with State Governments and conducting institutional regional and national workshops of accredited colleges and non – accredited colleges. The whole programme gained countrywide momentum and if has become a quality movement.

The Need:

India having the 2nd largest educational system in the world, it is important to focus on quality access and relevance of higher education mainly to capitalize the gains of education for economic development and social transformation. It is of utmost importance therefore that we strive for qualitative improvement of the educational system so that it turns out adequate number of graduates who are highly trained, highly skilled and highly motivated with higher ethical values to bring the country to a prominence position in the world.

Quality depends on the work culture of the whole organization and not merely on the contribution of a few individuals. In order to sustain quality, institutions have to internalize quality as a concept and the various manifestations of quality parameters.

The quality should be holistic, dynamic and sustainable with the help of innovative teaching methodology and interactions with students' intellectual capabilities can be improved.

Relevance:

The term quality has difference meanings for different purposes. According to Sedere, "Quality is excellence. Quality is the best. Quality is the standard. Quality is satisfying. Quality is efficiency. Quality is effectiveness". Quality of a programme can be examined by analyzing (i) quality of input (ii) quality of process and (iii) quality of output. The quality of higher education depends on (i) quality of content and technique of education (ii) the quality of teachers (iii) the quality of infrastructure and (iv) the quality of students.

Some quality scientist wrote "Quality is a never ending journey". Some other authors have changed the name, from TQM to CQI – Continuous Quality Improvement. Quality is not a static concept. It is dynamic concept and process. There are interesting debates on absolute versus. There are interesting debates on absolute versus relative quality. Indeed, quality is relative. What is great for one is not acceptable to another.

"Aristotle" rightly observed that quality is a habit. The general approach is to look at quality as a strategy with no alternatives. Quality in many respects is an attitude of the mind which plays a critical role in quality assurance.

Prof. V.S. Prasad, Director, NAAC has clearly stated in his message in the occasion of celebrating 10 years of service by NAAC that the 3 elements in triple "I" model.
Implementation, Institutionalization, Internalization are the elements in any creative strategy of quality assurance in higher education. It is the quality assurance in higher education. It requires commitment to implement the model with the following characters.

1. Implementationalization refers to making the quality ensuring process an integral part of institutional activities.
2. Institutionalization refers to making the quality ensuring process an integral part of institutional activities.
3. Internalization refers to making quality one's habit and nature.

The above elements should centre on the leaner.
The institutional system mainly comprises of 3 parts of the students charter.

i. Make clear its vision, mission and teaching – learning approaches.

ii. Student's expectations from the institutions and they should be clearly informed of the educational process and the learner activities.

To map out the quality in education is not an easy task. From different perspectives, the quality issues in education are viewed to be multidimensional. The key areas may be identified as: The curriculum

- The role of teachers
- Learning Resources
- Staff Resources
- Organizational set up
- Teaching – Learning Environment
- Assessment, Appraisal and Monitoring.

Efforts will be made to indicate the issues in the above mentioned areas of higher education institution in Bangladesh. The issues related to quality in higher education institutions can be stated briefly as follows:

- Curriculum reforms and pedagogic reforms are not coping with the rate of advancement of knowledge.
- Imbalance in course planning.
- Negative attitude towards research among teachers.
- Widespread indiscipline among teachers
- Lack of commitment among the faculty and staff.
- Mushroom growth of ill-equipped, ill-provided, ill-planned colleges and universities year after year.
- Admissions of adequate research opportunities.
- Non – interaction without put users.
- Widespread student discontent and indiscipline and wastage in use of available resources.
- Evil practice of collecting capitation fee for admission.
- Conducts of examinations have become too costly, hazardous and dangerous.
- Political interference in the autonomy of higher education.
- Poor leadership at higher levels of administration both in colleges and universities. Lack of infrastructure development, especially in private university, Political unrest.

- Insufficient number of able scholars for imparting advanced training up to doctorate level.
- Lack involvement of teachers, administrators in system. No provision to check excellence in universities or colleges.
- The existing system of higher education continues to encourage memorization and curbs creativity.
- Poor quality of teaching. Higher teacher student ratio.
- The evaluation system is qualitatively poor and corrupt. Examinations reforms have been miserably slow-paced. Lack of accountability.
- Limited resources.
- Tremendous pressure of admission.
- University education is unplanned and creating imbalances.
- Increasing competition due to privatization of education and access to education through internet.
- No conscious attempts are made in the past to coordinate their activities in determining the courses of studies and student enrolment in terms of higher level manpower requirements.

Recommendations:

- Reorganization of curriculum should be made for making youth confident enough to speak, write, think and perform.
- Educationists, policy makers and planners should be accepted humanistic approach to achieve the human development.
- Admission to university courses should be highly selective and based strictly on merit.
- Teaching positions should be recruited strictly on merit.
- Adequate facilities should be provided to teachers to undertake research.
- Library services in institutions of higher learning should be fully responsive to current academic and research needs of the faculty and students.
- Provision of adequate computer facilities through networking in institutions of higher learning should be made.

- Greater access to major national facilities should be provided to the academic community on the campuses.
- Research in humanities and social science is directly related to contemporary field.
- Efforts should be made to set up facilities required for carrying out research in education institutions.
- Provision of adequate research facilities should be made mandatory in postgraduate colleges.
- Infrastructures and facilities of the colleges should be improved.
- Staffing patterns of colleges should be changed and improved. More posts for Professors / associate professors should be created to motivate and encourage recruitment of quality teaching personalities.
- Privately managed universities need continuous supervision and monitoring. Coordination is necessary between the government and non-government universities for maintaining uniform standards.
- Contentious review and evaluation and necessary modifications should be taken place in the comprehensive curriculum approach.
- Measures should be taken for continuous improvement of the mutual relationship between the colleges/universities and local communities, families and community leaders.
- Teaching and evolution system should be improved qualitatively.
- Examinations should be conducted according to schedule and the results should be announced in a reasonable time after the examinations.
- Political interference in the autonomy of higher education should be removed.
- Teacher – student ratio should be proportional.
- Mushroom growth of universities and colleges should be checked.
- University grants commission should be given the primary mandate to monitor and maintain the standard of teaching.

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IMPLEMENTATION OF BEST PRACTICESS FOR THE PROMOTION OF QUALITY SERVICES IN ACADEMIC LIBRARIES: A Study

L.Narasimha Rao,P.Markendeyacharyulu, Librarian,S.A.S.G.D. C,

Narayanapuram,Nandikotkur,Kurnool

ABSTRACT

Library and information services of Higher Education play a central role in enhancing the quality of academic and research environment. The National Accreditation and Assessment council (NAAC) strive for quality and excellence in Higher Education and advocates for enhancing the role of Library and information services in improving academic environment. NAAC has decided to identify the set of best practices in Library and information services, with the help of a few case presentations from few selected libraries of the accredited Universities and Colleges. This is a great initiative in promoting the libraries in identifying and sharing good or best practices that can be adopted in the Indian academic environment. Document prepared by NAAC for Best Practices in Academic Libraries says Best practices may be innovative and be a philosophy, policy, strategy, program, process or practice that solves a problem or create new opportunities and positively impact on organizations. Institutional excellence is the aggregate of the best practices followed in different areas of institutional activities. In general, by use of technology and innovative ideas lead to evolve best practices in library and information environment.

" NAAC developed a set of Best Practices followed in academic Libraries and presented under the following four broad areas:

- Management of Library and Information Services
- Collection and Services Provided to Users
- Extent of the Use of Services
- Use of Technology

In the process of achieving best practices in the libraries, Prof. A.C. Tikekarwearns us "Blind imitation, false competition and status symbolism do not work well. Adhocism too does not accomplish desired goal. Ill planned radical change would prove costly and unwieldy. At the same time both resistance and or reluctance to accept the inevitable changes will be harmful to development of libraries".

It is suggested to UGC /NAAC the best practices followed British and American center library operating in India should have been taken into account. There are areas which we have not been able to find out ad best practices. A few examples of such areas are index to the periodicals, real time reference service, preparation of various statistics of the use of e-resources and many other areas.

Oxford advanced learners dictionary describes best practices as quality of high standard, excellence highly improved, outstanding, par excellence service, it means way of doing something that is usual or expected way in the particular organization or situation, guidelines for good practices in this process of developing best practices we take action rather than good ideas and we improve out skills.

ODLIS (Online Dictionary of Library and Information Science) describes best practices as follows

"In the application of theory of real life situations, procedures that when properly, applied consistently yield superior results and are therefore used as a reference points in evaluations of the effectiveness of the alternative methods of accomplishing the same tasking. Best practices are identified by examining empirical evidence of success.

If we look at the history of higher education in India we find that RadhaKrishnan (1948) and Kothari (1964) commission reports have already recognized the roles of the libraries in higher education. They had recommended the need of a first class library for the colleges and Universities. Moreover UGC Library Committee report (1965) headed by Dr S.R.Ranganadhan provided firm ways to academic libraries. INFLIBNET since its inception in 1989 has been providing financial support to the academic libraries to automate library operations. Today INFLIBNET claims that it has supported more than one fifty Universities for library automation. It is hoped that within a decade almost all the Universities will have library automation. However the journey towards the college libraries is long shall take time to cover all the colleges of the country. National Knowledge Commission Report (2007) also realizes the significance of the role of different types of libraries.

The accreditation activity is gaining momentum in our country as people and educational institutions have come to realize that quality enhancement is essential for the institutions and the country. In the process of institutional accreditation libraries have a crucial role. The services of libraries have been expanding as they contribute significantly to the learning process.

Evaluation of library is an essential component in the accreditation process, where the collection, services & their outreaching capacity are monitored. In the recent past significant

developments have been reported in library and information services and the libraries are shouldering newer responsibilities in higher education Libraries largely supported learning, teaching and research process in Institutions. In the increasingly learner centric educational effort, library is becoming the primary learning resources and is playing mainly the facilitating role in many institutes along with conventional classroom teaching.

Colleges libraries need to have facilitated that promote effective and interactive access & use of Information resources for all users. In the area of physical facilities, the libraries need to offer safe, comfortable, well lighted, clean space, with adequate and appropriate seating arrangement to ensure effective use of the library's resources including digital resources, Also College libraries are required to consider study space needs, while allocating the seating space with special attention being paid to reserve collection. The libraries need to prepare well framed rules & guidelines with regard to hours of access, circulation policies, and other regulations to offer better services to the users.

Objectives of the study

- To review the Library Services followed in Accredited Colleges
- To find out impact of NAAC on College Library development.
- To identify the Best Practices in academic Libraries

Management of Library and Information Services

In affiliated colleges, the core objective of the library is to support the academic programs offered and the library may evolve its collection and services mainly to reflect the curriculum requirements of its users. Besides, the library may design a system to deliver its products and services to attract more users. Ultimately the library should aim at bringing all its target users to the library and ensure its optimum usage. The parameters compiled here would facilitate the quality enhancement and sustenance of library services to a large extent. The libraries of the affiliated colleges may firm up their performance by equipping/enabling themselves to answer the following questions in the affirmative.

Best Practice

A 'Best Practice' in simple terms is known as the practice which paves the way for enhancing the existing functions & helps in effective implementation or use of the process.

Best Practices of Library

- Resource Development & Management
- New Arrivals are Displayed
- Book Exhibition
- User Services

- Poster Competition
- Ranganathan Jayanti Celebration
- Best Library User award given to the students from Arts, Commerce & Science Faculty. (separately from each faculty)
- Collection of University Question Papers for last 10 Years & provided it to students on demands
- Scholar card issue to Meritorious Student
- News Paper clipping Files
- Suggestion Box & timely Response
- ICT-Enabled Services – Digital library Services
- Digital library Services

User Services

Poster/ Essay Competition: - library organizes GK &QUIZ competitions on various Subjects, News paper reading and spelling test to enhance reading interest of students.

News Paper clipping Files

Library maintains clipping files on different subject of students Interest & provides it to student on demand. Also in this activity students are actively involved. The information in clipping file is useful for lectures, Projects & employment.

Library organizes book exhibition every year in the month of November 14-20 on the occasion of Library week. Due to the above service library collect books of user interest. Book Exhibition of college library books is also arranged; the books of text books, Competitive books, reference & rare Books, famous books are exhibited. Due to the above Programs use of available books increased

List of Clipping Files provided on different subjects

- Mental & Physical Health
- Famous Personalities in India
- Business guidance & personality Development
- Marathi Sahitya Sammelan 1978-2007
- Nokari Sandarbha
- Career Guidance
- Saint Sahitya
- Granthayan

Digital Library

Library has to be collected some Free E-Books & provide it to students sorted by subjects. Currently library has 8GB E-Books collection on English Literature, Life sciences, Chemistry and Languages.

Best Practices in Acquisition

New Arrivals are displayed and Users are made aware about the New Books Purchased in Library & get Access easily

A database of documented practices is available on NAAC website and they assure that the regular updating will be made with consultation on contributing institutions for college libraries NAAC has developed the following set of best practices for college libraries.

1. Computerization of library with standard software.
2. Inclusion of sufficient information about the library in the college prospectus compiling student/teacher statistics.
3. Career employment information services.
4. Organizing book talks.
5. Organizing competitions annually.
6. Conduct user survey periodically.
7. Suggestion Box.

However the above set of best practices for college libraries prepared by NAAC cannot be termed as the lost word. The following set of practices too should have been included in it.

1. Library committee formation.
2. Distributions of useful handouts.
3. Making of a Path Finder to the library.
4. Keeping the library premises neat and clean.
5. Updating maintaining library website.

CONCLUSION

In the process of achieving best practices in the libraries, Prof. A.C.Tikekarwearns us "Blind imitation, false competition and status symbolism do not work well. Adhocism too does not accomplish desired goal. Well planned radical change would prove costly and unwieldy. At the same time both resistance and or reluctance to accept the inevitable changes will be harmful to development of libraries".

It is suggested to UGC /NAAC the best practices followed British and American center library operating in India should have been taken into account. There are areas which we have not been able to find out ad best practices. A few examples of such areas are index to the periodicals, real time reference service, preparation of various statistics of the use of e-resources and many other areas.

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INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) IN EDUCATION: ADVANTAGES, DISADVANTAGES, CONVENIENCES AND LIMITATIONS

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ABSTRACT

With increasing knowledge and technological progress of society; our country requires learning skills that could help it keep pace with the development of science and technology. Educational systems in a community and consequently education will not be able to separate from other social institutions, national and international interactions widely known in the global village. Education in the twenty-first century is the center from which all changes and developments arise. Information technology in education needs a culture. This culture needs to be learned along with the use of hardware resources. The system needs to be educated to use information technology. Although these technologies are not impartial in any sense they should be used as means for communicating information, in the existing social structures. However since the process of change and transformation is in the nature of human social institutions, the educational system is also prone to some alterations. In this paper, after explanation about the role of information technology and its place in education in some countries is presented on how to enter the field of information society and how to use information technologies.

