VASANTRAO NAIK GOVERNMENT INSTITUTE OF ARTS AND SOCIAL SCIENCES, NAGPUR

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INTERNAL QUALITY ASSURANCE CELL (IQAC)

Organizes National Seminar On

"Role of Academic Audit for Upgradation and Sustenance of Quality In Higher Education Institutions."

Message from the Desk of Director

Since its establishment in 1885, even before the university to which it is affiliated came into existence this Institute has satisfactorily catered to the demands of the students seeking career in the fields related to Arts and Social Sciences. The real purpose of Education is to equip students with a potential to meet challenges in life. For this the educational Institute should be aware of its overall strength. There are various parameters to judge the quality that the Institute maintains to create alumni who can stand challenges of this fast changing world. This has created an unavoidable need of Academic and Administrative Audit. Besides our strength it makes us understand the weaknesses that are to be overcome, envisage the opportunities that we may come across in future and be prepared to for the threats that need to be combated. Realizing its necessity in the march towards excellence in the field of education, NAAC has taken required steps to see that the colleges imparting higher education go through the process of Academic and Administrative Audit.

Every institute has a mission and goal that keeps it always on its toes. Leadership qualities, team spirit and team work, deep penetrating insight to unearth the realities that may be shrouded beneath the success of good academic result are the pillars that can make the time spent by the individual in the four walls of alma mater he/she attended fruitful. Only this can make us realize and achieve the vision and the mission of our institute. Now again, this is not possible without the process of Academic and Administrative Audit.

In this era of globalization, where only quality matters, the accountability and credibility of an Educational Institute can only help it to move towards the desired goal. The pressure on the world economy is driving the educational minds to reconsider its aims, objectives and methodologies of education. This has given serious thought to Academic Administrative Audit. IQAC has a decisive role to play from this perspective. It is a matter of great pride and pleasure that IQAC at Vasantrao Naik Government Institute and Arts and Social Sciences, has come up with this idea of organizing one day national conference on the topic which would help the participants to go away with something that would be worthy from the point of view of students in particular and society in general.

I wish the conference a grand success.

Dr. Bhau Daydar,
Director,
Vaantrao Naik Government Institute Of Arts and Social Sciences, Nagpur.

Message From the Desk of Convenor

With introduction of the new social realities in the 21st century quality has become the defining element of effective and meaningful education. Quality makes education as much socially relevant as it is personally indispensable to the individual. Thus quality should be the vision of every Institution of Higher Education. To achieve this quality Academic and Administrative Audit is the most vital requirement of modern higher education.

It is a matter of great honour and privilege for me to extend my regards to everyone who has extended direct and indirect support and well wishes for this academic event. The need for Academic and Administrative Audit cannot be ignored at the stage where higher education stands today. In the present academic scenario it has gained its own importance. In the 9th Plan, UGC has recommended all the universities and colleges to go for Academic Administrative Audit. It is attempt to introduced academic reforms, review the progress and support systems, and understand the shortcomings and limitations in order to remove them. It is a system to sustain and enhance the quality in the field of Higher Education. Through Academic Administrative Audit, achievements can be evaluated and concrete steps can be taken to bring about improvement in the quality of teaching, research, administration, curricular and extra-curricular activities, thus striving for excellence. Hence, Academic and Administrative Audit should be the internal part of the system that is being evolved in the Institutes of Higher Education.

I would like to express my sincere gratitude to Mr. Kurup and Dr. Malshe who came all the way from Mumbai to grace this conference with their innovative, spontaneous and practical point of view regarding the theme of the conference and the higher education. My heartfelt thanks to my colleagues who left no stone unturned in the arrangement of this event in such a short notice. It is always the collective t effort of various committees under the guidance of IQAC that makes the conference take a particular shape which can be termed as successful endeavour. Last but not the least I should thank Dr. Bhau Daydar, Director of this Institute who has always been a driving force behind all the efforts of academic excellence being taken by the IQAC.

Dr. Renu Bali,

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ICT: A Gift to Enhance Teaching-Learning Process in Higher Education Institutions

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ABSTRACT

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

The use of ICT in education lends itself to more student-centered learning settings and often this creates some tensions for some teachers and students. But with the world moving rapidly into digital media and information, the role of ICT in education is becoming more and more important and this importance will continue to grow and develop in the 21st century.

This paper highlights the various impacts of ICT on contemporary higher education and explores potential future developments. The paper argues the role of ICT in transforming teaching and learning and seeks to explore how this will impact on the way programs will be offered and delivered in the universities and colleges of the future.

KEYWORDS

Information Communication Technology in Higher Education Institutions.

INTRODUCTION

The draft **National policy on Education** framed in 1986, and modified in 1992 stressed upon employing Educational Technology to improve the quality of education. The Vision, Mission and the Policy goals as laid in the policy are: **Vision** The ICT policy in Education aims at preparing youth to participate actively in the establishment, sustenance and growth of a knowledge society leading to all round socio-economic development of the nation and enhanced global competitiveness. **Mission** Device catalyzes, support and sustain ICT and enabled activities and processes in order to improve Access, Equity and Quality.[1]

Policy **Goals** To achieve the above, the ICT policy in Education will work towards, Creating an environment in the states to develop ICT knowledgeable community.[2] Creating an ICT literate community who can deploy, utilize, benefit from ICT and contribute to nation building Create an environment of Collaboration, Cooperation and Sharing, conducive to the creation of demand for an optimal utilization of and optimum returns on the potentials of ICT in higher education.[3] Promote universal, equitable, open and free access to state-of-the-art ICT enabled tools and resources to all students and teachers.[4] Promote development of localized quality content and enable students and teachers to partner in the development and critical use of shared digital resources.[5] ICT Adoption, Challenges, Benefits and our offerings to universities & Promote development of professional networks of teachers, continuing education of teachers;[6] guidance, counseling and academic support to students Promote research, evaluation and experimentation in ICT tools and enabled practices in order to inform, guide and critically utilize the potentials of ICT in education Motivate and enable wider participation of all sections of society in strengthening education through appropriate utilization of ICT.[7]

Information and communication technology (ICT) is a force that has changed many aspects of the way we live. If one was to compare such fields as medicine, tourism, travel, business, law, banking, engineering and architecture, the impact of ICT across the past two or three decades has been enormous. The way these fields operate today is vastly different from the ways they operated in the past. But when one looks at education, there seems to have been an uncanny lack of influence and far less change than other fields have experienced. A number of people have attempted to explore this lack of activity and influence.[8]

The impact of ICT on what is learned Conventional teaching has emphasized content. For many years course have been written around textbooks. Teachers have taught through lectures and presentations interspersed with tutorials and learning activities designed to consolidate and rehearse the content. Contemporary settings are now favoring curricula that promote competency and performance. Curricula are starting to emphasize capabilities and to be concerned more with how the information will be used than with what the information is. A. competency and performance-based curricula. The moves to competency and performance-based curricula are well supported and encouraged by emerging instructional technologies (eg. Stephenson, 2001). Such curricula tend to require: · access to a variety of information sources; · access to a variety of information forms and types; · student-centred learning settings based on information access and inquiry; · learning environments centred on problem-centred and inquiry-based activities; · authentic settings and examples; and · teachers as coaches and mentors rather than content experts.[9]

ICTs have impacted on educational practice in education to date in quite small ways but that the impact will grow considerably in years to come and that ICT will become a strong agent for change among many educational practices. Extrapolating current activities and practices, the continued use and development of ICTs within education will have a strong impact on: · **What is learned; · How it is learned; · When and where learning takes place; · Who is learning and who is teaching.** The upshot of all this activity is that we should see marked improvements in many areas of educational endeavour. Learning should become more relevant to stakeholders' needs, learning outcomes should become more deliberate and targeted, and learning opportunities should diversity in what is learned and who is learning.[10]

NMEICT (The National Mission on Education through Information and Communication Technology) is envisaged as a centrally sponsored scheme to leverage the potential of ICT, in teaching and learning process for the benefit of all the learners in Higher Education Institutions in any-time any-where mode. Content generation and connectivity along with provision for access devices for institutions and learners are the major components of the mission.[11]

1. A) So far, nearly 400 universities have been provided 1 Gbps connectivity or have been configured under the scheme and more than 14,000 colleges have also been provided VPN

connectivity. B) A number of other projects have been sanctioned for innovative use of IT/ICT. Some of them are:

2. Creation of e-content for 996 courses in Phase-II in Engineering, Sciences, Technology, Humanities and Management has been undertaken by IIT Madras.

3. Consortium for Educational Communication has been tasked with creation of e-content for 87 undergraduate courses.

4. **UGC** has cleared a proposal to publish e-content for 77 post-graduate courses.

5**. NPTEL** (**National Programme on Technology Enhanced Learning**), a joint initiative of the IITs and IISc provides E-learning through online Web and Video courses in Engineering, Science and Humanities streams aiming to enhance the quality of Engineering education in the country by providing free online courseware.

6. **NKN** (**The National Knowledge Network**) and Connected Digital has launched an initiative to cover 1,000 institutions besides providing digital campuses, video-conference classrooms, wireless hotspots, laptops/desktops to all students of professional/ science courses and Wi-Fi connectivity in hostels. A major development during the year has been the launch of Aakash – the low cost computing tablet on 5th October, 2011. An amount of Rs. 47.72 crore has been released to Indian Institute of Technology, Rajasthan, for the projects pertaining to acquisition and testing of low cost computing devices under the scheme of NMEICT.[12]

7. Using the A-View software developed under the NMEICT, there has been a 14 day teachers' empowerment program conducted for batches of 1,000 teachers at a time by IIT Bombay and are contemplating on a plan to conduct a 2-week long teacher training program for a batch of ten thousand teachers at a time. This program, developed under NMEICT, could become the bedrock for successful implementation of the proposed National Mission on Teachers. IT Adoption, Challenges, Benefits and our offerings to universities.[13]

8. Under the N-List program of INFLIBNET, being run under NMEICT, lakhs of e-books and thousands of high quality paid e-journals have been made available to colleges and universities with a view to inculcating research culture in teachers and students. The model

needs to be scaled up for maximizing the coverage and productive usage of the resources made available.[16]

9. IIT-Bombay has started the program of CDEEP (Centre for Distance Engineering Education Program) as emulated classroom interaction through the use of real time interactive satellite technology.

10. The launch of EDUSAT brought satellite connectivity to large parts of rural India. Indira Gandhi National Open University (IGNOU) is leveraging satellite, television, and Internet technologies to offer online courses.[14]

11. Private sector participation like HP's Technology for Teaching Grant has transformed the ICT infrastructure in institutes like Anna University and Jadavpur University.

12. In 2007, the Distance Education Council (DEC) allowed all allowed all premier institutes in the country to offer online courses. Since then IIM-C, IIM-B, IIM-K, XLRI and other management institutes have started offering courses in association with private players like Hughes, Reliance, NIIT, etc.[15]

13. IIT-Kanpur has developed Brihaspati, an open source e-learning platform.

14. An increasing number of private players like Hughes Global Education, Manipal Education Group, Centum Learning, UEI Global, Shiv Nadar University, etc. are offering online education courses in association with leading Central and State Universities leveraging with good ICT infrastructure.[16]

ICT Trends in Indian Universities

ICT Trends in Indian Universities Technology will play a bigger role in transforming higher education imparted by universities to the next level. The tools help to create a social, highly collaborative and personalized environment with innovative solutions that will enhance the way students learn, communicate & collaborate and study both on and off campus. Some of the exciting Technology trends in Indian Universities are: Digitization of Books (E-Text Books) There is an increased trend towards creation of a digital repository of books to create a digital learning environment for students. The digital version of the books embedded with text, pictures along with video, simulations and visualizations help students learn the concepts in an interactive way.[17]

The National mission on Education through ICT Plans

The National mission on Education through ICT plans to generate new online course content for UG, PG and Doctoral education. Efforts are already underway to prepare course content for 130 courses (UG and PG). ICT Adoption, Challenges, Benefits and our offerings to universities 8 Content Delivery using ICT Higher Education is purely a content driven play where educational content is delivered through innovative use of ICT. There is an increased trend in higher education institutes to render content through Radio, TV and Satellite Open Education Resources Many Indian universities are contemplating Technology enabled free access of education resources. AICTE – Indian National Digital Library in Engineering & Technology (AICTE – INDEST) is a consortium set up by the Ministry of Human Resource to enhance greater access and generate annual savings in access of bibliographic databases. UGC has also launched its Digital Library Consortium to provide access to peer reviewed journals and bibliographic databases covering subjects such as arts, humanities, technology and sciences Virtual Technical University.[18]

CONCLUSION

In the conclusion it is argued that pedagogical issues and organizational and human development aspects must be better linked if ICT is to play a more effective role in teaching and learning in higher education Institutions.

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ACADEMIC AUDIT FOR QUALITY MANAGEMENT IN HIGHER EDUCATION

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ABSTRACT

An academic audit is an integral part of the dynamics of higher education and its regulation in many countries that aspire to achieve excellence and international standing. The fundamental purpose of quality assurance process is to provide the stakeholders with information about the research and education.

Key words: Academic audit, Higher education, Quality assurance, Research

INTRODUCTION

The academic quality management has put in the place an institute wise wide academic quality management framework together evidence based information on the quality of its programme and to encourage a culture of continuous self improvement to self reflection of processes and best practices of programme offices and academic institution through academic audit. Universities and colleges are responsible for managing the academic standard and quality of their awards.

DISCUSSION

The followings six template covers strategic working and planning for the academic audit for the quality management in the higher education.

Programme policy and planning

Academic Institute programme policy and planning support the creation of information for review processes. Academic Institution's mission statement identifies its values, philosophy and vision of what the academic institute is doing and how they align to the strategic vision of mission. These values are also used to guide decisions making about academic standards like knowledge, skills, attitude and achievements expected of students in the subject discipline based on international benchmark and standard and national needs academic institute set clearly what outcome the want for their students, teaching methods to employ to achieve those outcomes and the type of assessment tasks and expectation that will effectively demonstrate the intended outcome.

Academic programme:

Values, knowledge and skills attributes of a beginning teacher have been defined in the pre-service programme outcome framework. It must also be the responsibility of academic institute to ensure that they contribute towards the achievement of these attributes to the extent they contribute to the programme objectives (constructive alignment).

Student support and development:

Here, the academic institute reflects and report on how students experience the courses offered, gaining insight into their academic and personal development. What they like and do not like about various instructional approaches, student-staff interaction, factors that facilitate or hinder learning and the nature of assessments and feedback in fostering their learning.

Learning environment:

The quality of the teaching and learning environment form an important part of the academic audit. It is influenced by the academic environment, physical and social learning resources that facilitate student learning. Learning support resources includes libraries, laboratories and specialist equipments or activities, teaching space, counseling and consultation for students in need of such support.

Academic staff management and developments:

It focuses on the establishment of policies for appointment, appraisal, development and promotions of staff and leadership and how these policies are effectively implemented at the academic institute level to reflect changing circumstances.

This also includes faculty research involvements, their impact through publication, implementation of results and overall improvement of teaching of courses. The report on research also inform the institute on academic institute faculty success in securing funding, team work, impact and standing of faculty and academic institute relative to international peers.

Strategic Alignment and Constitutional Improvements:

Development implementation and results of plans and strategies of the academic institution form an important focus of this section. In a continuous review process, the results and information here are used to shape and strengthen the curricula and strategies of the academic institution to enhance student learning. This includes future plans and recommendations, contributions to community.

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Role o1f Information Communication Technology in Quality Enhancement of Higher Education in India

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Information Communication Technology (ICT) has made rapid progress in recent times. Basically ICT refers to the technological tools that are being used for communication nowadays and which have changed our world to a great extent. At present, the Indian higher education system is the third largest in the world and is likely to become the largest higher education system in the next fifteen years. Being a knowledge economy, the growth of India depends heavily on the development of its education sector. The need of using ICT as a tool to make education student-centric has been on the minds of the policy makers of higher education since the last decade of the twentieth century. The present paper attempts to study the role of Information Communication Technology in quality enhancement of higher education in India.

In spite of having made a lot of progress in the field of higher education in post-independence era, our country is still far behind China and the USA in Gross Enrolment Ratio (G.E.R.). The quality of our higher education is also not always beyond question. During the Eleventh Five Year Plan (2007-2012), India achieved G.E.R. of 17.9%. The world average of G.E.R. is 27%. So India is lagging behind in this regard. The Twelfth Five Year Plan is aiming at an inclusive and qualitative expansion of higher education in India. The government has set a target of enrolment of 35.9 million students in higher education institutions which will lead to G.E.R. of 25.2% by the time the Twelfth Plan ends. For this 1500 more colleges are required. Moreover, just increasing the number of colleges is not enough. The quality of education which will be imparted there has to be improved. To achieve its objectives of increased access, equity and excellence in the field of higher education, the University Grants Commission has recommended a variety of important measures, chief of them being a greater induction of ICT in higher education.

ICT is a technology that enables the capturing, interpreting, storage and transmission of information. Its use in education allows the learner to engage himself actively in the learning process and that's when learning is most effective. So its use in education along with

other traditional teaching methods is highly beneficial and hence, recommended. Sukantha Sarkar observes:

ICT is about the new ways in which people can communicate, inquire, make decisions and solve problems. It is the processes, tools and techniques for:

1. Gathering and identifying information

2. Classifying and organizing

3. Summarizing and synthesizing

4. Analyzing and evaluating

5. Speculating and predicting. (Sarkar, 2012)

Thus it can change the ways in which teachers interact and communicate with students.

