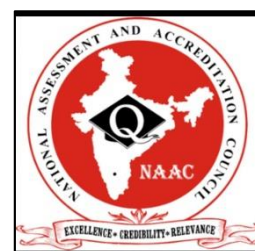*Theme of Special Issue Proceedings of NAAC Sponsored National Seminar*
On

Challenges and Future Prospects in Online Submission of SSR

(Special Issue : No. 108, 30 April 2022)

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MESSAGE
From the Desk of Principal

It gives us immense pleasure to bring out this issue of Aayushi International Interdisciplinary Research Journal on 'Challenges and Future Prospects of Online Submission of SSR', conference proceedings of the one day NAAC sponsored National Seminar on the same topic

Since ancient times education and ways of imparting education has been of prime importance in our country. Education plays an important role in the development of a nation. Education creates a thinking and analyzing individual whose life has a strong moral base and more so does higher education.

NAAC has continuously been engaged in the work of assessment of quality of higher education and improving its quality.

Performance of institutions and universities is assessed on various criteria. The process of data presentation has also been upgraded from time to time. The latest addition has been online submission of SSR.

This issue is dedicated to the challenges faced by institutions in online data presentation, its pros and cons.

The topic is highly relevant today since every institution new or old faces some issues and challenges, the idea is to provide institutions with a platform for sharing and finding solutions to the issues.

Dr Shraddha Anilkumar
Principal, Executive Editor

MESSAGE

Dayanand Arya Kanya Mahavidyalaya has been sanctioned a one day NAAC sponsored National Seminar on "Challenges and Future Prospects in Online submission of SSR."

The field of higher education is undergoing a transformation.
With increasing digitalisation maintenance of quality in higher education becomes all the more important.

NAAC is entrusted with the task of ensuring quality and excellence in education.

I congratulate the Principal Dr Shraddha Anilkumar, convener of the conference and all the staff members who have worked hard for its success. I wish the seminar a grand success.

Shri AshokKumar Kriplani
President, Arya Vidya Sabha

MESSAGE

The Covid 19 pandemic has changed the world order in the past 2 years. The world has had to change the way it worked earlier with everything going on line.

The topic of the NAAC sponsored national seminar Challenges and future Prospects in Online Submission of SSR is very relevant in the present times.

The entire staff of Dayanand Arya Kanya Mahavidyalaya has worked hard under the mentorship of the Principal Dr Shraddha Anilkumar to make the seminar a grand success.

I thank all the delegates and participants for their contribution towards the success of the seminar.

Shri Ghanshyam Kukreja
Vice President ,Arya Vidya Sabha

MESSAGE

The main aim of the seminar is to create awareness and healthy discussions among professionals, academicians and research scholars on major issues related to E-Governance in Higher Education.

This National Seminar is a stepping stone in visualizing the dreams towards a better future of Higher Education Institution in India and in national and international perspective. The Financial Assistance rendered by NAAC is highly ackonowledged.

I appreciate the initiative taken by the committee members of IQAC Department as well as Principal Dr Shraddha Anilkumar for conducting such a relevant Seminar, which will benefit to the Higher Education Institutions as well as academicians.

I also extend my heartfelt gratitude to the IQAC committee Members and all the participants for their enthusistics efforts to make conference successful.

Shri Rajesh Lalwan

Secretary, Arya Vidya Sabha

NAAC Accreditation and Assessment in New Revised Framework

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Abstract

NAAC Accreditation has been made mandatory till 2022 by The University Grants Commission (UGC). the unique procedure of NAAC with a Self-study Report Institutes, colleges, and universities are establishing excellent standards using NAAC as benchmark. NAAC gives an opportunity to the institutions to enhance their standards, increase efficiency, identify their strengths and weakness, and work for better performance. NAAC has made impact on enhancement of quality standards of the higher educational institutions. In the revised framework several new concepts such as ICT enabled, transparent, robust are implemented by the NAAC. The paper summarizes the procedure of NAAC Assessment and Accreditation and several points incorporated in new revised framework.

Introduction

Education should fulfill challenges imposed in the society. It is like a fire to kindle not like a bucket to fill up. Mahatma Gandhi advised that "Study as if you were to live forever, live as if you were to die tomorrow" Swami Vivekananda expected that 'Education must be human being creator'. So, the education means to bring about an integrated individual who is capable of dealing with life as a whole.

All educational institutions, throughout the world work in a dynamic environment. The need to extend the organization of higher education, the effect of innovation on the instructive conveyance, the rising private investment in advanced education and the effect of globalization have required marked changes in the Indian higher education framework. These changes and consequences has taken into cognizance by NAAC while formulating the core values. Quality Assurance (QA) process of NAAC is grounded within a value framework in order to ensure external and internal validity and credibility, the process of NAAC enables to promote quality enhancement in higher education. It is benefited personal as well as for the institutions. The National Assessment and Accreditation Council (NAAC) as an autonomous body for measure the higher educational institutions in India was established by UGC in September 1994.

NAAC license is obligatory for all the higher learning foundations, especially state colleges.

To bring more objectivity, transparency and scalability in the assessment process, NAAC keeps on revising its accreditation framework. NAAC has revised its accreditation framework in 2021 and made it ICT enabled, impartial, transparent, surmountable and robust. The AQAR is also modified in qualitative and quantitative matrix implemented from academic year 2020-21 as pronounced by the University Grants Commission (UGC) The three main objectives of higher education are Acquisition of educational knowledge, Development of personality and Influence to society.

NAAC Accreditation is completed in 3 Stages.
- Submission of Institutional Information for Quality Assessment (IIQA) and Online Self Study Report (SSR).
- Pre-Qualifier Score, Data Validation and Verification (DVV) and Preparation towards Student Satisfaction Survey (SSS).
- Peer Team Visit for Assessment.

IIQA Submission

IIQA functions through the two windows device. It opens two times in a year, and accepts the applications at different points in the year, i.e, May – June and November – December.

The documents required are for IIQA submission:
(i) All India Survey of Higher Education (AISHE) registration certificate
(ii) Self Declaration regarding programs and courses

(iii) University Affiliation letter for current academic year for all programs/courses

(iv) UGC recognition letter and

(v) Registration fee with GST as applicable

SSR Submission

After receiving the IIQA acceptance, the subsequent step is the submission of SSR. They are supposed to fill the SSR form with each Quantitative and Qualitative metric, add applicable documents and pick non-applicable metrics. In the revised framework the academic as well as administrative aspects of institutional functioning but also the emerging issues have been included.

Table 1: Distribution of Metrics and KIs across Criteria

Type of HEIs	Universities	Autonomous Colleges	Affiliated/Constituent Colleges	
			UG	PG
Criteria	7	7	7	7
Key Indicators (KIs)	34	34	31	32
Qualitative Metrics (Q$_l$M)	36	35	35	36
Quantitative Metrics (Q$_n$M)	79	72	58	60
Total Metrics (Q$_l$M + Q$_n$M)	**115**	**107**	**93**	**96**

1. It must be noted that the SSR has to be submitted online only through portal. The portal will be made available to the Institution on the NAAC website in 'Apply Online Tab'. Data Required for Self - Study Report (SSR) is - Executive Summary

2. Profile of the Institution

3. Extended Profile of the Institution

4. Quality Indicator Framework (QIF)

5. Data Templates / Documents (Quantitative Metrics)

HEIs are supposed to go complete the Standard Operating Procedure (SOP) available in Apply Online Tab in NAAC website, before preparation of SSR.

Data Validation and Verification (DVV)

Data Validation and Verification (DVV) procedure verification is carried out with the use of an online mechanism, which generates a pre-qualifier score. This is the Post SSR submission step. After DVV process, a DVV deviation report will be generated. The minimum pre-qualifier score set to qualify for the SSR is 30. Those with much lower than 30 ought to re-apply for the A&A procedure through the IIQA

Student Satisfaction Survey (SSS)

In concurrent with DVV, SSS is conducted. It is a direct indicator of the effectiveness of teaching learning in the institution and possible improvements. Institutions are supposed to submit the entire student data such as their enrollment details, number, program, their year of study, contact number, and e-mail ids. The SSS findings are calculated as a part of the overall CGPA

NAAC Peer Team Visit

This is a significant step in the NAAC accreditation process. The online compiled SSR will be used for the onsite and offsite evaluations. The onsite assessment involves visit of Peer team members nominated by NAAC. The team will focus on the information provided in qualitative metrics. This onsite visit will result in generation of a qualitative report of the institution. The report will identify strengths, weaknesses, opportunities and challenges(SWOC) and assigning scores as per the performance on each of the qualitative metric. The role of peer team will be very specific and limited to qualitative metrics(QlM). After completion of onsite evaluation, all the scores such as the pre-qualifier scores and the SSS and scores given by peer team will combined to generate

overall Criterion Wise Grade Point Averages (CGPA). After getting approval from Executive council, NAAC will declare the results and grading.

Reformations in the New Framework

By conducting survey process, NAAC collected views from various stakeholders and incorporated in the news revised framework. Following changes are to be marked for further assessment by HEIs –

- A benchmark range on a 5-point scale (very high to very low) or binary scale (Yes/No) is provided to each Metric
- A new component of online student satisfaction survey is introduced to assess subjective elements such as teaching-learning process, student services, etc.,
- Criteria VII remains the same for the new QIF.
- The name of Criterion III has been renamed to 'Research, Innovations and Extension
- Criterion VII will be termed as 'Institutional Values and Best practices'
- New Key indicators such as Student Satisfaction Survey, Alumni Engagement, Innovation ecosystem, Institutional values and social responsibilities, and Institutional Distinctiveness are incorporated.
- The Key Aspects now be known as Key Indicators, and the measures under Key Indicator will be termed as Metrics.
- National Education Policy 2020 procedure is to be followed and included as 2(a) in the Section B from 2021-22.
- Various descriptive questions (maximum 500 words) such as institutional approach towards integrity of different streams, and value-based towards the attainment of a holistic and multidisciplinary education, good practice/s of the institution to promote Multidisciplinary / interdisciplinary approach in view of NEP 2020 are included.
- It also asks for detailed explanation from HEIs regarding multidisciplinary flexible curriculum undergraduate education at the entry and exit level.
- NAAC also inquires about the solutions to most pressing challenges and issues in society through research being undertaken by HEIs.
- New revised framework with incorporation of NEP 2020 also asks for description about good practice/s of the institution to promote Multidisciplinary / interdisciplinary approach.
- Academic bank of credits (ABC) have special mention avail the benefit of multiple entries, pedagogical approaches within the approved framework and its implementation is to be answered by the higher educational institution.
- It also gives emphasis on giving encouragement to faculties for designing their own curriculum within approved framework and its pedagogical approach.
- Stress on Skill Development courses, Effectiveness of value based education, focus based outcomes, Integration of Indian Knowledge system using online courses are few new parameters which are added in the revised framework.
- Under Skill Development Courses, whether vocational course before graduating and mode of learning is given utmost importance.
- **In both online/offline courses, strategies regarding** Indian Knowledge system, delivery of curriculum in bilingual method and efforts taken by the institution to promote Indian culture, Indian ancient traditional Knowledge, Indian Arts and Indian Culture and traditions are incorporated.
- Good practices with reference to Distance education mode and possibilities of offering vocational courses using technological tools is to be practiced by HEIs as per new framework.

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RAF- Challenges and Way Forward

While framing a revised manual NAAC confronted many challenges such as Conflict for change from stakeholders to complete shift to ICT based data driven model. NAAC has tried up workout to revise and fine tune the framework is tested and implemented. NAAC in near future also will be re-revise the same framework based on the needs of the stakeholder

'One size fits all model' is not practicable in a diverse higher education system, a provision that HEIs can opt out up to 5% of metrics and distinctiveness is made in included in the QIF.

It was reported by several stakeholders that State government norms, affiliating university issues, implementation of Choice-Based Credit System (CBCS), student-teacher ratio, etc. may create limitations for institutions. The issue of systemic limitations may have to be addressed at the policy level instead of excluding such factors from the evaluation framework.

NAAC has tried best efforts to develop a reliable methodology. All stakeholders must understand the concepts and procedures. In future also NAAC will reach stakeholders and keep on revising framework to ensure quality maintenance in higher educational institutions.

Conclusion

The paper concludes new revised framework with digital accreditation is a bench mark for quality enhancement process of HEIs through NAAC assessment. As Information and Communication Technology arise as blessing during difficult times of Covid19 pandemic for the HEIs to continue teaching learning method. The new framework of NAAC incorporates NEP 2020 in certain criteria that institutes need to maintain. Multi-disciplinary component is given focus in NEP 2020 which is to be followed by the HEIs to ensure the students to opt for diverse programs making them employable in future. Several concepts Student Satisfaction Survey (SSS), Data Validation and Verification (DVV), Quality bench-marking, Innovation Ecosystem, Alumni Engagement, Institutional Values and Distinctiveness including NEP 2020 as quality indicators will prove beneficial in the overall development of the country

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Roadmap of NEP 2020 and Robust Strides of NAAC towards Transforming Indian Higher Education System into Education 4.0

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Abstract:

Indian Education system has been regarded as one of the biggest as well as the oldest systems in the world. The Gurukul system of ancient India was focused on the holistic development of a person but during foreign invasions especially during British Raj our age-old education system which was not much disturbed by the Moghuls, had been changed completely focussing to produce only citizens with lower order of thinking. Our education system is not skill based but marks and degree oriented. When the students get into the job market they face performance and output related problems due to lack of training and orientation. But with the advent of NAAC to upgrade the quality of HE and now the national education policy 2020 that promises transformational reforms in the old rigid concept of education by introducing paradigm shift in basic education as well as research based higher education. But much of its success depends on how it is implemented by systematizing and coordinating various educational bodies to work in tandem in a time bound manner. Now we have entered into the phase of Industry 4.0 that focuses on smart technology, artificial intelligence, real time data, machine learning and robotics which requires the skilled work force to be upgraded with the same pace and NEP 2020 with its futuristic plan may become Education 4.0 of India. In this paper it is examined that how this comprehensive education policy's road map will be transformed into Education 4.0 with the NAAC's robust strides for making Indian Higher Education system to meet the global as well local requirements considering NEP 2020's context, recommendations and implementation challenges.

Key Words: Artificial Intelligence, British Raj, Education 4.0, Gen-Z, Gurukul System, Industry 4.0. NAAC, NEP 2020

Introduction:

Now when we have completed one full and half year after accepting our National Education Policy 2020 on 29th July 2020, various revolutionary steps have been introduced towards its implementation and a yearly review has been conducted to monitor its progress on 29th July 2021. As Dr APJ Abdul Kalam has said that Indian Education framework needs to change completely, and it took us almost 40 years to take up a robust and concrete step for academic restructuring and reforming the present Education system and a comprehensive education policy has been envisaged by systematizing and coordinating various educational bodies to work in tandem in the form of National Education Policy 2020. The main aim of introducing this new National Education Policy 2020 is to ensure global quality education in India in the span of 20 years starting from 2020 to 2040. NEP 2020 is being received as a very forward looking, innovative, democratic and student centric policy, assessing it as India's Education 4.0 let us see what Education 4.0 is and how NEP 2020 represents India's Education 4.0.

The NEP 2020, a long-awaited move, is a highly ambitious and futuristic policy for keeping in view to create a robust educational eco system in India for gearing up the progressive Gen-Z to face global as well as local challenges efficiently and effectively. Various drastic and futuristic changes have been recommended for transforming India into an educational superpower in the next 20 years to bring in a complete rejuvenation of education system in general and Higher Education in particular in India for which a complete assessment of the present scenario has been conducted keeping in mind the focal and problem areas to be addressed for result-oriented solutions. The policy looks at education in a continuum.

1. Context: Since our Independence in 1947, the Indian Government sponsored and conducted a variety of programmes to address the problems of illiteracy and challenges of multiplicity in India. Maulana Abul Kalam Azad, India's first Minister of Education, envisaged strong central government control over education throughout the country, with a uniform educational system all over India. A dynamic approach was needed to give a holistic approach to education where academic, vocation and extra-curricular activities will be given equal importance

and weightage. For that in the areas the students are interested they can develop that skill so that after the school or college education they are market ready.

A drastic move was needed to deal with the problems of illiteracy, challenges of multiplicity and need for a uniform educational system all over India to meet the challenges of unemployment and under employment. As in 2018, the degree of literacy in India was about 74.4 percent and the overall literacy rate in Urban India is 79.5 per cent. It is estimated that the global literacy rate for people aged 15 and above is about 86 percent. India unemployment rate for 2019 was 5.36%, in 2020, the estimated youth unemployment rate in India was at 23.75 percent. The number of higher education institutions in India 2019 by type Published by Statistics Research Department, on Dec 1, 2020 counted 40000 (39,931) colleges, 993 universities, 10,725 stand-alone institutions in India with nearly 37 00, 00, 000 students.