Introduction:

Education in its general sense is a form of learning in which the the knowledge, skills,values, beliefs and habits of a group of people are transferred from one generation to the next through storytelling, discussion, teaching, training, and or research.

Education may also include informal transmission of such information from one human being to another. Education frequently takes place under the guidance of others, but learners may also educate themselves (autodidactic learning). Any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational.

Education is commonly and formally divided into stages such as pre-school, primary school, secondary school and then college, university or apprenticeship. The science and art of how best to teach is called pedagogy.

What is Information Technology

Information technology is referred to the knowledge process and its applying methods, processing, transferring and making information in progress (Loing 2005). IT includes gathering, organizing, storing, publishing and using the information in the form of sound , picture graphic, text, number, … by using the computer and telecommunication tools…. Important changes resulting from IT, has became the source of basic changes in the classes. The most important changes have roots in this fact that technology has enabled students to accent the out-of-class information and this has caused the increase of their motivations for learning (Fengchun 2000).

Importance and Role of IT in the Education

By considering that education has been using the technology for expanding and developing different processes of the educational system more than one century (Hadid 2000), it is not surprising that new technology arrival has raised the interest in obtaining knowledge by various methods of presenting knowledge. Today technology-base education is attainable at the universities of developed countries. Smart schools have made a leap in virtual learning. On-line learning and remote training are among new education forms in the new century (Ataran 2002). By evolving the learning environments at the beginning of 21st century, individuals and societies put heavy responsibility on the shoulder of educational institutions and their traditional structures by their increasing need of education.

Today various informational and communicational technologies have the ability of facilitating the education and learning process (Passey 2006). Also there is evidence stating that information technologies provide effective and inflexible methods for professionally developing teachers (Wang 2008; Voogt and Pelrum 2005).

Beauchomp& Parkinson (Beauchamp and Parkinson 2007), in a study under the title of «The students view of sciences during transferring from rich technology environment at the elementary course to the high school with low technology equipment» concluded that although the high school students were annoyed by insufficient access to computers and other

information technologies, they enjoyed the course by the efforts of sciences teachers. Most major properties of the education system in information and communication age are:

1. In new education, what is worthy of knowing and what is necessary is stored. Not the learning of all information (Loveless and Ellis 2001).
2. In new education, the teacher helps the student to obtain, select, evaluate and store the information by the use of vast scope of sources.
3. Printed magazines and books are knowledge sources; the drafts determined for writing and publishing are replaced by online books and magazines.
4. Some advantages of using technology and IT in the Education: students learn their lessons by using technical tools in less time (Fletcher & Others 1990).

By the use of information technology and its tools especially computer and planning modern tutorial programs such as virtual tutorial program, possibility of expediting the process of information dissemination, various recognizable and repeatable learning sources, more flexible structure , information search and also possibility of meta cognitive understanding have provided for students , and they can use this device as a tool for their educational activities so that this matter has raised the speed and quality of learning significantly (Dilmaghani. 2003). High flexibility in when and where students and teachers perform their duties [19]. Informational society; where economical, cultural and social life is dependent on information and communication technology.

Advantages of Informational society:

1. Enriching spare time
2. Enabling teleworking.
3. Providing new opportunities for raising national productivity and competitive atmosphere.
4. Increasing employment
5. Life-long education.

From the entities and the properties, academic information systems refer to a set of systems and activities that are used to organize, to process, and to use information as a source within an organization (Sprague and Carlson, 1982). The output of the information resulted from this system will provide information to the leaders or the decision makers that can be classified in different utilization and different purposes.

ICT in developing country:

Most ICT policies in developing countries seem to be mismatched with the country's context and culture. The native policy makers in developing countries do not always

effectively use media technologies and often do not take into account nor consider the 'macro-level contextual dimensions' of their societies. In developing countries access to new technology can be denied for political or economical reason. Moreover, a lack of knowledge often prevails, poverty is encouraged and progress is condemned (Joham & Hobson, 2003).

Developing countries need to learn within their own environment the way in which IT policy can be created and applied to serve their own country's needs (Pradhan, 2002). The linkage between ICT strategy, ICT projects and ICT use requires that the technologies and information system organizations should be implemented or used in an appropriate way. Given the different perspectives at the macro and micro level, a clear socio-technical tension

helps for exploring new technological opportunities (Wood-Harper & Wood, 2006). From a socio-technical viewpoint, for a system to be effective, the technology must fit closely with the social and organizational factors. Generally, there is no single technique that could deal with all IT investment projects and considering the context is an important aspect in every implementation (Wild, 1996). Only one research paper has been found to how these perspectives differ through a variety of technical and social dimensions. (Markus, 1983).

ICT in education:

The potential of Integrations Information and Communication Technologies to help people learn has not been largely observed until recently. Educators are beginning to comprehend the potential for technology to help students construct meaning for them based on learning activities. The information metaphor has triggered off a whole set of wild speculations about the necessity of educational reforms that will enable future citizens to survive in an information society (Pelgrum, 2001). The current belief is that ICT is not only the backbone of the Information Society, but also an important catalyst and tool for inducing educational reforms that change our students into productive handlers of knowledge. Rapid developments in technology have made tremendous changes in the way we live, as well as the demands of the society. In recognizing the impact of new technologies on the workplace and everyday life, today's teacher education institutions must try to restructure their education programs and classroom facilities in order to minimize the teaching and learning technology gap between today and the future. Rajabhat universities were established more than fifty years ago; most teachers are very old and this may lead to obstructions in using ICT in their teaching and learning.

From qualitative (Fullan & Stiegelbauer, 1991) as well as quantitative studies it has been often argued that staff development is a very crucial factor in the process of adopting

and implementing ICT in education. It seems that universities are very much aware of the relevance of this issue since most respondents indicated that it is their goal to train all teachers to use ICT. However, it is also noteworthy that in most developing countries there is a huge gap between the ideal and the reality. From previous studies, it has appeared that knowledgeable technical support personnel, regarding instructional use of computers, may be an important condition for facilitating staff development in the universities.

Instructors often believe that technology usage is very important for teaching. However, knowledge, confidence and deep understanding are also needed during the integration process. Furthermore, instructors should possess the skills and competencies essential to design, deliver and evaluate instructions and successful integration of technology requires not only the knowledge of the technology but also the skill to plan and execute a good lesson (Gülbahar, 2008).Therefore, universities must provide supplemental training to the faculty, and the same faculty must invest additional time adapting to the new technologies - time that might be otherwise spent on research or teaching (Bakia, 2000).

The use of ICT in Higher Education

Information and communication technologies consist of hardware, software, network and media for collecting, storing, processing, transmitting and presenting information (voice, data, text and image) as well as related services. ICTs can be divided into two components: Information and Communication Infrastructure (ICI) and Information Technology (IT). The former refers to physical telecommunications system and network (Cellular, voice, mail, radio and television) while the latter refers to hardware and software of information collection, storage, processing and presentation (Sarkar, 2012).

According to UNESCO (2002) ICT now permeates the education environments and underpins the very success of 21st century education. ICT also adds value to the process of learning and to the organization and management of learning institutions. Technologies are a driving force behind much of the development and innovation in both developed and developing countries.

Benefits and Challenges of ICT

ICT provides student support services such as course outlines, digitally recorded classroom material, discussion groups, laboratory manuals and lab assignments, lecture notes, live lectures for later viewing and re-viewing, links to course specific websites, online tutorials, supplementary readings, and virtual office hours for teacher-student consultations. Virtual libraries are a particular boon to students as they cut down on costs of acquiring expensive textbooks, journals and reference material. Tools are available on the Internet to

assist both teachers and students to manage writing assignments to detect and avoid the pitfalls.

Conclusion:

This paper has explored and suggested the basis of a framework of ICT implementation in education. Four essentials impacting on ICT were taken into consideration: infrastructure, management, policies and human resources and emerging themes have been empirically derived from the data by exploring numerous (multi) perspectives which were then compared with relevant contemporary theory on ICT implementation in education. One of the basic principles of this framework is that each component is unable to stand alone and needs strong support from the others if ICT for education is to be adopted. However, the limitations and problems which impede the implementing of ICT in education will need more than money to solve them. Problems such as the policies, politics, culture and general lack of support from government are deep seated and will need strong and consistent advocacy to bring about educational reform.

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INFORMATION AND COMMUNICATION TECHONOLOGY (ICT): TOOL FOR TEACHING LEACHING MATERIAL

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ABSTRACT

Information and communication technology in education has a deep impact on the teaching and learning process. As a result, all educators realizing that ICT is a valuable resource for improving school education. However, the process of introducing and integrating technology into the curriculum is not easy or quickly accomplished. It is a challenge to reconsider teaching practices, the curriculum, the role of teachers, and the ways in which ICT can be incorporated into the school curriculum to maximize educational outcomes. ICT has become an important intellectual tool with innumerable application areas just like reading, writing and mathematics which are basic study tools. The practical skills of blogging, podcasting, ethical use of social networking must be inculcated in present generation learners. Computer education curriculum must include stances, which enable students to develop an appreciation for the emerging technology, usage and application of technology, and the impact of technologies on themselves and on society. The successful implementation of computer education will act as a building block for ICT integration in to classroom.

INTRODUCTION

Information and Communication Technologies (ICTs) are often associated with the most sophisticated and expensive computer-based technologies. But ICTs also encompass the more conventional technologies such as radio, television and telephone technology. While definitions of ICTs are varied, it might be useful to accept the definition provided by United Nations Development Programme (UNDP): 'ICTs are basically information-handling tools- a varied set of goods, applications and services that are used to produce, store, process, distribute and exchange information. They include the 'old' ICTs of radio, television and telephone, and the 'new' ICTs of computers, satellite and wireless technology and the Internet. These different tools are now able to work together, and combine to form our networked world-together, and combine to form our networked world-a massive infrastructure of interconnected telephone services, standardized computing hardware the internet, radio and television, which reaches into every corner of the globe'. When we talk of ICTs, we refer not only to the latest computer and Internet based technologies, but also to

simple audio visual aids such as the transparency and slides, tape and cassette recorders and radio; video cassettes and television; and film. These older and more familiar technologies are referred to under the collective heading of "analogue media" while the newer computer and Internet based technologies are called the "digital media".

Worldwide research has shown that ICT can lead to improved student learning and better teaching methods. A report made by the National Institute of Multimedia education in Japan, proved that an increase in student exposure to educational ICT through curriculum integration has significant and positive impact on student achievement, especially in terms of knowledge comprehension, in subject areas such as mathematics, science and social studies.

Quality of education can be enhanced with modern developments in ICT. Interactive education software, open access digital libraries, and cheaper and more intuitive technology may facilitate new forms of interaction between students, teachers, education employees and the community and enhance the quality of education by making it more accessible. ICT does not change the relationship between teacher and learner but enriches the education with technology.

The emancipatory and transformative potentials of ICT in higher education in India have helped increase the country's requirement of higher education through part-time and distance-learning schemes. It can be used as a tool to overcome the issues of cost, less number of teachers, and poor quality of education as well as to overcome time and distance barriers (McGorry, 2002). Mooij (2007) states that differentiated ICT based education can be expected to provide greater reliability, validity, and efficiency of data collection and greater ease of analysis, evaluation, and interpretation at any educational level. While the world is moving rapidly towards digital media, the role of ICT in education has become increasingly important. It has transformed the way how knowledge is disseminated today in terms of how teachers interact and communicate with the students and vice-versa.

Changes in Students and Teachers Role in Learner-Centered Environments:

Changes in Teacher Role:

A Shift from Knowledge transmitter, primary source of information, content expert and source of all answers to Learning facilitator, collaborator, coach, mentor, knowledge navigator and co learner. A shift of Teacher controlling and directing all aspects of learning, giving students more options and responsibilities for their own learning.

Changes in student role:

Passive recipient of information to Active participant in the learning process, Reproducing knowledge to Producing and sharing knowledge, participating at times as expert Learning as a solitary activity to Learning collaboratively with others (Table adapted from one developed by Newby et al., 2002)

Major ICT Initiatives in Higher Education

India has taken up major initiatives in terms of content delivery and furthering education through Information and Communication Technology. For instance Gyan Darshan was launched in 2000 to broadcast educational programs for school kids, university students, and adults. Similarly Gyan Vani was another such important step which broadcast programs contributed by institutions such as IGNOU and IITs. Under the UGC country wide classroom initiative, education programs are broadcast on Gyan Darshan and Doordarshan's National Channel (DD1) everyday. 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 and uploaded on the repository. The National Programme for Technology Enhanced Learning (NPTEL) launched in 2001 is another joint initiative of IITs and IISc which promotes education through technology. Moreover, the ambitious National Mission on Education through ICT was launched by the government to harness ICT's potential throughout the length and breadth of the country. In 2009, the government approved the landmark "National Mission on Education through ICT" scheme. The National Mission on Education through ICT is centrally sponsored scheme submitted by the Ministry of HRD and approved by the Cabinet Committee on Economic Affairs (CCEA). The Mission has planned a variety of initiatives aimed at developing and standardizing digital content for Indian higher education segment. The Mission envisions catering to the learning needs of 500 million people in the country.

ICT IN TEACHING

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

that ICTs should be introduced in a systematic manner that brings clarity to the business model through cost-benefit analyses. ICT according to a number of commentators, enhance teaching, learning, and research, both from the constructivist and instructivist theories of learning. Behind this increasing faith in the role of technology in higher education however, lies implied acceptance of technology by various commentators, either as neutral and autonomous, neutral and human controlled, autonomous and value laden, or human controlled and value laden.

UNESCO's principles on ICT in education can be summarized as follows:

1. Old and new technologies need to be used in a balanced way. On-the-air and off-the-air radio/radio-cassette, television and offline video-assisted technologies are still considered valid and cost-effective modes of education delivery, as important as more interactive computer/Internet-based virtual education or online distance learning.
2. Meeting the international education goals by 2015 will require huge investments in teacher training institutions.
3. The demand for higher education cannot be met in both the developed and developing world without distance or virtual modes of learning.
4. Vocational training needs cannot be met without virtual classes, virtual laboratories, etc.
5. Educational goals cannot be met without gender sensitivity. Wherever possible, the proposed indicators will address the need to measure the gender gap.