ICT includes tools such as radio, television, computers, internet, networked computers, interactive whiteboard, overhead projector, presentation tools such as powerpoint, educational games, laptops, tablets and e-books. The hand held devices like personal digital assistants and mobile phones can also be included in this list. The mobile phones equipped with features such as Bluetooth, internet access, digital camera, video recorder, mp3/mp4 player etc. can be effectively used in classroom teaching. If higher education institutions provide computers with internet facility then pupils can find educational resources themselves. Educational games can heighten the interest of the students. The interactive whiteboard can be controlled by the teacher from his table. The students can also get involved with the whiteboard directly. E-books can provide access to resources outside library to the pupils. The college website can be used as an online forum for the discussion of academic and other serious issues. Overall content delivery in classroom can be made better by using all these tools. The smartphones facilitate sharing class notes, downloading lectures and instant messaging. The new social networking tools and online video repository and delivery websites can also provide impetus to higher education by freeing it from the confines of time and space. The online learning courses such as MOOC and MOODLE have made virtual classroom a reality now. Learners are no more dependent upon long-distance trainers via video-conferencing or correspondence courses anymore. A student from a remote part of India can study at prestigious foreign universities such as Berkeley or Stanford by enrolling

for their online courses provided he has access to ICT. Knowledge is no more a prerogative of the elite and the have's of the society.

The different ICT tools that a teacher can use in his classroom have revolutionized language teaching. According to R.K. Jain, while teaching foreign languages a teacher faces the difficulties of producing particular sounds, rhythm, rhyme, stress and intonation. There are also the problems of customs, habits and traditions of foreign countries. (Jain, 1991) All these problems can be easily solved by using the ICT tools. It is very easy to use drawings, pictures and maps in a classroom with these tools. Often a picture is worth ten thousand words and can effectively be used to teach languages as well as social sciences. There must be a judicious use of these devices combined with inputs from a teacher. ICT can never hope to eliminate teacher from classroom as it will be detrimental to the cause of the students. Creating interest in subject, giving individual attention and clearing doubts has to be done by the teacher even in an ICT enabled hi-tech classroom. Many teachers are more comfortable with traditional teaching methods and don't want to take extra efforts to master the use of ICT tools in teaching. They need to understand that those traditional teaching methods make the learner passive. ICT will make learning interactive. It will empower teachers by improving their range of skills and making them more employable. The idea of computer-aided instruction (CAI) replacing teachers has to be discredited. These aids have to be the supplementary material for a teacher.

In 1950 there were about 700 colleges and 16 universities in India. Now it is estimated that more than 20 million pupils learn in over 600 universities and 33000 colleges in India. As the country's population was under control in the past, higher education was within everyone's reach. But rising population and limited number of seats in the field of higher education has made the situation grim and challenging. Those who do not succeed in getting admissions due to high cut-off percentages or any other reason can be accommodated in the distance learning courses. This will help to channelize the energies of these youngsters in the right direction. While commenting on higher education's role in harnessing India's demographic dividend, Sharad Jaipuria writes:

By 2030, India will be amongst the youngest nations in the world. With nearly 140 million people in the college-going age group, one in every four graduates in the world will be a product of the Indian education system. (Jaipuria, 2015)

ICT has a great potential of developing the immense human resources our country has. The IGNOU and other open universities can cater to the increased demand for higher education effectively by using ICT. Those who are unable to attend colleges due to their professions, poor health, family responsibilities or some other demand on their time can take benefit of such courses.

To fulfill the potential of the use of ICT in higher education, our country needs to address certain issues. First of all, there is a big gap in the demand-supply scenario in this field. We are a developing country with poor power and telecommunication facilities. The infrastructure in our country is insufficient to meet the growing demand for higher education. The present intake capacity has to be more than doubled by 2022. Some other areas of concern are – scarcity of well-trained faculties, ill-equipped libraries and laboratories and outdated curricula. There is a wide disparity in G.E.R. across states, urban and rural regions, gender and communities, which needs to be bridged. There are geographical, socio-economic and cultural barriers as well. S.Y. McGorry comments that the issues of less number of teachers, poor quality of education, time and distance barriers can be overcome by the use of ICT. (McGorry, 2002) Thus our government needs to overcome the challenges of inadequate technology access and its affordability. The true potential of ICT's use in higher education can be fulfilled only if computer and internet is made available in every nook and corner of our country.

To conclude, it can be said that the integration of ICT with teaching and learning in higher education has become indispensable today. Higher education is at the apex of education system of any country and largely influences its quality of education. Technology enabled quality education is the need of this hour. There is an urgent need of improving educational technology as well as convincing the stakeholders in higher education to be ready to use it in order to enhance the quality of our education. Teachers need to take the responsibility of encouraging students for using the ICT tools and guiding them to use it meaningfully. They have to change the perception and attitude of students towards ICT to bridge the wide gap between the learners and themselves. We must get rid of the lack of people-readiness and low technology in the field of higher education. If we solve these issues, nothing can prevent India's becoming a 'Knowledge Superpower' in future.

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Quality Sustenance Initiatives in Higher Education: An Overview

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There is a common saying which says, "the king's respect is limited to his own kingdom whereas a learned man is respected everywhere" (Swadeshpujyate Raja, VidvamSarvatraPujyata). In the modern age of civilization Swami Vivekananda too is of the view that a national cannot progress without proportionate growth in education of a persons. According to him, a society cannot be transformed into a strong nation without moral and cultural values only through education of the society. In his own words, "Education can unlock all doors for a progress, education is not a commodity and should not be treated as one." (George,web)

Era of Liberalization:

There is a paradigm shift within the given environment of economic liberalization, globalization and privatization that were introduced from the year 1991 in India. In this context, globalization may be defined as the interdependence and interconnectedness of the modern world through an increase in the flow of goods, services, information and capital both human and physical. In the words of Deepak Nayyar globalization is "simply as the expansion of economic activities across political boundaries of the nation." More important perhaps, it refers to a process of increasing economic integration and growing economic inter-dependence between countries in the world economy. Liberalization has led to mushrooming of private institutions of higher education with multiple vocational courses of suspicious quality. The task of education was side-lined by profit and quick profit making companies.

Need for Quality:

Quality may be defined in terms of excellence, perfection, standards and value for money, competencies for work, consistency and relevance. On the quality of education, a policy perspective (1985) entitled 'Challenges of Education', it is said that,"A quality-conscious system could produce people who have the attributes of functional and social relevance, mental ability and physical dexterity, efficacy and reliability, and exercise initiative and make innovation and experimentation with new situations." (George, web)

Quality therefore defines the goals and purposes of education. Quality impacts the content of higher education, its processes, its output or product, as it seeks to develop human resources with required skills, excellent in performance and capable of delivering the goods as a unit of the work force. The quality of knowledge in a society depends upon the quality of education it provides. Quality makes the knowledge relevant in individual and social needs. Quality makes education socially and individually relevant, but if the quality of education is not assured then the education, which is advocated as a solution to social problems, may itself become a problem. Quality education thus is required today, to enable persons, societies and nations to acquire the skills and competencies required for living meaningfully in a competitive, global world. The World Conference on Higher Education (UNESCO 1998) had rightly stated that each higher education institution should define its mission to provide access to quality education the basis of human rights and democracy.

Steps to Sustain Quality:

Once we are convinced of the importance and the role of knowledge or education can play in the development of any society, society at large should attempt to answer the following questions. How good do we want to be? Who is doing is best? How do they do it? How can we adapt what they do in other countries? How can we be better than the best? How well are we doing as compared to others? To build a culture of excellence and full potential therefore all those agencies involved directly or indirectly in higher education should commit ourselves to a paradigm shift in favour of excellence through internal, self-initiated, logically planned and morally rooted committed decisions.

Following are the steps suggested from the perspective of Management, Teachers, Students and society at large for quality enhancement and substance in higher education.

1. Effective Leadership:

Mahatma Gandhi once said, "We must be the change we wish to see in the world."The development of quality education first and foremost will depend upon the quality academic leadership provided within an institution. It is the quality of leadership determines the quality of an organization. Accordingly the leadership therefore must create an environment, which encourages performance of every one. Educational institutions should promote a transformative leadership who is capable of translating intentions into actions and actions into quality. Visionary leadership adopts and institutes an effective 'leadership system' for an education organization. The visionary leadership system means how a leadership is exercised, formally and informally, throughout the organization and what are the basis for and the way the key decisions are made, communicated and carried out. "It includes structure and mechanisms for decision making, selection and development of senior leaders, administrators, department heads and faculty leaders, and reinforcement of values, directions and performance expectations."

According to the Baldrige Education Criteria for Performance Excellence in Higher Education, the leadership system should perform the following:

- A visionary leader should "set directions and create a student-focused, learning-oriented climate; set clear and visible values; and high expectations;
- ensure the creation of strategies, systems and methods for achieving excellence, stimulating innovation and building knowledge and capabilities;
- inspire and motivate entire workforce and encourage all faculty and staff to contribute, to develop and learn to be innovative and to be creative;
- be responsible to all stakeholders for the ethics, vision, actions and performance of education organizations;
- serve as role model through organization's senior leaders ethical behavior and their personal involvement in planning, communications, coaching, development future leaders, review of organizational performance, and faculty and staff recognition;
- build loyalties and teamwork based on the organization's values and the pursuit of shared goals;
- encourage and support initiative and appropriate risk taking;
- avoid chains of command that require long decision plans;

- respect the capabilities and requirements of faculty and staff and other stakeholders;

- see high expectations for performance and performances improvement."

2. Developing a Quality Culture:

There is a need to develop a habitual quality culture in our institutions. This will require mental infrastructure more than physical infrastructure, because quality depends upon our sincerity to purpose, our vision and conviction to do our duties. In this process the strong areas in the institution such as teaching, research or innovation, etc., should be identified to boost further development. It should become a motivation for further improvement. For this the necessary strategy should be employed to put extra effort and resources, into areas needing improvement and those having potential for growth. It means number of goals need to be reorganized in the light of present and future challenges. Hence new targets will have to be set up for the future and new work plans will have to be drawn up keeping these targets in mind so that sustenance of quality could be maintained to move with quality achievement.

3. Establishing Monitoring Systems:

A system needs to be established to monitor the activities, functioning and achievements of the institution in a continuous manner. Monitoring should be a regular activity and based on acceptance by all stakeholders namely Management, the Principal, the teachers, the students, the non-academic staff and parents Indeed it should involve the entire institution as one. It will be more effective if it has a participatory nature wherein all are working towards quality assurance and sustenance participation in monitoring the entire system.

4. Teaching Faculty:

It is said that the destiny of India is dependent upon the talent, skills hard work, commitment, foresight, patriotism, missionary zeal, quest for knowledge of the teachers. And "We the Teachers of World" can shape the destiny of our country and the world. No educational institution thus can maintain and sustain the quality if the teaching faculty does not believe in the importance of quality in higher education. Teachers should be convinced intensely within them that teaching is not a profession or occupation rather a distinctive mission. Like William Lyon (1970) every teacher should say that "In my mind, teaching is

not merely a life work, a profession, an occupation or a struggle, but a passion. I love to teach as a painter loves to paint, as a musician loves to play, as a singer loves to sing, and as a strong man rejoices to run a race". Unfolding the same line of thinking Rabindranath Tagore said, "A teacher cannot teach unless he is teaching himself. A lamp cannot burn another lamp unless it continues itself to burn." One has to acknowledge about the fact that teacher's role is highly sophisticated professional mission which requires adequate know-how with regard to all programmes of social engineering. It is imperative therefore the teachers have to play a vital, active and decisive role in fostering universal education and promoting and developing the values and vision in the society.

5. Accountability:

This requires accountability among teachers. What is accountability in the educational institutions? In very ordinary terms, "it means being punctual, taking all lectures and tutorials, teaching well, reading the latest books and journals, sharing knowledge freely, kindling the interest of the students in the subject completing the portion on time, helping students to learn, evaluating student answer scripts fairly and returning them on time. Accountability also means being approachable and helpful to one's stakeholders. It does not prevent one from being firm with then when required." (Kirpal,2006)

Accountability also means willingness to accept moral obligations and continually strive to improve the quality of the educational situation in the institution. One cannot expect the government to enforce accountability from the teachers rather it must be based on a system that confronts teachers more directly with their successes and failures. In other words, quality assurance can come through teaches who are willing to accept their responsibility to their students, to their institution, to society and to their mission. This will require dedicated staff, committed to quality assurance. For this teachers in higher education institutions must come from the best brains in the society. Only teachers with high intellectual capacities, self-confidence and good communication skills alone should be taken to ensure quality.

6. Training:

In this given situation it is not possible to achieve quality higher education without sufficient training process. In no other profession today, are professionals expected to perform without training. In no profession a professional is demanded without having

sufficient professionalism. But in higher education most teaches simply go through their profession without any training in teaching-learning-evaluation techniques. This may not be the case with primary and secondary education in India. But in higher education teachers are called to render high level of quality output in education without proper training. As a result they are unable to give their best in the classroom. Therefore according to VineyKirpal "a rigorous, highly practical three or four week training for every teacher would generate tremendous confidence in them, especially the beginner, and make them more effective in contributing to the quality of education… This training should focus on subject-specific training as well as technique and the use of audio-visual aids, the latest learner-centric teaching methods facility in the use of English, training in etiquette, good grooming and social behavior since our students have begun to expect it of us teachers." (2006)

He also advocates to step up partnership with retired teaches of the educational institutions of higher learning and with the educationalist and industrialist parents of the students. In his words "retired teachers renowned for their teaching can be actively involved as volunteers in sharing best teaching practices with their younger colleagues and mentoring them into excellence. Parents are another very rich volunteer resource to be involved in sharing practical, industrial knowledge or knowledge of behavioural skills to students on a regular basis."(Kirpal, 2006)

Teaches in their pursuit to quality higher education should not forget basics of student teacher relationship. In their attempt to provide quality education students in general should feel a sense of confidence in their teachers. There must exist, a subtle fear of authority to stop such discussions from degenerating into indiscipline. In this sense the teacher becomes a counsellor, guide and a friend. Dr.SarvapalliRadhakrishnan thus said, "Help the students to think rightly, make them feel nobly, let them do rightly, above all let them possess the spirit of compassion, universal love and brotherhood so that we can life together in a global village as brothers and sisters".(Sinha, 2006)

7. **Students:**

Steps to quality enhancement in higher education, student's commitment and their outlook towards higher education play an important role in determining the quality of education provided in our country. And in any system of higher education, students are the primary stakeholders and they have right to receive quality education. Any educational

experiment is meaningless without proper participation and quality improvement of students. Therefore it is said that the best way to measure quality education provided by us is the performance of students in the process of learning and after learning. Now let us see various steps should be undertaken so that students may be helped to attain quality education.

8. Process of Learning:

Effective learning involves actually doing the activity that in turn, aids knowledge acquisition and understating. All learning has five levels – An increase in knowledge, Memorizing, Acquisition of procedures, Abstraction of meaning, and Understanding. When the teaching and learning outcomes focus on the first three levels, it is called a surface approach to learning. When they focus on the last two levels, it is called a deep approach to learning.In a recent report brought out by International Commission on Education for TwentyFirst Century titled: "Learning: the Treasure Within", the Commission has identified four pillars of learning, learning to know, learning to do, learning to live together, and learning to be. (Paul, M.C:1996)So the learning may be defined as an element that raise and transforms the consciousness of a person while leading him from darkness to light or enlightenment. This process of learning may be facilitated according M.C. Paul by "instilling the following capabilities in an efficient, effective and excellent manner:

- to think logically, analytically, critically and laterally;
- to make a healthy and honorable living, employing learning/occupational skills and work experience;
- to realize one's potential for self-development in terms of physical, emotional, intellectual, aesthetic and moral attainment through education and experience; and
- to acquire a discriminatory capability to appreciate, imbibe and balance emerging values concerning areas of sustainability, ecosystems, development with equity and civility, harmony and cultural pluralism."(Paul, M.C:1996)

Speaking about the process of learning a Tamil grammar of the 14th Century compares a good student with a cow. The cow as it comes across a rich pasture never misses the opportunity to graze as much as possible and then at leisure time it starts chewing the cud. Likewise, the superior kind of student never fails to spot the opportunity of gathering as much

information and knowledge as they can from the learning sources and then assimilates everything that they have learned. One important difference between our conventional education and learning centred education is that in the latter the learners learn what they would like to learn and not what the teacher wants them to learn. Therefore the students learn better as they are learning what they desire.In this cow method of learning according to S. Muthukumaran "the learner is taught what to learn and how to learn, he becomes a lifelong learner. A person who is helped to climb a coconut tree will require someone to help him climb another coconut tree. But a person who is taught how to climb a tree will climb any tree anytime without assistance from others. Therefore a learner who underwent learner oriented education is fully equipped to face newer challenges; hence he is likely to highly successful in his life." (Vol.43, No.13)

9. Education for Employability:

As a result of quantitative expansion in higher education Institutions, the educational institutions in India generating number of students every year. However, the economic situation of our country is not in a position to generation employment opportunities to absorb the graduates passing out from the educational institutions. This is leading to increase in educated unemployed and underemployment. Therefore a multi-pronged strategy is needed to make education more attractive and simultaneously create employment potential.

Dr. APJ Abdul Kalam has proposed steps to meet this challenge. "Firstly, the educational system should highlight the importance of entrepreneurship and prepare the students to get oriented towards setting up of the enterprises… The youth should be imparted the spirit and confidence that "We Can do it". Secondly, the banking system should provide venture capital right from every village level to the prospective entrepreneurs… Thirdly, the capacity to identify marketable products and methods of enhancement of purchase poser among the people has to be built as part of education."(Thayagarajan: vol 43)

With the advancement of modern technology and market economy the need for mobilizing an enlightened work-force has become more important especially in commercial, managerial and technical activities in many countries. Accordingly, academic activity in these areas is governed by the criterion of employability. After assessing this trend long before Swami Vivekananda said, "Education is not the amount of information that is put in

your mind and runs riot there undigested all your life. The use of higher education is to find out how to solve the problems of life" (George,web)

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Innovation and Quality in Higher Education Institutions

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Introduction:

The Process of liberalization and globalization has brought radical transformation in Indian education system. In this context the educational institutions have started process of resource planning and restructuring for maintaining the qualitative service to society. The society's expectations of universities and colleges have multiplied. All countries around the world aspire to have world class universities so as to achieve a competitive edge over other countries in the region. The requirements of industry from education have increased. Thus the educational institutes should locate the requirements of achieving quality structure and enhancements in higher education. Amidst huge quantitative expansion in the number of colleges and enrolment of students, monitoring of overall teaching learning system on regular basis is required for evaluation up gradation and sustenance of desired quality standards in each and every college. As quality of higher education is directly linked with the development of country and hence its significant and needs special attentions.