Before touching the Education 4.0 lets understand the industrial revolutions. This industrial revolution 4.0 industry focuses on smart technology, artificial intelligence, real time data, machine learning and robotics; all of which now impact our everyday lives. Industry 1.0 was Agricultural Revolution in 18th Century, 2.0 was Industrial Revolution in 19th century, 3.0 was Knowledge Revolution in 20th century and 4.0 Innovative Society in 21st century. Industry 4.0 creates what has been called a smart industry. Large-scale machine-to-machine communication (M2M) and the internet of things (IoT) are integrated for increased automation, improved communication and self-monitoring, and production of smart machines that can analyse and diagnose issues without the need for human intervention. To expedite the transition towards a fourth industrial revolution we need our education system to move on the same pace.

Education 4.0 is a desired approach to learning that aligns itself with the emerging fourth industrial revolution or Industry 4.0. For universities to continue to produce successful graduates, they must prepare their students for a world where these cyber-physical systems are prevalent across all industries. This means teaching students about this technology as part of the curriculum, changing the approach to learning altogether, and utilizing this technology to better improve the university experience. By aligning teaching and learning methods with the skills needed in the future, universities can be sure they are successfully preparing their students for the fourth industrial revolution. One method of doing so is by encouraging accelerated remote learning, which is the idea that students will learn theoretical knowledge remotely using digital means, whilst ensuring any practical skills are still learnt face-to-face. Project-based learning highlights the importance of studying a wide set of skills that can then be applied to each scenario, as opposed to sticking to a set of skills directly linked to a specific job role. The approach to exams and assessments will also change, moving away from the traditional method of relaying a vast amount of information. Of course, the biggest change we are likely to see as part of Education 4.0 is a deeper fusion of technology into the teaching process.

2. Recommendations: The NEP consists of four parts: dealing with 'School Education,' 'Higher Education,' 'Additional Key Focus Areas,' (includes professional education, technology, adult education, life-long learning etc) and making it happen 'Transforming Education,' with an addendum, and 14 appendices. It is animated by a vision to create an 'India-centred' education system that will lead to the creation of an 'equitable and vibrant knowledge society' (Draft: p 41) with a thrust on the three main types of education, namely, Formal, Informal and Non-formal.

The NEP 2020 provides for reforms at all levels of education from school to higher education. It seeks to increase the focus on early childhood care, reform the current exam system, strengthen teacher training, and restructure the education regulatory framework. It also seeks to set up a National Education Commission, increase public investment in education, strengthen the use of technology and increase focus on vocational and adult education, among others.

Ministry of Education (ME) will replace MHRD presently working in the field of education. Higher Education Commission of India (HECI) will replace UGC University Grants Commission, and National Research Foundation of India will come into existence to monitor all types of educational researches. NEP 2020 also seeks to set up a National Education Commission, or Rashtriya Shiksha Aayog, (RSA) a parent body for revamping the System of Educational Governance by controlling other agencies like National Council of Educational Research and Training (NCERT), National Higher Education Regulatory Authority, (NHERA), and National Research

Foundation (NRF) to increase public investment in education, strengthen the use of technology and increase focus on vocational and adult education, among others. Its futuristic plan is to start five Indian Institute of Liberal Arts as model multidisciplinary liberal arts institutions in the line of IITs and IIMs within five years. Thus, four important functions of (1) regulation (NHERC), (2) accreditation (NAC), (3) funding/ grants (HECI), and (4) academic standard setting (GEC) are controlled by an umbrella institution, the National Education Commission or Rashtriya Shiksha Aayog (NEC/RSA).

Table: I (a) Stages of School Education

SCHOOL EDUCATION					
Stages	**Name of the stage**	**Years**	**Grade**	**Language/subject**	**Exams**
1st stage	Foundation Stage	5 years (3+2)	1-2	Local/home L.	No Exams
2nd stage	Preparatory Stage	3 years	3-5	One Indian L.	Exam (activity)
3rd stage	Middle Stage	3 years	6-8	One Foreign L	Exam (360◦)
4th stage	Secondary Stage (only one Board exam)	4 years	9-12	Multi-disciplinary sub.	Semester System

Table: I (b) Stages of College Education

COLLEGE/UNIVERSITY EDUCATION					
5th stage	Graduation stage	3/ 4 years	4 year Research Degree	Liberal Arts (Multiple Entry/Exit)	Semester system
6th stage	Post-Graduation stage	1/ 2 years		Subject wise	Semester system
7th stage	PhD (MPhil scrapped)	4 years		Topic wise	

In the line of NCERT, Early Childhood and Care Education (ECCE) will work to train the Anganwadi workers (6 month/one year certificate course), earlier Mahila aur Bal Vikas Ministry used to run the Anganwadi education. Provisions in law of RTE are to be amended for 3-18 years as against 6-14 years earlier as mandatory education. In old system of 10+2, 12 years were taken as formal education starting from 6 years of age up to 14 years whereas in the new system it will be 15 years of formal education following 5+3+3+4 format starting from 3 years of age up to 18 years. Curriculum Framework for School Education would consist of a 5+3+3+4 design comprising: (i) five years of foundational stage (3 years of pre-primary school and classes 1 and 2), (ii) three years of preparatory stage (classes 3 to 5), (iii) three years of middle stage (classes 6 to 8), and (iv) four years of secondary stage (classes 9 to 12) There will be a complete over hauling of curriculum and NCERT will develop the National Curriculum Framework for School Education 2021 and Early Childhood Care and Education (ECCE), for school education and NIOS for adult education by 2021.

As far as the fifth stage of education is concerned which is college/university education will have no streams like Arts, Commerce or Science but it will be Liberal Arts with multiple entry and exit system. The focus will be on critical thinking and creative thinking. Vocational training which will be local based will be continued as a part of the curriculum only. In the new system there will be Graduation Certificate after first year, Graduation Diploma after second year, Graduation Degree after three years and Graduation Degree with Research will be after fourth year. After three years degree course a student will be eligible for competitive exams, job placement and will get admission in two years post-graduation (four semesters) and after 4 years the Post-graduation will be of just one year (two semesters). There will be an integrated B Ed of 4 years by 2030. PhD will be of four years but M Phil degree has been scrapped.

There will be a provision to digitally store the academic credits in Academic Bank of Credits (ABC) a bank where students can deposit his earned academic credits for further education after break-up. Semester system with CBCES in place of CBCS will be followed. As against earlier Choice-Based Credit System (CBCS), competency-based credit system (CBCS) or Competency based Continuous Evaluation System (CBCES) will evaluate the skill sets of a student along with knowledge and experience. The new CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. The new CBCS system follows the semester pattern where two consecutive semesters (odd & even) constitute an academic year. Grading and evaluation of students' performance in each subject takes place at the end of each semester.

Table: II   ABC (Academic Bank of Credit): Credits calculation

Credits to be earned	Hours per week (7-week course)	Hours per week, (8-week course)
1 credit	6 hours	5 hours
3 credits	18 hours	16 hours
6 credits	36 hours	32 hours
12 credits	72 hours	63 hours

The NEP recommends making undergraduate programmes interdisciplinary by redesigning their curriculum to include: (a) a common core curriculum and (b) one/two area(s) of specialization. Students will be required to choose an area of specialization as 'major', and an optional area as 'minor'. Four-year undergraduate programmes in Liberal Arts will be introduced and multiple exit options with appropriate certification will be made available to students. A National Repository will be setup to maintain all records related to institutions, teachers, and students in digital form. Further, a single online digital repository will be created where copyright-free educational resources will be made available in multiple languages. DIKSHA portal a national repository is already working to train the teachers.

Table III: Restructuring of Higher Education Institutions

Type	Institutes with Focal Areas	Types of Higher Education
Type I	Research **Universities** focusing equally on Research	**Research Intensive Institutes**
Type II	Teaching **Universities** focusing primarily on teaching	**Teaching Intensive Institutes**
Type III	**Colleges** focusing only on teaching at undergraduate levels	**Autonomous Degree Granting Institutes**

Restructuring of Higher Education Institutions: Higher education institutions will be restructured into three types: (i) research universities focusing equally on research (Research Intensive institutes) and teaching; (ii) teaching universities focusing primarily on teaching (Teaching Intensive Institutes); and (iii) colleges focusing only on teaching at undergraduate levels (Autonomous Degree granting institutes) and there will be no affiliated colleges or institutes by 2035, affiliation will be phased out in 15 years' time giving way to Graded autonomy. All such institutions will gradually move towards full autonomy - academic, administrative, and financial. And if any institution wants to become degree awarding institute, it has to submit Institutional Development Plan (IDP) fulfilling these three Conditions: 1. Multidisciplinary 2.More than 3000 strength .3.NAAC's accreditation with good grade (A/A+/A++). These institutes will acquire: 1. Power to devise Syllabus/curriculum 2. Power to devise the method of teaching 3. Power to devise the conduct of exam 4. Power to award degrees and 5. Power to start new self-financed courses.

Teaching and evaluation Approach: Flip Classroom, Hi-breed model, Blended Learning will replace the traditional method of teaching. A flipped classroom is an instructional strategy and a type of blended learning,

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which aims to increase student engagement and learning by having students' complete readings at their home and work on live problem-solving during class time. Further, a desirable student-teacher ratio of not more than 30:1 must be ensured. As far as Evaluation or exams are concerned the old method of 3 hours written exam has to go, there will be CIAS (Continuous Internal Assessment System) including Continuous Internal Evaluation (CIE), Projects, Assignments, internship and 360 degree assessment.

The NEP 2020 recommends development of a **Continuous Professional Development programme** and introduction of a permanent employment (tenure) track system for faculty in all higher education institutions by 2030. Fast track promotions/incentives/awards for good teachers has been recommended. This concern is reiterated in the context of teacher education, where we are told: "Teachers must be grounded in Indian values, ethos, knowledge, and traditions, while also being well-versed in the latest advances in education and pedagogy" (p 283). Common Entrance Exam for university admission has been proposed by establishing National testing Agency (NTA) to conduct exams twice in a year with two papers. 1. Aptitude test, 2. Subject related, but it is not mandatory.

Restructuring the Education Regulatory Framework: The NPE Committee noted that the current higher education system has multiple regulators with overlapping mandates. This reduces the autonomy of higher educational institutions and creates an environment of dependency and centralized decision making. Therefore, it proposes "a 'light but tight' regulatory framework to ensure integrity, transparency, and resource efficiency of the educational system through audit and public disclosure while encouraging innovation and out-of-the-box ideas through autonomy, good governance, and empowerment" (NEP: p5) by setting up the National Higher Education Regulatory Authority (NHERA). This independent authority would replace the existing individual regulators in higher education, including professional and vocational education. This implies that the role of all professional councils such as AICTE and the Bar Council of India would be limited to setting standards for professional practice.

Revamping Structure of Assessment and Accreditation: Currently, the National Assessment and Accreditation Council (NAAC) is an accreditation body under the UGC. The NEP recommends separating NAAC from the UGC into an independent and autonomous body. In its new role, NAAC will function as the top level accreditor, and will issue licenses to different accreditation institutions, who will assess higher educational institutions once every five to seven years. All existing higher education institutions should be accredited by 2030.

Revision and Integration of Vocational Education: The Committee observed that less than 5% of the workforce in the age-group of 19-24 receives vocational education in India. This is in contrast to 52% in the USA, 75% in Germany and 96% in South Korea. It recommends integrating vocational educational programmes in all educational institutions (schools, colleges and universities) in a phased manner over a period of 10 years. The NEP targets to offer vocational education to up to 50% of the total enrolment in higher education institutions by 2025, up from the present level of enrolment of well below 10% in these institutions.

Focusing on Adult Education: Working on the mission of NEVER STOP LEARNING an autonomous Central Institute of Adult Education, as a constituent unit of NCERT, will be constituted which will develop a National Curriculum Framework for adult education. The Framework will cover five broad areas: a) Foundational literacy and numeracy, b) Critical life skills c) Vocational skills development d) Basic education, and e) Continuing education. Adult Education Centres will be included within the proposed school complexes. Relevant courses for youth and adults will be made available at the National Institute of Open Schooling (NIOS). A cadre of adult education instructors and managers, as well as a team of one-on-one tutors will be created through a newly-established National Adult Tutors Programme.

Language Policy: The NEP recommended that this three language formula be continued and flexibility in the implementation of the formula should be provided. Sanskrit will be offered at all levels. To promote Indian languages, a National Institute for Pali, Persian and Prakrit will be set up. All higher education institutes must recruit high quality faculty for at least three Indian languages, in addition to the local Indian language. Further, the mandate of the Commission for Scientific and Technical Terminology will be expanded to include all fields

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and disciplines to strengthen vocabulary in Indian languages. "All students in all schools, public or private, will take at least two years of a classical language of India in Grades 6-8" (p87).

Financial Assistance to Students: For HEIs, there is a provision for a National Scholarship Fund for students who may need assistance (p 245). In the context of professional education, institutions providing these, "will … be required to fulfil their social obligations and provide scholarships to students from the socially and economically weaker sections of society. Up to 50% of students qualifying for admission must receive some degree of scholarships, and a minimum 20% must receive full scholarships" (p 300).

Entry of Foreign universities: Permission to top 100 ranking universities to open their branches in India will surely augment a healthy competition to increase the quality of overall Indian education. This will not at all affect the present Indian institutes as far as students' intake is concerned as feared by many academicians.

3. Implementation of this Policy: Most of us have some questions like: When will this happen? How will this happen? Who will take the action? What is the time frame of implementation? NEP is being lauded even at the international forum but it will be a decorated document lying in the shelves of the VCs and libraries unless and until it is properly implemented with the same letter and spirit. Recommendations are impressive and look like a big game changer, but the implementation of these 'dream come true' steps are equally challenging. The onus will be on two agencies 1. The Governmental Agencies 2. The colleges and Universities to carry out the actions and progression in a phased manner. Since education is a concurrent subject, it will need careful planning, joint monitoring, and collaborative implementation between the Centre and States. Timely infusion of requisite resources - human, infrastructural, and financial at the Central and State levels will be crucial for the satisfactory execution of the Policy. It will be imperative to 'review' it (annually and five yearly) to ensuring a strong base and a smooth progression for all subsequent programmes and actions.

Review policy of the implementation: In the decade of 2030-40, the entire policy will be in absolute operational mode, following which another comprehensive review will be undertaken. A continuous review of progress based on sustained research and regular assessment by educational experts will be done. This is an academic restructuring only and there will be no physical restructuring of educational institutes.

4. NAAC's Initiatives towards Institutional Preparedness: (Implemented on 1st Dec 2021)
Recently NAAC has added 2(a) as **Institutional Preparedness for NEP** in its Manual for Self Study Report in Section B: Data Requirements for SSR asking information after point 2. Profile of the college. Here NAAC has focussed on the six very important areas of higher education reforms seeking information about HEIs preparedness for NEP 2020, they are 1. **Multidisciplinary / interdisciplinary:** Institutional efforts to transform itself into a holistic multidisciplinary institution. **2. Academic Bank of Credits (ABC):** Institutional to register under the ABC to provide students the benefits of multiple entries and exits with credit transfer. **3. Skill Development:** Institutional efforts to provide students vocational and soft skill based training on credit structure in alignment with National Skills Qualification Framework (NSQF) **4. Appropriate integration of Indian Knowledge System:** Institutional Efforts to provide education in Indian languages, Indian Arts and Indian Ancient culture and tradition. **5. Focus on Outcome Based Education (OBE):** Institutional initiatives to transform its curriculum towards Outcome based Education (OBE). **6. Distance education/online education:** a) Offering vocational courses through ODL mode in the institution in view of NEP 2020.

> *"These transformations will start from the academic year 2021-22 and will continue until the year 2030 where the first level of transformation is expected to be visible. Hence, the Indian higher education system is moving from teacher centric to student centric, information centric to knowledge centric, marks centric to skills centric, examination centric to experimental centric, learning centric to research centric, and choice centric to competency centric." (Aithal: 2020 p 17)*

As Rabindranath Tagore has asserted: "The highest education is that which does not merely give us information but makes our life in harmony with all existence." The NEP 2020 if taken in right spirit with the robust strides of NAAC in its quality initiatives will surely lead India to Education 4.0 to meet the global as well as local challenges to steer India heralding into the place of *Jagatguru* with India centric education.

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Quality Standardization in Higher Education in India : Process of Accreditation and Evaluation

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"Ensuring Quality Higher Education is one of the most important things we can do for further generations"
Ron Lewis

Abstract:

 Education and methods of imparting education have been of prime importance in India since ancient times. Education system is the backbone of all round development of nation. The quality of higher education paves way for the nation to become a global economic power. The need for quality and more importantly standardization of quality, tools to measure quality and the adequacy of these tools have been a topic of great research. NAAC evaluates the institution for its conformance to the standards of quality in terms of its performance. The role of NAAC is very remarkable to enhance quality of higher education in India .This paper attempts to describe the process of accreditation with new Methodology adopted since 2020.