BENEFITS AND CHALLENGES OF ICT

Tools are now available on the Internet to assist both teachers and students to manage writing assignments to detect and avoid the pitfalls of plagiarism and copyright violations. One of the great benefits of ICTs in teaching is that they can improve the quality and the quantity of educational provision. For this to happen however, they must be used appropriately. While using ICTs in teaching has some obvious benefits, ICTs also bring challenges. First is the high cost of acquiring, installing, operating, maintaining and replacing ICTs. While potentially of great importance, the integration of ICTs into teaching is still in its infancy. Introducing ICT systems for teaching in developing countries has a particularly high opportunity cost because installing them is usually more expensive in absolute terms than in industrialized countries whereas, in contrast, alternative investments (e.g., buildings) are relatively less costly. Using unlicensed software can be very problematic, not only legally but in the costs of maintenance, particularly if the pirated software varies in standard formats. Even though students can benefit immensely from well-produced learning resources, online teaching has its own unique challenges as not all faculties are ICT literate and can teach using

ICT tools. The four most common mistakes in introducing ICTs into teaching are: i) installing learning technology without reviewing student needs and content availability; (ii) imposing technological systems from the top down without involving faculty and students; (iii) using inappropriate content from other regions of the world without customizing it appropriately; and (iv) producing low quality content that has poor instructional design and is not adapted to the technology in use. The other challenge faced is that in many developing nations the basic requirement of electricity and telephone networks is not available. Also many collages do not have proper rooms or buildings so as to accommodate the technology. Another challenge is that the teachers need to develop their own capacity so as to efficiently make use of the different ICTs in different situations. They should not be scared that ICTs would replace teachers English being the dominant language most of the online content is in English. This causes problems as in many nations the people are not conversant or comfortable with English.

CONCLUSION

We are living in a constantly evolving digital world. ICT has an impact on nearly every aspect of our lives - from working to socializing, learning to playing. The digital age has transformed the way young people communicate, network, seek help, access information and learn. We must recognize that young people are now an online population and access is through a variety of means such as computers, TV and mobile phones. Information and Communication Technology has no doubt brought about tremendous change in education, but we are yet to achieve the desired level of IT adoption in higher education in the country. The optimal utilization of opportunities arising due to diffusion of ICTs in higher education system presents enormous challenge. Nonetheless, it has become an indispensable support system for higher education as it could address some of the challenges facing higher education system in the country. Moreover, it can provide access to education regardless of time and geographical barriers. Similarly wider availability of course material in education which can be shared by means of ICT, can foster better teaching. While technology can influence the way how students are taught, it would also enable development of collaborative skills as well as knowledge creation skills.

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REJUVENATION OF HIGHER EDUCATION IN INDIA – CERTAIN MEASURES

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ABSTRACT

Quality is a Journey not a Destination……..

The need for and importance of higher education in the context of an emerging knowledge economy is now recognized by both academics and policy makers. It is

adequately documented in the context of the interdependent global economy that education is an important investment both from social and individual view points. Investment in higher education makes a vital contribution to accelerate process and rate of economic growth through improved labour productivity. Higher Education is also recognized as a unique investment that promotes growth and equity simultaneously. Realizing the potential of socio-political and economic benefits of education, Government of India has placed high priority on education, in particular on higher education during the XII Five Year Plan. Indian Higher Education in response to the recommendations of various committees, particularly the National Knowledge Commission (NKC), Prof. Yashpal Committee Report. In this paper a attempt is made to suggest certain measure to improve quality of Higher Education keeping in view the recommendations of NKC and Prof. Yashpal Committee Report.

INTRODUCTION

The Indian system of higher education has kept itself aloof from the local knowledge base of the worker, the artisan and the peasant. It has kept itself at a distance from the real world outside. Within the system, there are distances between disciplines. Within a single campus, disciplines grow in complete ignorance even of each other's presence.

The need for and importance of higher education in the context of an emerging knowledge economy is now recognized by both academics and policy makers. It is adequately documented in the context of the interdependent global economy that education is an important investment both from social and individual view points. Investment in higher education makes a vital contribution to accelerate process and rate of economic growth through improved labour productivity. Higher Education is also recognized as a unique investment that promotes growth and equity simultaneously. Realizing the potential of socio-political and economic benefits of education, Government of India has placed high priority on

education, in particular on higher education during the XII Five Year Plan. Indian Higher Education in response to the recommendations of various committees, particularly the National Knowledge Commission (NKC), Prof. Yashpal Committee Report.

BACK GROUND

Currently, many students passing out from institutions of higher education do so without obtaining the kind of skills they really need to work in a real-world environment. Among the drawbacks many students face are lack of ability to analyze or solve problems, relate problems to different contexts, communicate clearly and have an integrated understanding of different branches of knowledge. It is a known fact that emerging concerns against the

backdrop of the so called conflict between employability focus and intellectual thrust of higher education. It is felt that employability skills need to be integrated without compromising on the basic philosophy of higher education.

NEED

The field of higher education today in India, paradoxically, is facing sweeping changes and abundant opportunities at the same time. There is a great responsibility as the majority of our students come from poor and under privileged sections. There is every need to fully gear up to reap the benefits of the new situation. The quality of educational outcomes our institutions is the key to success. Institutions shall have to examine the new requirements of students and plan their activities accordingly.

CERTAIN MEASURES

A fundamental paradigm shift in our understanding of quality and standards in higher education is the need of the hour. This requires creating completely new institutions that operate unconstrained by the current institutional and regulatory framework. Some of the important measures are:

STUDENT LEVEL

- Exposing students to the world of work plays two related and essential roles. First, by helping them to understand the reality of different kinds of work, and those who perform this work, ranging from manual labour to intellectual tasks, it sensitizes them to the conditions of a universe of persons outside of their own. Second, it allows them to apply what they have learnt in the classroom to real-world situations, and in doing

  so not only makes them better prepared for their own entry into the world of employment or academic research, but also strengthens their understanding of the underlying concepts they are supposed to have learned.

- At present, much of our higher education is uni-disciplinary or within a narrow spread. Specialization in a given discipline is only valuable in so far as it allows the learner to link that discipline with the real world and contextualize his/her own conceptions of life and its various phenomena.

- Contextually understanding a particular subject or discipline, and applying its concepts to worldly questions are an acknowledged aim of education, particularly at

the higher levels such as undergraduate education. Integrating a given subject to which the student devotes a majority of her/his time with other relevant subjects is therefore essential to improve the current undergraduate education structure. One way of improving the quality of teaching of these additional disciplines and stimulating students' interest is to allow students for whom a subject is additional to study along with those for whom the same subject is primary. For instance, a mathematics student should study and undergo evaluation in philosophy as an optional subject along with students for whom philosophy constitutes the primary subject. In sum, there is a need to expose students, especially at the undergraduate level, to various disciplines like humanities, social sciences, aesthetics etc., in an integrated manner. This should be irrespective of the discipline they would like to specialize in subsequently.

- If the syllabi were to be designed with a view to inducting the student into a community of participant citizens, a new kind of institutional culture and ethos can be created in our general and professional colleges. For this to happen, all syllabi should require the teachers and students to apply what they have learnt in their courses, on studying a local situation, issue or problem. There should be sufficient room for the use of local data and resources to make the knowledge covered in the syllabus come alive as experience.

INSTITUTION LEVEL

- It is also necessary to enhance the quality of teacher education within higher education. At present, Academic Staff Colleges are serving to provide refresher courses required by faculty to acquire eligibility for promotion. While this role is important, the manner in which it is being fulfilled is far from satisfactory. It is necessary to develop full-fledged orientation programmes for newly recruited teachers in colleges and universities. Such courses should orient teachers towards the proposed curriculum framework as well as to impart communication and assessment skills.

- It should be mandatory for all universities to have a rich undergraduate programme and undergraduate students must get opportunities to interact with the best faculty. While appointing teachers to the universities their affiliation to a particular college should also be specified to emphasize the need for their exposure to undergraduate students.

- Institutional self-reform. An institution's awareness of its own problems, it will and capacity to study these problems and to draw roadmaps for resolving them is indicators of its overall institutional quality. It is possible through autonomy of institution.

- Resource Management: It may be recognized that the cost of providing quality education is increasing. Universities require constant infusion of resources to maintain and upgrade their facilities, resources and technologies. State funding for the same has been dwindling over the years and is irregular. Universities are expected to raise their own resources. This has resulted in poor infrastructure – physical and intellectual – as well as introduction of very low quality self-financing programmes that have no relationship with the university curriculum.

- While the State cannot walk away from its responsibility of financing higher education, imaginative ways will have to be devised to find complementary sources of funds so that our universities can move beyond their current levels of engagement with students and excellence in providing education. Changes in regulatory systems are required to encourage philanthropy from society.
- The primary focus should, therefore be on making education affordable, either through scholarships or loans. An assured loan to every student (and a scholarship based on merit for the needy) in accredited institutions should be the aim (and our recommendation). Institutional funding can then be for capital costs and research, and based on the worthiness of the institution. Once a student qualifies to enter an institution of her choice, she should not be deprived of education for want of money. It is the duty of the institution and the state to provide for her education through means as suggested above.
- It is necessary for all research institutions to connect with universities in their vicinity and create teaching opportunities for their researchers and for all universities to be teaching and research universities.

TEACHER LEVEL

- There must be conscious effort to attract and retain talented faculty members in universities/ institutions. Inbreeding tends to lower quality and therefore cross – pollination between universities should be encouraged.

- Quality of teaching is the best indicator and a key determinant of the overall quality of institutional life. Any reform of higher education, therefore, must give the highest priority to attracting good teachers and giving them a positive and motivating environment
- Urgent measures are needed to bring interested people who enjoy teaching and research back to the university. It is important that universities/ institutions attract talent from diverse backgrounds and take care not the encourage inbreeding.
- Assessment of teachers is another area which has been in discussion for quite some time. It is necessary to remember that while research and publications can serve as important criteria for assessing the scholarly dimension of a teacher's personality, students are in a unique position to provide an experiential assessment of the quality of teaching. Parameters of student feedback can be drawn up so as to avoid distorting factors, such as the tendency to earn cheap popularity by using conventional means like dictating examination-oriented notes. Student feedback at the end of each semester should become a routine, and teachers whose feedback record remains poor in successive years should be required to face formal procedures which might allow a university or college to shed them.
- Universities should be restructured to have complete autonomy. They should be freed from control of both politicians and government and for-profit private agencies in matters of not just academics but also finance and administration.

CONCLUSION

In the context of emerging global knowledge economy and society, access, relevance and excellence have been recognized as the important areas of concern in the higher education scenario in India. Institutions need to find innovative means to address these concerns in a systematic way so that our youth would participate and contribute significantly to our growing economy and social progress. Institutions funded by public have a greater share of responsibility as they primarily cater to the needs of the under privileged sections. The issues of quality and inclusiveness for this reason are inseparable. Quality needs to be continuously pursued through innovations and by sharing the best practices available elsewhere and also working for new ones to meet the changing requirements. Innovative practice becomes best when it is successfully implemented in the institution. ***Quality is a Journey not a Destination***……..

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QUALITY ENHANCEMENT OF TEACHING, LEARNING AND EVALUATION THROUGH INFUSION OF ICT

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ABSTRACT

The Indian higher education system is third largest in the world after China and USA in terms of student enrolment. India is a late-comer to development when compared to the west. Therefore, impact of Information and Communication Technology (ICT) on education in India has been far less and slow. The National Policy on Education aims in creating an IT/ICT literate community who can deploy, utilize, benefit from IT/ICT and contribute to nation building. It has emerged as a powerful tool for diffusion of knowledge and information. In developing countries like India, effective use of ICT for the purpose of education has the potential to bridge the digital divide. ICT, if used creatively, can make a big difference in the way teachers teach and students learn and can help students acquire 21st century skills like digital literacy, innovative thinking, creativity, sound reasoning and effective communication. ICT can help in enhancing the quality of education through blended learning by supplementing the traditional talk and chalk method of teaching. E-content based teaching, power point presentation, Cloud based Tools, E-assessments and Online Exams etc. can have long lasting impact on students. This paper makes an attempt to identify different ways by which ICT can be used at various stages of teaching, learning and evaluation. The challenges associated with the usage of ICT are also discussed and remedies are suggested.

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QUALITY IMPROVEMENT: ROLE OF MID-DAY MEALS PROGRAM

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ABSTRACT

This paper explains how governance has become a crucial issue in Higher Education and to what extend quality is now linked with governance issues. Following an overview of the historical evolution of governance in Higher Education, the paper point out the challenges faced by the management and how to improve quality of institution. Higher Education has been facing dramatic changes in recent decades, new modes of learning i.e. distance learning; e- learning, female participation increase and institutions are making a major contribution to research and innovation by creating new knowledge through scientific research and by training skilled workers through their education mission.

Nowadays particularly government institutions facing two problems i.e. student strength and competition from private sector, to improve student strength government should bring mid day meals programme in Higher Education, this type programmes can attract student especially from rural area and management also allow participation of external stake holders in governing bodies and memorandum of understanding with an industry (where external representatives would advise and support the institution regarding its contribution to the society and information on institutional results would be provided to the public). Management can also attract students towards institution by e- learning, material distribution, field trips, student seminar, guest lectures and other extracurricular activities. The development of Internal Quality Assurance Cell has been one of the most significant trends to affect the Higher Education system.

Key words: Research and Innovation, Mid-Day Meals Programme, External Stake Holders.

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PROMOTING THE USE OF TECHNOLOGY FOR THE QUALITY IN HIGHER EDUCATION

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ABSTRACT

Today, every one of us is in a position to scientific innovations in our day-to-day life, but in the field of education, the use of technology still leaves much to be desired. In our institutions

including the institutions of higher learning, we largely adopt, for example, the traditional methods of teaching like lecture, textbook, dictating notes, etc., which have really become less motivating to a larger number of students. It is very unfortunate, and at the same time when technologies have been extensively employed globally in the field of education. What we need now is to enrich the learning experiences of the students through the use of educational technologies. Our students must be adequately prepared to make use of ICT optimally. ICT must be made available to all – students, teachers, Principals, clerical staff, Library, financial management staff, management, etc. There must be inter and intra – networking facilities in the campus. It may be noted that NAAC gives much importance to electronic documentation and data management system to which we need to pay special attention.