Higher Education in India:

India has the distinction of being the second largest education system in the world next to china. The phenomenal growth in the number of educational institutions as well as students which occurred during the last three decades resulted in deterioration of quality of higher education. The higher education system suffers from lack of capacity as well as from lack of quality. The main worry in case of any fast expansion is depletion in quality, education sector is no exception. There is a certainly a growing demand for higher education but quality should not be compromise with the expansion requirement of higher education.

The prospects and development in the higher education sector in India needs a critical examination in rapidly globalizing world.

Higher education system in India has been expanded remarkably after independence. There are 20 universities and 500 colleges at the time of independence, at present there are 519 universities and 25951 colleges in India apart from the general education there is steep rise in professional educational institutes in the form of Engineering colleges, polytechnics, etc. all these higher educational institutions contribute considerably to rapid accumulation of specialized human capital. Globalization has multidimensional impact on higher education. It has increased the need for reforms in higher education with the particular reference to information technology and more emphasis on its research and developmental activities.

Management of quality in education enables the student to keep pace with the challenges offered by life. Quality institutions are those which widely use the most appropriate and best practices. Quality has to build in to system slowly and steadily. Quality enhancement in higher education is deliberately process of change that leads to the overall improvement of all stakeholders. Quality enhancement is an inclusive concept and a collective enterprise. It involves everyone who teaches, supports and guides the students and managers and administrators of higher education institution. The main focus of the institutes should be on the policies and practices to enhance the quality of students learning. It will also examine all institutions ability to manage the standards of academic awards and the quality of the learning opportunities it provides for its students.

The unplanned growth of higher education coupled with lack of resources affects the quality of education. The rapid growth of higher education over the years has sometimes resulted in dilution of its quality and standard which in turn has affected the quality of man power produced Quality impact and reference are the important criteria by which society measures university performance. Improving the quality of higher education has therefore, become a primary concern of the countries the world over. In order to compete in the global market it is necessary to bring about qualitative improvement in the system of our higher education.

The GOI initiated a planned development of higher education in the country with the establishment of University Grants Commission (UGC) in 1953.the UGC provides grants under both plan non-plan schemes to the educational institutions. In addition grants are also

provided to maintain and improve the standards in the educational institutions through various programmes and schemes introduced during the plan period UGC has made a number of efforts to improve the quality of higher education.

Innovation:

Innovation is a characteristic of communities that brings them in the forefront of technological advancements with economic gain resulting into better quality of life. Innovation is a successful implementation of creative ideas in specific context having impact on economy and society. Innovation inputs included fiscal policy education and innovation environment. Innovation outputs included technological performance such as patents technology transfer and other R&D results. Educational innovation is basic that prepares ground for technology and business innovations.

Quality:

Quality is complex phenomenon based on perception by individual with different perspective on product and services. According to oxford dictionary quality means degree of excellence. The quality of any product can be quantified measured and compared with other product. But it is difficult to measure the quality of education as it is a service. The British Standard Institution defines quality as "totality of features and characteristics of a product or service that bear upon its ability to satisfy the stated or implied needs". It emphasis that quality of input such as students, faculty member, infrastructure, learning activities, extracurricular activities and the quality of output in terms of student and graduates. In the era of global competitiveness, it is utmost important that Indian products of Universities should be as competent as products of other countries. Unless the quality of our Higher educational institutions is enhance through innovation and creativity it would difficult for Indian students to compete globally. In order to survive in the competition the Universities and Colleges shall have to focus attentions on quality education.

Assessment of Quality:

Quality gaps are evidently increasing in Higher education both in terms of academic standards and as well as educational facilities. The availability of qualified staff, reference books, research culture, efficient administration system and good students support systems are still wanting in Indian Higher education systems. The UGC undertook many steps and

introduce many programs for building a system of accountability and assurance of quality. UGC introduced faculty improvement programme, university leadership programme, academic staff colleges etc for improvement in quality of higher education in India. UGC also formed an autonomous body namely National Assessment and Accreditation Council (NAAC) to rank the quality education imparted by the institutions on easily identifiable scales.

Quality assurance mechanism requires an integrated approach of all the aspects of educational activities of the institution. It include mission and objective of the institution, faculty strengths, input output level of student, infrastructure evaluation, curricular teaching learning process, feedback system, cultural and social activities etc.

Conclusion:

Higher education system in India has been expanded remarkably after independence. The unplanned growth of higher education coupled with lack of resources affects the quality of education. In order to compete in global market it is necessary to bring about qualitative improvement in the system of our higher education. The UGC undertook many steps and introduced many programmes for building a system of accountability and assurance of quality.

Suggestions:

1. A national policy on restructuring of academic courses modern teaching learning methods and curricular design may be adopted to prepare the education system to face the academic challenges of globalization.

2. The teachers should motivate the student for culmination of creativity and innovations among them they need to use innovative teaching method to promote interactive learning and to sustain student interest by power point presentations, creation of web sites, field visit, exhibitions, etc.

3. Quality faculty is important to maintain high standards of university. The faculty should equip themselves with the required knowledge and technical skills to cater the demand of the market.

4. Up gradation of traditional courses and introduction of new courses should done after ascertaining the real need in the society.

5. Industry-institute linkage should be establish and made effective for proper training of the students of the professional courses.

6. Administrators of higher education should create academic culture and climate promoting educational and managerial values and positive attitude. They should promote team approach in the institute for creativity innovation and change.

7. It is necessary to strengthen the core competency of the institute that is teaching–learning, library resources, human resource development, research, community development, etc.

8. For improving the quality of higher education teachers doing research work be given some special incentives and encouragement to develop research activities in the institutions.

9. Attempt must be made to establish vocational institution. The student must be encouraged to take up vocational courses. In addition to placement centers should be set up for the benefits of the students.

10. Financial support should be given to the academic institutions from both the central and state government.

11. Use of information and communication technologies and techniques in classrooms, laboratories and other areas of functions of the institutes. It is helpful for the improvement of quality in higher education.

12. Educational institutes should establish benchmarks and performance standards for planning implementation assessment and continuous improvement.

13. They should introduce academic audit system which is product as well as process oriented and quantitative as well as qualitative.

14. Students should involve in all process relating to quality assurance and enhancement. Student representative could also be included an appropriate institutional bodies including policy committees and departmental committees.

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The Importance of Academic Audit in Indian Higher Education

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"Quality is never an accident. It is always the result of high intention, sincere efforts, intelligent direction, and skilful education; it represents the wise choice of many alternatives."

-Willa A. Foster

With the beginning of new millennium, there is an unparalleled demand for innumerable modifications in the field of higher education, as well as an increased awareness of its importance for the developments in all the directions. Higher education includes all types of studies and research at the UG, PG and further level, provided by universities and other educational organizations which are approved government higher education institutes. Today we witness undergoing vast research work in the field of higher education due to large financial support of government funding agencies, but as a matter of fact, India is facing multitude of interconnected problems in the system of higher education. Higher education has many deficiencies. Today higher education system in India is pouring thousands of graduates and post graduates youth who are unemployable though there is shortage of manpower in various government and private sectors. The standard of academic research is below quality and declining.

There is a long list of problems in Indian higher education. There is unwieldy affiliated system, inflexible academic structure, uneven capacity across various subjects, eroding autonomy of academic institutions, low level of public funding and lot many. Quality research is one of the major issues in this area. In India, higher education institutes should play major role in research as all well qualified academicians are contributing there and are being well paid by the government. But

unfortunately the maximum research work resulting out of higher education institutes is found to be very ordinary and lack of quality. On this background, the **NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL (NAAC)** which is an autonomous body established by the University Grants Commission (UGC) of India to assess and accredit institutions of higher education in the country has decided to bring a drastic change in the field of higher education and expects a good quality research in all the higher education institutes in all over India. It is an outcome of the recommendations of the National Policy in Education (1986) which laid special emphasis on upholding the quality of higher education in India. Assessment and Accreditation is broadly used for understanding the "Quality Status" of an institution. In the context of Higher Education, the accreditation status indicates that the particular Higher Educational Institutions (HEI) – a College, a University, or any other recognised Unit therein, meets the standards of quality as set by the Accreditation Agency, in terms of its performance, related to the educational processes and outcomes, covering the curriculum, teaching-learning, evaluation, faculty, research, infrastructure, learning resources, organisation, governance, financial well being and student services.

In the list above, research plays a pivotal role. To shoulder the responsibility of creating a good and quality work, NAAC has recommended academic audit which is an urgent need of the hour. Self-evaluation by institutions can help improve the quality of the teaching-learning process as well as research. The Academic Audit is a faculty-driven model of ongoing self-reflection, collaboration, team work and peer feedback. It is based on structured conversations among faculty, stakeholders and peer reviewers all focused on a common goal: to improve quality processes in teaching and learning and thus enhance student success.

It is estimated that the national gross enrolment ratio (GER) in higher education in India is around 19 per cent of which around 5 per cent is in technical education. Again, according to an estimate, at least 25 million students every year are eligible for higher education (after schools). The issue is: are there enough higher education institutes to absorb these 25 million students? The challenge is also to provide quality education, which implies that all the students who qualify should be employable. This is dependent primarily on three stakeholders — students, faculty

members and the industry. The industry very rarely takes an interest in providing quality education through guest lectures or visiting faculty, but loves to criticise and say that the quality of teaching is bad or the contents are outdated.

The objective of students is to get a good academic record while the faculty aims to get a good feedback. Students believe that the institution is a mere place for getting a certificate. In many cases, they believe that the certificate is a passport for getting employed and is obtainable as soon as the fees are paid.

All the information that is required is available on the Internet and can be easily digested by reading casually before the exams. They also believe conveniently what they hear from the industry personnel that the syllabus is outdated and the gap between what is taught and what is actually practised is huge.

Quality of learning

One of the tools available to measure the adequacy of this academic input is 'Academic Audit'. The academic audit provides an opportunity for a regular strategic overview of a college's teaching-learning process and research work of the faculty. It is the process by which the authorities assure themselves of the quality of the learning process and research. The academic audit is normally carried out once in five years. It has four distinct features: It is college-based and is normally reviewed independently, it is based on a process of self-evaluation carried out by the college itself, the use of an external evaluator helps in objectivity, and the audit evaluates the full range of college activities so as to ensure a balanced recommendation by the audit panel.

An audit takes into account the following:

Whether the research activities and programmes being implemented have been authorised by the concerned authorities (in the case of a university set-up — have the programmes been approved by the university, UGC, academic council, the board of management, and so on). Whether the research activities and programmes are being conducted in a manner geared to accomplish the objectives intended by the authorities. Whether the research activities and programmes are efficiently and effectively serving the purpose intended by the authorities. Whether the research activities and programmes being conducted and funds expended in compliance with

the applicable laws. Are adequate operating, administrative procedures and practices, systems, etc. in place? Are the needs of the various stakeholders such as students, parents, employers, statutory authorities, society and the top management or the trustees satisfied?

The advantages of an academic audit are manifold. Some of these are given below:

For students: It helps the students for quality aspects and for the success of a student's career in the field of research.

For teachers: It helps in inculcating the spirit of research, boosting up their profile and contributing in vast research area which is an ultimate demand of government from higher education.

For the society: It ensures the need of research work in each and every field of life.

Challenges

Discussions with persons in higher educational institutions reveal that it is a herculean task to get the quality research outcome from the teachers. In the present situation, the teachers are involved in much academic and non-academic work. There are innumerable committees in the institute where every teacher has to work which is mainly non-academic work. His/her maximum time in the institute runs without noteworthy research contribution. Many times it is also observed that after the research project submission towards the UGC/funding agency through proper channel, when the research project is sanctioned by the funding agency, a good amount of 'cut' has to be diverted to the Management or the Principal. The higher education institute should have an adequate infrastructure to do the research work. The teacher should get leaves to undergo the research work if needed. In needed, then the teacher should get the aid of CHB teacher to do his research work without stress. The dissatisfaction on the part of teacher can perhaps be reduced by allowing him/her to work without tension.

This paper is an attempt to highlight the importance of academic audit which is an integral part of Higher Education institutes for quality enhancement. Academic

audit plays a vital role in providing the information about the quality and standard of academic work including Teaching and Learning, Research, Consultancy, Knowledge transfer, Community engagement and keeping their efforts in line with an institute's Mission and Vision. Academic audit also helps in measuring the adequacy of academic input as well as provides an opportunity for a regular strategic overview of an institute's key deliverables. The system should be developed to judge the scientific performance of the researcher. Auditing academic and research institutions should become a common practice like in the UK, the Netherlands and Germany. The process should be periodic and the auditing committees consist of members of the academic community (in particular those who are generally recognized by the relevant community as being renown experts in their fields of investigation) who are *external* to the institutions being audited. There are substantial reasons to do academic auditing as far as the life of an academic institution is concerned. To assess the overall academic works done by academicians and supporting units so that the objectives of the institution upon which its programs are established are met for positive continuous existence. Public institutions are directly funded by governments and their effectiveness are necessary for continued financial funds which is guaranteed by auditing. Besides one of the most important assets institutions display to attract students is whether they are accredited or not, which validates their degree upon graduation. This process of accreditation also requires auditing of all academic and non academic supporting units for efficiency and for standards.

The academic strength of the faculty, the professionalism, ethical behaviors of the administration and supporting staff and the well equipped state of the art infrastructure to conduct teaching and research for contemporary society are main things to be audited. Lastly, it is the joint responsibility on the shoulder of all the stakeholders involved in the field of higher education to bring academic audit into regular practice to lead the path of excellence.

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Traditional, the Computer Assisted and the Hybrid Learning Method in Higher Education: Learners' Immediate recall a measure to find difference

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Abstract:

This paper examined the difference between three techniques of teaching-learning the first being the traditional, computer assisted and the hybrid (combination of traditional and computer assisted) learning method for which immediate recall of the taught material was taken and performance of the subject was scored. The means and standard deviation of scores were calculated for computing 't' value. The 't' value indicated no significant difference between traditional and computer assisted method, but significant difference in learning was seen among computer assisted and hybrid method, and traditional and hybrid method. The hybrid teaching technique lead to better recall of material as compared to computer assisted and traditional teaching-learning method.

Key Words: Traditional method, computer assisted method, hybrid method of teaching learning.

Introduction

In recent years, with the continuous development of Information and Communication Technology (ICT), blended instruction emerges as probably the most prominent instruction method in education, especially in Higher Education. The pedagogy of a blended learning environment is "based on the assumption that there are inherent benefits in face-to-face interaction as well as the understanding that there are advantages to using on-line methods" (Clark and James, 2005). Blended learning is a mix of the traditional face-to-face and the computer assisted learning so that instruction occurs both in oral instruction and visual mode. It is essential to point out that the computer assisted component becomes a natural extension of the traditional classroom learning (Falconer and Littlejohn 2007). It has been

acknowledged that blended instruction, is an emerging trend and it is trying to give students the advantages of each method (Dziuban, Hartman and Moskal 2004; Garnham and Kaleta,2002).

Review of Literature

Traditional learning is a method of using the conventional means which is largely face to face to deliver instructional materials through the use of classrooms to learners. The method entails the physical presence of students in the class for learning to take place. The assessment and evaluation of students are done using the same method. Traditional classroom teaching has long favoured didactic and often spontaneous, oral instruction rather than guided independent study (Guiton 1992). Besides conveying the knowledge to the students, traditional learning has a cultural effect as people interact and learn from one another (Bersin, 2004 in Suo and Shi, 2008). In the process students have opportunity to communicate with the instructor and other students thus forming strong relationships (Kim, 2007). However, the rapid growth of ICT has challenged the teachers' way of thinking and changed the educational landscape globally. As a result the recent decades have seen rapid and radical changes in the educational environment (Bell, 1973; Masuda, 1982). It is now widely accepted that the new method (ICT) is the best way to obtain attention of the new generation of students and make them interested in subjects. The ICT method also helps the students get actively involved through hands -on activities rather than teaching them by traditional method. The role of teacher has changed now. According to the new role, a teacher is now treated as an advisor, manager and facilitator of learning and also as a developer of skills.

There are at least two fundamental reasons that justify the use of ICT. The first is that university education has a responsibility to ensure the future graduates. The second reason is that ICT may contribute to more and better learning; i.e., they may improve the effectiveness of university education (Francesc, 2005).It is widespread belief that use of ICT in teaching can empower teachers and learners, transforming teaching and learning processes from being highly teacher dominated to student-centered, and that this transformation results in increased learning for students. On the other side (Nickerson, 1995) pointed out that technology does not promote understanding in and of itself, it is a tool that can help students view learning as a constructive process and use simulations to draw students' attention. It provides a supportive environment that is rich in resources, aids exploration, creates an atmosphere in

which ideas can be expressed freely, and provides encouragement when students make an effort to understand (DelMas, Garfield, and Chance, 1999).

The traditional environment in which Face To Face instruction takes place, no matter how intensively technology is used, has some major restrictions. Some of these restrictions are the limited one-to-one teacher-student interaction, the delayed feedback that is given to the students and the limitations in visual aids and materials that the instructor can use in the class session (Wong,2006). Blended learning goes beyond barriers of time, location, and culture and has created many enhanced opportunities for learners and instructors. In other words, blended learning endeavors to purposefully and seamlessly integrate online and traditional learning in order to create a distinct, new approach with its own merits (Allen, Seaman and Garrett,2007 & Picciano2006). Therefore, blended learning represents a new educational paradigm

Objective:

The present experimental study aims to determine difference in three different techniques of teaching on the immediate recall of the lesson taught to final year graduate students of arts and social sciences.

Hypotheses:

H1: There is significant difference between traditional teaching method and computer assisted method.

H2: There is significant difference between computer assisted method and Hybrid teaching method.

H3: There is significant difference between traditional teaching method and Hybrid teaching method.

Method

Sample

It consists of 30 female BA final year students of Vasantrao Naik Govt. Institute of Arts and Social Sciences, Nagpur. Their age ranged from 20-22 years.

Procedure:

Three groups each consisting of ten female students were assigned randomly first group was taught through traditional lecture style, second group was trained through computer assistance (video) and third group was taught by the hybrid which was the blend of traditional and computer assisted method after the training plain papers were given and subjects were asked to write whatever they had been taught this immediate recall was scored.