Key words: *Quality Standardization, Higher Education, Accreditation, NAAC*

Introduction:

 India is a diverse nation, spread over a vast geographical area. The diversity is seen in every aspect food, culture, language, social customs and most importantly education. There is a standardized syllabus, teaching and evaluation pattern as set by the respective local governing universities. The need of the hour is to bring all these local universities and colleges on a common national platform by introducing standardization of teaching learning and evaluation processes followed by each individually.Quality of higher education in India requires major improvement to make it internationally competitive.

 To protect the quality of the higher education institutions government has taken initiative. Every Institutions must be Accredited so the Accreditation Unit has came in existence in the form of National Assessment & Accreditation Council (NAAC) . It is established by University Grand Commission (UGC) on 16 September 1994. The prime agenda of NAAC is to assess & accredit institutions of higher learning with all objective of helping them to work continuously to improve the quality of education. It includes various tasks evaluating Performance assessment & accreditation of Universities & College in the Country.

Eligibility Criteria for NAAC Accreditation
Following are the basic requirements for NAAC Accreditation :
- The University must be recognized& approval by UGC
- The University must be located within the counter
- Higher Education Institutions (HEIs), with a record of at least two batches of adequate number of students graduated or been in existence for six years, whichever is earlier, are eligible to apply for the process of Assessment & Accreditation (A&A) of NAAC and fulfill the other conditions

Document require for Accreditation Process :
- Latest Affiliation letter from the Affiliating University.
- Latest Recognition/ approval letter from Statutory Regulatory Authority (SRA) like AICTE, MCI etc...
- UGC 2f and 12(B) recognition certificate along with latest plan General Development Grant release letter from UGC.
- Letter from UGC regarding award of CPE/UPE.
- For Autonomous colleges, UGC letter conferring Autonomous Status.
- Proof of uploading All India Survey on Higher Education (AISHE) certificate.
- If change in name, submit approvals of relevant authorities/ University /MHRD /UGC .
- Approval of UGC/ MHRD/ State government for establishment of university.

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- AIU or other government agencies approval for standalone institutes.
- Upload AQAR's in the website so as to provide URL details.
- Self declaration by the HEI's complying with rules and regulations of Central Government, State Government, UGC, Affiliating University and other applicable SRA in the format provided by and NAAC.
- Self declaration

Process to Apply for NAAC Accreditation

- NAAC is a fast upgrading body that keeps on updating it has introduced changes its methodology to Assessments &accreditation of the higher education institution in India time and again In its new methodology adopted since January 2020. NAAC has categorized Higher Education Institution into three major groups they are -
- • Universities
- • Autonomous College
- • Affiliated/ Constituent College
- They have assigned different weight ages to seven criteria under different key aspects based on the functioning &organizational focus of three types of HEIs. In view of the variations in the institutional emphasis on the key indicators among the three types categories of HEIs, weight ages have been demarcated appropriately.

Awarding grades & CGPA (Cumulative Grade point Average)

- The SSR has a total number of metrics are 115 for Universities, 107 metrics for autonomous, and for UG & PG Affiliated colleges total number of metrics are 93 & 96 respectively, NAAC grades the institute on seven parameters. The SSR has two kinds of metrics out of which one is those requiring quantifiable facts and figures as data which have been indicated as " quantitative Metrics (QnM) and another is those Metrics requiring descriptive responses and named qualitative metrics (QIM)

Distribution of weightages across key Indicators (KIS)

Criteria I - Curricular aspects has 5 keys indicators & have total weightage of 150 for University & Autonomous College and 100 for UG & PG Affiliated Constituent Colleges

Criteria II - Teaching - Learning & Evaluation has 7 keys indicators with 200 weightage for University, 300 for Autonomous Colleges, and for UG & PG Affiliated/ Constituent/ Colleges each total have 350 weightage

Criteria III - Research Innovations & Extension has total 7 key indicators with weightages 250, 150,110 & 120 respectively types of HEIs.

Criteria IV - Infrastructure & Learning Resources has total 4 key indicators with have weightages 100, with all types of HEIs.

Criteria V - Student Support & Progression has total 4 key indicators with 100 weightages for University as well as Autonomous Colleges and for UG & PG Affiliated Colleges have 140 & 130 respectively.

Criteria VI - Governance, Leadership & Management has 5 key indicators with each total weightages 100 for all types of HEIs. The Last Criteria Institutional values & Best Practices have 3 total 3 key indicators with all types of HEIs have 100 weight ages.

The total score of all key indicators is 1000. In case of HEIs who want to opt for weightages of 3% of non Applicable Metrics, the total score will vary

NAAC Accreditation Outcome Document

The final result will be an ICT based Score, which is Combination of evaluation of qualitative & quantitative metrics. NAAC Accreditation Outcome Document including three parts they are as follows

Part I - Peer Team Report

It is divided in to four section

Section I - It includes General Information of the institution & its content

Section ll - It includes criterion wise analysis on peer evaluation of qualitative indicators.

Section III - It presents an overall Analysis which includes Institutional strength, Weakness, Opportunities & Challenges.

Section IV - It gives Recommendation not more than 10 for Quality Enhancement for the institutions.

Part - II Graphical representation based on Quantitative Metrics (QnM)

Graphical presentation of institutional features This is system Generated Quality Profile of the HEI based on statistical analysis of quantitative mediators in the NAAC's QIF quality Indicator framework.

Part lll - Institutional Grade Sheet

Institutional Grade Sheet contains quantitative indicators& student satisfaction survey using calculation methods which is generated by a software.

This three parts together forms document" NAAC Accreditation Outcome" It is mandatory for all the HEI's to display it on their websites and NAAC is also hosting it on its websites.

Calculation of Institutional CGPA

The CGPA is Calculated based on the Scores obtained from the system Generated Scores (SGS) of the quantitative metrics the scores from the qualitative metrics includes critical appraisal by the Peer Team on site visit & the scores obtained on the students satisfaction survey. All Collated through an automated procedure based on ' benchmarks' and assessed on five - point scale, viz, (0,1,2,3, & 4)

The Final Grade On the basis of the CGPA the maximum possible score obtained by the institution is 4. The final grade is assigned on the seven point scale. The seven point refers to the seven letter grades each aligned to the seven specific score range Institution which secure a CGPA equal to or less than 1.50 are categorized under the letter grade D which is unqualified institutions which and are intimated & notified by NAAC as " "Assessed and Found not qualified for Accreditation"

Institutional Grades and Accreditation Status

Re – Assessment

If any Institutions would like to make an improvement in the accredited status may go for re- assessment after

Range of Institutional Cumulative Grade Point Average (CGPA)	Letter Grade	Status
3.51 - 4.00	A++	Accredited
3.26 - 3.50	A+	Accredited
3.01 - 3.25	A	Accredited
2.76 - 3.00	B++	Accredited
2.51 - 2.75	B+	Accredited
2.01 - 2.50	B	Accredited
1.51 - 2.00	C	Accredited
<= 1.50	D	Not Accredited

completing at least one year, but not after the Completion of three years. Institutions that volunteer for re-assessment will not be eligible for free waivers and reimbursement of accreditation expenses. The re- assessment option can be exercised only one in cycle & can not come for another re - assessment in the same cycle.

Subsequent Cycle of Accreditation

The process of subsequent cycle of accreditation remain the same . Institution opting for subsequent cycle of accreditation required to highlight significant quality and enhancement measure taken during the last four years. The minimum institutional requirements to volunteer for second, third or fourth cycle is a functional. IQAC

& timely submission AQARS. Institutions intending to be assessed to continue their accreditation need to apply a fresh by submitting of A & A application during the last six months of the validity period.

Conclusion

Accreditation process in the Higher equation is an integral part of global education system. In India aggradations is necessity to every higher education institution for survival a quality. substances & Enhancement NAAC has revised new methodology recently with a 100% online process. It is a really revolutionary step. College should identified the guidelines all quality indicators of all seven criteria & plan to ensure its satisfied the desire indicators to bring best college with name & frame. National Education Policy NEP 2020 given new implementation framework already have been stated . NAAC & other body are in process of rolling on new guidelines & supporting policies to ensure 360 changes in HEIs in the large spirit of NEP 2020.

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Some Important Aspects of Institutional A & A Process

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All Higher Educational Institutions need to be assessed by National Assessment and Accreditation Council (NAAC). It is a sole agency to evaluate and assess all Institutions of Higher Learning (HEI). It is very interesting to note that NAAC has been reviving its assessment and accreditation framework making required changes in methods and policies. This becomes clear from the fact that NAAC has brought in the revolutionary changes in its assessment method by shifting the SSR submission through online mode and also by introducing online assessment through DVV process as well as through the Peer Team Visit (PTV). It is also very pertinent to note that NAAC has always taken the views and suggestions of the stakeholders into proper consideration and accordingly making changes in almost all aspects of the process of assessment and accreditation. The introduction of new QIF in 2017 has made the process of Assessment and Accreditation more ICT oriented and user friendly.

It must be noted that the recently introduced Quality Indicator Framework (QIF) to be implemented from 1st of June 2022 is really the most praiseworthy step of NAAC in which the metrics has been reduced to roundabout 40%. Those metrics in Extended Profile that used to get repeated in the Criterion also have been reduced. To be very honest, this is the really welcome change made by NAAC in which the irrelevant metrics are omitted. Some metrics are merged and made the SSR more and more user friendly. Thanks to NAAC for this welcome change.

We are well aware of the fact that NAAC has been very transparent and ethical in its dealing as far as its framework is concerned. It has watertight mechanism through which it determines the quality of the Higher Educational Institution. In fact the Assessment and Accreditation is a composite process. It involves dual parties; the one who desires to be assessed (HEI) and the other who is the assessor (NAAC). Both the agencies need to work in tandem to arrive at logical conclusion. Sometimes there might be some small factors that may damage the very spirit of honest evaluation and desire to upgrade skills and knowledge. The NAAC must look into these small factors closely and determine the prospect and   understand the contribution of   these small factors also.

Another very important factor of Assessment is related to the expenses required for Assessment and Accreditation process which becomes due after every five years. It is very funny that NAAC has mentioned in its manual that the expenditure incurred by the institution on the Assessment and Accreditation would be reimbursed by the UGC from to time. But there is not a single Higher Educational Institution who has received the expenses of Peer Team Visit or of the Assessment Process in the form of reimbursement. In such scenario, the NAAC, being an agency working to bring quality should make it obligatory to the UGC or the Government to arrange fund for reimbursement of expenditure incurred by the institution. Otherwise NAAC should not mention it in its manual. The most important factor related to this issue is that the small higher educational institutions find it very difficult to arrange for these expenses and hence their regular process of Assessment and Accreditation hampers. NAAC should take up this issue very seriously while making the NAAC assessment mandatory for the institutions.

One more very important aspect with respect to NAAC assessment is that as NAAC has introduced a very good QIF coming into effect from June 2022, NAAC also should provide the AQAR format based on this QIF as early as possible. NAAC should also think in terms of introducing a system through which the Assessment and Accreditation of the institutions and gradation can be done just by assessing the institution on the basis of five years AQARs. This would turn to avoid the Peer Team Visit and the large expenses for the institutions as a burden. Peer Team Visit should be decided as per the requirement but it should not be mandatory for almost all the institutions. Doubtlessly this is the future plan of the NAAC but not it is time that they should implement it as early as possible.

Teachers play an important role in quality circle. Teaching can never be a profiteering profession and only those who have passion to teaching and love the students may sustain the quality of teaching learning process. The seven criterion of the manual for the NAAC assessment stipulates evaluation of Teachers. Though, almost all the criterion touch upon to the teachers to some extent, the teachers' quality becomes an all pervading factor in the overall assessment. The   point is, with the change in situation, there is paradigm shift in the teachers' perspective and their contribution towards promotion of quality in the educational sphere. Stakeholders in their wisdom are very prudent to expose their faculties to certain FDPs so as to enshrine better educational culture and values in their institutions through their faculties. In addition to the traditional training imparted to the teachers, it is high time now to take a relook at the total affair of training for teachers in the proper manner and NAAC should look forward to see what truly ails the overall teachers training system. In institutions of higher learning, an Assistant Professor is appointed when he has passed NET or SLET or acquired Ph D. The basic skills and attributes required for the teaching profession like; the passion, acumen, aptitude, temperament, interest in teaching, communication skills, etc. Such newly appointed teachers are rarely exposed to any hands on training or on the job training in their initial stage of career. Genuine, interested and passionate teachers can be an asset of any Institution and could generate independent thinking in the mind of students with their inspirational teaching. It is the sole responsibility of NAAC as an agency looking after quality in Higher Educational Institutions to provide guidelines to the Government with respect to this very important factor of teacher's training, the teacher being the chief pillar of the national development.

NAAC has given importance to the research with respect to the students at PG level. In fact there are so many factors that promote this research talent from the very first level of learning. In this sense why UG colleges should not be given such credit with respect to research or creative writing of the students so that the institution would deliberately take such initiatives and would encourage their students for such creative writing and finding something new through their skills, talent and creativity that may lead to innovation or innovative ideas. It may not be the research in the real sense but it is really a road map encouraging students as a step before going for research. Now this is limited to the magazine published every year by the institution in which the articles by the students are published. Why the students may not be encouraged to go forward and articulate ideas even from their day to day experiences, from the curriculum they study, etc.

The NAAC guidelines has stipulated the detailed assessment process in which 70% assessment shall be done through documentation and rest 30% assessment can be done by the Peer Team when they visit the Institutions. Certain authentication is implied when the institute submits the documents to the NAAC. Many a times it has been observed that in 70% assessment, the score of the institution is satisfactory but the score given by the Peer Team does not match with the score in 70% assessment. NAAC should find a way out to overcome this disparity. NAAC has reduced the visit for affiliated colleges by one day, but in actual experience it seems to be very hectic schedule. The time given to the NAAC Peer team for interaction with different stakeholders, assessment, report writing and giving justice to almost all aspects of the institution especially for those metrics that fall under the PTV seem to be short which automatically affect the grade of the institution where 30% assessment is done through Peer Team. Many a times it has also been observed that there is no proper coordination between the Peer Team Members and their approach differs with respect to the institution. When one member discuss one thing, the other member makes counter statement. Such factors makes it very clear to the institution that the members of the Peer Team have not studied the SSR in well manner or they have nothing to do with the accurate assessment of the institution. The only way out for this is that NAAC should strictly give instructions to the Peer Team Members that at least for two hours before the day of visit they should have interaction with the Principal and the Co-ordinator where certain documents also can be verified. The Team members during these two hours discussion should take complete idea of the metrics under their assessment and clear the facts at once. They may verify the documentary evidences if any on the next day of visit. This is already suggested by NAAC but when the team reaches the place late and they get tired by changing their flight and waiting for the next flight at the airport for four to five hours. In such situation the institution also find it difficult to force the members in any way as they are treated on the basis of high esteemed hospitality. These factors are also very important which NAAC should take into proper consideration. The Peer Team visit must be friendly yet tacitly probing and fact

finding body. The realistic approach in assessment and on the spot evaluation will pave the way for trust and faith in the process.

To conclude, the revolutionary changes in age-old system of teaching-learning and evaluation process and the assessment of the institutions on all the parameters of quality are the product of the efforts of the National Assessment and Accreditation Council. The efforts of NAAC for making this process impartial and more and more objective and the inclusion of the opinions of the HEI's in the process of revision is really a matter of appreciation. It is the duty of all of us to work with unity and help the national development. It is expected from NAAC that it should not centre its focus only on the assessment and accreditation of the institutions but they should provide certain guidelines to the government for the framing of policies so that the arrangement of funds and support system for the development of higher education can be done on better parameters and even the small institutions may get an opportunity to prove their mettle on the basis of quality outcomes.

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Importance of Academic and Administrative Audit (AAA) In SSR preparation

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Abstract:

NAAC was established in 1994 in response to recommendations of National Policy in Education (1986). This policy was to "address the issues of deterioration in quality of education", and the Programme of Action (POA-1992) laid out strategic plans for the policies including the establishment of an independent national accreditation body [1, 2]. headquarters of NAAC is Bengaluru in Karnataka district. The prime objective of NAAC is to assess and accredit institutions of higher learning with all objective of helping them to work continuously to improve the quality of education. NAAC is a member of the International Network for Quality Assurance Agencies in Higher Education comprising of over 120 different national agencies engaged in Assessment, Accreditation. In this article, we have to discuss about the roles and responsibilities of coordinators in IQAC and the importance of Annual Academic Audit (AAA) during SSR preparation. The features, composition of AAA and how the AAA is useful to prepare the SSR documentation

Keywords: NAAC, IQAC, AAA

Introduction:

In India, the central government monitors the quality of services offered by higher education and research institutions and their continuous improvement through an institution called National Assessment and Accreditation Council (NAAC). NAAC was established in 1994 as an autonomous institution under University Grant Commission (UGC) and obtained mandate to conduct assessment and accreditation of HRIs to understand their quality status. Under quality status, NAAC evaluates HEIs performance related to the educational processes and outcomes, curriculum coverage, teaching-learning processes, faculty, research, infrastructure, learning resources, organization, governance, financial well-being, and student services [1].