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VISION OF HIGHER EDUCATION POLICY TOWARDS IMPROVING QUALITY STANDARDS

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ABSTRACT

The higher education is generally understood to cover the teaching, research and extension. Higher education is the source in all walks of our life and therefore supplies the human resources in management, planning, design, teaching and research. The higher education system in India as a whole is faced with many issues of concern like financing and management, including access, equity, relevance and reorientation of program by laying emphasis on values, ethics and quality of higher education. These issues are of vital importance for the country, as it is engaged in the use of higher education as a powerful tool to build knowledge based society of the 21st century. India has 46,430 higher education institutions, comprising central government, state government and private institutions. The five Indian Institutes of Science Education and Research were set up to improve the quality of India's basic science. There are also 3,207 state diploma institutions. The 29,662 private institutions account for 58.9 per cent of enrolment. Of these, the 191 private universities have the power to award their own degrees. There are also 19,930 private colleges and 9,541 private diploma institutions. The success of Sarva Shiksha Abhiyan (SSA) and Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and the consequent improvement in transition rates is going to increase the number of students that will opt for higher education and thus, it makes a strong case for enhancement of financial support for expansion, up-gradation and quality improvement of higher education system. Inclusive development is another important goal of the XII Plan. Spanning the issue of inclusion, are the disparities between various caste groups. The GER amongst SCs and STs is much lower than the national average, and Muslims also have very low GER. Higher education in India to be brought in line with and at the frontiers of global trends in higher education and knowledge development; Improvement in the overall quality of teaching-learning in an average higher educational institution in the

country; Arresting and reversing the trend of group inequalities in access to quality higher education; Creation of additional capacity for 10 million more students from eligible age group to have access to higher education in a demand-driven manner; Undertaking governance and regulatory reforms that focus on institutional autonomy within a framework of accountability and build adaptive capacity of the system. Due to a declining priority of education in the public policy paradigm in India, there has been an exponential growth in the private expenditure on education also.

In order to realize the goals we envision for 2030, adopting a transformative and innovative approach is critical across all the levers of higher education, from curricula and pedagogy to the use of technology to partnerships, governance and funding. Making rapid progress over the next two decades would require a committed and concerted effort from all stakeholders involved i.e. academia, industry, and government. For realizing the vision, it was important to adopt a learner-centred paradigm of education, introducing multi-disciplinary, industry-oriented, entrepreneurship, and skill-based courses, and adopting new pedagogical techniques such as blended-learning, flipped classroom and experiential learning. Incentivizing and facilitating faculty development twinning and exchange programmes; attracting and incentivizing best-in-class faculty to conduct research.

Introduction

The higher education system in India as a whole is faced with many issues of concern like financing and management, including access, equity, relevance and reorientation of program by laying emphasis on values, ethics and quality of higher education. These issues are of vital importance for the country, as it is engaged in the use of higher education as a powerful tool to build knowledge based society of the 21st century. Recognizing this requirement as the basic fact that the institutions of higher learning have to perform multiple roles like creating new knowledge, acquiring new capabilities, producing intelligent human resource pool, Indian Higher Education system has to address itself to global challenges through channelizing teaching, research and extension activities, and maintaining the right balance between the need and the demand.

Education is in the 'Concurrent List', subject to Entry 66 in the 'Union list in the 7th Schedule of the Constitution. This gives exclusive legislative power to the Central Government for coordination and determination of standards in institutions of higher education or research and scientific and technical institutions. The coordination among various professional bodies is required to benchmark standards and supervise growth process in accordance with the demand. The research paper presents the need for policy reforms and initiatives in higher education at the same time achieve inclusive growth by providing access

to higher education to the bottom of the pyramid with appropriate measures to improve the quality standards.

Current Scenario education today

Over the years, considerable progress has been made in higher education in the country. In the XI Plan, India moved from an "elite" system of higher education to a "mass" system when the Gross Enrolment Ratio (GER) crossed the threshold of 15%. However, our GER at 19.4% still remains below the world average of 29% (as of 2010) This increase in GER has, naturally, been accompanied by an increase in the number of higher education institutions serving the population. From 26 universities and 695 colleges at the time of independence, we have risen to 700 universities and 3, 53, 912 colleges today. This is a 20-fold and 46- fold increase in the number of universities and colleges, respectively. However, as the low GER very aptly indicates, increase in the number of institutions has still remained inadequate to meet the increased demand for higher education. India's overall enrolment figure for 2011-12 is 25.9 million. Target enrolment for 2016-17 is 35.9 million. The Indian government measures gross enrolment rate (GER), the proportion of the total 18-23 age in higher education. According to this, GER in 2011-12 was 17.9 per cent, compared with a global average of 26 per cent. India's target for 2016-17 is a rate of 25.2 per cent.

State initiatives for improvement

Having discussed the various aspects of access, it is important to note that a high GER does not depend solely on the attributes of higher education system in the country but also on the quality and output of the school system. Higher education institutions receive only a limited pool of students from the school education system. Economic considerations, cultural factors, low performance etc. often force many students to drop out of schools after the primary and secondary levels in India; however, this situation is improving rapidly. The transition rate of students completing higher secondary education and entering higher education stood at 61.4% in 2007. This now stands at 67.5%, which can be significantly improved. The success of Sarva Shiksha Abhiyan (SSA) and Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and the consequent improvement in transition rates is going to increase the number of students that will opt for higher education and thus, it makes a strong case for enhancement of financial support for expansion, up-gradation and quality improvement of higher education system. Such enhancement can bring about balanced growth of new institutions, based on spatial and need-based planning. This, in turn, can help absorb the ever increasing number of students completing the higher secondary level.

Capacity Building through schemes

In the XI Plan, total enrolments in degree and diploma programmes grew by 4.8 million, from 15.4 million to 20.2 million. In the XII Plan, the target is to create enrolment capacity of 10 million, with 1 million for distance learning, 3.3 million for skill-granting diplomas and 5.7 million for degree programs. This would help an additional 3 million students of each age group (18-23) to enter the higher education stream and raise the GER to 25.2% by 2017.

The central-state funding pattern for the scheme to set up Model Degree Colleges in 374 EBDs was 1:1 for special category states (i.e. all North-Eastern states, Sikkim, Jammu & Kashmir, Himachal Pradesh and Uttarakhand) and 1:2 for the rest of the states. The cost of each Model Degree College was Rs. 8 crores and was later revised to Rs. 4 crores. Land was to be provided free of cost by the state governments, which would also bear the recurring costs. The response of the States to the scheme of setting up Model Degree Colleges in 374 EBDs were not very enthusiastic. Under the scheme, the centre had to contribute 1/3rd of the cost (Rs 8 crores or Rs. 4 crores under the revised cost) of setting up a model degree college. As on 31st March 2012, only 153 proposals had been received from the states of which only 86 had been approved. There are a couple of reasons for the poor performance of these schemes.

RashtriyaUchchatarShikshaAbhiyan (RUSA)

Considering the eligibility conditions too strict and requested for their relaxation due to the lack of funds with state governments, they were not able to match the grants made by the centre and not many states applied for setting up colleges under the scheme. The central contribution of 1/3rd of capital cost was considered very low by many states. Even the decrease in the cost limit to Rs 4 crores did not provide the necessary impetus and the scheme did not fully achieve its objectives and targets. The second scheme, i.e. the incentivization of states for setting up new institutions and expanding existing institutions, was proposed in the year 2010, but could not be sanctioned since the Planning Commission recommended that an umbrella scheme subsuming similar schemes may be taken up in the XII Plan. This recommendation of the Planning Commission constitutes the basis for the formulation of RUSA.

Bottom up pyramid approach

Inclusive development is another important goal of the XII Plan. Since economic resources, mobility, and socio-cultural background are important criteria in determining the accessibility and cost of higher education for a student, disparities are widely visible across geographical regions, genders and socio-economic and socio-religious groups. Spanning the

issue of inclusion, are the disparities between various caste groups. The GER amongst SCs and STs is much lower than the national average, and Muslims also have very low GER. Scheduled castes and minorities have lower access mostly due to socio-economic factors while tribal areas have lesser number of institutions serving them. Students from these groups are often required to migrate for education, in which case, non-availability of residential facilities and supporting infrastructure in the institutions is a major concern. Inter-state variations amongst these groups in the development of higher education are glaring in India. Across the board, the GER for SCs is higher than the GER for STs. This may be because ST communities are often physically distanced from educational institutions. States of Haryana, Punjab and Goa are examples of states where there are very few rural or inaccessible areas and thus the ST GER is also very high. There are some states such as Delhi and Bihar where the ST population is negligible, thus the GER is skewed and very close to zero. However, many other states such as Gujarat, Tamil Nadu, Madhya Pradesh, Odisha, and Uttar Pradesh have very low ST GERs despite a fair proportion of ST population.

Private investment in higher education

More than half of the students enrolled in higher education today are under private educational institutions. With respect to GER in Public, Private and Private Un-aided institutions, estimates from the NSSO highlight that 46% is in the Public space, while over 50% is in the Private (aided & unaided) space. Some states and regions witness more private participation in higher education while remote, physically inaccessible, economically backward areas of the country find it tougher to attract any private investment. There is a vast disparity between the number of institutions across states. While private players do bring investments in higher education, there is always the danger of dilution of quality and over-commercialization of education. This creates many options for state governments in terms of the mix of investments and regulations that they may apply to maximize the benefits of private investments in higher education while safeguarding the interest of students.

During the Financial Year 2011-12, the Central Government of India has allocated Rs 389.57 billion for the Department of School Education and Literacy which is the main department dealing with primary education in India. Within this allocation, major share of Rs 210 billion, is for the flagship programme 'Sarva Siksha Abhiyan'. However, budgetary allocation of Rs 210 billion is considered very low in view of the officially appointed Anil Bordia Committee recommendation of Rs 35,659 for the year 2011-12. This higher allocation was required to implement the recent legislation 'Right of Children to Free and Compulsory Education Act, 2009. In recent times, several major announcements were made for

developing the poor state of affairs in education sector in India, the most notable ones being the National Common Minimum Programme (NCMP). The announcements are; (a) To progressively increase expenditure on education to around 6 percent of GDP. (b) To support this increase in expenditure on education, and to increase the quality of education, there would be an imposition of an education cess over all central government taxes. (c) To ensure that no one is denied of education due to economic backwardness and poverty. (d) To make right to education a fundamental right for all children in the age group 6–14 years. (e) To universalize education through its flagship programmes such as Sarva Siksha Abhiyan and Mid Day Meal.

Future Outlook

It is important to note that a high GER does not depend solely on the attributes of higher education system in the country but also on the quality and output of the school system. Higher education institutions receive only a limited pool of students from the school education system. Economic considerations, cultural factors, low performance etc. often force many students to drop out of schools after the primary and secondary levels in India; however, this situation is improving rapidly. The transition rate of students completing higher secondary education and entering higher education stood at 61.4% in 2007. This now stands at 67.5%, which can be significantly improved. The success of Sarva Shiksha Abhiyan (SSA) and Rashtriya Madhyamik ShikshaAbhiyan (RMSA) and the consequent improvement in transition rates is going to increase the number of students that will opt for higher education and thus, it makes a strong case for enhancement of financial support for expansion, up-gradation and quality improvement of higher education system.

Conclusions

In order to realize the goals we envision for 2030, adopting a transformative and innovative approach is critical across all the levers of higher education, from curricula and pedagogy to the use of technology to partnerships, governance and funding. Making rapid progress over the next two decades would require a committed and concerted effort from all stakeholders involved i.e. academia, industry, and government. A lot needs to be done; despite the government's increased spends on higher education by 37% from 195.1 billion in 2011 to 267.5 billion in 2013-14. For realizing the vision, it was important to adopt a learner-centred paradigm of education, introducing multi-disciplinary, industry-oriented, entrepreneurship, and skill-based courses, and adopting new pedagogical techniques such as

blended-learning, flipped classroom and experiential learning. Incentivizing and facilitating faculty development twinning and exchange programmes; attracting and incentivizing best-in-class faculty to conduct research.

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QUALITY RESEARCH FOR ACADEMIC EXCELLENCE

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ABSTRACT

Higher Education institutions including technical education have recently started looking at quality assurance and accreditation as a fashionable philosophy to provide education with quality to cope up with developments at global standards. Quality assurance is a modern concept in total quality management which has become a method for organization

which seeks to develop and improve performance. The academic institutions can achieve goals by quality assurance and accreditation which are good devices for assessing the levels of quality educational services at global level.

Besides teaching, the Research and Development (R&D) activities play an important role to enhance the levels of academic excellence and contribute a lot for gaining the national and international recognition to any academic institution. Improvement of research and development (R&D) capabilities in educational institutions have a significant impact. Increasing R&D capabilities enhance the research with quality and attract the established scientist towards the institution and also provide an opportunity to local scientists to pursue their R&D activities. Investing in research and innovation is one of the best ways to improve our economic performance and overall level of social, environmental and health of the society. The knowledge and innovative ideas generated by our research institutions when translated to industry can contribute enormously to raise our overall standard living and economic performance.

To carry out the quality research in institutions, a recognized research centre is to be established in which the R&D activities can be carried out by guiding scholars to achieve their research degrees and in getting sanction of financial assistance from the national funding agencies viz., UGC, DRDO, CSIR, BARC, AICTE, MoEF etc., to carry out research work. In addition, collaboration with other academic institutions and industrial units is also significant to carry out the quality research. To catalyze research in higher educational institutions research fund is to be created to encourage the researchers.

The collaboration with industry will have its impact on academic research. It is essential to transform scientific research into competitive advantages in a modern economy. Collaboration between educational institution and industry and the ensuing transfer of scientific knowledge has been viewed as one of the main contributors to successful technological innovations and economic growth.

According to academics joint research agreements are more important than patenting. According to industrial firms, collaborative to joint research is an important transmission channel than patents and licenses. Faculty contributing to knowledge and technology transfer maintains industry collaboration which complements their own academic research by securing funds for lab equipment and financial assistance to carry out the research. In addition the faculty with research experience can impart teaching with innovative ideas.

In many developed economies the primary policy aim is to enhance the transfer of knowledge to industry. Some studies indicated that industry involvement find a quality effect

of patenting of number of publications. Sometimes, insufficient interactions between institution and industrial firm are one of the factors for the poor technological performances in hi-tech sectors. The institutional collaboration with industry result in the development of the institutional infrastructure, laboratory equipment and other facilities and also to carry out consultancy services for the overall growth of the institution. Now-a-days some national and international funding agencies are stressing for the participation of an educational institution with an industrial collaboration for considering the sanction of financial assistance to carry out major research projects. In such instance the institutions with collaboration or an MOU with an industry becomes a beneficiary and the quality is enhanced to attain the global recognition.

Some studies also pointed out that the industrial collaboration will have some controversial side effects on the production of scientific research. The growing ties with the industry effect the choice of research projects, delay the scientific publication, increase mostly the applied type of publications and also shift the focus away from basic sciences. Keeping in view the advantages, the educational institutions should grab the opportunity to work with industrial, scientific and academic organizations for enhancing the quality research in institutions for enhancing the quality of the institution which is an indicator of academic institutions excellence.