Results and Discussion

The mean and standard deviation scores obtained by the traditional lecture method group and the computer assisted method group with their't' value are given in Table 1. From the table it can be seen that there is no significant difference between performance score obtained by traditional lecture method and teaching through computer assisted method, so hypothesis number one is rejected.

Table1. Means, standard deviations and 't' value of students' performance

	Instruction Method	N	Mean	S D	t value
Performance	Traditional	10	4.8	1.09	
	Computer-assisted	10	5	1.58	0.23

*p<0.05;**p<0.01

The mean and standard deviation scores obtained by the computer assisted method group and the hybrid method group with their't' value is given in Table 2. From the table it can be seen that there is significant difference between marks obtained by computer assisted method and teaching through Hybrid method, so hypothesis number two is accepted. The mean score of hybrid method is more as compared to computer assisted method (t=2.39, p<0.05).

Table 2 . Means, standard deviations and 't' value of students' performance

	Instruction Method	N	Mean	S D	t value
Performance	Computer-assisted	10	5	1.58	
	Hybrid	10	7	1.00	2.39*

*p<0.05;**p<0.01

The mean and standard deviation scores obtained by the Hybrid method group and the traditional method group with their 't' value is given in Table 3. From the table it can be seen that there is significant difference between marks obtained by Hybrid method and traditional teaching method, so hypothesis number three is accepted. The mean score of hybrid method is more as compared to traditional lecture method (t=3.03, *p<0.01*).

Table 3.

	Instruction Method	N	Mean	S D	t value
Performance	Hybrid	10	7.0	1.00	
	Traditional	10	4.8	1.09	3.03**

*p<0.05;**p<0.01

Means, standard deviations and 't' value of students' performance

Conclusion:

This research represents a small attempt to measure and compare student performance in three different styles of teaching i.e. traditional lecture method, computer assisted method and third a blended technique of first and second method referred to as hybrid. Findings emanating from the study indicated that students who attended hybrid style of instruction had significantly higher performances scores than those who attended traditional and computer assisted method. In light of the above, it could be argued that modern teaching methods, strategies and tools should adopt and integrate ICT on the premise that the latter are adapted to each student population's interests, abilities and ambitions. Individual differences should always be taken into account while student-teacher interaction needs to be encouraged in all cases. By doing so, the learning process becomes more effective and interesting while students will be able to broaden their knowledge, develop key skills and competencies to remain competitive in the market place as well as meet industry demands for well trained, creative and productive employees.

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Need of Academic Audit for the Quality management in Higher Education Institutions

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In academia, an **audit** is an educational term for the completion of a course of study for which no assessment of the performance of the student is made nor grade awarded. Some institutions may record a grade of "audit" to those who have elected not to receive a letter grade for a course in which they are typically awarded.

In this case, 'audit' indicates that the individual merely has received teaching, rather than being evaluated as having achieved a given standard of knowledge of the subject. The term 'audit' is Latin, translating as, 'he heard'. In other words, the student has experienced the course, but has not been assessed.

Some students audit a class merely for enjoyment, including purposes of self-enrichment and academic exploration, with no need or desire of academic credit. Sometimes this technique is employed by individuals who wish to take a specific course without the risk of under-performance resulting in a poor or failing grade. This may be helpful when reviewing a long-unstudied subject, or when first beginning or exploring the study of a discipline where one has little experience or confidence.

Schools need switch over from academic excellence to overall excellence. This can be done only if we re-engineer the human resources available with the teachers. They have to be retrained to the modern aspects of multimedia technology and the current thinking in education. The classrooms must be made centre of excellence.

Academic Audit is not an enquiry but an inquiry. Inquiry appreciates the good work done. To study the entire school system, *ACT has identified 7 Key Aspects and they in turn are divided into 74 Indicators*. The Key Aspects and the Indicators have been given weightages so that evaluation can be done at the micro level.

The objectives of the audit are:

- to assist Schools in identifying strengths and weaknesses in student related issues, teaching and in internal management;

- to offer guidance on enhancing H.R. Procedures and improving the overall effectiveness of the School;

- to act as a means to assure itself that the quality and standards of academic provision are being maintained and improved at School level;

- in pursuing these objectives, the ultimate aim is to ensure that the standards of students' learning experience are maintained, and wherever possible, enhanced.

Again, according to an estimate, at least 25 million students every year are eligible for higher education (after schools). The issue is: are there enough higher education institutes to absorb these 25 million students? The challenge is also to provide quality education, which implies that all the students who qualify should be employable.

This is dependent primarily on three stakeholders — students, faculty members and the industry. The industry very rarely takes an interest in providing quality education through guest lectures or visiting faculty, but loves to criticise and say that the quality of teaching is bad or the contents are outdated.

The only personnel from the industry who are readily available as guest lecturers or visiting faculty are those who are retired and would now like to "contribute to the society." This implies that the burden of providing quality education lies mainly on faculty members.

The objective of students is to get a good academic record while the faculty aims to get a good feedback. Students believe that the institution is a mere place for getting a certificate.

In many cases, they believe that the certificate is a passport for getting employed and is obtainable as soon as the fees are paid.

All the information that is required is available on the Internet and can be easily digested by reading casually before the exams. They also believe conveniently what they hear from the industry personnel that the syllabus is outdated and the gap between what is taught and what is actually practised is huge.

Quality of learning

One of the tools available to measure the adequacy of this academic input is 'Academic Audit'.

The academic audit provides an opportunity for a regular strategic overview of a college's teaching-learning process.

It is the process by which the authorities assure themselves of the quality of the learning process. The academic audit is normally carried out once in five years.

It has four distinct features: It is college-based and is normally reviewed independently, it is based on a process of self-evaluation carried out by the college itself, the use of an external evaluator helps in objectivity, and the audit evaluates the full range of college activities so as to ensure a balanced recommendation by the audit panel.

An audit takes into account the following:

Whether the activities and programmes being implemented have been authorised by the concerned authorities (in the case of a university set-up — have the programmes been approved by the university, academic council, the board of management, an so on).

Whether the activities and programmes are being conducted in a manner geared to accomplish the objectives intended by the authorities.

Whether the activities and programmes are efficiently and effectively serving the purpose intended by the authorities.

Whether the activities and programmes being conducted and funds expended in compliance with the applicable laws.

Are adequate operating, administrative procedures and practices, systems, etc. in place?

Are the needs of the various stakeholders such as students, parents, employers, statutory authorities, society and the top management or the trustees satisfied?

The advantages of an academic audit are manifold. Some of these are given below:

For students: It helps in eliminating unnecessary workload and dwells mainly on those essentially required for the success of a student's career.

For teachers: It helps in clarifying their roles and responsibilities and thus avoids conflicts.

For the society: It ensures effective use of public money.

For employers: It ensures availability of well-rounded students who can contribute from day one itself.

The process of academic audit involves three stages: self-study involving understanding the teaching-learning process, peer review and evaluating the self-study and the peer review.

Need of Academic Audit and Accountability of Teachers for Quality in Higher Education

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Abstract:

India's higher education system today has become a complex, demanding and competitive reality. Providing quality education at affordable cost to all is central to the economic and social development of India. However, the quality of higher education is continuously deteriorating. To achieve the intended goal higher education institutions require a great sense of accountability, outstanding faculty, and high quality teaching. Committed faculty is the backbone of any higher education institution. Teachers must be able to motivate research interests among students. They must encourage interdisciplinary studies and create awareness among their students about other fields of study. It is a tragedy that large number of teachers in most of the higher education institutions in India have not progressed beyond the primitive 'chalk and duster' stage. Hence, the quality of teachers, and qualitative and innovative methods and systems in teaching and research are the basic requirements of an academic institution. Competency over the task of teaching is one of the crucial issues in higher education. The responsible teacher is always aware of his/her accountability and is ready for academic audit as an essential activity in the institution.

India's higher education system today is the third largest in the world, next to the United States and China. It has become a complex, demanding and competitive reality. Higher education has to be assessed from a broader perspective in the context of various types of changes in the micro and macro environment. With globalization, privatization and liberalization we have expanded our horizons making them global. We need to relook at the contents of our educational system and the quality of curriculum transaction, research and development to enhance the quality of education with changing times through an effective quality management system. Keeping pace with the increasing population and demand from all walks of the society there has been a tremendous quantitative expansion of higher

education institutions since independence. Education is one of the most powerful instruments for reducing poverty and inequality in a country. Education is equally a key to enhance India's competitiveness in the global economy. Therefore, providing quality education at affordable cost to all is central to the economic and social development of India. However, the quality of higher education is continuously deteriorating.

Excellence in education is the composite outcome of the resources and organization of undergraduate, graduate and professional instruction and educational opportunities for students. Undoubtedly, to achieve this goal higher education institutions require a great sense of accountability, outstanding faculty, high quality teaching and other instructional activities, and availability of good libraries, laboratories, and other pertinent facilities. For, people today are not merely looking for an opportunity to receive higher education, but are desperately trying to seek an equitable opportunity to access affordable quality higher education.

With the expansion of higher education, ever-increasing private participation in higher education, with their dominance in technical and professional higher education, the tendency to create artificial perceptions of quality has also been rapidly rising. Stress is often given more on the physical infrastructure with emphasis on big buildings, marbles, glass and granites rather than human resources. No doubt, they all are equally important but in the overall teaching-learning process, they play a minor complementary role and cannot be designated as a substitute to qualified and competent faculty and research staff filled with sense of accountability.

Committed faculty is the backbone of any higher education institution. No efforts to reform higher education shall succeed unless we focus on getting the best and the most talented teachers in adequate numbers in our higher education institutions. Teachers are the most essential determinant of the content and quality of higher education. Hence, ensuring steady accessibility of such quality teachers is the current national necessity to meet the triple objectives of expansion, equity and excellence in higher education. It is because the work culture in general in India has deteriorated a lot. Many of the employees deliberately neglect the code of conduct as formulated by the relevant authorities, including UGC. 'If one gets paid for less work, why do more work' is the dictum worked upon in most of the government funded higher education institutions. This mind set of faculty and staff in education system has caused a lot of harm to the basic intentions of providing better lives to the stakeholders through higher education.

The highly educated and enthusiastic candidates aspiring for the job in higher education system are ready to accept every challenge before being appointed. However, once our teachers are in the system, they feel safe and secured. There is no specific system of performance based evaluation and discontinuation of the faculty. Such teachers have nothing to do with their students' response. They are happy to receive salary even if there is no student for the subject. The teachers who are permanent, are 'protected' by the State and Unions. They can find a number of reasons for lack of students' response; and teachers' inefficiency will not be one of them. Poor quality of higher education in India could be attributed largely to poor work culture and attitude of teachers.

Teachers must be able to motivate research interests among students. They must encourage interdisciplinary studies and create awareness among their students about other fields of study. Faculty is the pivot around which the whole higher education system rotates. The greatness of an institution depends 90 per cent on the teachers and 10 per cent only on the enlightened management, university, government and other stakeholders. It is the teachers who make the institution great or poor. Teachers are expected to serve as role models. Corrupt teachers cannot impart good values to their students, and the society cannot benefit from such people.

Quality of a good teacher is measured in terms of his/her depth of knowledge, ability to share knowledge with students, readiness to learn, use of multiple methodologies in facilitating learning, and ability to simplify the prescribed syllabi and relate it to the prevailing social, economical and political conditions in the society. Ability to create knowledge through research, publications on current issues in refereed Journals with good impact factor and citation index, ability to become a professional and contribute to industrial and national development through various collaborations and other social welfare drives should be the specific traits of any good teacher.

If there is any space in the world which can boast of having employees with highest qualifications, it is the college or university 'faculty common room', where everyone is a master of his/her subject with additional degrees to his/her credit. However, when it comes to productivity, this exceptional place in college or university will disappear from visibility. Despite isolated individual brilliance, majority of the teachers in the affiliating system appear to be lacking sense of any inspirational spirit and de-motivated. The focus of our faculty in the affiliating system is on 'teaching' rather than facilitating 'learning'. They take charge of

the classroom by adopting the outdated one-way lecture method, instead of promoting participative learning. It is a tragedy that large number of teachers in most of the higher education institutions in India have not progressed beyond the primitive 'chalk and duster' stage. They still believe that their students are inferior and incapable of 'Do It Yourself', self learning. These teachers are against innovative teaching, use of modern technology, continuous and credit based evaluation and academic autonomy, as they are afraid of the challenges they will have to face and increase in their workload. Research, publications, presentations in seminars and conferences is done only because they are made compulsory and help them with placement in higher scale under the Career Advancement Scheme. Instead of any introspection, such teachers go on blaming the university authorities for poor quality curriculum, the government policies for poor standard of education, concerned authorities for poor examination system, and poor everything.

Another reason for the decline in the standard of higher education is the fact that there is a wide gap between the students, teachers, administrators, and other stakeholders. All these seemingly independent sections are, in fact, dependent on one another for overall effective performance of any institution. Here also it is the teacher who can play key role to bridge this gap and can help to establish a harmonious relationship among all the concerned stakeholders.

Teachers are the backbones of an academic institution and teaching, research and extension are the core activities of the academic system. Hence, the quality of teachers, and qualitative and innovative methods and systems in teaching and research are the basic requirements of an academic institution. It is well said that the ordinary teacher tells; the good teacher explains; the superior teacher demonstrates; and the great teacher inspires. Here in lies the importance of the quality teachers who are ready to accept every challenge to make the process of teaching and learning more effective and productive. The responsible teacher is always aware of his/her accountability and is ready for academic audit as an essential activity in the institution. Hence, every teacher must possess following inspiring traits:

a) Should have proper knowledge of the subject,

b) Should show readiness to accept new technologies,

c) Should have enthusiastic attitude towards the job,

d) Should have the ability to communicate easily and effectively,

e) Should have the ability to serve as a role model,

f) Should have competency over the task of teaching,

g) Should have the ability to perform effective evaluation,

h) Should have the ability to administer and manage the course as well as classroom,

i) Should have interest in extension activities,

j) Should have scientific approach towards life, and

k) Should have interest in various government campaigns organized through higher education institutions.

Teachers must take responsibility to attend various training programmes, workshops and refresher courses which help them to update their knowledge. They need to work hard to implement whatever learnt in the training programmes in an effective manner that will enhance students' scientific attitude. In their institution, they can organize conferences, seminars etc. related to the emerging educational needs. Competency over the task of teaching is one of the crucial issues in higher education. Teachers have to use various effective teaching methods which help in building competence in the areas of research methodologies and pedagogy, expansion of technologies in the field of ICT, Science and Technology, Environment and Education. Teachers should organize debates and discussions which help to establish close relations among the students. Teachers must have responsibility to maintain cordial relationship with their colleagues. They can discuss with their colleagues about new teaching methods, recent trends in research and share their views about the importance of educational growth to our nation.

It is rightly said that the nation does well so long as everything is well with the institutions of higher learning. What our teachers need is the will and sincere commitment towards their duties. It is the need of the hour that we should move fast. Teachers are the nation builders, and they can play inspirational roles in preparing students to cope with swift changes occurring in today's vibrant society. They should be ready for the assessment of their performance by any agency and should be accountable towards their students.

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Academic Audit for Improving the Quality of Teaching Learning Process in Higher Education

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Higher Educational institutions internationally, are currently facing similar challenges of increasing student population, diversity within student group, under-prepared students, increasing workloads and decreasing resources. There are external pressures from funding agencies, accreditation bodies and employers which necessitate the maintenance of quality academic programs through periodic reviews and assessment. most of the universities and colleges are in general, free to develop degree and diploma syllabuses as they please, their teaching and learning arrangements are now subject to an array of external peer judgments, some of which may have direct financial consequences.

During the last fifteen years there has been a sharp increase in awareness amongst all connected with higher education, regarding the need for maintaining quality in university-level institutions and desirability for adopting formalized quality assurance procedures. "Quality Assurance" is the key word, which is to be seriously applied to the system of Higher Education. Accreditation, assessments and Academic Audit are its basic components and should be enforced on the institutions to produce desired results. There is enough criticism on the system but there aren't enough efforts taken to improve it. It is therefore now time for improvement in the system, motivation and generating confidence among people to perform better and better.

Institutional excellence is a slowly emerging resultant with steady inputs and sustained efforts over a fairly long period. The vision of NAAC is to make quality the defining element of Higher Education in India through a combination of self and external quality evaluation, promotion and sustenance initiatives. It is essential that the national Gross Enrolment Ratio(GER) in higher education in India is around 19% out of which around 5% is in technical educational. Around 25 million students every year are eligible for higher education. the issue is, if there are enough higher education institutions for these students? The challenge is also to provide quality education, which implies that all the students who qualify should be employable. The objective of student is to get a good record while the

faculty aims to get a good feedback. For, students consider these institutions as merely a place where they can get a certificate.

These students digest the information which is easily available on internet, very casually just before the exams. They also believe very conveniently what they hear from other people from various fields industries, soci-political representatives etc that the syllabus is outdated and the gap between what is taught and what is actually practiced is huge. The Academic Audit like other traditional programs reviews, is a peer review from outside the institution. The purpose of the Academic Audit is to encourage colleges to evaluate their "education quality processes"- the key faculty activities required to produce, assure and regularly improve the quality of teaching and learning. An audit asks how faculty approach educational decision-making and how they organize their work, using the resources available to them and working collegially to provide a quality education in the best interests of the discipline and student learning.

The college Academic Audit provides the opportunity for a regular strategic overview of the entirety of a college's learning and teaching activity. It is the principal means by which the university assures itself of the efficacy and robustness of each college's quality management procedures and of continued enhancement of the quality of the student experience. There is a need of Academic Audit to be conducted every five years and the college to be asked to respond to the report by producing an action plan to address any issue identified.

The Academic Audit provides an opportunity for regular strategic overview of a college's teaching – learning process. Academic Audit is a process by which the authorities assure themselves of the quality of the learning process. College Academic Audit is designed to scrutinize the strategic management and oversight of academic standards and quality within college of their undergraduate, post graduate taught and graduate research programs.