NAAC is at present processing the assessment and accreditation of a large number of colleges from all over the country. As of December 2021, 655 universities and 13,316 colleges were accredited by NAAC. [3] NAAC has seven Criteria based framework 1. Curricular Aspects 2. Teaching learning and Evaluation 3. Research consultancy and Extension. 4. Infrastructure and learning Resources.5. Student support and progression. 6. Organization and management. 7. Healthy Practices. (NAAC, 2013) NAAC has developed a new model of HEIs assessment and accreditation from July 2017. Accordingly, the final result is in the form of Cumulative Grade Point Average (CGPA) between 0 to 4.0 which is a combination of evaluation of qualitative and quantitative metrics with three parts including peer team report, graphical representation based on quantitative metric and institutional grade sheet. Based on this new HEIs assessment and accreditation model of evaluation currently (as of 31st April 2021) about 318 universities and 5,387 colleges are evaluated and accreditation status with average cumulative grade point and letter grade are announced in NAAC.[4]

IQAC and the role of coordinator:

This 'Quest for Excellence' could start with the formation of internal quality assurance cell (IQAC). Another step in this direction could be the identification of the strengths and weaknesses in the teaching and learning processes as carried out by the institution. In conformity with the goals and mission of the institution, the HEIs may also add these to their own core values. NAAC assessment lays focus on the institutional developments with reference to three aspects: Quality initiative, Quality sustenance and Quality enhancement. The overall quality assurance framework of NAAC thus focuses on the values and desirable practices of HEIs and incorporates the core elements of quality assurance i.e. internal and external assessment for continuous improvement.[5]

The primary aim of IQAC is to develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution. To promote measures for institutional functioning

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

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

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

Self-Study Report:

It begins with all the departments of the institute conducting a self-study report which will be about the seven NAAC criteria points of the various departments respectively. Further, this has to include all the activities and processes of the department along with the documents supporting them. The report should have a major emphasis on several points, a few of which are mentioned,

1. Innovations and creativity in various systems like teaching, exams, and evaluation
2. Documentation of daily activities and performance of the faculty members
3. Major emphasis on course and teaching plans as well as program schedule that is prepared annually
4. Implementation of strategies to encourage Outcome-Based Education(OBE), PSO, CO and PO
5. Proper guidance, coaching, counseling, and mentoring programs are held in college
6. Research activities, projects, publications, and consultancy programs are held in the institute
7. Workshops and conferences held
8. Startups or any entrepreneurial activities by students
9. Teacher's performance along with their professional and personal achievements
10. Placements, internships, offered by the institute
11. Soft skills, life skills, and personal grooming activities
12. Social activities like waste management, gender sensitivity, and others
13. Alumni programs and resource mobilization
14. Strengths, weaknesses, Opportunities and Threats/ Challenges (SWOC/SWOT) of the department describing initiatives to address practices that need improvement
15. Future plans, and its implementation strategies and priority-wise plans for improvement

A typical structure
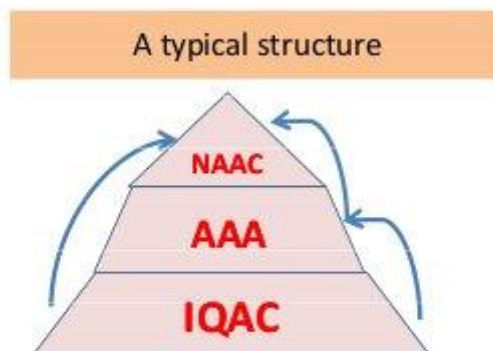
Importance of AAA:

The NAAC expects the institutions to undergo AAA (Academic and Administrative Audit) to monitor and evaluate the institutional process through systematic internal and external reviews. In order to introduce academic reforms, review their progress and support reforms in the respective Higher Education Institutions (HEIs), it was necessary to implement **Academic and Administrative Audit (AAA)**.The Academic and Administrative Audit is a peer review process including a self-study and a site visit by peers from inside and outside the institution. Academic audit refers to a systematic way of reviewing the quality of education in an institute. It is aimed towards quality assurance and in bringing improvements in the education system of the college. Administrative audit refers to thorough evaluation of the administrative processes in an institute with respect to its efficiency, and effectiveness. The audit aims towards building and assessing policies, strategies, operations and functions of the institutes.

The purpose of an academic audit is to encourage the institution programs, department events, files maintaining that are documentation of events with meeting minutes, and Geo tagged photos. The institution to evaluate their quality processes and standards based on predetermined benchmarks and to suggest activities required to produce, assure, and regularly improve the quality of the whole system in place including curricular and co-curricular programmes and activities and the infrastructure and support services.

Objectives of Academic Audit:

Based on the NAAC criteria, the AAA team has the following objectives,

1. Focus on teaching-learning and evaluation process: how teachers teach, how students learn and how best the students are assessed.
2. Define quality in terms of learning outcomes: PO, PSO, CO with learning objectives.
3. Develop research culture: a quest for new knowledge generation.
4. Teamwork: collective responsibility, accountability and sharing.
5. Evidence-based Documentation: of all programmes, activities and achievements.
6. Continuity and consistency: based on the vision and mission of the institution.
7. Application of best practice: best suited to the institution and the department.
8. Continuous improvement: continually and consciously strive to improve for the total quality development of the students, teachers and the institution.
9. Good Governance: clearly defined hierarchy, administrative procedures and practices, systems, HR and other policies, transparent financial management, complaint resolution mechanism, etc.
10. Public Perception: the accomplishment of the needs of the various stakeholders such as students, parents, teachers, staff, statutory authorities, society and the community.

Types and Structure of AAA:

There are two types of AAA – Internal AAA and External AAA.

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NAAC has prescribed a specific methodology and guidelines for conducting Academic and Administrative Audit (AAA) in the institutions. With the approval of the authorities, the IQAC of the respective institution can evolve strategies and procedures for conducting the audit, on the basis of their requirements and in line with the seven criteria fixed by the NAAC.

Internal AAA:

Internal Audit shall be done by IQAC of the institutions. Every Institution is expected to conduct internal AAA at regular intervals to review the programmes and activities at the department level and the institution as a whole. The Internal Audit process might take 3-5 days to complete. The Internal Audit team usually consists of 3-5 senior teachers of the institution along with the principal, Vice Principal, heads and the IQAC coordinator.

Role of the Internal Teams/Peers

Once the yearly/ periodic Self-study Report with evidence-based documentation is ready, the internal audit team will review it by going to each department, administrative units and facilities. On the basis of their observations, the internal audit team will prepare a report and submit it to the Principal. The Principal after careful check and review will pass it on to the IQAC for implementation of the suggestions and recommendations. The IQAC team will carefully study the suggestions and recommendations of the internal audit team and implement and modify the Self Study Report.

External AAA:

The external audit is to be done in the institution by external peers/ experts. External Audit team consist of a chairman and 2-3 peers, preferably NAAC Peer Team members or those from institutions belonging to the A+ category of NAAC evaluation. Auditors are primarily teachers who have experience and/or training on academic quality systems, processes and strategies and audit tactics and methodologies. There are a few institutes which undertake AAA once every year, while some of them perform once in three to five years. However, the suggested practice would be to exercise internal reviews every year and involve the external peers every three to five years.

The Process and role of the External AAA:

The External Audit needs 2-3 days to complete. The External Audit team, in the beginning, will meet and interact with the Principal and the IQAC team to collect the details of the programmes and activities being conducted/ undertaken during the period of audit. Auditors will then visit all departments, Labs, Library and wherever necessary. Generally verify the Self Study Report along with supporting documents. They will interact with the HOD and the Coordinator of quality assurance and will seek for doubts and clarifications if any.

After conducting the audit in all the departments and facilities, the audit team will sit with the IQAC team to obtain further details, documents and clarifications. Before the exit meeting, the external audit team will again interact with the Manager, Principal and the IQAC coordinator and present the brief observations and findings of the audit. Team can express their views and analysis on the observations and findings of the audit

Advantages of AAA:

- Offers better education for the students
- The college earns global recognition offering better opportunities
- Excellent teaching faculty
- Access to research facilities, workshops, and programs
- Major focus on building skills and achieving goals
- The teachers are clear about their responsibilities
- It reduces the unnecessary workload on teachers
- It helps them to focus on student learning and development
- Institution get higher grade in NAAC.

Conclusion

NAAC's main aim was to uphold the quality of higher education in the country. It requires a lot of hard work but with the help of use of management and its principles it becomes easy and effective. For effective implementation of NAAC accreditation process requires automatic improvement in the quality of higher education in India. By establishing the Internal Quality Assurance Cell (IQAC) and undergoing Academic and Administrative Audits (AAA) process regularly, it is possible for all Institutions of Higher Education to continuously strive for excellence. The assessment, monitoring and evaluation of the institutional processes require a carefully structured system, course of action and procedure of internal and external audit and reviews. The NAAC expects the Institutions to undertake continuous internal and external Academic and Administrative Audits (AAA) on a regular basis. If implemented properly and systematically it will help all Institutions of Higher Education to impart quality culture and perform better in all aspects of academic functioning and performance for the benefit of all its stakeholders.

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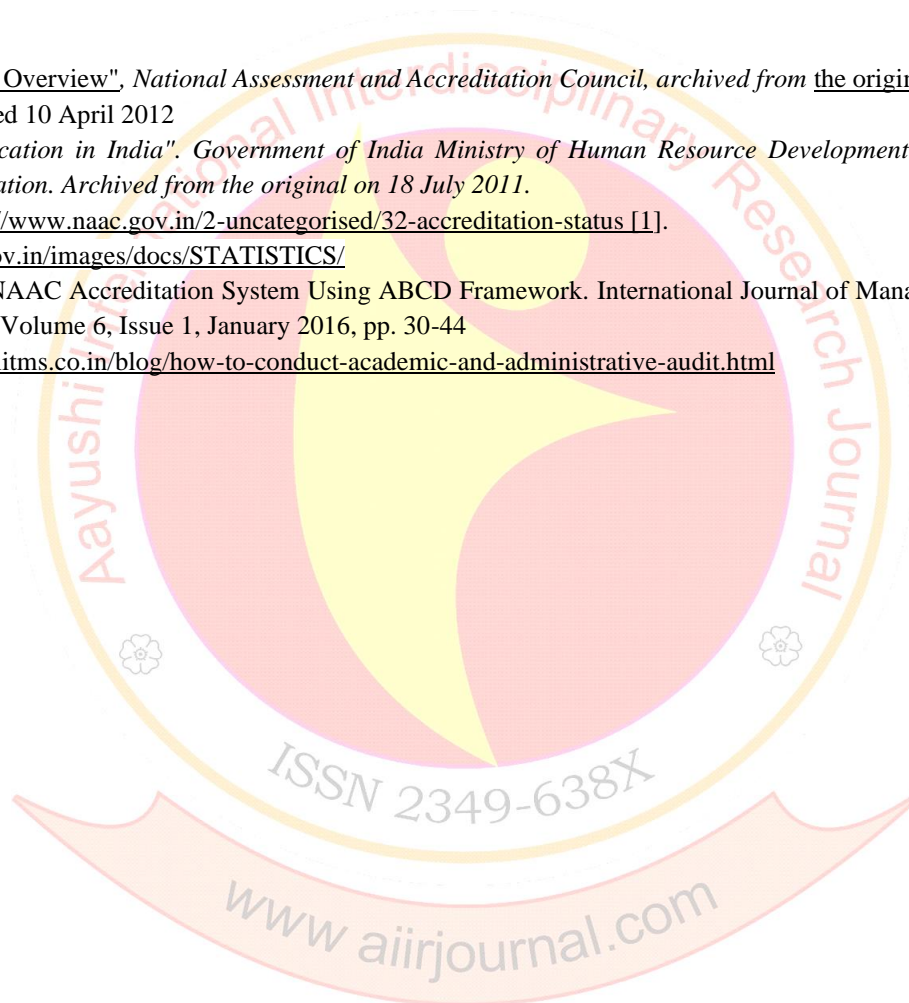
Enhancing Accreditation Process by Practicing Good E-Governance in Higher Education

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Abstract

E-governance is the set of activities involving the application of 'Information and Communication Technologies' (ICT) by means of which the administration and management in higher education system get strengthened. In supporting powerful and efficient management and administration in educational sector, the role of ICT is vital. From students to various resources administration in an educational institution technology can be used. Technological literacy is one of the required skills in our current era as ICT offers alternate solutions for providing access and equality in the field of higher education. In this study an attempt has been made to discuss the role of e –governance in transforming higher education in terms of transforming citizen service, access to information and empowering citizens for better lives with better responsibilities. The present papers highlight the effective governance system in higher education institutions.
Key words: E-Governance, Transformation, ICT.

Objectives of the study:

1. To highlight the need of good governance in transforming Higher Education.
2. To understand the function and effectiveness E-governance of universities and colleges.

Introduction

Curriculum, teacher expertise, and assessment have all been weak links in past education reform efforts—a fact that should sober today's skills proponents as they survey the task of dramatically improving all three. Efforts to create more formalized common standards would help address some of the challenges by focusing efforts in a common direction. But common standards will not, by themselves, be enough. The past few decades have seen great progress in education reform in the Country-progress that has especially benefited less-advantaged students. Today's reformers can build on that progress only if they pay keen attention to the challenges associated with genuinely improving teaching and learning. Good governance is very important in higher education, because a university is, in many ways, a much more complicated organization than a business, and governance in higher education must provide a framework for a truly variegated group of stakeholders. Nonetheless, the basic principles of corporate governance find application in higher education governance as well. During the 11th Plan, provision was made for setting up of 16 new Central Universities and 374 Model Colleges in low Gross Enrolment Ratio (GER) districts. The Government of India (GOI) has provided for connected expansion with equity by implementing the recommendations which were forwarded by the Oversight Committee. Achieving the requisite quality and supporting timely reforms to bring excellence in H.E. were on the continued focus. But considerable challenges remain: According to UGC Compilation (2012) "All adopted measures yielded results with a significant increase in enrolments and reduction in overall social group disparities. However, as this 12th FYP document states, considerable challenges still remain. Access to higher education is still less than the minimum international threshold levels, distribution of institutions is skewed; enrolment in public universities is largely concentrated in the conventional disciplines, whereas in the private self-financed institutions, the student enrolment is overwhelmingly in the market-driven disciplines." The areas to be on prime importance in the 12th five year plan are curriculum reforms based on regular revisions, up-gradation of the syllabus from time to time, introduction of the semester system in all the universities, need based quality enhancement; as majority of our higher education institutions perform poorly in the area of quality on a relatively global scale (UGC Compilation, 2012).

Achieving Higher Access Through Expansion

- Increasing and enhancing access through mission mode national plan "Rashtriya Uchch Shiksha Abhiyan (RUSA)" which aims to achieve 25% GER by bringing forth the up-gradation of Autonomous colleges, promoting evening universities & colleges for those who have little time in day to spare, increasing the intake capacity keeping in mind the requirements, advocating the concept of Cluster University, and Meta University.
- Promoting equity education for all and at all levels of entry.
- Reduction of regional, gender, and disciplinary imbalances.
- Equal opportunity cells.
- Promoting the quality through performance, better human resource management, schemes to encourage higher quality research, etc.
- Capacity building and capability enhancement.
- Promoting public private partnership (PPP).
- Leadership Development Programme.
- Reforming the financing system.

Scope of Good Governance

E-governance in education sector, with the use of information and communication technologies, improves education, information, service delivery and increased students' participation. Students can take part in decision making process. The system can obtain feedback from industry and students to modify course curriculum. Low performing colleges can reduce their gap of functioning with better performing institutions. In future, the delivery of lecture will be based through e learning technology with superior teaching tools. The changing role of lecture will definitely bring positive change in learning environment and the design of e learning facilities will contribute to a change in the structure of higher educational institutions. Virtual lectures, e- libraries, video conferencing – all will enable more effective education and will offer significant advantages with increased communications with classmates and lectures. Consequently the quality of students' learning will be improved leading to their empowerment. Governance is essential whenever a group of people come together to accomplish an end (Institute on Governance 2016). The higher education setting is a case in mind. For universities to service their role effectively, they need governance. University governance can be construed in terms of the framework of rules and practices by which management ensures accountability, fairness and transparency in the institution's relationship with all its stakeholders, such as regulation agencies, students and faculty (Task Force on University Education and Society 2000). This framework consists of contracts between the university and its stakeholders for the distribution of responsibilities, rights and rewards; the procedures for settling the sometimes conflicting interests of stakeholders in accordance with their duties, privileges, and roles and; procedures for proper supervision, control, and information flows to serve as a system of checks and balances.