Teaching and Research linkage can strengthen the quality in higher education

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QUALITY TEACHING IN VIEW OF GLOBAL CHALLENGES

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INTRODUCTION

It has been recognized that teacher quality is the most significant factor in an educational institution that is influencing student engagement and achievement. Globalization has brought a great effect to human life not only in economic issues, but also in political, social, and cultural issues. Its effect can be positive, or negative, depends on the quality of human resources.

Quality education should not be regarded as a process of consumption but as a process of interaction between teacher and students. Education must aim at giving the students opportunities for personal development and confidence to adapt to new situations. According to the demand of facing global challenges we need to improve the quality of education and develop education standards that contain global and international issues. The globalization may be as a threat or may be as an opportunity. To be successful in facing global challenges, everyone must have great efforts to change the threat into an opportunity. These efforts must be supported by the improvement of human resources. There is a need to develop a high quality education system in which every student can be provided access to the educational components that are essential to such system. Some of the components are as follows:

1. A qualified and inspiring teacher in the classroom
2. A rigorous curriculum that will prepare all students for success in post secondary education, work, and society.
3. Current textbooks, technology, and instructional materials aligned with learning expectations.
4. Adequate learning support services.
5. Qualified campus administrators, to maintain an educational culture that is inviting and safe and that places a high value on student achievement and teaching excellence.
6. A physical learning environment that is safe, well equipped, and well maintained.

All the components stated above should be provided to every student enrolled in public education from preschool to university levels.

PROFESSIONAL SKILLS

To improve the standards of education Teachers must have a global perspective, well prepared and provided with ongoing professional development and appropriate support. Teachers have to fulfill these standards with professional skills with universal approach.

Based on the standard of the International Society American Association for Technology in Education (ISTE), the National Council for Accreditation of Teacher Education (NCAT), the Association of Educational Communication and Technology (AECT), the School of Librarian (AASL), there are some characteristics of professional teachers. The characteristics are as follows:

The professional teachers should have basic knowledge of computer/technology operations. Concepts and use technology in instruction, apply concepts and skills in making decisions concerning the social, ethical and human issues related to computer and technology. They should understand the changes in information technologies, their effects on workplace

and society, their potential to address lifelong learning and workplace needs, and the consequences of misuse. Furthermore the professional teacher should be able to use telecommunications and information-access resources to support instruction.

There are some effective strategies that can be implemented:

1. Improve the Curriculum of The Teacher Education by Competency Based, Broad Based, Life Skills, and Technology Based.

The Competency-Based Curriculum represents an approach to instruction which emphasizes the application of knowledge in a manner which may be observed or measured. Competency-Based Curriculum guides focus on a comprehensive view of each course of study which is delineated into its essential components, a listing of the most important objectives to be mastered, and the competencies which every student should be able to demonstrate after instruction is completed. Competency-Based lessons require students to engage in activities designed to apply learning with an increased emphasis on higher order thinking skills. Students are evaluated not only on knowledge, but primarily on their ability to perform tasks associated with the knowledge acquired. Likewise an education in life skills is designed to help children and young people to learn the skills they need to deal with the likely demands and challenges of modern life, help students develop a broad range of personal, social, cognitive and environmental skills.

2. Teachers need to use and integrate Technology.

This can be done by integrating technology applications into pre-service teacher assignment and activities. We mean by technologies especially learning and teaching technologies are those methods and practices used to learn and to facilitate learning. It is the way we learn and the way we teach. It includes the tools we use and instructional design we apply. Technology in learning refers to both tools (the hardware, software, networks, etc.) and the processes (the methods and strategies used for instructions, the design of our educational organizations, learning management systems, etc.) A growing challenge in education is establishing and implementing strategies to develop the skills and knowledge necessary for teachers to effectively use technology as instructional tools. The extent to which teachers are prepared to infuse technology into curricula and instruction is a major contextual factor'.

The problems that may appear in this case are: what strategies are effective for preparing teachers to integrate technology, and what can students do to enable teachers to make effective use of technology.

3. Recruitment of Teachers based on Professional Competency and Professional Responsibility.

In order to ensure quality education, the Government should recruit the teachers based on professional competency and professional responsibility. In this case, it should be taken into account that the teachers who have professional competency must also have professional responsibility.

The areas that the teacher is responsible to are:

(1) Subject

(2) To the students

(3) To the institution of which she/he is a part

(4) To the profession and

(5) To the community at large.

4. Provide Enough Expenditure to Provide Technological Learning Tools and Equipment.

According to the instructional use the technology is categorized into four basic uses: Tutorial, Exploratory, Application, and Communication

1. Tutorial use includes expository learning, demonstration, and practice. Examples are drill-and-practice software, tutoring systems, instructional television, computer-assisted instruction, and intelligent computer assisted instruction.

2. Exploration applications may promote discovery or guided discovery approaches to help students learn information, knowledge, facts, concepts, or procedures. Examples are CD-ROM encyclopedias, micro world, hypermedia stacks, network search tools, and microcomputer-based laboratories

3. Application uses help students in the educational process by providing them with tools to facilitate writing tasks, analysis of data, and other uses. Examples are word processing and spreadsheet software, database, management programs, graphic software, desktop publishing systems, hypermedia, network search tools, and videotape recording and editing equipment.

4. Communication uses are those that allow students and teachers to send and receive messages and information to one another through networks or other technologies. Examples are interactive distance learning through satellite systems, computer and modem, cable links, and e-mail

5. Teachers must be provided with Ongoing Professional Development and Appropriate support.

If we are to improve education, we must avoid the tendency to rely on simple generalizations and dichotomies. We need to attend to pre-service and in-service issues in improving teacher quality. We need to be discerning in the kinds of professional development that we support .Teacher quality is not solely determined by a credential or degree, and we should think of it as a characteristic that evolves throughout a teacher's career, rather than as a static achievement. Teacher quality is an attribute that grows or diminishes based on conditions in which a teacher works, personal motivation, and opportunities for growth and development. In order to make effective use of educational technology, teachers should have to master a variety of powerful tools, redesign their lesson plans around technology-enhanced resources, solve the logistical problem, and take on a complex new role in the technologically transformed classroom. Technology allows all sorts of possibilities for continuing education for teachers, but first they must be comfortable in using it. What we know doesn't work is somebody standing at the front demonstrating how to use a computer, and then everyone goes home. We know that becoming comfortable with technology takes an intense amount of time and those educators need to have the computers at college and at home if they are truly to become users.

6. Enhance Teacher Welfare.

The welfare of the teachers is important to enable them develop as an inspiring teachers. In order to attract individuals to the profession and retain them, teacher salaries should be attractive for both new and experienced teachers and salary schedules should offer opportunities for increased compensation without leaving the classroom. In addition, we must create an atmosphere in which teachers assume leadership roles in decision-making. Investment in the professional development of the teachers should not be lost by incentives and practices that draw most experienced teachers away from the classroom.

CONCLUSION

Global challenges that influence all areas of human life in the world are the conditions that are naturally going on as the consequence of the rapid development of science and technology. It is impossible to be avoided but have to be faced by using resources with high quality especially human resources .To face the global challenges successfully, we need qualified human resources that can only be produced through authentic educational program and authentic educational process with high quality teachers. Quality is the keyword for ensuring the quality of education that indicates the quality of output and outcome. Without qualified competent teachers it is impossible to build high quality education. On the other hand, qualified competent teachers will not able to carry out their task professionally without

the proper conditions that support their task. Hence, on one hand we need to continually improve quality in teaching and on the other hand we need to provide proper conditions to support teachers in their professional tasks.

RECOMMENDATIONS

1. To provide quality education the Government should be committed in ensuring that every student has the opportunity to learn from a qualified and inspiring teacher.

2. To provide quality education, there is a need to develop a professional culture that respects teaching and learning to continually improve effectiveness in promoting student learning partnerships with parents, community groups, and local business

3. Government should provide funds to develop the quality of human resources by providing expenditure for education development.

4. Government should promote qualified and professional teachers for a long term development.

5. The Government should pay enough attention to teacher's welfare to train potential students to enter the teacher profession through the institution of teacher education.

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VISION OF HIGHER EDUCATION POLICY

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The vision of higher education in India was initiated with the launching of a apex body – UGC which came into existence on 28-12-1953 and became a statutory body of Govt. of India by an Act of Parliament in 1956. The "University Education Commission Report" of 1948-49, popularly known as "Radhakrishnan Commission Report" and "Education Commission Report" of 1964-66, popularly known as "Kothari Commission report" laid a realistic path for 1986 "National Policy on Education" whose programme of action is adopted from 1992. The first two reports helped to design the basic framework of higher education policy in India and enumerated the essential goals for development of higher education in India. The each 5 – year plans of UGC strengthened the Higher Education systems with the objectives of Access, Equity, Quality& Excellence, Relevance and Value based up to the present. The current policy of Excellence in higher education with Accessibility, Equity, Quality, Excellence are real ingredients of the higher education policy to promote the human intellectual growth in India to a great extent.

As the society is gradually becoming knowledge based society the role of higher education is of vital importance for our country as it is a powerful tool to build it for the 21st century to the global standards. India, now enriched in the world with a strong and powerful society with its young citizens in the age bracket of 20 to 24 years, is growing towards the highest mark of 116 millions of this age group by 2020. All these millions of this group need proper training from standard higher education institutions to build this Nation with intellectual human resource development. India possesses a highly developed higher education system which offers facilities of education and training in all aspects of creative and intellectual endeavour in all wings of present day education. Besides the system moves fast towards decentralization and developments of centres with autonomy to excel access, equity and excellence, which are the main thrust areas of higher education in India. For this it needs a meaningful transformation of the system from the existing generalized to focused

areas of the quality of higher education. The inter-linkages between them and the current realities of higher education push and pull the objectives in a differently defined strategic shift.

Excellency in higher education system is achieved by the quality in education. The challenges of excellence in reality fulfil only with the expansion of pool of institutions, scholars and students who continuously strive to improve quality to achieve global levels of excellence so that the landscape of Indian higher education be at international standards. Over the last two decades it has created widespread access to low-cost high-quality University education for students of all levels in India.

The UGC policy of well-planned expansion and a student-centric learning-driven model of education identified UPE (University with Potential for Excellence), and CPEPA (Centres for Potential for Excellence in Particular Area) at University level during IX, X and XI plan periods and CPE (College with Potential for Excellence) and CPEPA (Centres for Potential for Excellence in Particular Area) at college level during X and XI plan periods which intern are continued in the present XII plan period is paying dividends now. The umbrella of this concept spreads a healthy competition among the higher education institutes and this concept spread rapidly to the other institutes of excellence for the support of UGC. Besides the expansion of UGC's schemes for the development of institutes the Govt. of India launched three Centrally Sponsored Schemes, SSA (2001), RMSU (2009) and RUSA (2013) to address and support the three spheres of education by building all the systems with required structure, facilities and competency.

Excellence depends on quality and it is a hard target to achieve in Indian Higher Education system but it must be pursued by each and every single institution. Quality depends on the ability of right approach, enter, exist and communicate with the ease of access. Quality also needs to be achieved in the sphere of target groups like Tribal/Hilly/Boarder/Forest areas along with rural areas and Semi Urban regions. Quality education is of vital importance in the emerging world and it is in accordance with accepted required standards that help the main stakeholders to enhance their human capabilities.

Value based education is a wonderful catalyst for quality education which involves inculcating basic moral values, human relations and ethics among the young students. Undoubtedly this value based education turns the learner and teacher towards the quality in Teaching - Learning component of education. It also enhances the levels of evaluation and inculcates the quality based research. Government of India with its visionary outlook

introduced "Values & Ethics" component in the curriculum in all systems of higher education in India, nearly for a decade.

The vision of higher education policy in India developed an integrated system to enhance its learning outcomes by Access, Equity and Excellence at all levels of higher education and in all dimensions of education institutions to exercise benchmarks in quality standards with specific role of each system of Education: MHRD, UGC, NAAC, AICTE, Institutions of National Importance, National Laboratories, National Research Institutions, IIT's, IIIT's, NIT"s, Central Universities, Deemed Universities, State Universities, Private Universities and ultimately IQAC in each higher education Institution.

The vision of higher education policy in India mainly focused to reduce the barrier between the stakeholders by providing Fairness and Justice in allocating Resources, Opportunities, Treatment and Success of every student. It prepared a road map to provide quality education by supporting the stakeholders with respect to Economic Resources, Mobility and Socio-Cultured background. It is aimed to bride the gulf between disparities visible across Geographical Regions, Gender, Socio- economic and Socio-religious groups in and around the boundaries of this country. The vision also developed strategies on the core of the teaching and learning process with planned structure to equalize the opportunities among students from rural, Hill areas, Tribal areas, and Boarder areas on par with developed regions.

The government of India has framed policies and launched systems to achieve global standards in education with quality by

i. Funding State Universities
ii. Planning and funding at State level.
iii. Academic and Affiliation issues in State Universities
iv. Governance Issues in the State Universities
v. Autonomy of State Universities.

The vision document addresses the following components.

i. Faculty recruitment support
ii. Faculty improvement
iii. Vocationalization of Higher Education
iv. Leadership development in HEI
v. Institution restructuring & reforms
vi. Capacity building
vii. MIS (Management Information Systems)

The most important challenge before this vision is to remove gender discrimination from education, gender related discrimination with Caste, Religion, Backwardness, Hill and Tribal origins which should be addressed with a great care so their lifestyles and beliefs are respected and honoured while for pursuing higher education. The access to higher education to these categories are provided by creating ample of residential facilities to them and infrastructural support to the institutions to allay the concerns of such groups of people and to overcome the enrolment problems.

Another concern of the vision document is to accelerate the Research culture and Research & Development among the students by providing all necessary laboratory and infrastructural facilities with best human and financial resources. There is a strategic shift in central funding for state higher education with total involvement of state government and state agencies and to transform them with academic, administrative and financial reforms.

Finally the success of the vision of higher education policy depends on the integrated efforts and involvement of the prime stakeholders-students, teachers and the catalytic stakeholders i.e., Parents, Members of the Governing Body and the supporting stakeholders i.e., Ministerial staff, Alumni, Superannuated Teachers, Industrialists, Employers, Business people, Philanthropists, Community Representatives and Scientists/Social Scientists. A paradigm shift to a learner-centered education, Intensive use of technology is to be employed at all levels of education system.