College Academic Audit has four distinctive features:

a) It is College based; though if deemed appropriate a constituent unit or department within a College may be reviewed independently;
b) It is based on a process of self-evaluation carried out by the College itself;
c) The use of External Assessors to ensure objectivity;

d) The Audit evaluates the full range of College activities including academic partnerships, student exchanges and study abroad, allowing balanced recommendations to be made by the Panel.

College Academic Audit Process

The process has the following main stages:

- Identification and notification of a date(s) for the audit
- Appointment of Panel members and identification of College Liaison Officer
- College workshop for writing of Self- Evaluation Document (SED)
- College submission of the draft SED for comment
- College submission of a SED, with any relevant supporting documentary evidence
- Scrutiny of the SED and supporting evidence by the Audit Panel Preliminary Meeting of the Audit Panel
- Visit by the Audit Panel to the College, normally lasting 2.5 working days
- College informed of key judgements within 5 days of the end of the Audit
- Production of a report including recommendations for enhancement
- Production of a College Action Plan
- Audit report submitted to the Boards of the Faculties
- Follow up meeting 12 months after the Audit to monitor and record progress, and monitored annually thereafter if required.

Audit Panel

An Audit Panel will normally comprise:

- A Chair nominated by the Deputy Vice-Chancellor (Education), normally one of the Deans of Faculty or College;
- VP Academic Affairs (Students' Guild or FXU equivalent)
- A senior member of academic staff from outside the College being audited;
- A senior member of academic staff from the College being audited in the following year (usually the ADE/ADR);

- Two External Assessors;
- Head of Academic Policy and Standards.

A member of the Academic Policy and Standards division shall act as secretary.

In appointing a Panel, it will be important to reflect the balance of taught and graduate research provision in the College.

Audit Program

The Audit will normally last for 2.5 days. The program will be drawn up by the Audit Secretary in consultation with the Panel Chair and the College. The program will start with a Preliminary Meeting of the Panel 4 weeks before the Review to identify specific themes for wider consideration during the Review and close down any lines of enquiry that have been concluded by a review of the SED and evidence. The Review itself will begin on the afternoon of Day One with a meeting of the Panel to prepare for the meetings with staff and students. The final meeting of the second day will review all evidence gathered and review the themes to be considered on day three.

The program will normally include the following meetings:
- Meetings with students from across the full range of programmes, disciplines and years of study (including academic partnerships)
- Meetings with the College senior management
- Meetings with academic and Professional Services staff from across the disciplines (including academic partnerships)
- Meetings to discuss education and the student experience (Taught and Research)
- Meetings to discuss quality assurance and enhancement mechanisms

The Review Panel will be mindful of potential issues of confidentiality arising from the review meetings.

The program will include short periods in each day when the Panel has a private meeting, to allow time for discussion of issues raised by different groups.

There will be a final Panel meeting to discuss judgments, recommendations and the structure of the report.

Outcome and Follow Up

The Audit secretary will facilitate the drafting of the report with all Panel members being required to write various sections and approve the final report. When the Panel has agreed the report it is sent to the College for correction of any factual errors; the College is not otherwise able to change the review report. The reports are received and finally confirmed by the Boards of the Faculties for subsequent approval by the DVC Education.

The Panel will seek to identify the strengths and weaknesses of the College and to make judgments about the level of confidence that can be placed in the management of academic standards and quality enhancement. The Panel will wish to highlight good practice and make recommendations on any action that it considers needs to be taken by the College or University.

The judgments will be as follows:

- The College's academic governance and management systems and processes are [fit for purpose/not fit for purpose]
- The College programs [meet/do not meet] the University's threshold standards within the quality assurance frameworks as outlined in the TQA Manual
- The quality of student learning opportunities provided by the College [is commended/meets University expectations/requires improvement to meet University expectations/does not meet University expectations] as outlined in the TQA Manual
- The quality of information produced by the College about its learning opportunities [is commended/meets University expectations/requires improvement to meet University expectations/does not meet University expectations] as outlined in the TQA Manual
- The enhancement of student learning opportunities [is commended/meets University expectations/requires improvement to meet University expectations/does not meet University expectations] as outlined in the TQA Manual

The review report should be as concise and as analytical as possible; following the report template it should normally include:

- Judgment on whether the College is managing academic standards and quality enhancement appropriately.
- Areas of good practice
- Recommendations for improvement. These can be directed towards:
- The College
- The University
- Professional Service teams
- Recognition of curriculum developments and innovations that are taking place
- How the College integrates research and teaching

Once the report is in its final form, the College (and, possibly, the University) will be asked to provide an action plan in response to any recommendations for enhancement.

The advantages of the Academic Audit are manifold, which are as follows:

A) For students: It helps in eliminating unnecessary workload and dwells mainly on those essentially required for the success of a student's career.

B) For teachers: It helps in clarifying their roles and responsibilities and thus avoids conflicts.

C) For the society: It ensures effective use of public money.

D) For employers: It ensures availability of well-rounded students who can contribute from day one itself.

The process of Academic Audit involves three stages: self-study involving understanding the teaching- learning process, peer review. There is lots of dissatisfaction on part of students, parents and other stakeholders regarding various issues like lectures, results, placements and many other things. This dissatisfaction can perhaps be reduced by controlling the input side of the institution by reducing the intake of students, limiting the number of Higher Education institutions and by continuously monitoring the academic progress of the student.

Helping students develop holistically will ensure development of soft skills through involvement in social service projects. Additionally it would also be better if the industry takes an active part in the educational system.

ICT and Inclusion in Higher Education: A Comparative Approach

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India is the second largest populated country of the world. Indian higher education system is the third largest in the world. During 1950 and 2008, the number of Universities has increased from 20 to 573, Colleges from 500 to 20,677 and the number of college teachers from 15,000 to nearly 5.05 lakhs. Consequently, the enrolment of students has increased in 1950 from 1.00 lakhs to116.12 lakhs. In India, today, there are 573 Universities. In the "Academic Ranking of World Universities" compiled in 2009 by the Shanghai Jiao Tong University, no Indian University was placed among the top 300, on IISC but Bangalore was among 301 to 400 and the IIT Kharagpur and University of Calcutta were placed among the 401 to 500. Higher education systems have grown exponentially in the last five decades to meet the demands of quality education for all. This aspect has further gained momentum due to swift advancements in Information and Communication Technology (ICT). Demand for skilled and competent labor is ever increasing in the contemporary globalised society. In this backdrop, access to quality in higher education for all has emerged as determining factor of economic growth and development. In order to increase the access to higher education and improving its reach to the remotest parts of the country contribution of open and distance learning facilities is on the increase. In addition, it is catering to life-long learning aspirations and that too at affordable cost. The last two decades have witnessed the inclusion of developments in ICTs in higher education systems around the world. Even then the challenge to develop a higher education system that is flexible and dynamic so as to holistically integrate the technology in the management and delivery of learning programmes is daunting. The first section presents briefly the present profile of higher education in India. Role of ICTs in higher education and the areas in which they can be integrated to play prominent role are discussed in the second section. The final section explores the challenges in expanding the role of ICTs for future development in higher education.

The Information and Communication Technology (ICT) is an umbrella term that includes any communication device or application, encompassing: radio, television, cellular

phones, computer, and network hardware and software, satellite systems and so on, as well as the various services and applications associated with them, such as videoconferencing and distance learning. When such technologies are used for educational purposes, namely to support and improve the learning of students and to develop learning environments, ICT can be considered as a subfield of Educational Technology. ICTs in higher education are being used for developing course material; delivering content and sharing content; communication between learners, teachers and the outside world; creation and delivery of presentation and lectures; academic research; administrative support, student enrolment etc.

In the current information society, people have to access knowledge via ICT to keep pace with the latest developments. In such a scenario, education, which always plays a critical role in any economic and social growth of a country, becomes even more important. Education not only increases the productive skills of the individual but also his/her earning power. It gives them a sense of well being as well as capacity to absorb new ideas, increases their social interaction, gives access to improved health and provides several more intangible benefits. The various kinds of ICT products available and having relevance to education, such as teleconferencing, email, audio conferencing, television lessons, radio broadcasts, interactive radio counselling, interactive voice response system, audiocassettes and CD ROMs have been used in education for different purposes (Bhattacharya and Sharma, 2007).

Swift growth of ICTs is taking place all over the world. They have emerged as powerful tools for diffusion of knowledge and information. Their introduction and unprecedented use in the higher education has generated varied response. The opportunities can be categorized as the aspects relating to role of ICT for access and equity in education, their role in pedagogy for quality learning and teaching at higher education level and in inducing innovations in approaches and programmes.

UGC and AICTE, these two apex bodies of higher education in India are taking positive steps towards improving situation of the education sector. The government bodies, NAAC and NAB are doing assessment and accreditation of colleges and technical institutes by reviewing and revaluating the quality of higher education in India. Teachers must learn self – learning and then teach learners. Sixth Pay Commission has made many new recommendations to improve the quality of teachers to formulate CAS (Career Advancement Scheme) and point rating. These things definitely will motivate the teachers and make them

mobile towards the expectations of UGC. Sixth Pay Commission recommendations are good but to see the students getting the fruits of it will need some time.

Many of the institutions do not have required facilities and qualified staff and yet they fix fees at the higher education courses. The higher education system will play an important role in improving the economy and reducing the social problems if the supply and demand equilibrium is achieved. The poor quality of higher education is due to the unregulated institutions and poor quality of human resource production which has resulted in the rise of the unemployment problem in the society.

India has stabilized itself in the era of globalization in all fields except higher education. It has changed the image of teachers and has increased the expectations of the society from the upcoming generations. Globalization has brought in welcome changes but at the same time has forced new challenges before the concept of higher education itself. It has rather questioned the utility of education and teachers itself. It is a matter of time that the teachers and society will come up with the changed scenario and create pleasant picture for the students, educationists and the entire humanity. The increasing use of information and communication technologies (ICTs) has brought changes to teaching and learning at all levels of higher education systems (HES) leading to quality enhancements. Traditional forms of teaching and learning are increasingly being converted to online and virtual environments. There are endless possibilities with the integration of ICT in the education system. The use of ICT in education not only improves classroom teaching learning process, but also provides the facility of e-learning. ICT has enhanced distance learning. The teaching community is able to reach remote areas and learners are able to access qualitative learning environment from anywhere and at anytime. It is important that teachers or trainers should be made to adopt technology in their teaching styles to provide pedagogical and educational gains to the learners. Successful implementation of ICT to lead change is more about influencing and empowering teachers and supporting them in their engagement with students in learning rather than acquiring computer skills and obtaining software and equipment. ICT enabled education will ultimately lead to the democratization of education.

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TOTAL QUALITY MANAGEMENT (TQM) IN EDUCATIONAL INSTITUTIONS

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Introduction

Education is a dynamic process which is evolving all the time. In pursuit of excellence, educationists have a duty to continuously discover better ways of teaching and learning, thereby shape education. Perfection or excellence can only be the result of determined effort and continuous improvement. Thus, by taking active steps to ameliorate performance, remedy faults and strengthen weaknesses, an institution moves in the direction of improvement. In a climate of constant change, continuous improvement is a means of timely adaptation, which is vital for an institution's growth and survival

The need of quality management in the   educational Institutions is mainly about improvement and accountability. The immediate questions that arise out of that statement are: (i) improvement on what, and (ii) accountable to whom?. A prerequisite for improvement is an awareness of one's weaknesses as well as the scope and opportunities for alternative and better ways of addressing certain issues. Both awareness and improvement require critical self-examination. Similarly, by critically examining the effectiveness and efficiency of the processes employed in discharging the assumed responsibilities and thereby identifying the strengths and weaknesses, an institution/faculty/school/department takes account of its progress, thus taking a step in the process of becoming accountable to itself and to a range of internal and external auditors/authorities. Therefore it is clear that accountability and improvement are inseparable. They can be likened to the two sides of the same coin. Self-assessment also called self-evaluation serves as a tool for improvement and accountability. It is an exercise that institutions should engage in periodically. As it is fairly resource-intensive, it is recommended that it is undertaken biennially. At the opportune time the findings of an immediate exercise of this nature can be used to prepare an institutional portfolio for the purposes of an external quality audit. Nowadays, it is common practice worldwide to monitor the quality of higher education by two well known processes, namely quality audit (also

known as academic audit) and quality assessment, although different countries have adapted them to suit their specific needs.

Objectives : Quality Audit and Quality Assessment A quality audit is concerned with the evaluation of the effectiveness of quality assurance system within an institution with a view to establishing:

i. Whether the institution uses its resources appropriately to uphold its mission and meet its stated objectives and that it will continue to do so in the foreseeable future; and

ii. The institution's ability and effectiveness of providing quality educational experience to its students.

Methodology : Guidelines for Action Self-assessment is a valuable means of identifying whether an institution is adhering to its mission and achieving its objectives. In undertaking this task the institution must consider the following:

Planning – this must be carried out within the framework of the institution's principles of self assessment.

• Scope of the assessment – who and what are to be assessed.

• Persons involved in the assessment must be knowledgeable, dedicated and have a thorough

 understanding of the plan

.The assessment should be deductive and not inductive

• Undoubtedly, the self-assessment will generate lots of information and perhaps provide evidence to support certain assertions that the institution would make.

Planning :

The need for an agreed plan Like any important transaction, self-assessment requires careful planning to justify the required time and resources. The person who has overall responsibility for quality assurance in the institution calls up a Central Quality Assurance Committee (CQAC) meeting to discuss the selfa ssessment. The following must be discussed

and agreed upon: the purpose of the selfassessment, drawing up of a timetable, identification of members with a view to assigning responsibilities and generally agreeing as to who will do what, when and how.

Prioritisation of Areas (specific areas of the institution, including services and their functions) that need to be covered The plan must prioritise the areas that have been identified for the assessment. The CQAC may decide on the priorities and it may wish to refer to Annex 1 dealing with areas that are considered in a quality audit.

Identification of criteria Self-assessment, by definition, must result in an outcome; that is, a judgement has to be made as to whether a particular practice is good or poor or otherwise. How does one decide on a practice? In the interest of objectivity, there must be clear guidelines and valid criteria for undertaking the assessment. The planning phase can be used to identify the criteria and standards that would constitute achievement of objectives. By default, the institution needs to refer to its strategic plan. Thus, as a first step, the strategic plan will guide the institution on the direction it should take and the objectives should indicate as to how the plan will be implemented. During and following implementation, it is necessary to evaluate the effectiveness of the implementation process. The evaluation should reveal strengths, including good practice as well as weaknesses, if any. In the light of the evaluation, the plan must be reviewed and amended appropriately to better meet the needs of the institution. The whole system can be viewed as a continuous, cyclical process, with emphasis on continuous improvement..

Identification of information and possible generation of data The criteria identified will facilitate the identification of information and data to justify whether a goal/objective has been achieved. The plan will identify persons responsible for collecting information and data. It must also state what use will be made of the data.

Who should be involved and what roles they will play As mentioned above, planning involves identification of personnel who would be responsible for carrying out specific tasks. For an effective and meaningful self-assessment, taking a faculty as an example, it is necessary to involve all persons having direct responsibility in the delivery of a programme. Similarly, in all other areas of the institution, participation of persons having direct responsibility must be secured in the self-assessment.

Timetable and adherence thereto A well-planned self-assessment must have a timetable for achieving the stated objectives on time, and it also means that allowance must be made for untoward occurrences. Progress on the plan must be monitored on a regular basis by the self-assessment group and the timetable adjusted as necessary.

Scope of the assessment The self-assessment group needs to identify the scope of the exercise. Certainly, the major functions of institution have to be addressed and, by implication, all the departments lending support to the main functions also need to be addressed. The group may refer to Annex 1 dealing with areas that a quality audit panel would consider necessary to look at

Persons involved in the assessment must be knowledgeable, dedicated and have a thorough understanding of the plan For the successful outcome of a self-assessment, without labouring the point, it is crucial for all personnel involved in this exercise to have a thorough understanding of the plan. Without the basic understanding and the necessary drive, a self-assessment may suffer from serious weaknesses that can thwart the whole initiative. Hence, careful selection of the team cannot be overemphasized.

The assessment should be deductive and not inductive A deductive approach implies that the assessment is carried out in an objective manner, moving from the known, assembling evidence to arrive at conclusions. On the other hand, an inductive approach implies that the assessment is carried out with the objective of providing evidence to support an opinion. In this case it is subjective. A self-assessment is not merely a paper exercise designed to prove that a certain practice exists or that an institution is working in perfect harmony. Such an approach is self-defeating as the objective of this exercise is to improve, and improvement cannot be entertained if weaknesses are not identified. Flagging up is healthy if it confirms good practice that is worthy of emulation by other institutions, but unhealthy if done at the expense of improvement. Thus, it is important to be objective in the approach. (Institutions may wish to refer to Annex 3, which highlights the dangers of a conforming approach to self-assessment.)

A quality assessment is concerned with assessment of how quality and standards are maintained and enhanced at a programme level. The focus is on curriculum development and teaching and learning. Part of the exercise involves assessment of teaching to determine how well a particular subject is being taught. Hence, it is also known as subject assessment. Both

processes are undertaken by an external body. An established system of undertaking quality audit and quality assessment is widely in use whereby institutions carry out a self-assessment also called an internal audit. In the case of an external quality audit, the findings of such an assessment which are compiled as a submission document by an institution are used as a basis for evaluating the effectiveness of the institutions' quality assurance systems by an external body. For the purposes of quality assessment, the self-assessment is rather different from that of the quality audit, and for this reason it will be considered in a separate document nearer the time of its implementation. This set of guidelines is proposed to facilitate institutions in Mauritius to undertake their self assessments in preparation for a quality audit.

3.5 Assembling the Information and Evidence

Information for the sake of it serves no purpose in a self-assessment. It must be useful and add weight to certain assertions or arguments in relation to the functions of the institution. It can be quantitative and qualitative and is generally obtained from surveys, performance indicators, etc. Information can be obtained through questionnaires and interviews from many sources. A good way to approach this task is to adopt the strategy formulated by the former HEQC (1996) of UK , which is encapsulated in the questions that follow:

a) What are you trying to do?

b) Why are you trying to do it?

 c) How are you doing it?

d) Why are you doing it that way?

e) Why do you think that is the best way of doing it?

 f) How do you know it works?

 g) How do you improve it?