Conclusion

A good higher education system is required for overall development of a universities and colleges. A remarkable growth in the higher education sector along with E- Governance practices in pandemic times had made the administration of higher education institutions intricate. Good governance and leadership are attributes that have been shown to have a major bearing on the capacity for the higher education sector to succeed and to play its expected role in development and to fulfill the goal of the twenty-first century being a knowledge era. Whereas good governance alone may not be a sufficient condition for attaining quality education, it is certainly a necessary one.

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An Effective Mentor-Mentee System: The Foundation of a Strong Institution

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Abstract

     Many great personalities have been shaped thanks to <u>*outstanding bonds between students and teachers.*</u> *A mentor-mentee relationship is at the same time both professional and interpersonal between the teacher- mentor and student-mentee. The mentor-mentee system has been mandated by NAAC in the second criterion of AQAR- Teaching, Learning and Evaluation. In Dayanand Arya Kanya Mahavidyalaya, the mentor-mentee scheme has become very successful in bridging the gap between the teacher and the student.*
Keywords: Mentor, mentee, system, problems, solutions

The Merriam-Webster dictionary defines mentor as a trusted counsellor or guide. Harvard Business Review claims that "older people who mentor and support younger people in work and life are three times as likely to be happy as those who fail to engage in this way."

Mentor-mentee relationship: Presumptions vs. Reality

It is commonly mistaken that only the mentee benefits in a mentor-mentee relationship. On the contrary, a mentee often provides a whole new perspective on viewing the world, and introduces the mentor to the way how the new generation perceives the world. Mentors enrich the younger generation with their wisdom and wealth of experience.

     The mentor-mentee system has been mandated by NAAC in the second criterion of AQAR- Teaching, Learning and Evaluation. A student mentoring system now exists in almost every college, with all the teachers being deeply involved in it. Before being made compulsory by NAAC, some kind of student- teacher groups have existed in all institutions with varying levels of bonding. But these relationship needs to be nurtured to be more effective. Many a times great personalities have been shaped thanks to outstanding bonds between students and teachers. A mentor-mentee relationship is at the same time both professional and interpersonal between the teacher- mentor and student-mentee aimed at offering whatever it takes to shape the career graph or solve some personal matters of the protégé. The wholistic advice, guidance and suggestions given ungrudgingly, basically reduces the learning curve a mentee would otherwise have to undergo in the absence of a mentor. Mentoring can be described as a more of a process of guiding the mentor, rather than coaching. The mentor helps in making the mentee realize his/her potential. Mentors offer advice/help from their vast reservoir of experience and knowledge. This method works as a support structure and helps the mentee slowly work towards realizing success. There is an important aspect to this unique relationship. Every mentor-mentee relationship is dissimilar, as circumstances and outlooks would necessarily vary from one individual to the other. The role of a mentor is thus special. He/she is required to listen attentively to the mentee's needs and gently lead them towards discovering their own paths.

Roles and Responsibilities of a Mentor:

1.Be a role model

     Ideally speaking, a mentor is someone who is looked up to and admired, if not respected. This also brings along the aspect of responsibility. A certain standard needs to be set and adhered to at all times. Words and actions need to match too. For, it is actions that are watched closely than words that are listened to. Irrespective of what a role model might preach, if he/she acts differently, it is the different behaviour that will be given more importance. Therefore, words need to be coherent with actions. Building trust and respect among the pupils and acting with integrity is recommended.

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2. Advise and help mentees in goal setting

Primarily, mentors help their mentees in identifying and choosing the correct career path through goal-setting. A plan of action is agreed upon, and the mentor steadily guides the mentee to achieve those goals within the set time.

3. Provide honest feedback

A mentor is supposed to wholeheartedly support the mentee to carve out a desirable and achievable career. This essentially involves providing an honest and constructive feedback through the vast knowledge and experience the mentor has.

4. Act as a coach when necessary

An experienced mentor instinctively knows when to use coaching techniques along with those of mentoring. He/she will pitch in with the required advise accordingly. A coach encourages the learners to seek their own solutions for best results, whereas a mentor offers advice to the mentees based on their own career.

5. Act as a confidante

A mentor acts as the sounding board for the mentee- always available. Whatever be the nature of the problem, whether it is to develop ideas, overcome challenges, or achieve their career goals and ultimately celebrate the small wins. The mentor should lay down all pros and cons irrespective of the fact that it may sound unpleasant at that time for the ultimate benefit of the mentee. The mentee thus is sounded off regarding all aspects and takes an informed decision.

6. Keep track of the mentee's progress

A mentor should necessarily keep track and follow up with the mentees to hold them accountable for their actions. A close monitoring often helps in such situations.

Roles and Responsibilities of a Mentee:

A mentee also should be made aware of the responsibilities he/she is expected to shoulder. Being a mentee in no way means handing over all responsibility of one's life and problems to the mentor. What are the qualities required of a mentee?

1. Willing to learn

The mentee must be willing to learn and accept new concepts from the mentor, in short, be coachable. The mentee must allow the mentor to take lead and listen to the new ideas being discussed. This also means being committed to his/her own personal growth and professional development.

2. Listening with rapt attention

The mentee must be on the active listening mode when the mentor is speaking, so as not to miss out on any important point. Listening with such rapt attention will help to absorb information being shared by the mentor. Remember not to interrupt in between, and make notes of the applicable points. Clarify all doubts later on in order to be sure of the plan of action.

3. Maintain clarity of goals

It is possible that the mentee might not be sure of the career goals at the beginning of the mentor-mentee relationship, but what the relationship goals are should be clear enough. The mentor would be able to help out better only when the mentee is sure of the direction, he/she wants to take. The objectives of the mentee being clear helps the mentor decide on the approach and guidance to be given.

4. Feedback is important

Mentors mostly provide honest feedbacks, but if the mentee requires more, he/she should not refrain from asking. The feedback might not sound sweet to the ears, but nevertheless, valuable for professional growth. Listen with an open mind, and be open to honest criticism, and thus ready to act on the drawbacks being pointed out. This will ultimately help in constructive growth.

5. The mentor's time is valuable

The mentee must respect the mentor's time, and always remember that invaluable time is being spent by the mentor, and thus avoid being late for meetings, and avoid asking for last-minute changes. Replying to messages and calls promptly is also very important habit.

6.Moving on with life

As all good things must end, so will the mentor-mentee relationship. The mentee must be prepared to move on with life once the process finishes. Although staying in contact with the mentor might help, overdependence on the mentor is not advisable.

How important is Feedback in Mentorship?

Feedback is a very important aspect of mentorship. It allows the mentee to review his/her ways and take necessary steps towards rectification. The mentor's feedback goes a long way in avoiding mistakes and shaping the future. The mentor should, however, refrain from criticizing the person, rather focussing on the choices made. A lot depends on the way a mentor offers feedback, balancing both positive and developmental feedback and using all possible channels of communication- be it a formal meeting or an instant message.

A student mentoring system is introduced in colleges, wherein all teachers are actively involved in the process of mentoring. Teachers then prepare lists of all students allotted, with details of name, class, roll number, contact number and email id. The mentor has a carefully chalked out plan of action to take care of all the mentees, such as providing them career counselling, personal counselling, help with any difficulty in curriculum, and to make provision for remedial coaching when and if required. The mentor teacher, in short, aims to always support the student mentee in whatever form is required.

The mentor teacher also works hard to find out the hidden talents of the students in various aspects of academic, co-curricular, extra-curricular and extra mural activities so that they can be encouraged to take up other related activities to hone up their talents, leading to their holistic development. The mentor also contacts and at times meets the parents/guardians of his/her mentee to discuss their progress or any other matter as the case might demand.

NAAC is committed to institutional excellence. This includes students, who form the backbone of any institution. Institutions are supposed to upload names of student mentees and teacher mentors, and keep detailed records of when meetings were held, and what was achieved by them. The vision being wanting to extend support and guidance to the students studying in colleges for the advancement of their academics and profession, thereby contributing towards building a strong nation. It is a highly effective system and is aimed at closing down the gap between the mentor and mentee, and thereby society as a whole. Students often face challenges and are not able to complete their degree programmes. Often, they make adjustments and are compelled to dropout of colleges, bringing to an end their aspirations of higher education. To cope with such problems, and offer all possible support to enable them to excel in academics and in future take up careers as per their potential, the mentor-mentee system has proved to be quite useful.

In Dayanand Arya Kanya Mahavidyalaya, students are regularly counselled through personal attention and regular communication during their stay on campus, through mobile phones, and even at times visiting their places of residence. The mentors make it a point to reach out to students at any cost, thus fulfilling the aim of the system. Mentors provide tips on studies, personal counselling, guidance regarding career choices, etc. All necessary help is rendered for their success in the university exams. The mentees are helped in the form of course content, fees, reviews, college admission process and scholarships etc. The mentor-mentee scheme has become very successful in bridging the gap between the teacher and the student. It has become instrumental in bringing about a meaningful relationship between the learner and his/her family and the institution at large. It has definitely created an atmosphere of deep trust in the institution. As a result, we have experienced an increase in student strength. Our aim is to get all students to get rightly educated and take the right step towards building their career.

Aims and Objectives

- To bridge the gap between the teacher mentor and the student mentee.
- To ensure quality performance of the students in academics. To deal with the related issues for the holistic development of the students.
- To provide mutual support and congenial learning environment.
- To inspire and motivate students for higher studies and competitive examinations.
- To discuss stress related issues.
- To regulate academic involvement and assess outcome.

Conclusion

The college has developed a well-defined mentor-mentee system. The mentees feel privileged to study in such an institution, where the mentors are always available for counselling, be it personal or professional in nature. The mentors have successfully bridged the communication gap at times even between the students and their parents. Parents are regularly updated about the student's progress. We can say that a very effective mentor-mentee system is in place in Dayanand Arya Kanya Mahavidyalaya.

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Role of IQAC Coordinator: Challenges & Strategies to deal with Revised Annual Quality Assurance Report (AQAR)

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Abstract:

The progress of any nation depends on its quality of education in the higher educational institutions therefore the University Grants Commission (UGC) came into existence in 1953 set up by the Ministry of Education in our country to coordinate, determine and maintain the standards of higher education in the institutes of higher learning .The UGC felt the need in the following years that it needed an organization/body to assess the quality of higher education. Therefore the National Assessment and Accreditation Council (NAAC) was formed in 1994 as an autonomous body of the UGC to assess the quality of Higher Education Institutions (HEIs) and accredit them. The HEIs that have been assessed and accredited by NAAC in the first cycle and in the subsequent cycles have to submit their Annual Quality Assurance Report (AQAR) mandatorily every year. It is the responsibility of the Internal Quality Assurance Cell (IQAC) coordinator to submit the AQAR every year. Recently, the NAAC has revised the format of AQAR. The revised online AQAR which has been released by NAAC for the HEIs for preparing and submitting to NAAC will come into effect from the session 2020-21.It is a challenging task for institution in general and for the IQAC coordinator in particular as s/he is accountable for submitting the AQAR of the institution in a time line provided by NAAC. The task of preparing and submitting the AQAR poses challenges for the IQAC coordinator. The present research paper is an attempt to make the IQAC coordinators aware of some of the significant points that will assist them to make the strategies to overcome the challenges and achieve the target of submitting the revised AQAR successfully.

Keywords: AQAR, IQAC coordinator, HEIs, criterion, head, NAAC, tesmplates, data and portal.

Introduction:

The Revised AQAR came into effect from 2020-21 and the institutions are notified that they will prepare and submit the AQAR of 2020-21 in the revised format. The revised AQAR contains data templates in large number as compared to the previous AQAR. The metrics/questions of AQAR are divided into two categories namely Quantitative and Qualitative metrics. The data templates are attached with the questions of Quantitative Metrics (QnM) and the information is provided in the given data templates in the format provided to the institutions without altering it. The Qualitative metrics (QlM) are needed to answer in descriptive form along with relevant document or supporting documents and if additional information is to be provided so the option of uploading the files is given or sometimes the option of pasting the link is placed. The whole process of online submission of revised AQAR for the session 2020-21 appears to be simple but is a challenging task that needs strategies to overcome the challenges which rest on the shoulders of the IQAC coordinators. Therefore the role of the IQAC coordinators become more accountable and dynamic. There are some significant aspects which the IQAC coordinators need to keep in mind while preparing the revised AQAR if the coordinators strive to fill the revised AQAR directly on the portal of the NAAC .They will have to face many challenges and will be stuck in the middle and be lost. So they need to keep certain points in mind while starting the work on the portal. They are as follows.

Read to Discern:

The first and foremost exercise which the IQAC coordinator needs to be taken into consideration is to read the guidelines very minutely provided by the NAAC for submitting the revised AQAR for 2020-21, Standard Operating Procedure (SOP) Documents, data templates and Manual of NAAC. The guidelines will give her/her a clear cut understanding about the changes which have been made by the NAAC in the revised AQAR as compared to the previous AQAR. The changes which have been made in the revised AQAR must be noted or marked carefully so as to bring to the notices of the other IQAC members particularly to the criterion heads while

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collecting the data. The SOP, data templates and Manual of NAAC should be read and referred repetitively in sync with revised AQAR.The data templates are attached with the revised AQAR specifically to those questions which are related to quantitative metrics. They should be assimilated by the IQAC coordinator so as to help to convey the information to the criterion heads to collect the data in the given templates.

Dissemination of Information:

The IQAC coordinator needs to disseminate the information which s/he has gained by reading the documents carefully with sound understanding with the other faculty members of the IQAC who are her/his active partner in the exercise of quality innovation, enhancement and sustenance. Each member of the IQAC should be well informed with the latest changes made in the revised AQAR. Each criterion heads should be well acquainted with the other criteria too. There should not be water tight compartment in the criterion head and they should also have knowledge of all the criteria in toto. This kind of exercise will assist the institution to work as a unit which will eventually help the institution to scale the new heights of quality in sync with the development of the human resources.

Discussion and Deliberation:

The IQAC coordinator after having the fully understanding of the changes which have been made in the revised AQAR needs to call the meeting of the IQAC to discuss the changes which have been appeared in the revised AQAR. Some of the questions seem to be difficult to answers which need the deliberation of the faculty members who are the criterion heads of their respective criterion. The suggestions should be welcomed by every faculty members but the concentration should be on how to give the answer of the questions which are expected by the NAAC. Sometimes the suggestions appear to be quite irrelevant but when they are given the second though they seem to be practically applicable which can be made. The coordinator needs to refer the guidelines of AQAR, Standard Operating Procedure (SOP) Documents, data templates and Manual of NAAC which will be guiding force to be on the track and assist to answer the questions and fill the data as are expected by the NAAC.

Decentralization of Duties to collect data:

In order to streamline the work of data collection, it is affirmative that the tasks of the seven criteria should be allotted to the faculty members of IQAC. It will help to ease the gigantic work of data collection particularly of the templates as the information which is needed to fill in the data templates is quite specific. It is the utmost important duty of the IQAC coordinator that the faculty members should be informed about the data collection in their respective criterion .It will be quite helpful if before handing over the templates to the criterion heads that they should be intimated about the data they need to be collected. If only the data templates are given before explaining to them it will create confusion and mislead them. The data templates should be handed over to them only after the explanation in soft in order to collect the data in the templates before uploading the templates in the AQAR.

Develop Work Culture:

The revised AQAR is largely based on the data templates so it is a challenging task for the coordinator to collect a large data, create links and add relevant information which will be uploaded on the AQAR. The coordinator needs to develop work culture to ease the load of work .It is possible through regular interaction with the criterion heads. It is advisable that the seven criteria should be allotted to different faculty members of the IQAC of the institution. If it is possible one criterion can be looked after by two faculty members as the work of data collection is difficult and two is always better than one. It will also foster the feeling of team work and spirit. The coordinator needs to be in touch with the criterion heads and keeps on taking the input about the collection of data and guiding them personal on daily basis. The coordinator should always take a lead to play the role of coordinator in the true sense by giving the first preference to the doubts and difficulties of his/her colleagues to resolve and guide them.