Higher Education Architecture's foundation is Funding and Governance with five main pillars of structure -

1. Curricula and Pedagogy
2. Faculty
3. Research
4. Partnership and
5. Infrastructure

While it is important to address the existing lacunae in the higher education system, it is more important to move towards bold and inspirational vision. The planning should enable seamless vertical and horizontal mobility of students which would be able to create a desired intellectual, economic and social structure. The implementation framework suggests that the student be placed at the centre stage to foster innovation and choice and an ICT architecture that will increase access, equity, opportunity, quality and transparent governance that will enable autonomy with self –regulation. A framework for governance has been detailed in the appended document which proposes a mechanism of administration based on the outcome of institutional accountability, clearly delineating the role and responsibilities of both government and public, private higher education institutions.

If the vision is implemented in right earnest by providing educational opportunities to the youth of India, then they will be at the centre stage to take up the world of opportunities that are dawning in the new horizon.

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"HIGHER EDUCATIONAL INSTITUTIONS – THE REQUIRED BENCH MARKS FOR QUALITY SUSTENANCE AND QUALITY ENHANCEMENT"

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ABSTRACT

The Higher Education system in India is not very sound. It suffers from the following major problems. If education has to raise the quality of Human resources, radical changes will have to be made in the existing educational system.

1. The Expansion of Higher Education has been completely unplanned, unwieldy and chaotic. Universities and colleges have been opened without obtaining the services of competent teachers. Therefore, it should be planned and rectified.
2. India being a poor country, a large number of people cannot engage them in whole time pursuit of education. The country needs standard educational institutions.
3. The general standard of education is low and the percentage of failures and drop-outs is very high. This involves a heavy loss to the society. This should be rectified.
4. A large number of educated people in the country are unemployed. Educated unemployment on this scale has made investment in Human resources unproductive. These educated unemployed services ought to utilize for nation building.
5. The best qualified among the educated people migrate to developed western countries their behavior though justified from their own angle, result in a heavy loss to the society. This should be restricted.
6. The Higher education system at present suffers from several weaknesses, such as proliferation of sub-standard institutions, deterioration of academic standards, outdated curriculum, and lack of adequate support for research. These weaknesses ought to correct in this regard.

Education and Economic growth:-

Investments in Education promote Economic growth. Various studies have been conducted by Economists to assess the contribution of education in Economic growth in the developed and developing countries.

1. Higher Education helps in creating a more productive labour force and endowing it with increased knowledge and skills.
2. Higher Education helps in providing wide spread employment and income earning opportunities for teachers.
3. Higher Education helps in creating a class of educated leaders.
4. It helps in providing basic skills and encourages modern attitudes in the society.

Education and Reduction in Income Inequalities:-

Education is seen as a great equalitarian measures which would help in improving the Human resources in General on the one hand and on the other would enable the less privileged and poor classes of people to improve their economic lot. Education can contribute significantly to rural development in a variety of ways. It can enable them to overcome ignorance and superstitions; adoption of New Agricultural techniques and new methods of production is rendered easier, if the farmers are educated. Education helps in modernizing and revolutionizing the ways of thinking of the people. Higher education – enlightens them of the need to improve their standards of living. Education serves as the best method of family planning in the long run.

In 1964 the Government realized that a change was needed in the education system. An education commission under the Chairman ship of Prof. D.S. Kothari, was constituted, which submitted its report to the Government in 1966. The Government on the basis of the recommendations made by the commission announced.

Quality sustenance and Quality Enhancement:-

The Higher Education System comprises both general and Technical Education. The enrollment of students in institutions of Higher Education was 10.02 million in 2004-05. Enrollment of women students was 4.03 million constituting 40.2% of local enrollment. Higher Education is available to a small percentage of population in the relevant age group. The Higher Education System at present suffers from several defects.

1. Failure to maintain Academic calendar
2. Lack of adequate support for research. Apart from these academic problems Higher Education is highly subsidized which has put unnecessary financial burden on the Government.

Keeping in view, the planning commission has identified the following.

1. Integrated approach to Higher Education
2. Excellence in Higher Education
3. Expansion of Education in an equitable and cost-effective manner, in the process making University and Higher Education System financially self supporting and

4. Making Higher Education relevant in the context of changing socio-economic scenario, and from this point of view redesigning and restructuring of courses and strengthening of Research facilities.

Technical Education including Management Education is one of the most effective ways to create skilled man power required for developmental purposes. During the past five decades there has been a spectacular expansion of Technical Education in the country. From the point of view of Human Resource Development Education at all levels is desirable. It is agreed that social gains from primary and secondary education are far greater than the gains from the Higher Education. According to T.N. Srinivasan, relatively more resources have been devoted to Higher Education in India compared to other developing countries, for example, China its National Educational Policy in 1968. The following are the important features of this policy.

1. All children up to the age of fourteen should get compulsory education, due to widespread poverty in the country elementary education should free.
2. To improve the standard of Education the condition of teacher should be improved
3. Due recognition should be given to the work done in specialized institution of scientific research.
4. For national integration, study of three languages was recommended, English, Hindi, and regional language.

Suggestions for improving Quality Education:-

1. First of all, restrictions should be introduced on Higher Education. The essential conditions for University Education should be laid down and only those who satisfy them should be admitted to post-graduate courses.
2. Most of the Research work done in Indian Universities is unproductive. Hence, for making research both meaningful and productive, emphasis should be on quality and not on quantity.
3. Education should be made Job Oriented.
4. Education in science is costly and its expansion should be carefully planned. There is no point in producing science graduates if they can get only clerical jobs.
5. In rural areas emphasis should be on Agriculture and Vocational Education. General Education has been found less useful in these areas.
6. Technical Education should be properly planned; since it involves heavy cost, the Government must ensure jobs to all the technical hands, further, if a person getting Technical Education at the State's expense wants to go abroad the

Government must claim the money which it has spent on his Education from him only.

7. Instead of opening New colleges, the Government must try to raise the standard of Education at higher and University levels. Education policy was in accordance with the requirements of the country and enhances the Quality Education.

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USE OF ICT IN TEACHING – LEARNING / EVALUATION

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ABSTRACT

To enhance the quality, some teachers use teaching aids, like, charts, models – static & working, specimen, slides, etc. Format in which the textbooks were written was not beneficial for teachers and students. Researchers started thinking and using different Theories of Learning for developing Instructional Material. This gives birth to Programmed Learning Material based on Operant Conditioning Theory of Learning. Programmed Learning Materials were compared with that of Lecture Method or Conventional Method. Programmed Learning Material alone as well as in combination with other methods for teaching different subjects was found to be effective in terms of achievement of students. The lust for quality is still on. This is the age of INFORMATION dominated by the Digital Technology. At present majority of devices are based on Digital Technology. One such device is Computer. The computers were never developed for improving quality of teaching – learning process. But researchers started using Computers for teaching purpose. It gave birth to Computer Assisted Instruction (CAI), Computer Managed Instruction (CMI), Computer Based Instruction (CBI), etc. In spite of benefit of CAI in different aspects of learning, CAI has not entered into the Classrooms as most of the developed CAIs were not based on sound Theories of Learning. People involved in developing CAI were not having the sound base of Instructional Design. Secondly, the courses are changing, the schools also do not have sufficient computer facility, teachers are not trained in the use of CAI, etc.

IT was limited only to the textual mode of transmission of information with ease and fast. But the information not only in textual form but in audio, video or any other media is

also to be transmitted to the users. Thus, the ICT = IT + Other media. It has opened new avenues, like, Online learning, e-learning, Virtual University, e-coaching, e-education, e-journal, etc. Third Generation Mobiles are also part of ICT. Mobile is being used in imparting information fast and cost effective. It provides e-mail facility also. One can access it anywhere. It will be cost effective. The ICT brings more rich material in the classrooms and libraries for the teachers and students. It has provided opportunity for the learner to use maximum senses to get the information. It has broken the monotony and provided variety in the teaching – learning situation. The ICT being latest, it can be used both at school and higher education levels in the following areas:

Teaching, Diagnostic Testing, Remedial Teaching, Evaluation, Psychological Testing, Development of Virtual Laboratory, Online Tutoring, Development of Reasoning & Thinking, Instructional Material Development.

In this paper through discussion on the use of ICT in Teaching, diagnostic testing, remedial teaching, evaluation, psychological testing, developing virtual laboratory, online tutoring, developing reasoning thinking and developing instructional material is presented.

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IMPART VALUE -BASED EDUCATION

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There is a need for imparting value-based education with a spiritual bent of mind in educational institutions to churn out good citizens. Education without values is like a flower without fragrance. Students should realize that character building is equally important as career building. A good character in life is ultimate thing that stretches person's self-realization. Therefore, students should learn not just from their curriculum, but from other spheres too to widen their knowledge base to emerge as bright citizens of the future. Education is the vehicle of knowledge, self-preservation and success. Education not only gives a platform to succeed, but also the knowledge of social conduct, strength, character and self respect. The greatest gift education gives is the knowledge of unconditional love and a set of values. Education is a continuous learning experience, learning from people, learning from success and failures, learning from leaders and followers and then growing up to be the person we are meant to be. Value based education is a tool which not only provides a profession but also a purpose in life. Education tries to develop three aspects, physique,

mentality and character. Even though physique and mentality are important, they are menaces without the third because character is the greatest of these.

LSRW SKILLS:-

There are four basic skills – listening, speaking, reading, and writing. Effective LSRW skills are essential for good communication. Students should enrich these skills at educational institutions and make use in real life as and when necessary.

Extra-curricular activities

According to a recent study, students involved in extra-curricular activities are more likely to become leaders and good team players, while being outspoken. Co-curricular activities surely help students discover their latent talent. It goes without saying that college life is full of stimulating and fascinating experiences. Out-of-class activities surely spur growth and personal development.

College is definitely the right place to hone skills in myriad activities, such as sports, music, dramatics and debates.

Girl's education important

Female education is a catch-all term for a complex of issues and debates surrounding education (primary education, secondary education, and tertiary education and health education in particular) for females. It includes areas of gender equality and access to education, and its connection to the alleviation of poverty.

Interaction

Students not only exhibit their talents and skills as young managers and in resolving financial challenges, decision making and innovative thoughts with creativity in promoting a product or service in the realistic employment approach, but interact with each other. Industry-institute, society-institute, government-institute, and media- institute interactions are providing best ways to mingle one another and sharing views towards nation development.

Motivation

An organization is built on four pillars: technology, organization, information & communication, and motivation. Lacuna in any of these factors can prove detrimental to the efforts of the organization. While the first three factors are easily understood, motivation remains an esoteric science to many people. Basically, a person wants to be treated as a human being with dignity. He wants the right environment to work out solutions to the problems himself.

Students should get motivated towards their deeds in their educational career. Motivation is the stepping stone of character building.

Greatest value

Remembering God was the greatest value that one could possess in his or her life. It is God, the supernatural power, who guides a person in the right direction but not science and technology. A human being is salt of the earth and stand first in society. A person must be respected for his knowledge and not for his chair. Educational institutions should bind to nurture values, scruples, ethics, moralities and decencies in the student career.

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BRINGING TRANSFORMATION THROUGH TRANSFORMATIONAL LEADERSHIP APPROACH / MIS IN UG COLLEGES

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ABSTRACT

Management of the educational institution particularly in UG is of crucial importance and a subject of great interest. Effective management of educational system is expected to bring more efficiency in the system. Transformational leadership is closely linked to collegial management as it focuses on a shift from a leader centred style to a process centred style which is humanistic, value-driven, considerate and beneficial towards the students' performance. Transformational leadership applies certain principles such as personal autonomy of teachers and other staff opportunities for leadership, communication and maximizing organizational outcomes with needed benefits to students.

This paper calls for the promotion of a culture of continuous professional development in the classroom for current and future teachers to have more exposure and more experience of the MIS world.

This paper examines the transformational leadership approach via EMIS as a change agent that can bring about improvement in the management and teaching in UG Colleges suggesting a few recommendations like retraining, improvement of teaching through ICT etc.

INTRODUCTION:

College management involves different aspects such as personnel management, student records, infrastructure, financial records and general administration. The present system of academic management is based on sound record keeping agency for continuity irrespective of changes in leadership. Records form the basis for governance, control and

decision making. Billions of pages of information are generated each year by the different ministries, boards, departments and units of education.

Transformational leadership is closely linked to collegial management as it focuses on a shift from a leader centred style to a process centred style which is humanistic, value-driven, considerate and beneficial towards the students' performance. Transformational leadership applies certain principles such as personal autonomy of teachers and other staff opportunities for leadership, communication and maximizing organizational outcomes with needed benefits to students. This approach finds out ways to achieve quality and not just quantity education for national development, examine transformational and participative leadership in education and the use of management information systems in the college system as a means of increasing effectiveness and efficiency in the academic institutions.

This paper examines the transformational leadership approach via EMIS(Education Management Information System) as a change agent that can bring about improvement in the management and teaching in UG Colleges suggesting a few recommendations like retraining, improvement of teaching through ICT etc.,

Leadership

Leadership is very important in every human endeavor and has been defined in various ways. Leadership has been viewed to involve the ability to influence, direct and coordinate group activities in such a way that the people work willingly towards achieving the goals and objectives of the organization (Ukeje, Okorie and Nwagbara 1992). West-Burnham, Bush, O'Neil and Glover (1999) have looked at leadership, management and administration as being interrelated. They view leadership as having to do with values, vision and mission; management execution, planning, organizing and deploying while administration- operational details. The functions are obviously intertwined and each one requires skills in the other two to function effectively.

Transformational Leadership

Transformational leadership is one of the three leadership models linked to the collegial management on the table. It is seen as a shift from the older leader-centred leadership style to the newer process-centred leadership style. It is seen to be humanistic, virtue-driven and considerate of the needs of the employees. This would lead to greater job satisfaction, better morale and higher productivity (Lowder 2009).

Educational Management Information Systems (EMIS)

A Management Information System (MIS) is a computerized database generated from and used to manage an enterprise. MIS was first developed for use in businesses but over the

years has gained acceptability in other areas such as the educational system. MIS can be used at different levels of operation in an organization to collect process and store data. Large quantities of data can be processed quickly with the aid of computers converting data to information. Raw data entered into the computer can be translated into an output in form of information to help managers in decision making. (Babu, Singh and Sachdeva 2004).

MIS can be applied in the education/school system as Education Management Information System (EMIS). This is a tool for college management and administration and can include teaching and learning. EMIS involves creating a large database which is then used for running the day to day activities of the school. All information about the school including student records, personnel records, financial records, teaching and learning materials, infrastructure which have been mentioned earlier are stored electronically in such a way that different authorized users have access to the information. Thus it is easy to exchange information within the school, generate reports to be sent outside the school and facilitate decision making. SIMS can be configured to serve the individual schools using a Local Area Network (LAN) or connected to a public server so that it can be accessed from outside the school. Where it is made public any staff with internet can connect to the EMIS and do their work from any location.