 This strategy may be employed to check whether the objectives of the exercise are being achieved. The following is a list of possible areas that can be explored for gathering necessary information.

Sources of information

The Institution in Context Vision and Mission

- Aims and Objectives

- Strategic Plan

- Curriculum Development and Course Assessment (including input from employers) Course design

- Course validation and approval

- Assessment, including moderation

- Course reviews

  Students Enrolment, registration, admissions, entry qualifications, etc.

- Equal opportunities, access, mature students, etc

- Numbers on full-time and part-time/flexible mode or distance education

- Attendance, dropout rates and their reasons, completion

- Pass rate, awards, value added

    Feedback from Students and Alumni Evidence, views and recommendations from staff/student meetings, course/programme

- committees, etc. must be sought. Students' views on effectiveness of teaching must be obtained.

- Tracer studies, employment within six months of qualifying, etc

    Staff perceptions Staff perceptions of courses, course materials, assessments, staff-student ratio and factors

• affecting their performance must also be sought. Part-time lecturers must be included. 3.6.6 Staff development Who has responsibility for policy and implementation of staff development and how this is

• Organised and effected? What mechanisms exist for identification of staff development needs?

• Record of who has benefited and how, over a given period

• External perceptions External examiners' reports and action taken

• Feedback from examination and assessment board meetings

• Feedback from employers/trainers

• Feedback from faculty/school advisory groups

• Resources Physical and financial: quantitative data and policy

• Human: numbers, qualifications, experiences, age, equal opportunities. Noteworthy

• achievements, including research and scholarship. Links with employers and professions. Support staff numbers, qualifications, etc. Library/learning resource centre: quantitative and qualitative data, policy, responsibilities and

• links between library subject specialists and teaching staff. Welfare: facilities and policy

Research Institutional approach to research; relative importance given to it etc

• Collaboration with industry or other institutions Achievements and contribution to country's development

 Quality assurance An outline of the quality assurance system, policy and responsibility

• Quality assurance in the provision and design of programmes of study

• Review of established courses and programmes

• Quality assurance in teaching, learning, research and communications

- Quality assurance in relation to academic staff – staff appointment procedures, staff

- development and training, staff appraisal, promotion, evaluation of teaching quality, etc. Quality assurance in relation to assessments

- Mechanisms for quality assurance in the validation of courses, internal and external to the

- institution Verification, feedback and enhancement – external examiners, appointment of external

- examiners, student evaluation of courses and programmes, staff/student liaison committees and views of professional and external bodies Problems identified, actions taken and outcomes

- Future developments

Transformation and responses to change This should describe changes that have been effected since the last review/self assessment

Conclusion :

Total Quality Management (TQM) is not just a method to achieve better results of produce better and knowledgeable citizens but it is a continuous process where need for improvement is always there. Mere information cannot be considered as evidence without supporting criteria. Criteria are necessary for a judgement to be made and information becomes evidence when it is linked to the criteria on which judgements are made. Thus, Information + Criteria = Evidence. In carrying out the self-assessment it is necessary to structure questions that will provide necessary information. Following receipt of the information, it will be possible to identify whether it is valid and reliable and whether it can be used to achieve better results in the future is what is required to be seen and anticipated by the management and staff.

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INDISPENSABILITY OF ICT IN DIGITAL ERA

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Abstract:

The article aims to give an overview of the changes in the field of educational sector. The increasing role played by information technology in the development of all services for an active reaction to the challenges of the information service providing. The paper attempts to discuss the Information Communication Technology and its application in all fields.

Keywords: Information Technology, ICT, Information and Communication Technologies,

Introduction:

The 21st Century has clearly shown that information provides unforeseen opportunities that enable multifaceted growth and development in higher education. Nobody can deny that the deployment of Information technologies have profoundly altered not only the way we live and work but also our reading fundamentally altering and redefining outlook about information and it is modes of dissemination. It is increasingly felt that deploying the right technologies can go a long way in creating, nurturing human and social capital. Expanding knowledge has positive cascading effect by improving productivity, competitiveness, wealth and prosperity apart from improving the quality of services and their delivery systems.

The term is sometimes used in preference to Information Technology (IT), particularly in two communities: education and government. Although, in the common usage it is often assumed that ICT is synonymous with IT; ICT in fact encompasses any medium to record information (magnetic disk/tape, optical disks (CD/DVD), flash memory etc. and arguably also paper records); technology for broadcasting information- radio, television; and technology for communication through voice and sound or image- microphone, camera, loudspeaker, telephone to cellular phones. Thus, "ICT" makes more explicit that technologies such as broadcasting and wireless mobile telecommunications are included. It should be

noted that "ICT" by this /English definition is different in nuance and scope than under "ICT" in Japanese, which is more technical and narrow in scope. ICT capabilities vary widely from the sophistication of major western economies to lesser provision in the developing world. But the latter are catching up fast, often leapfrogging older generations of technology and developing new solutions that match their specific needs.

Today we live in an information society where the information is available to the users, as they require. A new method is required to provide information with an effective and efficient manner. Now a day's information is growing very fast through various types of resources. ICT is important source of providing information because it is access anywhere. Though this, delivers services like text, images multimedia product, internet etc. ICT help to change the shape, environment and activities of libraries, which needs electronic medium to make services better.

The advancement of science and technology and made a tremendous improvement and change almost in all walks of life. Especially the magnetic word Information Technology has been chanted in all corners of the global area. The following discussion highlights the changing dimensions of library services due to the impact of ICT. The various aspects of digital library, its purpose and advantages are talked about. The most essential features such as infrastructure, staff support and budgetary aspects are also discussed with respect to Indian context.

What is ICT:

The term ICT describes the use of computer based technology and the Internet to make information and communications services available to wide a range of users. The term is used broadly to address a range of technologies, including telephones and emerging technology devices. Central to these is the internet, which provides the mechanism for transporting data in a number of formats including text, images, sound and video.

Information technology means variety of technological applications in the process of communication of information. The term information technology has been used as collective term for the whole spectrum of technologies providing the ways and means to acquire, store, transmit, retrieve and process information. According to the Webster's New Encyclopaedia, information technology is the collective term for the various technology involved in the

processing and transmission of information. Thus information technology includes computer technology, communication technology, multimedia technology, optical technology, networking and Barcode device technology etc.

Somerville has defined, Information Technology has resulted form a convergence of computing technology and communication technology. This means it is essentially the result of advances in the three important res of computing, telecommunication and micro-electronics.

According to ALA glossary, information technology is the application of computer and other technologies to the acquisition, organization, storage, retrieval and dissemination of information. Science and Technology has given birth to new discipline called Information Technology.

Information and Communication Technology (ICT) represent one of the current applications of technology towards teacher education. According to UNESCO, "ICT is a scientific technological and engineering discipline and management technique used in handing information, its application and association with social, economical and cultural matters. 'Similarly, According to Toomy' "ICT generally relates to those technologies that are used for accessing, gathering, manipulating and presenting or communicating information.

The last two decades have witnessed a revolution caused by the rapid development of Information and Communication Technology (ICT). ICT has changed the dynamics of various industries as well a influenced the way people interact and work in the society.

The various kinds of ICT products available and having relevance to education, such as teleconferencing, email, audio conferencing, television lessons, radio broadcasts, interactive radio counselling interactive voice response system, audio cassettes and CD ROMs etc have been used in education for difference purposes.

Today ICTs- including laptops wirelessly connected to the Internet, personal digital assistants, low cost video cameras, and 3G cell phones have become affordable, accessible and integrated in large sections of the society throughout the world. It can restructure organizations, promote collaboration, increase democratic participation of citizens, improve the transparency and responsiveness of governmental agencies, make education and health

care more widely available, foster cultural creativity, and enhance the development in social integration.

Component of ICTS:

ICT is a broad term that covers wide range of technologies. It is the convergence of computers, communication and microelectronic-based techniques. The technologies and devices like Radio, Telephone, Telegraph, Fax, TV, Telephone, Mobile phone, Internet, WWW, Email, LAN,ISDN, Video conference and Satellite communication Techniques are major part of the ICT. With the help of LAN, Library and Information centre users community easily shares the information. Telephone and another device play important role in library services like SDI, Inter library loan, reference services, and online information retrieval. ISDN has increased the capacity for data transmission which facilitate introduction of new services such as E-mail, Fax etc. cheaper data storage media has increased the storage capacity of libraries.

- WWW
- RADIO
- TELEPHONE
- TV
- MOBILE
- FAX
- LAN

Significance of the Study:

ICT reduces labor and saves time of the staff and users too. Due to application of ICT's to institute staff, readers-users become well literate & knowledgeable. ICT's infrastructure helps to make good grade of higher education with fully advance services. It helps also to attract the users & access, communicate and disseminate the information services worldwide. LAN provides cost effectiveness in various services and allows secured resource sharing through link to a variety of different communication devices. Internet and E-mail system enable the students and scholars to remote access, worldwide communication. Professional communication among library and Information and Information science societies has become easy with the help of E-mail.

Advantage of ICT:

1. Increased access

2. Flexibility of content and delivery

3. Combination of work and education

4. Development of new learning resources

5. Sharing of costs and of training time with the employees

Objectives of ICT:

- To provide grater and easier access information
- To allow access to computers and the internet for everybody, so that a divide does not build up between those who do not possess computers
- To give access to digital learning materials, which are set to increase in both quality and quantity?
- To provides staff expertise to seek out information or learning materials staff become skilled gatekeepers not just of printed sources but of the digitized ones too.

Changing Information Environment in Higher Education:

Today, information as been recognized as a powerful key resource by all sectors in knowledge based society. Information Management has gained an immense interest and importance stimulated by new technology. ICT has changed the whole nature of publication, storage, transmission, delivery and use of information. The web was utterly transformed the information access behaviour of users. The main characteristics of the information society have been defined as: changed perceptions of the importance of the role of information; the growth in the amount of information now available and the wide variety of formats; the size and continued growth of the information sector in modern economies; and the rate of technological change and the impact of technology.

ICT is often used a as a synonym for Information Technology-IT, but is usually stresses the role of telecommunications in modern technological/electronic era. ICT covers wide range of technologies, used to handle information and aid communication. In other

words, ICT consists of IT as well as telephony, broadcast media, and all types of audio and video processing and transmission. The term ICT is now also refers to the merging of telephone networks with computer networks through a single cabling or link system.

Customer Relation and User Education:

Customer Relation and User Education is now done through communication medium such as Listserv, Chart rooms, communities, virtual tours, online feedback systems: surveys, Bipolar to dynamic communication: Peer to peer communication and Educational Technology

Motivate the Staff for Using ICT for Day to Day Activities in Higher Education:

With the advent of new technologies, majority of the employees in higher eduction institutions have started to learn and use them, Still, there are number of people in the higher education institutions who do no use ICT due to various reasons, for example, some simply resists the use of technologies without any specific reason; some do not have trust about potential of technologies; some do no have training to sue technologies, some feel that use of technologies; feel that use of technologies will make them redundant, and so on. The higher education institutions must adopt a policy to train and motivate the employees to use technologies for their own and institutional benefit. The institutions must organize workshops, seminar, and hands on activities on regular intervals to train the staff in the use of technologies. The institutions can also take help of ICT proficient students to train their staff. They can assign students as personal counsellors and trainers to motivate and train the staff for use of ICT. This motivated and ICT trained staff will certainly be helpful to bring e-governance culture in campuses of higher education institutions. Information Communication Technology (ICT) is unanimously acknowledged as a significant catalyst for social transformation and National Progress of any country.

ICT an Overview:

The role of ICT is diverse in the delivery of good and highly competitive in all the four areas of education. It cannot be separated from any of the areas. Increasingly available ICT materials facilitate the learner as well as the teacher to enhance their horizon of

knowledge in order to meet out the challenging competition educational environment. Curriculum for the various levels should be modified in accordance with the changing ICT environment.

Information and Communication Technologies (ICTs)-which include radio and television, as well as newer digital technologies such as computer and the Internet-have been touted as potentially powerful enabling tools for educational change and reform. When used appropriately, different ICTs are said to help expand access to education, strengthen the relevance of education to the increasingly digital workplace, and raise educational quality by, among other, helping make teaching and learning into an engaging, active process connected to real life.

- With the advent of new information-based technologies i.e. Internet & Online databases, there has been access to enormous quantities of information. This information helps teachers to develop or improve lesson plans, exchange ideas, obtain information and find free animation and simulation to enliven their lessons.
- Students and teachers must have sufficient access to digital technologies and the Internet in their classrooms, schools and teacher education institutes.
- The New ICT enables self-faced learning through various tools such as assignments, tutorials, computers etc., with sensitivity to different learning styles and continuous assessment of student's progress. With the result, the teaching-learning enterprise has become more result-oriented.

ICT has influenced all aspects of human life teacher educations cannot be exception. It provides the capacity to store, retrieve and process e-content both fast as well as accurate. Marriage between Computers and telecommunication (both the Satellite and terrestrial based) has revolutionized the communication process.

The ICT revolution is well under way across the globe. It is not a revolution in technology, machinery techniques, software, speed or convergence; it is a revolution in concepts. ICT is both an industry and a modernizing force. It is changing the way we work, communicate, organize, conduct business, gather and process information, even how we play and entertain. Developments in close to five decades of computing and a centre of telecommunications topped up with a decade of the internet have brought about the current ICT revolution. ICT has now taken the centre stage, influencing all facets of functioning of

governments, organizations and individuals, Thus, the ICT enabled knowledge-based economy, popularly known as the "new economy", is having its key impact on the rest of the old economy", is having its key impact on the rest of the old economy". The new economy is stimulating innovating, improved services, eliminating barriers of distance and opening up opportunities for new entrants. Even social delivery of goods and services such as education, health, rural development, etc., gets a new opportunity of efficient distribution and consumption through ICT.

ICT is the new idiom of change in the way the world operates today. While the world is making giant strides into the future, education has no way out but to keep pace with it. E-learning is the buzz word in the field of education. Education will need to make use of the ICT revolution and invest itself heavily into it by integrating it in all its core processes- teaching, learning, evaluation, research and administration. ICT in education is not a new trend to be followed but it is a way in which education is defined today and more importantly, preserving its relevance in the 21st century. It is today necessary to facilitate the access and dissemination of information by integrating ICT into higher education and thus enable the community of teachers and students to equip themselves with the requisite digital literacy.

Information and Communication Technology (ICT) emerged as a giant in the communication world forming a network in business, education, tourism, travel, medicine, banking, finance and others. In the Education sector ICT, is considered to be the core aspect. Technology has presented itself in various forms ranging from instructional technology inside the classroom to open learning or distance education outside the classroom. Thus offering students with flexible courses and accessibility. ICT has given birth to various innovative practices in teaching learning. ICT has now been acknowledged as a single catalyst for the growth and development of a nation. It has brought technology based learning viz e-learning online learning, web based communicating, digitizes libraries etc. it has played an important role in bonding students across the world. Therefore, ICT has a lot of positive features. it also has certain negative issues which were particularly discussed.

Information and communication technology or information and communication technology, usually abbreviated as ICT, is often used as an extended synonym for information technology (IT), but is usually a more general term that stresses the role of unified communications and the integration of telecommunications (telephone lines and viewless signals), computers, middleware as well as necessary software, storage-and audio-

visual systems, which enable users to create, access, store, transmit, and manipulate information. In other words, ICT consists of IT as well as telecommunication, broadcast media, all types of audio and video processing and transmission and network based control and monitoring functions.

Information and communication technology (ICT) plays a vital role in bringing about changes in our society. As technology is getting more sophisticated and more affordable every day, the range of services that are provided also increases accordingly. Electronic technologies for collecting, storing, processing and communication information are divided into two main categories: those that process information, such as computer systems, and those that disseminate information, such as telecommunication systems. The term information and Communication Technology (ICT) is more commonly used.

ICT has been one of the major factors causing changes in the way people communicate, locate, retrieve, and use information. Libraries and information centres have embraced the ICT more profoundly than many other fields, and most of them are currently using electronic products and services. It is evident that ICT has created a division in the modern society: information poor and information rich. The countries that had the ability to utilize ICT for information resource development have generated information-rich societies while those countries which were weak in utilization of ICT have created information-poor societies. As information is directly related to knowledge and skills which influence socio-economic development, one could hypothesize the relationship between information and development.

From these definitions, some of the applications of ICT have become clear such as video conferencing and distance leering, both of which can be facilities by the academic library. Other applications of the ICT specific to libraries could include: access to online resources on the internet such as e-journals, e-book and e-magazines, e-publishing; using CD-ROM for literature searches, access to local or network data bases on LAN (Local Area Network) or WAN (Wide Area Network), the opportunities for the application of the ICT in library and information centre especially in a developing nations.

Conclusion:

Today is digital age and a tremendous flow of information is emerging in all fields throughout the world. As such, it has become very difficult to manage the information manually due to the exponential growth of literature. The problem of providing timely information is not due to lack of information, but the way in which it is handled to enable the user to fulfil his needs. ICT –based information handling is a viable solution in this direction. ICTs have enhanced the variety and accessibility to library collections and services to break the barriers of location and time. Modern technology has radically altered the nature of our society and style of working of the people.

Information Communication Technology has functionally affected the operations of new services and this is also great impact on the education and training of the users and teachers on various levels. ICT is very necessary to make the changes in education by using these latest technological environments. Modern technology has radically altered the nature of our society and style of working of the people.

Technology is here to stay. The information professionals need to match their pace with it. It is also bringing about lowering demands in terms of physical spaces required for information storage and dissemination.

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ENHANCING EMPLOYABILITY THROUGH HOME SCIENCE EDUCATION

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Employability may be defined as, "A set of skills, knowledge and personal attributes that makes an individual more likely to secure and be successful in their chosen occupation(s) to the benefit of themselves, the workforce, the community and the economy." (Yorke, 2006). Graduates need the skills, capabilities and attributes to enable them to be successful in an ever changing global economic environment. Increasingly, employers except graduates to be innovative, adaptable, resilient, and flexible and have an enterprising mind-set. Enterprise education supports employability by enabling students to develop the characteristics, attributes and skills that will enable them to make effective contributions to the economy and society. Quality Assurance Agency for Higher Education (2012) defined enterprise education as "the process of equipping students with an enhanced capacity to generate ideas and the skills to make them happen".