Micro-meetings:

Whenever any important task needs to be done, brain storming session plays a very crucial role .The work of revised AQAR is no exception to this. The IQAC coordinator can be approached when the difficulties are encountered by the criterion heads but the best way to deal with this problem is to hold micro meetings on regular

basis because sometimes when the coordinator is quite engaged in attaining the significant task and if s/he is disturbed at the crucial juncture, her/his task at hand is hampered .The ideal way to resolve the doubts of her/his criterion heads is to conduct the micro- meetings. Three to four micro meetings are to be held in a week where the practical problems of the criterion heads will be discussed and the whole team of IQAC particularly faculty members will be made aware of the progress of the work.

Data Analysis:

The most difficult task for the coordinator is to filter the raw data which has been given by the respective heads of the criteria as they have collected data and most of the time it is in the form of raw data. The coordinator needs to analyse it in order to filter it so that it will fulfil the expectation of the NAAC. The reports of the programmes are to be made and they need to be checked very minutely by the coordinator and prepare it in the form as it is needed to be uploaded in the AQAR. It is a short example of data analysis .It can be many and varied.

Documentation:

The coordinator needs to be very careful about the documentation for revised AQAR. S/He needs to work in tandem with the developer of the website of the institution as most of data is needed to be placed on the institutional website .So s/he has to keep in touch with the website developer for placing the significant data on the website of the institution .Sometimes links are required to be pasted in the AQAR so the data is to be collected and is read minutely by the coordinator and moves it to the website developer of the institution for creating the link of the given documents. A large number of data are collected by the coordinator so it is important for the coordinator to save it in the proper folder given them specific names to the files. The word files need to convert in the PDF form and sometimes the files need to be merged sometimes separate files are required so these online tasks need to be done by coordinator so s/he should have command over the tools for making the PDFs, combining them into one PDF and sometimes need to be split in a single file. Moreover the files must be saved in the secured place from where the required data can be easily retrieved.

Working on the Portal of HEI (Higher Education Institution):

The points which have been suggested above are the primary steps to move towards the real task of uploading the data on the online portal. The IQAC coordinator needs to begin the work on the portal of HEIs as early as possible because the practical difficulties are encountered when the coordinator actually commences the work. Sometimes it is found that the data templates which are given differ from the data templates on the portal of HEI. The technical glitches are also cropped up while working on the portal under the tab Manage AQAR which provides the option of Prepare and Submit AQAR. The problem of net connectivity and server issues may arise if the coordinator thinks that after collecting all the data in word files and in excel sheets s/he will start working on the portal of HEI. S/He may face many glitches if s/he works on the portal of HEI at the last moment so it is advisable to start working on the portal at the earliest that will allow the coordinator to resolve the issues and difficulties simultaneously.

Checklist:

The IQAC coordinator needs to make a checklist while working on the portal of HEI as there are certain points which come into mind they should be noted immediately in the checklist. The points which need to be discussed with the head of the particular criterion or to communicate a particular task to the website developer of the institution should be noted in the list .If s/he tries to do that task immediately, s/he is diverted from her/his actual task. So the ideal way is to make the entry in the checklist under the column of list to do. S/He should make it a practice to daily allot the task to the respective criteria heads before beginning the work on the portal. It will assist the coordinator to work in an efficient way and bring streamline in the work. The coordinator will move ahead while resolving the previous difficulties in a smooth manner with the help of list to do while making the entries of the upcoming issues.

Conclusion:

The role of IQAC coordinator is of immense importance when it comes to fill the data of revised AQAR. If he follows the suggestions mentioned in the research article, her/his work will become efficient and time-

bound. The problems which will be encountered by the coordinator will be resolved in a practical way and will create working culture in the institution that will become the hallmark for the development of the institution.

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Shortfalls of a Standardized Method of Quality Assessment

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Abstract

The new system of online submission of SSR and AQAR is intended to make the process more transparent, make effective use of time and resources, improve ease of filing papers but at the same time ensure adherence to quality work. Though the system has been designed after a lot of thought by the best brains in the system, the diversity in the field of imparting education in terms of locations, the student quality, availability of resources with the HEI's have resulted in some shortfalls which are becoming apparent with the passage of time. This paper makes an attempt to analyze some of them based on the experience of teachers who have been involved with NAAC and IQAC work for over a decade. A standardized evaluation system seems incapable of accurately gauging performance.

Keywords: Shortfalls, Quality Assessment,

Introduction

HEI's and Universities is to create individuals who can think on and work towards finding solutions to social, cultural, moral and spiritual issues facing humanity through dissemination of specialized skills. During their learning they are expected to acquire knowledge, wisdom understand social values and moral values guiding society, develop and hone skills they posses and acquire new ones. The UGC has the objective of Coordination and determination of standards of university education. With this major objective the quality accreditation was introduced at both university and HEI level. The system has been upgraded from time to time by introduction of new questions and moving with times the online submission of reports of self-evaluation against the parameters set by UGC.

Shortfalls of standardized system of evaluation

Some shortfalls of this system have been discussed below.

1) **Quest for excellence** is one of the core values, but excellence itself is very subjective, being determined by the situations and resources at the disposal of the HEI. Good infrastructure, smart classrooms, well equipped labs, huge and well-furnished classrooms, best faculty with the highest qualifications will give a good score but it is the passing of knowledge from the teacher to the student that is the process outcomes that should count, the process outcome measured in terms of pass percentage, number of students securing placements is not enough.

Degree and post graduate courses are not making the student market ready, placement is always better for technical education institutes as against those providing non-technical education. And hence,

The **skills acquired** by the student during their years at the institute that enable them to earn a livelihood must be given importance.

The development of **leadership, empathy and social skills** must be given importance.

To enable students to acquire the knowledge and wisdom to enable **analytical thinking**necessary to face life situations and finding executable solutions to problems is important.

Financial constraints may withhold HEIs from providing the best infrastructure but best of teaching is learning and happen in simpler environments also. The environment should enable a student's personality to bloom, enable a student to acquire higher thinking and livelihood earning skills, create knowledgeable and aware citizens from naïve students .for which the best of infrastructure is not a pre-condition. Program outcomes should depend on the attainment of the higher goal. They should be according to the education imparted technical or non technical.

2) **Documentation** is an important part leading to a good score. Planning execution and documentation take up a good amount of time. Activities are focused to score on the set parameters whereas the focus should be on activities that have real practical outcomes. The aim is to create a citizen who keeps his eyes and ears open, can

differentiate between the important and distraction and noise and can put his knowledge to practical use for the betterment of his life and the life of society.Teaching and learning also become score oriented a good pass percentage and highest number of distinctions.

Online submission with the idea to reduce paperwork actually results in a lot of documentation and paperwork. Also a good amount of the teachers time and energy is directed towards futile activities.

3) **Emphasis on student intake**- student intake is bound to be less in Arts and Commerce colleges as against colleges providing technical education. It is an accepted fact that a three year degree course is not making the student market ready. They are opting for the course only to secure a degree. Even in this time of gender equality, many women's colleges have students enrolled because a degree secures a good groom. When the HEI's pit in so much effort behind eachstudent the student quality should also count otherwise it turns out to be a thankless job.

4) **Coordination between objectives of universities and UGC** is necessary, for example an HEI may have the infrastructure and faculty for imparting PG education, but may not be a choice among students because of its location, also stringent university norms may inhibit starting PG classes resulting in a poor score for the HEI.

5) For a good score the **focus is on teaching of the syllabus**. All round development of the student seems to be lost somewhere in the din of teaching learning and evaluation of the syllabus. Students also aim to clear the exam while engaging in learning some part time course in private institutes , or acquire skill set that gives them means to earn a livelihood. Degree is seen only as a ticket to enter the mainstream. Then how is so much importance to Criteria 2 justified?

Teachers find themselves more involved in clerical work, documentation, organizing seminars, conferences, training programs and workshops all leading to scoring points. The questionis who gains?? Neither the teacher nor the taught.

6) **Inculcating Values among students**- seems to be lost in the crowd of activities, value education is only a point that scores, but other than that, the consistency and outcome do not appear anywhere. Education aims at the creation of good human beings not just a treasure of knowledge sans moral values and ethics. Do we as members of teaching fraternity have the time to inculcate these values among our students, what do we do for it, other than a one hour speech by some person which is forgotten as soon as it is over and attended by students because it is compulsory?

We are so busy documenting, arranging programs, conferences workshops, taking pictures, uploadingon website, teaching an exam oriented syllabus and so on. Students learn by observing their teachers and elders, is it time we evaluate ourselves from this angle too??

7) HEI's are located across the length and breadth of this vast country, especially in rural areas **financial constraints**, lack of stable electricity supply, internet connectivity, lesser students due to non centralized location are some aspects that need to be lookedinto.

8) **Excessive focus on teachers research work**- though research is an important outcome of education, excessive focus on each and every teacher having papers in National and international journals, attending trainings , seminars and workshops which are a pre condition for performance appraisal of teachers causes wastage of time and energy. Also the results are only works of copy and paste, it is not easy to produce actual research work, t takes dedicated work and a lot of time. Papers presented to fill up annual performance appraisal are a total waste of all resources without benefit for anybody.

Conclusion

No system can be foolproof. The online submission of SSR takes adequate steps to ensure authenticity of the information provided, also the diversity in the location and situations of HEI's govern each ones outcomes.

Student quality and quantity also differ as per location. The parameters hence cannot be fixed, they must be flexible to be actually of help in gauging the quality of HEI's. Also the teacher being the most valuable resource in tis process must not be burdened with futile tasks that deeply affect his teaching efficiency.

The onus to give the students a good education at par with the global requirements rests on the policy makers, stakeholders, teachers and the students.

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Essential Learning Resource Center webpages for NAAC Assessment and Accreditation

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Introduction

Quality in higher education has turned out to be the primary agenda at universal level. Education is the key to creating, adapting and spreading knowledge in all disciplines and subjects. Education plays a vital role in the development of any nation. Higher education is a powerful tool to build knowledge for an information based society. It is a powerful instrument for creating knowledge and information based society. Therefore, the higher education is to be the best on both quantity and quality. The mission and vision of higher education is to educate, train, and undertake research activities and service to the community. Higher education is nothing but production and dissemination of knowledge. Therefore, the higher education is to be the best on both quantity and quality. The past few decades have witnessed a sea change in higher education. The Indian higher education system is in a constant state of change and flux due to the increasing needs of expanding access to higher education, impact of technology on the delivery of education, increasing private participation and the impact of globalization. Being a heart or a part of educational institution, libraries or Learning Resource centers or Information Knowledge Centers are not exception to this. With the technological application the users of these centers are expecting more demands in the form of its services either free or even fee based also.

National Assessment and Accreditation Council (NAAC)

"To make quality the defining element of higher education in India through a combination of self and external quality evaluation, promotion and sustenance initiatives" The National Assessment and Accreditation Council (NAAC) was established in 1994 as an autonomous institution of the University Grants Commission (UGC) to ensure that quality assurance is an integral part of the operation of Higher Education Institutions. NAAC has identified the following seven criteria to serve as the basis of its assessment procedures:

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

NAAC Parameters for Library and Information Centres

As a Library professional, keeping in view of better accreditation of College/ University, there is a need to ensure the optimum score and prepare to meet all the parameters as enunciated by the NAAC It goes without saying that the establishment of NAAC has improved the image and importance of college and university libraries in India by focusing on the Library. The adequacy and optimal use of an institution's facilities are critical for maintaining the quality of academic and other programmes on campus The fourth Criteria – "Infrastructure and Learning Resources" has 100 marks, that contains four indicators i.e.

- Physical Facilities (30 marks)
- Library as a Learning Resource (20 marks)
- IT Infrastructure (30 marks)
- Maintenance of Campus Infrastructure (20 marks)

The university or college must prepare the data in advance in terms of formats and data templates in accordance with the NAAC quality indicator framework, which is available in the NAAC Manual.

For any College or University, Library is a Central facility considered as Heart of University or College campus and every academician i.e. students, research scholars and faculty members have to make use of library resources to support the academics and research activities, Though Library has very significant in higher educational institutions, unfortunately, only 20 marks are assigned, accounting for only 2% of the total marks of 1000 marks involved in accreditation. Nonetheless, the Library, directly or indirectly, must play a significant role in other criteria as well, and the librarian should keep in mind that even a percentage point plays a significant role in obtaining better accreditation.

Library website

A website (also written as web site) is a collection of web pages and related content that is identified by a common domain name and published on at least one web server. Notable examples are wikipedia.org, google.com, and amazon.com. All publicly accessible websites collectively constitute the World Wide Web.

Library Website means a website owned, maintained, and/or used by or for the Library for the purpose of providing information to Patrons and/or the general public about the Library and its various content offerings, policies, objectives, initiatives, and procedures.

About The Library

Library is like a Knowledge center and is the heart of the institute. The user's satisfaction is the main motto of library services and it is a key success of the library. The main role college library is to satisfy the needs of its users. The Library always attracts students, teachers, researchers, educational administrators and other users from different branches of the college towards its collections may be physical or digital .

The primary objective of any library is to support the educational and research programs of the institute by providing physical and online access to information, consistent with the present and the anticipated educational and research functions of the institute.

The Library should be well–protected with fire alarm, CCTV-Surveillance. It should have specialized collections of Books, Journals and e-resources like E-Books, E-Journals, and Back volumes and CDs/DVDs.
The various parameters to be included under the heading Library: The Vision, Mission and Objectives of Library

Vision:

To be an excellent storehouse for easy access to information resources for college learning and research through professional integrity and social responsibility.

Mission:

To support the academic and research needs of the students and staff on par with national and international benchmarks.

Objectives:

- To provide right information to the right user at the right time.
- To motivate readers to improve their reading habits.
- Provide easy access to learning resources.
- To provide updated information to the library users.
- To achieve maximum user satisfaction
- To provide the best library services with utmost users satisfaction library should used computerized applications like software, barcoding and any other automation methods.

Essential webpages in Library Website

- Library webpages should have following contents :
  Library vision, misson and objective statements
- Blog
  Blog itself is a mirror of library websites. It may have abstracted a to z information about library.
- Brochure

A summorrised information about salient features of library like library services , facilities, timing , collections and general rules .

- Research support services and facilities

Library provides research support for all researchers in the college by various ways like helping them in finding related study material from different resources. Sometimes referral and Inter Library loan facility also made available to them. Also some information about Library Portal, Consortia, (e-journals, e-ShodhSindhu, e-books., Databases)

Book Transactions, Photocopying facility, Research Tutorials, Reference Service, Information Literacy Programs, Research Paper writing support, Citation Tools is also attached herewith

- Library Automation

The status of library automation; partial or full automation with library software

- Library Staff

The name, qualificatin, experience and designation of library staff

- E- Newslletter,

publications of library, if any

- Staff Publicationas

Books, Edited Books, Book chapters, research paper,

- Library Services

Computerized Issue- return, Reference Service, Referral Service, Newspaper Clipping, Indexing Service, Access to Open access resources , Current Awareness Service, Selective Dissemination of Information Service, Bibliographic Service, Documentation Service, User Orientation/Information Literacy

- Extension Services and Facilities available in the library

Reading hall ,Book Bank Facility, Competitive Exam cell, Book Exhibitions, Book Review Club, Earn While Learn, Reprographic, Scanning, Softcopy of Syllabus &Question papers, Open Access System, OPAC, Internet, Library Website, Digital Information centre, Online Library Newsletter, Institutional repository

- Library Collection

Books, periodicals,CDs/DVDs, E-Resources, College Magzines

- Institutional Membershipents

categories of members, The rules and subscription amount of membership

- Institutional Repositories

the various research contributions of College Teaching Staff

- Facility to challenged students

stairs railing, wheel chair facility, separate room/section, Audio Books Braille Books, free online books available online for the blind students

- Library Notice Board

Various notices of library for students and staff members

Future Plans of the Library To take efforts to increase students interest in reading and research

- To enrich the collection of library
- To conduct live sessions for patron education
- To make use of open source tools for online education
- To enrich the digital resources in the Digital information centre
- To organize online exhibitions or virtual book tour for patrons
- To generate resources through external membership and information services
- To take membership of more libraries and share their resources.

Conclusion

Today's age is information age and in this age every organization or its center posts its relevant information on its website. The same information is useful for various applications. For maintaining quality in higher education institution, it requires that the institution should follow norms of regulating bodies with posting authentic information of the college with various parameters. If the information is more then the relevant information uploaded on websites with providing hyperlinks so that NAAC easily search that information on net and evaluate college total performance with CGPA grades

For scoring more weight age points on library related information; library related information is always posted on websites with appropriate qualitative and quantitative aspects as required. The library web pages is always supported with statistical or qualitative information. This qualitative and quantitative aspects of information is more demanded by NAAC. It is also expected that every library should maintain this information in predefined formats as it is used for NAAC accreditation and educational assessment process and in various further uses.