Parents and students can check students' results as well as news and updates. This would require a logon authorization. Automated emails and text messages can be sent to parents and guardian when the need arises. This is currently used in CBSE & ICSE schools/colleges all over India.

Benefits of Education Management Information Systems (EMIS)

- EMIS is used for both staff and students' management. It is used for storing records of academic and non-academic staff. Thus staff bio data and other information can be stored as well as staff work schedule. This way it is easy to monitor and track staff at each point in time.
- Staff employment, performance assessment, training/ retraining needs promotion and even time of retirement can be closely followed up.
- Students attendance can also be taken and recorded using the school MIS.
- Other students' information ranging from their admission status, personal records, parents, address, phone numbers and email, continuous assessment records can be recorded and updated electronically. The school management system can be used for infrastructure and fees management, hostel space allocation and management, tracking students who have defaulted in payment of fees or other things. At each point

in time finding any student information can be assessed at very short notice and within few minutes rather than hours or days. At the end of the term preparing and producing students' results also become very easy. The final examination scores are the only scores that need to be recorded because the continuous assessment scores have already been recorded.

- This is more time efficient and less prone to errors. Using the school management system different school documents can easily be managed and information such as memos, news bulletin, short messages (SMS), emails etc. can be generated automatically and sent to staff or parents as applicable. Relevant information can be made available to school administrators, personnel, parents and even the public.
- Using ICT to improve administration in the educational system. Schools management information systems create new possibilities for schools to connect directly with other schools and also to a wide array of information on the internet (Carnoy 2004). Schools can also access books, journals, pictures, videos and other materials which are used to enrich students' learning. Thus, the school management system is essential to effective school management.

Conclusion

The use of specialized ICTs with internet in carrying out the day to day management would include data management, timetabling, hostel allocation, fees payment, results and information to parents and other stakeholders. This way many bureaucratic bottlenecks can be surmounted; information is readily available leading to prompt and informed decision making; parents can be better informed about the general behaviour performance of their children; results can be more accurately computed and published timely which in turn promotes an ordered educational evaluation, assessment and facilitating academic system.

Recommendations

- Retraining on principles and application of transformational leadership style.
- Staff should be trained in the use of Education Management Information System.
- ICT policy should be fully implemented.
- Support should be given to focus on professional development in both teachers and students in academics.
- Maintain decentralized control to empower teachers to deliver real and lasting change in students.
- Ensure that the frameworks and structures in place support and encourage strong accountability.

- Supplement students at local level through EMIS providing professional skills together with proper and correct assessment and evaluation timely.
- Individually and collectively academic institutions should create in young minds to thrive in a fast changing world.
- EMIS supports to raise the standards of the poorly-led students with heavy syllabus to match with standards in the current competitive job market.
- EMIS helps to increase standards of leadership across the boards of governance.
- EMIS with good leadership provides the creating of a culture of continuous professional development where value added experience and vocalizing of the importance of life skills and providing education with life skills approach would be helpful to all in the long run.

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TOTAL QUALITY MANAGEMENT IN HIGHER EDUCATION AS A TOOL FOR HOLISTIC HUMAN DEVELOPMENT

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ABSTRACT

The education system is the backbone our society and nation. Higher Education should be an investment to improve the quality of life. The expertise and excellence are the key term to define the quality of our education system. The important role of higher education is to shape society by encouragement of all round personal growth and social responsibilities in an individual. India is the youngest nation and second most populous country in the world but there is a long way to go improve the quality of its education.

As teaching is a process of transforming knowledge, instil right value and optimistic attitude it must have quality. Without quality the desired outcome of all round development of our youth cannot be achieved.

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INFUSION OF ICT IN TEACHING, LEARNING AND EVALUATION METHODOLOGY

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Introduction

During the past few years, the world has witnessed a phenomenal growth in communication technology, computer network and information technology. Development of new broadband communication services and convergence of telecommunication with computers have created numerous possibilities to use a variety of new technology tools for teaching and learning system. The integration of computers and communications offers unprecedented opportunities to the education systems with its capacity to integrate enhance and interact with each other over a wide geographic distance in a meaningful way to achieve the learning objectives. The growth of these communication and computer systems, their ease of use, the power and diversity of information transfer allow teachers and students to have access to a world beyond the classroom. It has the potential to transform the nature and process of the learning environment and envision a new learning culture. Interactivity, flexibility and convenience have become the order of the day in the ICT supported environment. ICT opens up opportunities for learning because it enables learners to access, extend, transform and share ideas and information in multi-modal communication styles and format. It helps the learner to share learning resources and spaces, promote learner centered and collaborative learning principles and enhance critical thinking, creative thinking and problem solving skills.

Not only mastering ICT skills, but also utilizing ICT to improve teaching and learning is of utmost importance for teachers in performing their role of creators of pedagogical environments. During the last three decades, the changes in educational environment have been phenomenal. The model, focus, role of the learner and technology has been changed drastically from traditional instruction to virtual learning environment as depicted below.

Changes in Teaching-Learning Environment

MODEL	FOCUS	ROLE OF LEARNER	TECHNOLOGY
TRADITIONAL	TEACHERS	PASSIVE	CHALK & TALK
INFORMATION	LEARNERS	ACTIVE	PERSONAL COMPUTER
KNOWLEDGE	GROUP	ADAPTIVE	PC+ NETWORK

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QUALITY IN HIGHER EDUCATION: EFFECT OF QUALITY LEARNING ENVIRONMENT

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ABSTRACT

Quality learning environment plays a major role in improving and sustaining quality in higher education institutions. Learning situation is defined as "the situation in which all the elements necessary for promotion of learning are present" Teacher, Learner, Physical Facilities, Subject Matter, Equipment.

Teacher - Study after study shows the single most important factor determining the quality of education, a student receives is the quality of teacher. Teaching is one of the most complicated jobs today. It needs broad knowledge of subject matter, curricula, enthusiasm, love for teaching and using technology in classroom and a desire to make a difference in the lives of young people. Teaching is the process of providing situation in which the things to be learnt are brought to the attention of the learners, their interest developed, desire aroused, conviction created, action promoted, and satisfaction ensured.

Learner - Quality education includes learners who are motivated, regular, and ready to participate and learn. Quality learning environment motivates, sustains and enriches the learning process. Most educators are aware that a collaborative, stimulating and challenging environment can significantly enhance performance and growth for every individual whether it is an infant learning to speak or a worker on a job a student in the class room.

To achieve quality learning environment in which the greatest growth is possible for all students, faculty need to follow a few key principles.

- High degree of trust and respect between the teacher and student should be established.
- Challenging students.
- Setting clear and high expectations.
- Encouraging risk taking.
- Taking self- assessment feedback regularly.
- Taking feedback about the environment.
- Measuring and documenting progress of both faculty and students.

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ICT A CHANGED SCENARIO IN HIGHER EDUCATION

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ABSTRACT

ICT is a new buzz word for a revolutionary reform in the Teaching and Learning process. The importance of ICT in education produces effectiveness, cost, equity, and sustainability, and it became integral part of the educational system and its governance.

Changes: ICT applications have brought about markedly drastic technological, social and economic transformations. These changes have caused educational institutions, administrators, teachers to rethink their roles. The sustainability of a nation in the era of knowledge economy depends on the effective educational system. . In educational system the inputs are teachers, students, classroom material, equipment of teaching, methods of teaching and outputs are quantity and quality of student learning. It is a fact that some widespread, cheap and simple technical solutions have already produced substantial changes attributed to ICT. ICT brings better understanding of ideas, of such as Better communication skills, Better expression of ideas, and higher adjustability to new working environments.

Conclusions: It is our experience that many people in the developed world are working in jobs that did not exist some years ago. It is certain that the future holds a lot of surprises. It is another major task for education to give young people the qualities and the skills for the jobs that do not exist yet –and ICT can help a lot towards that. It should also be a major task of the educational system to provide these qualities and skills in an enjoyable and modern way. ICT offers a chance for reform in education along such lines.

One frightening prospect in ICT education it will be replaced by a bioelectronics. For how long will it remain unforeseeable?

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QUALITY EDUCATION THROUGH VALUE EDUCATION

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Why quality has so much importance in present educational scenario?

Quality has become the defining element of education in the 21st century in the context of new social realities. The information communication revolution, the knowledge of economy, and globalization are greatly influencing the 'next society'. Now developing countries are

primarily concern with providing quality education to large numbers at affordable costs. Quality makes education as much socially relevant as it is practically indispensable to the individual. In this sense quality becomes the defining element of education. So quality and excellence should be the vision of every educational institution. Acquisition of quality and excellence is the great challenge faced by all other educational institutions. Creating a culture of quality in higher education institutions is, agreeing upon a common definition of the quality concept. However, this concept is relative. This article will presented discuss the approaches both at the institutional and programme levels for Quality Enhancement through Value based Education.

What is Value – based Education

A society holds together through the quality of its shared values (virtues), which are produced through a shared conversation. What appears to be missing from many educational institutions and society at large is a shared vocabulary, based on shared positive human values, which can provide a sense of direction and vision about how to create a stable moral society. The purpose of this education is to sensitize about positive human values (e.g. respect, honesty, compassion, care, humility and responsibility) which in turn improves the quality of education. Such work creates values-based Education. A values-based institution seeks to promote an educational philosophy based on valuing self and others, through the consideration of a values vocabulary (principles that guide behavior) as the basis of good educational practice. This process is called Values Education which can be further described as:

"It is a way of conceptualizing education that places the search for meaning and purpose at the heart of the educational process. It recognizes that the recognition, worth and integrity of all involved in the life and work of the school, are central to the creation of a values-based learning community that fosters positive relationships and quality in education."

How this education helps teachers?

Teaching about values affects teachers thinking, and consequently the way that they teach. Teachers are not neutral with regards to values, as values are embedded within their attitudes and exhibited through their behavior. So Values in Education policy needs to be introduced. Values - Vocabulary. This vocabulary acts as the platform on which students and staff develop, and deepen, their understanding of issues concerned with ethics and morality. It appears that the systematic introduction of a common vocabulary encourages the reflective thinking, which leads to more positive and ethically-based behavior. Also, frequent repetition and regular discussion about values reinforces their meaning, with the result that they are

more likely to be internalized in the sub-conscious. This in turn reinforces the students' positive dispositions and acts as a check on behavior.

Values-based institutions aim to encourage students to be reflective by teaching a technique called reflection or silent sitting, which gives space and time for pupils to focus their minds, allowing their intrapersonal intelligence to be enhanced. Pupils are seen to be able to sit still in personal reflection for extended periods of time, a perceived outcome being that they became more aware of their capacity to determine their own behavior in a positive way.

Role of teachers

The evidence indicates that the success of this is influenced by the staff modeling the behavior. Teachers believe that if they are reflective it has a positive influence on their own behavior, enabling them to be more effective. Teachers consider that they are more careful about how they present ideas to students because of Values Education. They maintain positive attitudes that give affirmation and positive reinforcement to the pupils. The teachers believe that the pupils were more likely to reach their academic potential in a class with values-based discipline.

Desirable Teacher Values That Inform Value Education

One prima facie solution to the challenge of teaching values education is to focus on the need for teachers to create warm and supportive classroom environments in which students feel free to express their thoughts and feelings and to be tolerant of different student opinions. A more exacting method of determining whether certain values are more important in values education than other areas of learning is to examine the teaching/learning strategies that teachers must adopt in facilitating each of the major contemporary approaches to values education, and to infer the teacher values that are needed to inform practice. Effective teaching involves more than simple deduction of qualities or values. It includes examination of the reasons for, and consequences of action.

Values Clarification

The approach involves students identifying their values and beliefs 'in an effort to enable them to be more self-directing in life's confusions' This reflection process to clarify the confusion, makes the student more purposeful and productive, less gullible and vulnerable, a better critical thinker, and more socially aware.

Values are principles that guide our thinking and behavior

Values include: respect, honesty, care, trust, patience, empathy, love, tolerance, compassion, responsibility, simplicity, freedom and peace. Which values currently guide your behavior?

Adopt a value to practice each month

Put your chosen value in your diary or on your calendar. Each day, on waking, think about your chosen value. For instance, if you choose respect say to yourself: I will honor myself and all others I meet today. At bedtime, review how you have lived the value during the day. Think about ways in which you could effectively live the value e.g. by listening more attentively to others.

Give yourself a daily peace boost

It will help you to connect to your innate qualities. Find a quiet space where you can be still and relaxed for a few minutes each day. Before you begin your day is ideal, but if this is not practical then find another time. First, be conscious of your breathing and increase the amount of air you breathe. Slowly and deeply breathe in, and breathe out. Put a hand on your tummy to ensure that it extends on each out-breath. Deep breathing will help you to relax. When you are ready, fix your eyes on an object and as your mind tries to make you think, bring your attention back to your breathing. Practice the peace boost for 30 days and you will have developed a habit that will improve the quality of your life.

Use a daily mantra

It will help to keep you in a positive frame of mind. Say these, out loud:

Every day, in every way, I'm getting better and better

I am loveable and capable

Tap into your wise self

Use the *wisdom technique* **Retreat, observe, reflect and action.**

It will improve your thinking and behavior. This can be used whenever you need to make a decision.

Key to success?

Make the *wisdom technique* a habit!

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QUALITY EDUCATION THROUGH VALUE EDUCATION

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ABSTRACT

Children have a right to an education, a quality education. This paper focuses on the quality of education, values education and the impact of values education on quality education. It also gives

the knowledge of what has been done in the name of quality education around the world, and what the outcomes have been.

Introduction

Quality education enables people to develop all of their attributes and skills to achieve their potential as human beings and members of society. In the words of the Delores Commission(UNESCO, 1996): " Education is at the heart of both personal and community development; its mission is to enable each of us, without exception, to develop all our talents to the full and to realize our creative potential, including responsibility for our own lives and achievement of our personal aims."Quality education is a human right and public good Governments and other public authorities should ensure that a quality education service is available freely to all citizens from early childhood into adulthood. Quality education provides the foundation for equity in society. Quality education is one of the most basic public services. It not only enlightens but also empowers citizens and enables them to contribute to the maximum extent possible to the social and economic development of their countries. Many definitions of quality in education exist, testifying to the complexity and multifaceted nature of the concept. The terms efficiency, effectiveness, equity and quality have often been used synonymously (Adams, 1993). Considerable consensus exists around the basic dimensions of quality education today. Quality education includes: Learners who are healthy, well-nourished and ready to participate and learn, and supported in learning by their families and communities; Environments that are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities; Content that is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life, and knowledge in such areas as gender, health, nutrition, HIV/AIDS prevention and peace. Value education is the process by which people give values to others. It can be an activity that can take place in any organization during which people are assisted by others, who may be older, in a position of authority or are more experienced, to make explicit those values underlying their own behaviour, to assess the effectiveness of these values and associated behaviour for their own and others' long term well-being and to reflect on and acquire other values and behaviour which they recognize as being more effective for long term well-being of self and others. Values education can take place at home, as well as in schools, colleges, universities, jails and voluntary youth organizations. There are two main approaches to values education; some see it as inculcating or transmitting a set of values which often come from societal or religious rules or cultural ethics while others see it as a type of Socratic saying that where people are gradually brought to their own realization of what is good behaviour for themselves and their community.