Today Indian economy needs more skilled workforce and also the managers and entrepreneurs than created annually so the country faces a demand-supply mismatch. In order to facilitate offering of Nationally standardized skill related programmes, the Government of India has notified the National Skill Qualification Framework (NSQF) on 27th dec.2013 .It is a Nationally integrated education and competency-based skill framework which provides multiple pathways, both within vocational education and between general and vocational education.Govt. of India decided to introduce this schemes during the 12th Five year plan and establishment of community colleges to provide synergistic relationship between community, learner and job market. The curriculum has a potential to significantly enhance the employability of students and also offers an ideal opportunity for students to collaborate with industry and engage in valuable workplace learning, in addition to encouraging students to engage in personal development.

Colleges must think about to provide more opportunities for students to demonstrate their creativity and innovation, their entrepreneurship and enterprise and management and leadership skills along with the basic and essential skills. Students need help of teachers to demonstrate their competency in them as it is expected by their future employers. Following good practices in education can help to enhance employability.

* Through social enterprise and entrepreneurship module students can recognize how their own academic learning relates to employment which helps building student's professionalism, world of work confidence and an understanding of their employability.

* Working towards Entrepreneurial learning by doing methods that would encourage

enterprising and entrepreneurial mind-sets, capabilities and actions.

*Development of a year –round extracurricular programme develops product, service or business ideas towards enterprise effectiveness.

*Staff working together cross-functionally often achieves better results than those undertaking projects in isolation. More diverse groups of colleges are able to capitalize on the wider breadth of skills, resources and experiences available within the group. They can also lend added credibility to developments and spread the workload, benefiting all involved .In addition; projects that include students in their development, implementation and evaluation ensure that the student voice is given its rightful place at the heart of enhancement.

* Employability is enhanced by providing students with opportunities to undertake work related learning .Developing strategic relationships with employers and professional bodies creates opportunities for students to undertake work placements, become involved in mentoring relationships and participate in fieldwork and campus-based work-related learning.

* Employability is enhanced through voluntary-sector placements to develop students' skills and understanding of this sector. An effective networking vehicle is established for developing relationships with voluntary organizations, for both students and discipline.

*Progression of skill development across the degree programme and adopting a peer-agreed assessment contract to develop students' negotiation, teamwork and independent learning skill through the professional communication.

*By providing teaching materials on enterprise and related to the subject.

*Facilitating students learning and employability by tying the academic and real-world contexts together to emphasize personal skill development and enable students to investigate business practices through part-time working and self study.

Home science is a unique field of knowledge with its major thrust in bringing science into everyday life .It is an interdisciplinary approach in synthesizing knowledge drawn from various sciences and humanities is aimed at preparing students in improving the quality of life and equipping them with knowledge to carry life smoothly at home as well as starting career in various departments and private sector. Home science all together consists of the main five branches i.e. Food and Nutrition, Textiles and Clothing, Human Development and Family studies, Resource management and Extension education. There is a vast scope of employment as well as entrepreneurship in the field of Home-Science .Skill development programmes in this field will be helpful to the students' employability. There are wide ranges of employability-enhancing activities in field of Home-science. Some of the best activities according to recent trends are mentioned here.

Textiles and clothing: Apparel and textiles sector is the second largest organized sector for employment generation. Government is also continuously reviewing and reframing the policies to promote the sector. The skill development programme in this sector will help to gain knowledge in the manufacturing of apparels. Students acquire various skills in analyzing the market need and developing need based designs and processes them into production through use of advanced equipment and machinery. It also helps in developing various skills as merchandiser, quality controller and maintaining the enterprise with a smooth flow of goods from raw material to the final customer.

Food and Nutrition: Agro processing is a set of techno-economic activities, applied to all the produces, originating from agricultural farm, livestock, aqua-cultural sources and forests for their conservation, handling and value-addition to make them usable as food, feed,fiber, fuel or industrial raw materials. It is a developing sector of the Indian economy. Training and skill development programme in Agro-processing sector such as processed food, feed and a wide range of other plant and animal products can help students to start an enterprise of their own. The training provide knowledge regarding requirement of raw materials and parameters

for quality control and Skill development required for large scale commercial preparation of products and marketing and management.

Human Development and Family Studies: Now a days early childhood education has gained a lot of importance. One of the major constraints in running good quality early childhood education programmes is selecting, designing appropriate teaching learning material, which are crucial for creating challenging learning environments for children. There is a huge need and a big market for carefully designed multipurpose teaching –learning material for running quality early childhood education programmes, since toy shops in the market place are selling age inappropriate and poor quality material. Students specializing in early childhood are trained to develop entrepreneurship skill in creating good quality teaching learning material. Excellent age based, developmentally appropriate material in affordable price are produced for teaching and learning in early childhood education centers.

Resource Management: Product designs for interior enrichment is a private enterprise opportunity sector providing largest scope for exploration of consumer demand as per life style, taste ,material availability, choice, and thus to create product line. It also has potential to develop market opportunity for the products created. Students are able to integrate aesthetics and functional needs of consumers belonging to different regions, cultures and environment and develop marketable products through the training programme. Highly competitive Market for the product line in interior design gives an opportunity to search their inner talent and skill for generating new products, modify the developed products that have aesthetic or functional values.

Extension Education and Communication Management: Information designing is the skill and practice of preparing information more clearly so that people can use it with efficiency and effectiveness. Many private TV channels and radio channels, news print organizations, print and video advertisement agencies and audio video editing laboratories in major towns provide avenues for employment to students with adequate hands-on-experience in application of software .Skill development in designing and developing the information material will provide the job opportunities to the students in different media organizations and they can also establish their own enterprises.

There are many more fields in the Home-Science education for providing job opportunities to the students .The students will be trained through various skill development

programmes along with higher education. Such type of education system is able to provide more workforce to the country to fill up the gap between demand-supply workforce and will be beneficial to improve Indian economy.

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ROLE OF ICT IN HIGHER EUDCATION INSTITUTIONS

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Before we talk about the topic of ICT in Higher Education Institution first we should know what is ICT? It stands for information and communication Technology .ICT play a vital role in Higher Education. as the world moving rapidly in to digital media and information the role of ICT in education in becoming more important in 21st Century ICT helps to share availability of best practices and best course material in education.ICT based education causes changes in education objectives in the conception of the teaching and learning process. ICT allows the academic Institutions to reach disadvantaged groups and new international educational markets within the past decade the new ICT tools have fundamentally produced significant transformations in industry agriculture, medicine and telemetric tools on the part of lecturers.

Information and communication Technologies is a diverse set of technologies tools and resources used to communicate and create disseminate store and manage information. Also it include technologies as radio, television, video, DVD, Telephone, satellite systems. Computer and network hardware and software as well as the equipment and services associated with these technologies, such as video conferencing and electronic mail.

ICT is potentially a powerful tool for extending educational opportunities and can provide remote learning recourses. It encourage students to take responsibility for their own learning and offers problem centered and Inquiry based learning which provide easy access and information based resources. It is necessary to acquire the ability to use technology as a tool of research, organize evaluate and communicate information and the possession of the fundamental understanding of the ethical or legal issues and use the information. Success of ICT based education depends upon the teachers ability to keep pace with the developments since teachers are responsible for quality control. Improvement of learning and the aggregate effectiveness of the learning process. The main role of teachers will not be able to transmit information and culture but rather to act as experts and leaders to motivate learning.

The ICT policy in Higher Education aims at preparing youth to participate creatively in the establishment sustenance and growth of a knowledge society to loading to all round socio-economic development of the nation and global competitiveness. The introduction of ICT in the Higher education has profound implications for the whole education process. There are some features of ICT .

STUDENT CENTERED LEARNING:

ICT provides a technology that has the capacity to promote and encourage the transformation of education from a teacher directed enterprise towards student centered models. As more and more students use computers and information sources and cognitive tools, the influence of the technology will increase to support their studies.

SUPPORTING KNOWLEDGE CONSTRUCTION:

Learning approaches using contemporary ICT provides many resource based student centered settings by enabling learning to be related to context and to practice.

ANY PLACE LEARNING:

One of the important feature of ICT with the help of ICT educational institutions can offer programs of a distance mode today many students can use their facility through technology facilitated learning settings.

ANY TIME LEARNING:

Technology Facilitated educational programs remove the geographical barriers .students are able to undertake education anywhere and at any place. This flexibility has provided learning opportunities for many more learners who previously were constrained by other commitments.

INFORMATION LITERACY:

The growing use of ICT as tools of everyday life have seen the pool of generic skills expanded in recent years to include information literacy it is highly probable that due to the feature developments and growth in technologies it will help further for information literacy.

Involvement of ICTs in different dimensions of the Indian education system is taking place at a fast pace. Use of audio visual aids, radio, TV, to support education and dissemination of information for national development is not new.

Most important question which comes in mind is what should be the role of ICT in higher education system . The unprecedented changes have taken place in the society due to the impact of rapidly growing technological interventions. The delivery mechanisms and content of education in general and higher education in particular have been highly influenced and are under translation. These changes are crating enormous opportunities for improving the quality and efficiency of education on the one hand and on the other present challenges before us to design and develop mechanisms to harness the great potential of information and communication technologies for achieving the set goals.

Swift growth of ICTs is taking place all over the world. They have emerged as powerful tools for diffusion of knowledge and information. Their introduction and unprecedented use in the higher education has generated varied response. On the one hand there is acceptance of its potential benefits to knowledge creation. Field of research and its dissemination and on the other extreme it is feared that there use will further the digital divide/inequality. It can play significant role in bringing efficiency in the institutions. Networking to various departments and sections within the university / college. Networks established would lead to streamlining of university functioning. The ongoing programmes namely UGC INFONET and INFLIBNET needs to be expanded further with the help on necessary financial resources to all the universities and colleges. It also contributed in management of research and research grant is being adopted by some universities and institutions.

CONCLUSION:

At last my opinion about IC T in Higher education is the increasing use of information and communication technologies ICT has brought changes to teaching and leaning at all levels of higher education system leading to quality enhancements. Traditional forms of teaching and learning are increasingly being converted to online and virtual environment. There are endless possibilities with the integration of ICT in the education system. The use of ICT in education not only improves classroom teaching learning process. But also provides the facility of E-Learning. ICT has enhanced distance learning. The

teaching community is able to reach remote areas and learners are able to access qualitative learning environment from anywhere and at anytime it is important that teachers or trainers should be made to adopt technology in their teaching styles to provide pedagogical and educational gains to the learners. ICT enabled education will ultimately lead to the democratization of education.

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ICT in Literature Classroom: A Tool for Inclusion

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Abstract:

Life has changed throughout in the age of Information and Communication Technology (ICT). Education is not an exception for the same; rather ICT has profound pedagogical implications since its inception in the field of education. In the wake of this new technological advancement, higher education in particular has scaled new heights in our country and abroad. This swift development has provided ample opportunities both in traditional set ups and its own establishments. Though, often its positive effects have been appreciated and discussed, but it has some constraints. It has also become a threat for certain groups of individuals and institutions. So far, no walk of life has remained unturned with the inevitable tool called ICT. This paper addresses the issues of formulation of policies, their implementation in reality and the actual process that happens in Literature/Language class rooms in our time. It also speculates on future vistas in this same regard.

Keywords:

The terms like Information and communication technology (ICT), Higher Education, Pedagogy and ICT-Tools have been used in this article.

Introduction:

Demand for higher education has grown considerably in the last four decades in India and abroad. With the advancement of Information and Communication Technology (ICT), it has gained momentum in our time. Reasons behind this could be seen in the demand of the industry and service sectors. Skilled manpower is the need of this hour and there seems to be an unending need of the same in the times to come. So, automatically ICT based courses and even regular courses with the additional computation skills are in demand like anything. This sector has proved in our country that this has been the backbone of our economy in the recent past. Contribution of IT and its allied sectors in the economy of our country is vivid. This

resulted in creating the monopoly of this technology based methodology in the pedagogic circles and in research alike.

ICT proved very much useful in spreading and reaching the remotest places, to facilitate the needy in higher education. It is because of ICT that distance education and open education courses are growing to cater the needs of learners at a very fast pace. The increasing numbers of learners registered for such courses through Open Universities and through Distance Mode could be seen in the light of ICT and its implication in the last two decades in our country. It has also reduced the cost of education and made it appear attractive and interesting. With the audio-visual aids like Computer, TV, Tape-recorder, Projectors, Smart boards and Internet with different Labs and their programmed modules have changed the traditional classrooms from inside out. Of course there is a long way to go ahead and to make these facilities available at all places equally. We have to admit, to some extent the digital divide has been created among the users and non-users of ICT. But overall, it has been marvellous in its outlook and practical approach. Bringing them all on equal scale is a challenge before the policy makers and executors. The various departments of the Union and State Governments with planning commissions have been working in association with the public and private sector organisations to make higher education more viable, accessible and affordable using ICT as a tool is an undaunted fact.

Like in knowledge based disciplines, ICT has been effectively used in the Language and Literature classes. With the advent of Satellite Instructional Television Experiment (SITE) in 1975-76, initiatives were taken by the higher bodies like UGC in collaboration with "Consortium for Educational Communication Centre" (CEC) and programs like Country-wide Classroom were made available reaching the corners of India at a time as an example of one-way communication. This was a revolution in itself, disseminating knowledge at a very vast level using ICT. With very high aspirations India launched EDUSAT in 2004 to revolutionize higher education both, quality and quantity wise. It is a tool for two-way communication and finally INTERNET has been accepted as a tool available anytime and anywhere. The UGC report of the year 2002-2003 reads the achievement of ICT during the 10th five year plan as-

Tenth Plan provided the necessary driving force for use of ICTs in higher education in the twenty first century. The Plan objective called for profound transformation of higher education to improve its relevance and develop closer links with the world of work and

ensure quality in its teaching, research and business and community extension functions including life-long learning. In order to achieve this transformation knowledge and use of the new information and communication technologies is identified as one of the major contributor. (UGC, Annual Report 2002-2003, p.21)

How far these goals to reach a large number have been achieved is a matter of another research but its achievement cannot be neglected. A renowned scholar in this field opines about its another part, however, the quantitative expansion appears to have been achieved in being able to reach out to large numbers, yet the qualitative revolution envisioned due to introduction of new services and better quality teaching with learning materials, has not been quite visible (Bhatia, 2009). To have an account of its qualitative effect, we need to wait for some more time. ICT has spread in such a vibrant way in higher education that, to make an account of it in a research article would be like fathoming the sea single handed. It has changed the traditional literature class with an access to internet and programmed lessons. This paper attempts to locate this change and to suggest modifications in the traditional literature classrooms.

ICT in Literature/Language Classroom:

Teaching of literature and language has always been a different task than teaching some knowledge based subject. Different in the sense, we have to use language to understand and make others understand some knowledge based subject, but while dealing with a language, language itself is the thing to understand and learn. Literature is an extended form created out of language. Traditionally, learning by doing has been the popular method of teaching language. At the advent of audio-visual aids, it has become more lively and attention seeking. Same is the case with teaching of literature. Prior, it was through lecture method and sometimes role playing, loud reading and a few other methods were the methods of teaching literature. They are there even now, but they have been well assisted by the ICT tools and transformed the teaching and learning of literature interesting. Prior, a text was the only tool in the hands of the teacher but the situation has changed now. The teacher can have access to a lot many things related to the topic of his discussion.

Teaching of Fictional Work and ICT

Novel or a work of fiction is a prominent genre of literature in the recent times. It is the taste of time, for being more close to life proves much difficult while teaching in the classroom. It's extended and descriptive nature, complex plots, endless list of characters, digressions and the more vibrant narrative techniques add into the problems of the teacher and the students. Dealing with the same as per Foster's aspects of the novel is not much comfortable. But with the ICT tools this type of works could be taught effectively. Of course all works of fiction could not be taught in the same way but a few experiments can be done using ICT tools. For example, a teacher who is dealing with Jonathan Swift's famous novel *The Gulliver's Travells* can show his students the movie version (film adaptation) of the same text in English and even in Hindi. Watching the movie will set a tone and will include even the last person in the process of learning. Having discussions in-between or in the end, the teacher can inform and guide his students in context with the text. The discussions could be made very lively after regular intervals.

Reading a fictional work in classroom is not always possible. In such cases these film adaptations are very much useful. Even comparative study of such other topics becomes easy in such cases using films. The issue like narrative technique is not always simple to make understand using mere a text. The same could be brought to the mind of the students through a film while watching. Students remember characters from film easily than the characters from a text. After discussion, the teacher can give them assignments based on the same topic and students can have other relevant material using internet resources to prepare their assignments. Works done on the same topic could be made available easily using ICT tools. Reaching such other sources through books physically is time consuming and costly but with access to internet, things have become easier. Even for examinations, this new technology has helped considerably. Online examinations not only save money and time, but it adds into the credibility of the system. This also reduces human efforts and a very few people can work for a huge populace using this technology. Many students are participating in online and distance learning programs are the proof of its feasibility. The growing numbers of registrations in lacks of IGNOU and YCMOU is the well known example of ICT for this purpose.

Teaching Drama Using ICT

Drama in our institutions has been taught like works of fiction till the emergence of the tools of ICT. Recently dealing with this genre has changed. A few things like lack of theatres and performances with its costly affairs; drama was never watched by students in majority. It was just read or role-played. But, using the recorded performances and its transformations into movie form and vice-a-versa facilitates students with a better tool to understand a dramatic text. As mentioned above, using internet, information about this genre from beginning to our time could be gathered. Specific dramatists could be studied easily without much botheration. As in watching movies, while watching dramatic performances, discussions after acts and scenes could be arranged so as to inform students regarding the technicality of this art.