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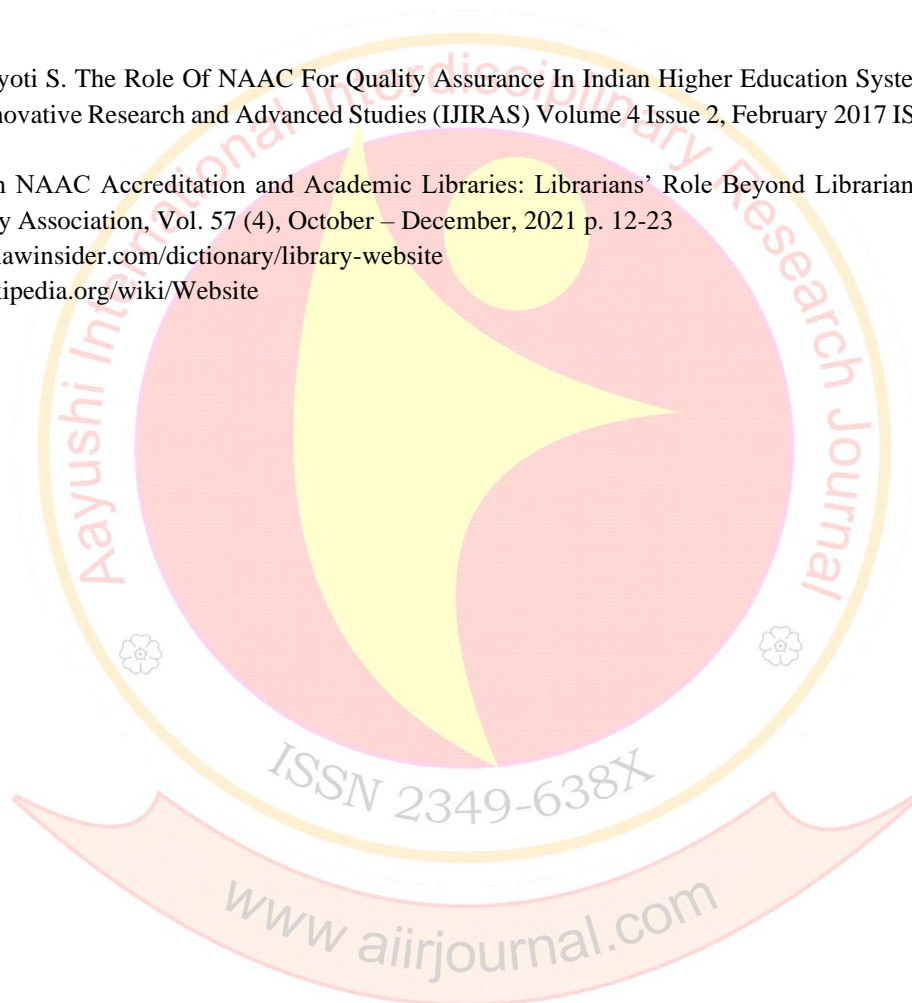
Role of Librarian's in NAAC process of the institution

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Abstract

NAAC is now compulsory in higher education institutes. Recently NAAC has revised its assessment process framework in 2021. The place of the library in the institution has its own importance. The information resource center and the librarian can contribute a lot in the progress of the institute accreditation. In this paper discuss the role of librarian and the information resource center in largely NAAC procedure in the light of revised framework. The information resource center play a key role in improving the information needs of educational community, important role for information resource center to lead the parent institutions in pursuing new modes of academic research and productivity, information resource center and librarians are base of academic efficiency, with a potential to expand both the range and depth of resourceful work carried out by the faculty and students in subsequent disciplines. Therefore information resource center and librarian can play an imperative role to contribute a lot in the assessment and accreditation progression.

Introduction

The National Policy on Education (NPE) and the Programme of action, 1986 inter alia recommended that: 'Excellence of institutions of higher education is a function of many aspects: self-evaluation and self-improvement are important. If a mechanism is set up, this will be encouraged for self assessment in institutions and accreditation by a council. The quality process, contribution, achievements etc, will be constantly monitored and improved." In pursuance of the above, the University Grants Commission UGC, under section 12 ccc of the UGC Act of 1956(3), established the National Assessment and Accreditation Council (NAAC) as an autonomous body in September 1994 for measuring the higher educational institutions in India. It has been instilling a thrust of value awareness among higher educational institutions, desire for constant enrichment. However, enrichment in standards cannot come about only by accreditation from outside, once in five years. Hence, the UGC has set up IQAC (Internal Quality Assurance Cell) for an internal mechanism for nourishment, assurance and enhancement of the quality culture of education imparted by them. There is significant growth in institutions of higher learning in India. Central, state, deemed, private, foreign, autonomous universities and institutions are rising rapidly in every part of the country. Whenever there is quantitative growth there is a need to provide more concentration on quality improvement. There are different ways to review the institutions of learning viz. NAAC, NBA, ISO9001, NIRF etc. The information resource center being part and parcel of the institutions in higher learning can perform a key role in the enhancement of quality of teaching, learning, research and expansion activities.

Objectives of the paper

1. NAAC Overview.
2. Quality indicator framework (QIF).
3. Current updates in the NAAC process.
4. Describe the information resource center as a learning resource.
5. Indicate the role of information resource center and Librarian in the NAAC process.

National assessment and accreditation council (NAAC)

The NAAC is an autonomous institute of the UGC established in 1994 at Bangalore. The core values of the NAAC are contributing to National Development, Fostering global competencies among students, inculcating a value system among students and promoting the use of technology. The NAAC vision 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". NAAC evaluates the institutions for its conformance to the standards of quality in terms of its performance related to the educational processes and outcomes, curriculum coverage, teaching-learning processes, faculty, research, infrastructure, learning resources, organization, governance, financial well being and student services.

The mission of the NAAC,

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

Improved Assessment and Accreditation (A&A) Framework

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

4. Criterion "Infrastructure and Learning Resources"
4.2. Library as a Learning Resource:

College information resource centers need to have facilities that promote useful and interactive access and use of information resources for all users. In the area of physical facilities, the information resource center needs to offer safe, comfortable, well-lighted, clean space with adequate and appropriate seating arrangements to ensure effective use of the information resource centers resources including digital resources. Also, college information resource center are required to consider study space needs, while allocating the seating space with special attention being paid to reserve collections and the hostel environment of the institution. The information resource center needs to prepare well-framed rules and guidelines with regard to hours of access, circulation policies and other regulations to offer better services to the users. Affiliated college information resource center function with the primary mission of meeting the information resource center and information needs mainly of enrolled undergraduate students.

Role of information resource center and the librarian in NAAC process

Librarians have to play basic two roles, first as a member of the college team and second one as a leader of the information resource center. The areas where he can actively participates are, Higher Education Institution (HEI) Registration, Information for quality Assessment (IIQA) Submission, Self-Study Report (SSR) Submission, Quantitative Metrics (QnM) Assessment For Pre-Qualification, Peer Team Visit (PTV) Management Process, SSR Qualitative Metrics (QlM) and actual Assessment Process by Peer Team.

Librarian supports many activities i.e. criteria co-coordinator, Portfolio Convener, IQAC coordinator, NAAC coordinator, website coordinator and these activities may vary according to institutions and the persons. He/She can be a part of the Management viz. President, Vice president, Secretary, member etc. and act accordingly. He/She can be a member of Local Management Committee, Principal, Vice Principal, Coordinator of NAAC, IQAC and other such committees, further Librarians are also working on Peer team of the NAAC.

Guidelines for Quality Indicators - Library and Information Service Management

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

- Does the information resource center have separate premises of its own?
- What are the measures for overall maintenance and cleanliness of the information resource center?
- Does the library have internet and computer facilities?
- Does the information resource center have extended appropriate working hours before/after the class hours?
- Is the generator facility extended to the information resource center?
- Is there any defined policy for collection development, stock verification, training and   for the LIS professionals?
- Does the college have an information resource center advisory committee?
- Information resource center functions automated or not?
- What are the funding /financial sources other than the state, central and UGC grants?
- Has the librarian attended refresher courses/ orientation programmers, workshops/ seminars etc?

Collection and Services Provided to Users - Collection

The library is required to provide varied, authoritative and up-to-date resources that support its mission and fulfill the needs of its users. Resources may be provided in a variety of formats including hard and print copy, online text/ images and other media. An information resource center needs to have the quantity of resources as prescribed by the government, AICTE, UGC and other governing bodies. The collection of a library may answer the following for maintaining the quality of resources.

Total Collection of Documents:-

Books, Text books, Reference books, E-books, Magazines, Peer-reviewed journals, Back volume journals, Book bank, Current journals (Ind/foreign), Online journals, Special collection (Competitive Examinations, Braille materials, Rare Collection) CD's/ DVD's

Ratio of the Library Books to the Number of Students Enrolled- Services

The information resource center has a key role in supporting the academic activities of the institutions by establishing, maintaining and promoting library and information services, both quantitatively and qualitatively. The information resource center offers a wide range of services from reference to electronic information services.

The College information resource center may answer the following basic questions for ensuring appropriate services to the academic community.

- Does the library provide the basic services?
- Resource sharing/ ILL
- Bibliographic compilation
- Photocopy and printing services
- Circulation services
- Clipping services
- Reference/referral services
- Information display and notification services
- User orientation/ information literacy
- Internet and digital resources availability

Extent Use of the Services

Performance evaluation of college information resource centers needs to be carried out at regular intervals in order to sustain and enhance their quality. Normally, the evaluation can be made on the compilation of use statistics. The following parameters would help in assessing the extent use of the library and its services.

- Number of services delivered per capita per month.
- Average number of the users who visited or documents consulted per month.
- Average number of books issued /returned per day.
- Per month number of reference enquiries on an average.

Augmentation of Academic Information

- Information literacy programmers
- Organizing competitions annually
- Display newspaper clipping periodically on the notice board
- Instituting annual best user award for students
- Providing internet facilities for different user group
- Employment Information/ Career Services
- Display new arrivals and circulate a list to the academic departments
- Computerization of library with suitable digital software
- Compiling student/teacher attendance statistics and locating the same on the   notice board

Groundwork for NAAC

Generally, NAAC date declared prior a month and some preparation before NAACvisit a librarian should be made which are listed below:

- First of all the newspaper should be kept date wise.
- Display of new arrivals should be done properly.
- All the entries of books and other things should be done properly in the library software.
- Employment notification should be up to date.
- Information resource center related programmers and activities file in neatly.
- Accession register should be completed properly and neatly.
- All the purchasing bills should be maintained in the file according to the financial year.
- Information resource center premises should be neat and clean.
- Some regular registers such as the visiting register, magazine /newspaper register, N- LIST file etc should be updated and ready.
- All the books should be arranged properly.
- All the computer /hardware, internet etc. should be in working condition.

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Conclusion

The information resource centers play a important role in achieving to the information needs of educational community, important role for information resource centers to lead the parent institutions in pursuing new modes of academic research and productivity, information resource centers and librarians are base of academic productivity, with a potential to expand both the range and depth of creative work carried out by the faculty and students in subsequent disciplines. That's why information resource center and librarian can play an important role and contribute a lot in the assessment and accreditation process beyond 4.2 i.e. Library learning resource. NAAC policy helps in developing the college information resource centers to make modernize and to provide good standard service to users. This is the best methodology for measuring themselves to find insufficiency to augment the information resource center services, which sustain get maximum score based on certain criteria; this paper clearly explains significance in maintaining the information resource center to full fill the quality for the NAAC policy. NAAC's main aim is to uphold the quality of higher education in the country and it requires a lot of hard work. As earlier, we said the information resource center is the heart of any institution and it should be properly managed. Institutions/organizations/universities should provide infrastructure facilities to their information resource center regularly so that they can perform their duties/services properly. NAAC has given several guidelines to improve the library but unfortunately lack of vision implementing authority or management bodies does not given proper importance or fund to the information resource center. At last, we can say that NAAC really concentrate to improve the services of higher education.

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Online Submission of SSR – Practical Problem and Solution

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Abstract:

Uniform quality education without discrimination for all citizens from primary level to higher education level is most necessary for quality excellence in the country in the globalized context. India cannot go forward with its higher education discarding global tendencies. From offline process into online process of NAAC's assessment is revolutionary but it emerges new challenges and opportunities for HEIs. Electronically retrievable MIS is most needed and information and documents must be at the click of a mouse. Appointment of IQAC Coordinator should be through the external expert panel from the existing staff. Teachers who did coordinator ship for accreditation of the institution should be placed into the level of professor grade for quality leadership of the institution. Onsite visit should be revised with a third-party observer from the affiliated university. An in service IQAC Coordinator should be included as fourth member in Peer Team for better coordination. MOOCs should be included under the scanner of assessment. Reimbursement of fees and other expenses should be in time bound. Transparency and accountability should be a corner stone for quality assessment

Keywords: New challenges and opportunities, NAAC's assessment, institution, accreditation, offline process into online process.

Introduction:

Higher Education Institutions (HEIs), if they have a record of at least two batches of students graduated or been in existence for six years, whichever is earlier, are eligible to apply for the process of Assessment and Accreditation (A&A) of NAAC, and fulfil the other conditions or are covered by the other provisions, if any, mentioned below: 1. Eligible HEIs seeking A&A are required to submit Institutional Information for Quality Assessment (IIQA) online any time during the year starting from June2018. Duly filled in IIQAs of eligible HEIs will be accepted by NAAC for further processing and others will be rejected. 2. In case of rejection of IIQA applications specific suggestions would be given to HEIs to facilitate them to resubmit IIQA. An institution can reapply twice after the first attempt resulted in rejection. That is, each HEI is permitted three attempts. After the acceptance of IIQA, the institution will be asked to fill the SSR with the required document to be uploaded in the portal of NAAC website within 30 days. The SSR of the HEI will then be subjected to further process. As preparation of SSR is a systematic process, so it is suggested that the HEIs should be ready with soft copy of SSR and related documents well in advance of submitting IIQA. Those institutions who fail to submit SSR within 30 days will have to apply afresh starting from IIQA & its fees. In any case fees for IIQA will not be refundable. The SSR has to be uploaded as per the format in portal of NAAC. After submission of SSR on NAAC portal HEI would receive an auto generated link/ID of SSR in their registered email id. The same SSR in .pdf format should be then uploaded on institutional website. The SSR has to be submitted only online. HEIs should make necessary preparations with the required data, documents and/or responses before logging on to the NAAC website for submission of SSR online. Careful study of the Manual will be of great help in this regard. 6. As indicated earlier, the SSR comprises both Qualitative and Quantitative metrics. The Quantitative Metrics add up to about 70% and the remaining about 30% are Qualitative Metrics. 7. Optional Metrics: In this diversified education system, there can be few metrics which may not be applicable to the HEI's. Thus, in order to facilitate the HEI's NAAC has come out with this concept of Non-Applicable Metrics.

Evidence of contributing into the core values.

Evidence of building from the strengths identified by the institution.

Action taken to rectify the deficiencies recognized by the institution.

- Efforts made by the institution towards quality
- Enhancement
- Curricular Aspects.
- Teaching, Learning, and Evaluation.

- Research, Innovation, and Extensions.
- Infrastructure and Learning Resources.
- Student Support and Progression.
- Governance, Leadership, and Management.
- Login to the portal, fill the IIQA (Institutional Information for Quality Assessment) form. Pay the IIQA Fee Online. Submit the necessary documents in the right format. The Accreditation body validates the documents and passes the decision usually within 15 days from the date of the registration.
- The NAAC accreditation process enables HEIs
- Guidelines of NAAC.
- Follow Data Validation & Verification guidelines.
- Collect accurate data from all sources & maintain data in required formats.
- Identify where you are lagging with BI Tools.
- Compliance-related reports.
- The National Assessment and Accreditation Council or NAAC is an autonomous entity funded by the UGC (University Grants Commission) for the accreditation of Higher Education Institutions (HEIs). It is one of the most reputed accreditation agencies that aims at making "quality" a defining parameter for higher education in India

The Key Indicators for getting NAAC:

Most of these criteria, for NAAC Accreditation, require Self-Study or SSR Reports. The time range for these reports is five years. Compiling such a huge amount of data manually can take up to 3-4 months and still there may be some errors. A college ERP can help institutions to compile the required institutional data along with necessary documents & generate highly accurate reports. Thus, minimizing the workload of college faculty & helping them get prepared for the NAAC evaluation.

Research, Innovations and Extension:

The Institute believes in the continuous innovations and research necessary for the quality education. A good number of faculty members are pursuing doctoral work and some of them have received the degree. Few sponsored research projects have been sanctioned and on-going funded research are at different stages of execution. Faculty members have published several research papers in the international journals and conferences of repute. Few faculty members have also written books and book chapters published by reputed publisher(s). The Institute has organized several international/national conferences and seminars (including webinars), Faculty development programmers (FDPs), workshop etc. for promoting research activities in the institute. Infrastructure and Learning Resources the Institute has sufficient numbers of class rooms, and laboratories for conduct of different programmers.