Values Education in a Quality Teaching Pursuit

These are the underpinning philosophies of teaching which must be understood in order for the modern values education pursuit to be truly saturating of our schooling systems, religious, independent and public. In a very explicit connection between the goals of values education and the

centrality of a quality teaching perspective, the National Framework for Values Education tells us that:"Values education reflects good practice pedagogy." The report makes explicit reference to the language of quality teaching in extending the general notion of good practice pedagogy to incorporate the specific notion of 'good practice values education'. With the criteria of Quality Teaching in place, the focus of that good teaching that is titled Values Education will fit well and be at one with the underpinnings of teacher practice. Intellectual depth will ensure that Values Education never settles for its own surface learning (= a distinct possibility), it is impelled by intellectual depth. Values Education will be building on any factual knowledge (about values) to develop in students the kind of communicative capacities, interpretive skills and powers of negotiation that are at the heart of a social conscience, and, moreover, the reflective and self-reflective growth that is the foundation of a personal morality. Similarly, the criterion of relevance will serve to ensure that Values Education is always connected with the real contexts and concerns of the students. Furthermore, the criterion of supportiveness will underpin the credibility of the values educator as being someone who practices what they preach, and is a credible and authentic model of the care, respect and love they are proposing as the basis of personal morality and social citizenry. Values Education with an explicit curriculum can make a difference to the ways students perceive and speak about moral issues In this way, Values Education becomes the firm basis for training in issues of personal and social morality, such as, for example, around drugs education and the addressing of mental health issues for youth, including around matters of depression and suicide.

Conclusion

The nature, shape and intent of Values Education has potential to refocus the attention of teachers and their systems on the fundamental item of all effective teaching, namely the teacher her or himself, the quality of the teacher's knowledge, content and pedagogy, and above all on the teacher's capacity to form the kinds of relationships with students which convey their commitment and care and which become the basis of forming personal character and tomorrow's citizenry. We know it is a challenging thought for many who, rightly or wrongly, were trained to think differently about the role of the teacher and the social agency of the school. In the case of Values Education, the belief is around the teacher's capacity to make a difference by engaging students in the sophisticated and life-shaping learning of personal moral development.

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STUDENT RESEARCH-PROJECT BASED TEACHING-LEARNING PROCESS

ABSTRACT

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Creativity, action, service (CAS) is one of the three essential elements must inculcate among student community to develop research and project oriented teaching and learning process

Research is a systematic investigation, including research development, testing, and evaluation, designed to develop or contribute to overall knowledge. Research activities intend to generate new knowledge that can be applied in other settings and the benefits always extend beyond the participants. Research-Based Learning is an extension for student capabilities outside the knowledge domain. In addition, research blend with technology has benefits, the value of making the knowledge construction process explicit, thereby helping learners to become aware Using technology in research-based science makes the environment more authentic to students, because the computer provides access to data and information, expands interaction and collaboration with others via networks, promotes laboratory investigation, and emulates tools experts use to produce artifacts.

Project consists of scientific methods to identify and control a specific problem and primarily benefits the students. Data collection is used to assess and/or improve an already existing program or service. In the case of our students conducting a project to understand the tenets of research or replicating aspects of any already-published study. Projects are complex tasks, based on challenging questions or problems, that involve students in design, problem-solving, decision making, or investigative activities give students the opportunity to work relatively autonomously over extended periods of time and culminate in realistic products or presentations. Project based learning seems to be equivalent or slightly better than other models of instruction for producing gains in general academic achievement and for developing lower-level cognitive skills in traditional subject matter areas.

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THE CHALLENGES IN HIGHER EDUCATION IN INDIA

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ABSTRACT

Education is recognized as one of the critical elements of the national development and Higher education, in particular, is of vital importance for the nation, as it is a powerful tool to build knowledge-based society of the 21st century. The Indian higher education system is facing an unprecedented transformation in the coming decade. This transformation is being driven by economic and demographic change. By 2020, India will be the world's third largest economy, with a correspondingly rapid growth in the size of its middle classes. Currently, over 50% of India's population is under 25 years old

Despite significant progress over the last ten years, Indian higher education is faced with certain challenges/crisis named as sick child/ quiet crisis

Challenges:

The supply-demand gap: India has a low rate of enrolment in higher education, at only 18%, compared with 26% in China and 36% in Brazil. There is enormous unmet demand for higher education.

The low quality of teaching and learning: The system is beset by issues of quality in many of its institutions. A chronic shortage of faculty, poor quality teaching, outdated and rigid curricula and pedagogy, lack of accountability and quality assurance and separation of research and teaching.

Constraints on research capacity and innovation: With a very low level of PhD enrolment, India does not have enough high quality researchers. There are few opportunities for interdisciplinary and multidisciplinary working, lack of early stage research experience, a weak ecosystem for innovation, and low levels of industry engagement.

Uneven growth and access to opportunity: Socially, India remains highly divided. Access to higher education is uneven with multidimensional inequalities in enrolment across population groups and geographies.

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IMPORTANCE OF EXTENSION EDUCATION IN ENHANCEMENT OF QUALITY IN HIGHER EDUCATION

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ABSTRACT

The progress of a country is possible only when its citizens are dynamic, enterprising and responsible. Without such citizens, a country cannot archive progress in any field. The education is the most important tool to create such type of citizens. The development of a nation mostly depends upon the growth of education in the society. In the development of any

country primary education helps in creation of base while higher education is important for providing the cutting edge. Higher educational institutes contribute to the growth of nation by providing specialized knowledge and skilled man power.

Due to expansion of Higher Education in India in terms of size of the network and enrolment, problems like communication gap between different stakeholders, promotion of research activities from lab to field are hindered. Extension Education is an important tool which involved in the dissemination of knowledge and expertise in ways that empower and build life-long capacities for growth and development in the community through Service learning (teaching/learning) method. It is also facilitating them to secure rewarding careers and vocations in extension media and communication for rural and urban development. Apart from this, the students are also acquiring skills of research, developing leadership as well as involving social activities for the benefit of mankind. It has been proven that Extension Education methods can do strengthen relationships between higher education institutions and the communities served.

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POSITIVE YOUTH DEVELOPMENT-AN APPROACH TO QUALITY ENHANCEMENT

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ABSTRACT

India is the third largest Higher Education System next to China and United States. It has 700 universities and nearly 35000 colleges making it largest and complex system. University Grants Commission being the advisory body and regulatory authority of Higher Education has brought out many reforms in the last two decades to enhance the quality in terms of access and also quality. But still Indian Higher Education Institutions are unable to meet the global standards. Apart from the challenges like lack of basic infrastructure and low standards in teaching, lack of motivation among students is also one of the challenges faced by Higher education Institutions. Hence a comprehensive Positive Youth Development Programme should be developed for the students along with the academic programmes. In these programmes all the stakeholders of higher Education should be involved to make it more effective. These programmes should focus on the development of self esteem, emotional intelligence, stress coping mechanisms, life skills and should develop the students'

competencies. These positive Youth Development programmes might also prove to be effective in avoidance of risk behaviours among students along with the quality enhancement.

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A TIME TO TAKE UP THE REFORMS FOR QUALITY OF HIGHER EDUCATION IN INDEPENDENCE INDIA: NEED FOR GOOD VISION AND MISSION FOR BUILD UP OF DEVELOPMENT

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ABSTRACT

Challenges to higher education in the post colonial India processed several reforms may provoke a fundamental change in the higher education. This change may not occur as a direct response to calls for greater change to quality of higher education because of purpose reflects the buildup development of India. There is an impact of fundamental change for quality of education from policy level to institutional, college level, university level, administration level, faculty and student level. Now it is a time to drive the changes foe quality of educations after over the challenges. Quality of education is linked with many matters, including the effective of design of curriculum, course content, variety of learning contexts etc. and also involved well adopted learning environments and student supports.

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IMPORTANCE OF STUDENT INITIATED EXTENSION ACTIVITIES AND STUDY PROJECTS

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ABSTRACT

Research in all sectors is very important for the development, growth, sustainability of any country. Research tendency in the students must be incorporated at every level of education. In our country this tendency is ignored for several decades even in higher education except specific research oriented organizations and Courses.

India's education system is lagging back in contributing towards research when compared to other countries as education system in India is not completely practically oriented like some developed countries.

In today's higher education system there is a dire need of incorporating research related techniques and technologies like study projects and student initiated activities into the education stream as our country needs more research oriented minds for its development. Quality of education system can be improved by having Collaborated Research or extension programmes with other country universities and research departments along with our country's research oriented organizations, industries, companies and institutes.

A common Platform is needed for sharing sophisticated research contributions which will be useful for optimization of research content. To motivate and to keep the Research zeal alive in young generation study projects and student initiated extension activities done through effective techniques are necessary which plays a major role helping in developing constructive learning , critical thinking , analytical skills , problem solving abilities further keeping their minds-on Science and to become scientifically literate .

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IQAC and HEIs: REQUIRED BENCHMARKS FOR QUALITY SUSTENANCE AND QUALITY SUSTENANCE AND QUALITY ENHANCEMENT

P.Dhanalakshmi & Y. SitaMahalakshmi A.S.D. Govt. Degree College (w), Kakinada,

ABSTRACT

In pursuance of the National Action Plan of the National Assessment and Accreditation council (NAAC), Bangalore, for performance evaluation, assessment and accreditation and quality up gradation of institutions of higher education, the NAAC proposes that every accredited institution should establish an Internal Quality Assurance Cell (IQAC) as a post-accreditation quality sustenance measure. Since quality enhancement is a continuous process, the IQAC will become a part of an institution's system and work towards realizing the goals of quality enhancement and sustenance. The prime task of the IQAC is to develop a system for conscious, consistent and catalytic improvement in the performance of institutions. The IQAC will make a significant and meaningful contribution in the post-accreditation phase of institutions. During the post-accreditation period, the IQAC will channelize the efforts and measures of an institution towards academic excellence.

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QUALITY EDUCATION THROUGH VALUE EDUCATION

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ABSTRACT

Moral Education was an important subject in the educational system of ancient India. In fact, Education and Morality were intimately connected with each other. Gurukulas had taken prominent role for giving quality education through value education.

Educational system in Medieval India was also not much different from that in ancient India. With the advent of the British rule in India, the ancient and medieval system of education began to lose their importance.

The Wood's Dispatch of 1854 reaffirmed the British Government's policy of religious neutrality. The Indian Education Commission of 1882 also supported the attitude of religious neutrality adopted by the British Government.

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QUALITY STANDARDS IN HIGHER EDUCATION INSTITUTIONS – GOVERNANCE AND LEADESHIP THROUGH MIS

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ABSTRACT

Quality is the essence of any activity it is nothing but a measure in justification of Performance of an activity. However quality is a yardstick in measuring all kinds of determinants. It is a search to measure the efficiency, performance and prescribing standards in high liking the abilities of an organization.

The topic for the Seminar is **"Quality Standards in Higher Education Institutions".** The Quality Standards will establish the institutional requirements to meet the obligations of the Institution at large. Quality Standards be expressed as the determinants in the success of an institution it contains all the formalities and procedures in appropriate mitigation of all the functions of an institution. The basic areas an institution where educational development allows the prescription of Quality standards.

- It is an asterisk in the performance of Higher Educational Institutions.
- It creates strategies to meet the problems
- It offers all possible avenues to respond at all levels
- MIS is a working system continuously allows Changes, modifications and possible actions to be taken from time to time.
- MIS will provide ways and means for justifying any bright downs.
- MIS is a link and connecting agency with all the departments. It also collects data relating to the available departments which makes use of the same in various decisions.

ROLE OF VARIOUS AGENCIES IN THE PROMOTION OF MIS IN HIGHER EDUCATIONAL INSTITUITONS:

MIS is a collective responsibility and no doubt it is an activity considered by all the Departments of an Educational Institutions. It is a cluster of all the factors of an Educational Institution it is a fore front of the Educational Institution specifically in measuring the Quality standards, abilities, performances and Challenges that institution face and to be faced in future course of action.

GOVERNEMNT:

Government is the countermanding agency in prescribing MIS. It refers all the basic requirements and supplies inputs, data prescribing modules and schedules. It also introduces various Educational Institutions for inclusion of state hold practices and to provide a common platform to meet the standards.

UNIVERSITIES: -

Universities are the creatures of sound personalities in attributing the enlightening factors in the Educational arena. It offers the instruction training to the persons who take the profession teaching.

RESEARCHERS:

In promoting MIS, Researchers will play a vital role. They are involving in the depth study in connection with problems, prospects, priorities, practices, Programmes, Processions and performances from time to time.

EDUCAITONAL INSTITUTIONS:

Educational Institutions are platforms in Projecting MIS Programme. Educational Institutions are the agencies in prescribing line of action, code or conduct and providing rich experience sin the presentation.

MEDIA AND PRESS:

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ABOUT THE EDITOR

Mr. D. Chenna Rao is presently working as Lecturer-In-Charge of Chemistry at A.S.D. Govt. Degree College for Women, Kakinada, recruited through A.P. Public Service Commission in 2008. He obtained M.Sc - Chemistry with University First rank from S.V. University, Tirupati. He qualified GATE / CSIR – UGC-NET Exams and worked as JRF at CECRI-CSIR Lab, Chennai. He has 10 years of Teaching experience and organized Two State level events (State Level Seminar-1, State level Workshop-1), One Certificate Course. Attended for 3 State Level Seminars, 7 National Seminars and 1 International Seminar. Presented Papers in 3 National Seminars and Published Papers in their Proceedings. Acting as Member, Book Review Committee for Chemistry at Telugu Academy, Govt. of A.P / Telangana, Hyderabad. Co-Author for Intermediate Text Book Chemistry-II (T.M), EAMCET / IIT-JEE Question Banks Vol-I & II (E.M) and EAMCET / IIT-JEE Question Banks Vol-I & II (T.M) Published by Telugu Academy, Govt. of A.P / Telangana, Hyderabad.

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