Traditionally, making students understand the concepts like soliloquy, asides and monologue is not easy but, using such instances from the performances available could be shown to the students for better understanding of such concepts. Even the concepts like plot, character and spectacle could be better understood by watching that performed on stage than by reading it. The technical things like, play within the play; how works could be enjoyed while watching the recorded performance of *Hamlet* by William Shakespeare. Many such things can be understood easily using ICT tools in classroom. Many plays prescribed in the University syllabus in our country are available in recorded form. Even plays by dramatists in Indian languages are available in their own languages as well as in translations. So dealing with such texts using ICT will be of help to the students and teachers both. For that, a few things are needed and now days, these aids are easily available in the institutes of higher education. What is it necessary is wish to do.

Teaching of Poetry and ICT

Poetry is meant for reading. One may think that ICT is of no use while dealing with poetry. But, use of ICT enhances the effect of reading and seeking pleasure from the same. You tube and other such sites provide audio and visual sessions of poetry recitation. Poetry read by the poet himself simplifies the idea behind for the reader. In degree and PG classes normally the classics of world poetry are prescribed with a few noted poems from

contemporary period. All such poems and critical material on the same is available on internet. Students can have access to the same and study them easily. Study of poetry using language laboratory helps in improving pronunciation of the students. The various theories about poetry since its inception help the reader to understand a piece of poem. To have access to these theories we need help of ICT. A click on net makes available the age old literature in the same topic. Further, students can avail the facility of language lab for their own reasons in this regard. They can record their recitation as many times as required till their satisfaction. This self correction facility could be availed with only ICT tools in a systematic way. Various sites provide some programmed poetic lessons with ample exercises for practice in rhyme scheme, diction, meter and many grammatical items. Using these resources, reading of poetry could be made more joyful and beneficial.

Efficiency in Teaching Literature with ICT

Use of ICT tools can play an important role in bringing efficiency in the teaching of literature in one institution as well as in a group of connected organizations. The various departments of literature and art can be connected by a network so as to work together and do research for making the study of literature fruitful. For this same purpose the present program named UGC-INFONET and INFLIBNET is useful. It gives access to thousands of books and journals online and even in the connected libraries. With this even the college/institutional websites disseminate the information uploaded regarding courses, material prepared and notes and even research done on a particular work/theme. ICT tools provide research related information through abstracts of PhD theses, their full text, research activities in the departments/centres, research by individual faculty members etc. Information of academic interest/academic events such as seminars, conferences, workshops, symposia, open research archive and outreach programmes can be reported and have in time using these modern time tools.

University Grants Commission through its policy decisions is making publication of Minor Research Project and Major Research Projects compulsory on either the University/Institutional website. Even, Ph. D. theses are made available on UGC's Shodhganga website. Purpose behind is to reach and connect knowledge bases and to make it available for the noble cause of education. Many universities and their departments have been working together on issues international. It is possible just because of ICT and its advancement with time.

Conclusion:

Thus, to conclude, one can find that the ICT tools like in other disciplines have created miracles in the teaching and learning of literature. It has a huge impact on the students by offering them new possibilities and enhancing their performances. Universities and institutions of higher learning through the Government and even on their own are spending much to create infrastructure necessary for ICT based teaching and learning. New opportunities are emerging for literature students in the field of entertainment and recreation. Likewise, students are acquiring more skills and competencies, more collaboration, team building, working on projects and managing the same which brings them close to the market requirement. In the near future, if traditional text-book and courses with its way of dealing with the texts is changed with a very smart e-learning program, won't be shocking. Because, in the past few years, things have changed very much and changed are the ways we meet literature classes in a smart look and growing enthusiasm to learn with ICT based new tools.

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Raising the Bar of Education: A Case Study

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The scenario in Higher Education in India has gradually begun to change. With agencies like NAAC,(National Assessment and Accreditation Council) for education NABH (in Health Care) and NABL (in Laboratory practices) to name a few, are contributing immensely to bring about this discernable change. In urban India technological awareness and growing competition among institutions has brought this change in the field of education rather fast. Professional institutions, which are under AICET norms directly or indirectly, affect the academic standards in institutions offering only the traditional streams like Arts and Commerce. It is rather amazing to find the different types of colleges, though governed by norms made by the State and UGC still have their own peculiarities and problems in raising the bar of education. Multiple variety and levels of institutions, which have their own parameters of functioning, cannot be assessed on one scale. Perhaps the multiculturalism of our country is also responsible for this. If we were shift our focus to towns and villages, to gauge this change, it is rather slow but then colleges in rural India are actual places where the bar of education needs to be raised.

Introduction

Recently we went to address a NAAC related workshop in an institution situated in a small village. This visit came as an eye opener and broke many of our presumptions. Some striking facts about this institution were that it is a single traditional faculty college, with only nine teaching faculty and four administrative staff. There is no other College in a radius of 25kms, only 2 Junior Colleges and few schools. This college, which has been taken up as a case study for this paper was established by a group of likeminded people from an average

middle class background with no political backing per se. They simply wanted to give back to the society and region, where they had their fields and had been born and brought up. Their own beginnings were humble but they wanted to give to the village children of what they themselves had been deprived of. This institution started in a small hutment and gradually began to use the small hall of the Gram Panchayat for college purpose. Each step was difficult as the University to which, the college is affiliated to is nearly 280 kms away. The paper work with concerned departments of the University itself needs patience and perseverance. The distance and poor connectivity makes routine work also very difficult.

With the zeal to overcome all odds after 9 years of establishment, the Management eventually built a small building with eight rooms, from the funds they had raised themselves. When they had separate classrooms, the University permitted them to run the annual examination center in their premises. Before they built their own building, the students had to travel more than 30 kms to appear for their annual University examinations. This was a great boon for the students and parents who are mostly Adivasis and worked as daily wage farm workers. This increased the number of admissions in the College and now the student strength is around 400 boys and girls. This college is an example of how human will, can bring long term change beneficial for society at large.

Progress Report

At times it is amazing to note that when the people at the helm, make the right choices of capable human resource, the institution begins to progress in the right direction. This college under purview of this case study reflects the above and how it progressed and managed to get 2f and 12 B over a period of 12 years and then a permanent affiliation from the concerned University. Hey are now in the process of applying for UGC grants. It is important to understand that acquiring these criteria require many parameters to be fulfilled and funds to be raised not to mention generating the right support system. It is important to point out that it is only the joint willingness and awareness of the Management, Principal, Teaching and the Non-teaching staff that this could be achieved. In this very concerned University, there are colleges which are more than 50 years old but do not have permanent affiliation. This is where the right choice of human resource is reflected in one such example, that inches towards progress steadily, while the other which does not perform because of inefficient people at the helm.

Colleges in rural areas have their own set of problems, which affects its smooth running. We realized this when we compared them to our comfortable city life. The travelling time is so much more, because the nearest town is about 30kms away with no smooth connectivity with buses. Besides almost all the faculty members lived at a distance of 30 to 130 kms. Extreme weather conditions also affected efficiency. Besides the availability of consumable items like bouquets, stationary etc which are required on daily basis has to be fetched from a distance. Availability of electricity, telephone and internet connectivity is erratic causing hindrance to all online submissions and other activities. In cities so many of these things are just taken for granted, here they came to us as a shocking realization. It was also amazing to see how human ingenuity found ways to overcome them!

To begin with it is important to evaluate the small focused group of staff members of this College under study. Each teacher played many roles, as the Head of Department, Committee In charge, a role in Extension activities and also help with resource generation. When compared to multi-faculty colleges of the cities, we found that there was much more coordination and willingness to bring change in this small group. Whereas in bigger institutions there is a tendency to shirk work and do the minimal. Similarly the Principal of this College had even a bigger responsibility as a teacher, coordinator, guardian and the Captain of the ship. His greatest achievement we felt was to develop an ambience, where every member of the Staff had confidence in his leadership and were ready to give their extra time and energy for the development of the institution, not just complete their limited work and disappear.

Another feather in their cap is that now this institution plans to go in for NAAC accreditation. When NAAC was initially established, generally there was a lot of opposition towards it. People found it difficult especially because the manual was in English, the team which visited only communicated in English and there was a general hesitance and opposition to the whole process. When the State Governments took a serious stand about the accreditation, Colleges were left with no choices but go in for accreditation. I would like to point out here, that colleges like these which had only single faculty, with only vernacular medium to offer did not accept the idea of being accredited very cordially. Another factor which contributed to this resistance was the inability of the authorities to explain its necessity and their support towards it. In this college it was amazing to find a discernable enthusiasm on the part of the Principal, Staff and Management towards accreditation.

Both the writers of this paper are teachers in a city with a long experience with NAAC process of accreditation and are also part of the Peer teams. Therefore the experience of this small college was so different and unique that it coaxed us to take it up as a case study. Therefore when we were invited to conduct this workshop in lieu of the preparation of NAAC in this remotely placed college, it came as surprise of the way the institution in its own way with very basic amenities was inching towards the accreditation process! We had gone equipped with detailed presentation on- why was NAAC required etc. But to our amazement the Principal of the college had already created the right academic environs for this process of accreditation and the Staff were well informed and equipped with their questionnaires. Their easy acceptance of the responsibilities given to them reflected the team work and the progressive state of mind of all stake holders, inspite of so many odds.

It will be relevant to point out here that the 7criterias which have been chalked out by NAAC, many enquires do not even apply or to be more blunt are impossible for such set ups. It was amazing to see how the staff members led by their very able Principal tried to comply with each enquiry with a very positive attitude. The well researched manual by NAAC often coaxes the stakeholders to try reach the parameters, as far as possible and through this raises the bar of education. It is equally a well known fact that many Colleges, with much better resources just do not have the will to change and simply comply with these enquiries in negative.

In this College the Staff members were well aware of many things required by NAAC and were already doing related activities in their college. In a co-ed college where there was only a single lady teacher, it was amazing to see how she managed the Women's Cell, Gender awareness issues and also acted as the Head of her own department and also conducted so many other activities. Same was true for all other faculty members who played multiple roles. NAAC has recently included green audit in its format. This small unit in the rural area, which was surrounded by fields, and with its limited human resource grows saplings to be distributed, plans to make check dams to raise the water level around the region, has made pits to make Vermin compost, and regularly holds awareness programmes for neighboring farmers. It surprised us when we realized that there was very little we could add to their knowledge about environmental awareness! Similarly with their very limited resources they had created a Students welfare bank account, library repository, student

adoption schemes, Career Guidance cell, NSS unit etc. Their future plans and its actual fulfillment were also remarkable.

Another facet which highlights the fact is that due to NAAC, awareness of stakeholders has also risen. This has also indirectly helped in raising the bar of education. It again surprised us when Management people waited to ask questions about NAAC. Our experience in other well established colleges had been very disappointing, especially where Management of Colleges was concerned. They were least interested in spending funds for development and regarded themselves to be the whole sole authority of the institutions and not just another stake holder! In this college unpredictable flooding had ruined their previous records. They had taken great efforts to recover them from various sources. The steadfast backing of the Management for the staff and students was admirable. Their persistent will to bring about a social change was also amazing. Besides they regarded their humble background as farmers as an asset to become harbingers of change!

Conclusion

The Workshop which we had come to conduct was perhaps less helpful to the Staff members but was more of a surprise for us at their sheer grit and efforts to make the whole endeavor a success. On one hand their means were limited, most of the students were first generation learners, and many of the students also worked in the fields. The girls had family responsibilities and were bowed down in a very traditional set up of society. Education in rural India is still not a priority. Parents as stake holders had a very insignificant role to play as their awareness of the world outside was very limited and most of them were uneducated. For a single faculty under graduate college like these support from alumni is negligent as those who remain in the village are few, while those who go out of the region have no will to return. Inspite of all these odds, the College under the scanner was progressing in leaps and bounds. Their will to go in for NAAC accreditation , will further bring change for the better and help raise the bar of education, where it is actually required.

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The Computer: It's Role in Research

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Research in common parlance refers to a search for knowledge. Once can also define research as a scientific and systematic search for pertinent information on a specific investigation. Research is an academic activity and such the term should be used in technical sense.

Problem solving is an age old activity. The development of electronic devices, specially the computers has given added impetus to this activity. Problems which could not be solved earlier due to sheer amount of computations involved can now are tackled with the aid of computers accurately and rapidly. Computer is certainly one of the most versatile and ingenious developments of the modern technological age. Today people use computers in almost every walk of life. No longer are they just big boxes with flashing lights whose sole purpose is to do arithmetic at high speed but they make use of studies in philosophy, psychology, mathematics and linguistics to produce output that mimics the human mind.

To the researcher the use of computer to analyse complex data has made complicated research designs practical. Electronic computers have by now become an indispensable part of research student in the physical and behavioral science as well as in the humanities. The research student, in this age of computer technology, most is exposed to the methods and use of computer a basic understanding of the manner in which a computer works health a person to appreciated the utility of this powerful tool.

The following characteristics of computer:

1. **Speed:** - Computer can perform calculation in just a few second that human being would need weeks to do by hand. This has late too many scientific projected which were previously impossible.

2. **Diligence:** - Being a machine a computer dose not suffer from the human traits of direness and lack of concentration. If two million calculations have to be performing, it will be perform the two millionths with exactly the same accuracy and speed as the first.

3 **Storage:** - Although the storage capacity of the present day computer is much more than its earlier counterpart but even then the internal memory of the CPU is only large enough to retain a certain amount of information just as the human brain select and remains what it feels to be important and relegates unimportant details to the back of the mind or just forgets them Hence, it is impossible to store all types of information inside the computer records. If need be all unimportant information/ data can be stored in auxiliary storage devices and the same may internal memory of the computer as and when required for processing.

4. **Accuracy:** - The computer's is consistently high. Errors in the machinery can occur but, due to increased efficiency in error detecting techniques, these seldom lead to false results. Almost without exception, the error in computing are due to human rather than to technological weaknesses, i...e due to imprecise thinking by the programmer or due to inaccurate data or due to poorly designed systems.

5. **Automation:** - Once a program is in the computer's memory, all that is needed is the individual instructions to it which are transferred one after the other, to the control unit for execution. The CPU follows these instructions until it means a last instruction which says' stop program execution.

6. **Binary digits: -** Computers use only the binary number system in which all the numbers are resented by the combination of two digits- one and zero and thus operate to the bases of two, compared to the ordinary decimal arithmetic which operates on a base of ten. Computers use binary system because the electrical devices can understand only 'on' (1) of off (0)

Computers and Researchers:-

Performing calculations almost at the speed of light, the computer has become one of the most useful research projects. Researchers are essentially concerned with huge storage of data, their taster retrieval when required and processing of data with the aid of various techniques. In all these operations, computers are of great help. Their use, apart expediting the research work has reduced human drudgery and added to the quality of research activity.

Researchers in economics and other social sciences have found by now, electronic computers to constitute an indispensable part of their research equipment. The computer can

perform many statistical calculations easily and quickly. Computation of means standard deviations, correlation coefficients 't' test analysis of variance, analysis of co-variance multiple regression. There for analysis are just a few of the programs and subprograms that are available at almost all computer centers. Similarly canned programs for linear programming, multivariate analyses, Monte carol simulation etc. are also available in the market. In brief. Software packages are readily available for the various simple and complicated analytical and quantitative techniques of which researchers hers generally make use at. The only work a researcher has to do is to feed in the data he/she gathered after loading the operating system and particular software package on the computer. The output or to say the result, will be ready within seconds or minutes depending up on the quantum of work.

Techniques involving trial and error process are quite frequently employed in research methodology. This involves lot of calculation and work repetitive nature. Computer is best suited for such techniques, thus reducing the drudgery of researchers on the one hard and producing the final result rapidly on the others. The final result rapidly on the others Thus, different scenarios are made available to researches by computers in no time which otherwise might have taken day's or even months.

The storage facility which the computers provide is of immense help to a researcher for he can make use of stored up data whenever he requires doing so.

Thus, computers do facilitate the research work. Innumerable data can be processed and analyzed with greater ease and speed. Moreover, the results obtained are generally correct and reliable. Not only this even the design, pictorial graphing and report are being developed with help of computer. Hence, researchers should be given computer education and be trained in the line so that they can use computers for their research work

Repotteur Report

It gives us immense pleasure to inform that Vasantrao Naik Govt. Institute of Arts and Social Sciences, Nagpur has organised one day National Seminar on "Role of Academic Audit for upgradation and sustenance of quality in Higher Education Institutions" and following is the report of the seminar.

Dr. Vinayak Deshpande, in his inaugural speech emphasized on challenges and problems of Institution. According to him Quality Enhancement is the biggest issue before institutions. He pointed out research deficit in most of the universities is rapidly declining, and main reason is shortage of teachers. He has mentioned that NAAC has motivated institutions to keep the records and documentation has been preserved this is a positive result of NAAC.

Dr.Kurup, founder Principal V.G. Vaze College , Mulund, Mumbai. Had a talk on 'Academic Audit and Quality Assurance " According to him Audit is an educational exercise to assess and improve performance of teachers, students, administrative staff and the whole institution in a holistic manner. He discussed about academic audit targets. He emphasized the importance of teachers role in the quality enhancement of institution.

Guest speaker Prof. Milind Malashe of English, Dept. of Humanities and Social Sciences, IIT Powai, Mumbai has discussed "Recent trends in research in humanities". He highlighted difference between traditional and modern research and pointed out the shift from pre-mordern 'theocentrism' to modern 'homocentrism' with examples. He emphasized to relook at traditional things and analyze critically.

In panel discussion on academic audit and seven criteria of NAAC, Panelists were Dr. R.L. Shrivastava, Professor mechanical engineering, YCCE Nagpur, Dr. Mrunalini Fadnavis, Principal Head of the Department of Economics, Mahila Mahavidyalaya, Nandanvan Nagpur and Dr.Mamta Muthal, Principal, G.H. Raisoni, Institute of Information Technology. For teachers and students training some skills are a must. Skill development in students is the need of the hour. At least two best practices must be practiced by the institution. High value should be inculcated in teachers and students.

Documentation should be done every year to lessen the burden at the end of NACC appraisal.

Dr. Muthal shared her experience regarding innovative practices. The definite system has been evolved in her institution and all faculty members, stakeholders work accordingly which helped them to generate documentation and to achieve the success to save paper, save electricity and clean campus. These are best practices of her institution.

The seminar ended after a lot of discussion some led to solutions and some did not. This seminar report is presented by:Dr. Sadhana Deshpande, Dr. Agnihotri and Dr. Milli Baby.