Deployment / Implementation:

Faculty conducts lectures / practical as per Semester Plan and time-table. Course materials should be given to the students well in time to enhance the lecture delivery in class. Daily work report is checked on weekly basis by HOD and cross-checked by the principal on fortnightly basis. Handbooks can be submitted to Principal for cross-check signature as per schedule. If a faculty is absent or is on leave on the day of lecture / practical / tutorials, HOD / Concern faculty member required to do alternative arrangement. Faculty member who has been assigned the load required to engage the class as per time table. Moreover, academic loss in the subject due to the leave of the faculty members shall be compensated by arranging extra lecture. In both the cases, records are maintained. Faculty members if they are required to take an extra lecture on account of covering the syllabus, it can be arranged on Saturday / Holidays / mutual understanding and records are maintained. Lectures are made effective by involving the student interaction, group activities, class work, realization for self-learning etc. Based on the syllabus coverage and academic calendar faculty members gives assignment to the students and evaluate the same as per the schedule. Assignments covers entire syllabus.

Infrastructure and Learning Resources:

The Institute has sufficient numbers of class rooms, and laboratories for conduct of different programmers. Additionally, there is a central auditorium for conducting seminars, and conferences. In each department there are smart class room(s) for ICT based teaching. Laboratories are equipped with modern facilities

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and these are upgraded from time to time to suit the requirements. The class rooms are spacious and well illuminated. Additionally, a large playground, basketball ground, and Gymnasium and Yoga center are also present in the campus for healthy living and pursuing sports and related events. The institute has a spacious library having more than 128000 titles and other learning resources like journal, Journal, E-books, CD Videos. Library is fully automated with Libby's Software [Version Lease],

Enhancing The Overall Quality with Continuous Evaluation:

An ERP also aids the top-level management to make better and faster decisions with analytics-powered dashboards which reflect the real-time and actual data in a statistical format. By continuous evaluation, management authorities of your institution can take and implement preventive & corrective measures that eventually lead to overall development and improvement in quality in all the institutional aspects.

Participation of Teachers and Students in Decision-Making Bodies:

Faculty members play an important role in implementing the vision and mission of the institute and to that end play a proactive part in the decision-making process. Heads of Departments enjoy considerable administrative and academic autonomy in running their programs. Teachers influence the institutional policy through the representatives in the Governing Body, the Academic Council, The BOS, and other academic and administrative committees. Besides, teachers are members and conveners of the various committees that are instituted for the day-to-day functioning of the institute. These are Examination Committee, Internal Quality Assurance Cell (IQAC), Anti-Ragging Committee, Library Committee, Student Welfare Committee, Purchase Committee, Training Placement Committee, RD Monitoring Committee, Inter-Disciplinary Committee, Sports Committee, Additionally, teachers also organize different cultural and socially conscious activities in the institution through varieties of programs.

NAAC accreditation focuses on improving:

The "Quality of Education". The accurate data obtained from the ERP and the Dashboards help Management to initially find out the areas that need improvement. After the identification of such aspects/areas, your management can make appropriate decisions or take necessary actions. Once the necessary steps are taken, the ERP can further help you find out and analyze whether the steps are effective or not. The continuous process of analyzing, deciding, and implementing will definitely lead to overall improvement of the institution which will, indirectly but indisputably, reflect in the Institution's NAAC ranks. From qualitative peer judgement to data based quantitative indicator evaluation with increased objectivity and transparency towards extensive use of ICT confirming scalability and robustness in terms of simplification of the process drastic reduction in number of questions, size of the report, visit days, and so on in terms of boosting benchmarking as quality improvement tool. This has been attempted through comparison of NAAC indicators with other international QA frameworks introducing Pre-qualifier for peer team visit, as 30% of system generated score introducing System Generated Scores (SGS) with combination of online evaluation (about 70%) and peer judgement (about 30%) in introducing the element of third party validation of data in providing appropriate differences in the metrics, weightages and benchmarks to universities, autonomous colleges and affiliated/constituent colleges in revising several metrics to bring in enhanced participation of students and alumni in the assessment process

The assessment process will be carried out in three stages. As stated earlier, it will comprise three main components, viz., Self-Study Report (SSR), Student Satisfaction Survey and the Peer Team Report. The SSR has a total of 137 Metrics for Universities covering the seven Criteria described earlier. The SSR has two kinds of Metrics: one, those requiring quantifiable facts and figures as data which have been indicated as 'quantitative metrics' and two, those metrics requiring descriptive responses and are accordingly named 'qualitative metrics. Table 1 depicts the distribution of Key Indicators (KIs) and Metrics across them.

Guidelines for filling up Self-Study Report (SSR):

Extended profile contains all the questions which are basically the figures of denominators of the formulas used for calculation of various Metrics values. There are Tool Tips at various places in portal, such as Metrics, sub-metrics, upload, etc. which are given as guidance regarding the sort of data required to be submitted by the institution. The Tool Tip is denoted in the form of. Institutions are required to go through the respective Tool Tip thoroughly before filling the data. The data filled should contextualize with the related metrics. There

is an upload limits for the documents to be uploaded for various Metrics, if the size of the document exceeds that limit, Institution may upload the same in their own website with password protection, if required. The link of the said uploaded document should be given in the portal. The data of the students for Student Satisfaction Survey (SSS) has to be submitted concurrently during online submission of SSR

Practical Problem and Solutions:

The institution has to adhere to the instructions and formats provided by the NAAC while preparing the SSR and submit a digital/electronic version of it along with

five hard copies of the SSR (in case of Affiliated/ Constituent/Autonomous colleges)

eight hard copies of the SSR (in case of universities).

Structure of the SSR to be submitted to NAAC:

1. Preface or cover letter from the Head of the Institution
2. Executive Summary- The 'Strengths Weaknesses Opportunities and Constraints' (SWOC) analysis of the institution
3. Profile of the Institution
4. Criteria-wise report –The institution should provide consolidated response for each of the key aspects.
5. Inputs from each of the department in the format provided by NAAC. However, in smaller colleges where there are no specific departments, the college may use the proforma and provide programmed wise details. The SSR should not exceed 200 pages**,** The pages should be of A4 size, Both sides printing, Single line space, Font size 12 of 'Times New Roman' font and

Conclusion:

- One and half inch's margin on each side of the page**.**
- Curriculum of some courses allow skill enhancement through Practical Sessions and continuous evaluation is done through testing of skills
- Online marks submission. Online question paper preparation. Online examination system for End semester examination as well as for continuous assessment. Moreover, some courses also prepare learners to find solutions to their real-life problems. The university strictly follows the policy contemporary knowledge, interdisciplinary learning and thrust on finding solutions to real life problems.

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Objectives and Relevance of Feedback system in Higher Institutions

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Abstract

A feedback system uses as input the total or partial output of the system. Feedback systems are used to control and regulate processes. They use the consequences of the process (i.e. too much or too little produced) to regulate the rate at which the process occurs (to decrease or increase the rate of the process). The 'Feedback System' Approaches all about institutional practices and processes that are taken into consideration, the student's concerns of the level of the knowledge they receive. The College Feedback System is a management information system for education establishments to manage student data.

The feedback system is an essential component in NAAC Accreditation. Keeping the above facts in view, a Feedback Forms for students/employers/ teachers/alumni/ parents have been devised by the University. Feedback is vital part of teaching and learning process. It helps the mentor to recognize that how the students know his or her subject being taught. This is a significant where teacher can get better his/her teaching methodology that will finally benefit the student. The collection and analysis of feedback from different stakeholder assist the institution to understand the need of society and what other stakeholder foresee from the institute. With this aim the college has developed following feedback systems.

Introduction

Feedback is an essential part of effective learning. Feedback can improve a student's confidence, self-awareness and enthusiasm for learning. Whether it be informal and formative, such as encouragement during a class or improving the mastery of a skill; or formal and summative feedback, such as determining a competency or successful demonstration of an approach to theory application. Feedback lets students know how they are doing and should provide opportunities to adjust and perfect their efforts.

To benefit student learning, feedback needs to be: Constructive – As well as highlighting the strengths and weaknesses of a piece of work, it should set out ways in which the student can improve. Timely – Give feedback while the work is still fresh in a student's mind, and before they move onto subsequent tasks, Meaningful – It needs to target individual needs and be linked to specific intended learning outcomes
Evaluating and reviewing the student learning journey and the encompassing teaching practices are what enables future enhancements. utilising research, sharing our ideas for best practice and supporting each other in the process can improve student engagement and learning outcomes. The role of actively participating and accepting feedback is imperative in maintaining quality teaching standards.

The language used in providing feedback can strongly influence the value it has for student learning. Too vague and the student has limited knowledge to move forward. Too complex and students can become confused or overwhelmed. If the feedback highlights only the errors made or the criteria met, then students can struggle to understand how to improve. Language that is too critical can cause students to feel that their efforts have not been acknowledged, and language overly complimentary can cause students to ignore areas for improvement.

Objectives of paper:

The objectives of the study are as follows:

- To study the relevance of Feedback system among various institutional stack holders.
- To analyse the various factors influencing evaluation of institutions.

Assessment is the process of gathering and analysing of information or evidence in order to guide and **make judgements about students' learning** in relation to curriculum goals and/or competency standards. With a learner-centred approach to teaching, the assessment process recognises the benefits to students of making sense of, reflecting on and developing their own contributions to knowledge. Assessment should support student engagement in learning and the creation of supportive learning communities, and provide feedback through recognition of achievements against specified criteria.

Types of feedback:

Feedback can serve a number of purposes and take a number of forms. Feedback can be provided as a single entity – ie: informal feedback on a student's grasp of a concept in class – or a combination of multiple entities – ie: formal, formative, peer feedback on stage one of an assessment task. Each has its place in enhancing and maximising student learning, thus where possible, courses should provide opportunities for a range of feedback types.

Informal feedback

Informal feedback can occur at any times as it is something that emerges spontaneously in the moment or during action. Therefore informal feedback requires the building of rapport with students to effectively encourage, coach or guide them in daily management and decision-making for learning. This might occur in the classroom, over the phone, in an online forum or virtual classroom.

Formal feedback

Formal feedback is planned and systematically scheduled into the process. Usually associated with assessment tasks, formal feedback includes the likes of marking criteria, competencies or achievement of standards, and is recorded for both the student and organisation as evidence.

Formative feedback

The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. Therefore formative feedback is best given early in the course, and prior to summative assessments. Formative feedback helps students to improve and prevent them from making the same mistakes again. In some cases, feedback is required before students can progress, or feel capable of progressing, to the next stage of the assessment.

Summative feedback

The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. Therefore summative feedback consists of detailed comments that are related to specific aspects of their work, clearly explains how the mark was derived from the criteria provided and additional constructive comments on how the work could be improved.

Student peer feedback

There is no longer need for teachers to be the only experts within a course. With basic instruction and ongoing support, students can learn to give quality feedback, which is highly valued by peers. Providing students with regular opportunities to give and receive peer feedback enriches their learning experiences and develops their professional skill set.

Student self feedback

This is the ultimate goal of feedback for learning. During the provision of feedback, teachers have the opportunity not only to provide direction for the students, but to teach them, through explicit modelling and instruction, the skills of self-assessment and goal setting, leading them to become more independent (Sackstein, 2017). To help students reach autonomy teachers can explicitly identify, share, and clarify learning goals and success criteria; model the application of criteria using samples; provide guided opportunities for self-feedback; teach students how to use feedback to determine next steps and set goals; and allow time for self-feedback/reflection.

Constructive feedback

- This type of feedback is specific, issue-focused and based on observations. There are four types of constructive feedback:
- Negative feedback – corrective comments about past behaviour. Focuses on behaviour that wasn't successful and shouldn't be repeated.
- Positive feedback – affirming comments about past behaviour. Focuses on behaviour that was successful and should be continued.
- Negative feed-forward – corrective comments about future performance. Focuses on behaviour that should be avoided in the future.

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- Positive feed-forward – affirming comments about future behaviour. Focused on behaviour that will improve performance in the future.

Discussion:

Feedback and assessment

Assessment feedback is critical for effectively promoting student learning. Feedback is the linch-pin to students' effective decision making, and the basis of improved learning outcomes. However, according to Henderson et al (2017) feedback is under-utilised and often misunderstood by both students and educators. As such, a group of academics undertook a project aiming to enhance student learning and experience by improving institutional, educator, and student capacity to stimulate and leverage assessment feedback.

The project group consisted of a collaboration between Monash University, Deakin University and the University of Melbourne, led by Associate Professor Michael Henderson and Professor David Boud, and was sponsored by the Australian Office for Learning and Teaching funding grant.

Principles of feedback

Feedback is information that you give to your students that helps them close the gap between where they are now with their work, and where they could be. The goal of feedback is to provide students with insight that helps them to improve their performance. According to Nicol and Macfarlane-Dick (2006), the seven principles of effective feedback include:

Helping to clarify what good performance is. Students require goals, criteria, expected standards for which they can assess their progression. Examples include the provision of clear, concise written instructions, instructional videos, and exemplars.

Facilitating the development of self-assessment (reflection) in learning. Students require opportunities to practice aspects of their own learn and reflect on that practice. Examples include peer feedback and self-feedback processes.

Delivering high quality information to students about their learning. Feedback from teachers is a source against which students can evaluate their progress and check out their own internal constructions of goals, criteria and standards. Feedback needs to be timely, prioritise avenues for improvement and accessible.

Encouraging teacher and peer dialogue around learning. Feedback as dialogue means that students not only receive initial feedback information, but also have the opportunity to engage the teacher in discussion about that feedback. Examples include collated feedback provided for small group discussion, and virtual office meetings.

Encouraging positive motivational beliefs and self-esteem. The focus of feedback is on learning goals (mastering the subject) rather than on performance goals (passing the test, looking good). Feedback given as grades has also been shown to have especially negative effects on the self-esteem of low-ability students (Craven et al., 1991). Examples include providing marks after students have responded to feedback comments, and including processes of draft and resubmissions.

Providing opportunities to close the gap between current and desired performance. Is the feedback of the best quality, and does it lead to changes in student behaviour? Feedback should help students to recognise the next steps in learning and how to take them, both during production and in relation to the next assignment. Examples include providing feedback on work-in-progress, and use two-stage assignments where feedback on stage one helps improve stage two.

Providing information to teachers that can be used to help shape teaching. In order to produce feedback that meets students' needs, teachers themselves need good data about how students are progressing (Nicol and Macfarlane-Dick, 2006). They also need to be involved in reviewing and reflecting on this data, and in taking action to help support the development of self-regulation in their students. Examples include, one-minute papers, diagnostic tests and 'key questions' for discussion as developed by the students

In the online and blended environment, there are many different learning technology tools that can be used to enhance the feedback and marking process for students and teachers. Maximising the functions of the Learning Management System (ie: Moodle) online feedback processes can include creation, submission, grading and feedback mechanisms all in the one place. It is important to understand that using the wrong online tool for feedback process can impact on the efficiency and quality of the processes, just as choosing the right online tool can enhance the learning and teaching processes. So the underlying principle is choosing the right online tool for the feedback job!

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Written Feedback

- The most commonly used form of providing feedback for formative and summative formal assessment tasks.
- This may be handwritten, or electronic using track-changes.
- Advantages: The capacity to provide specific and extensive feedback on strengths and weaknesses. Can be re-read and referred too.
- Disadvantages: Too much writing and students are less likely to read it. Too little, and they can be unsure how to improve. Academic staff have a habit of writing in a professional 'academic' manner that many students, especially undergraduates, find difficult to comprehend or understand. So the feedback is lost.

Verbal Feedback

- The most commonly used form of feedback for formative, and informal assessment tasks.
- This may be oral feedback face-to-face, or via recorded audio or video tools.
- Advantages: Is immediate and allows for confirmation and clarification. Verbalising feedback encourages 'natural language' and not academic jargon, thus allowing students to be more likely to comprehend and understand
- Disadvantages: Not all staff are comfortable in delivering face-to-face feedback, especially if there are multiple issues with the task. Cannot be referred to later, unless video or audio taped.
- The use of video and audio to provide formal verbal feedback is gaining traction in all many areas of education, and in particular the tertiary sector, due to advantages highlighted above. Learning and technology tools to support this

Conclusion

Internal feedback systems are important for the growth of every entity and as Higher Education Institutions are gradually defining new routes for greater accountability and teaching effectiveness, feedback systems provide some answers to improvement in educational outcomes. The design of a institutional performance feedback system for Higher Education Institutions would ensure that information regarding the performance of the various key stakeholders in the institution have adequate information to help them improve upon performance. Institutional improvement is the main objective for the design of this feedback system but on the other hand the issue of accountability and the promotion of institution choice by parents, students and other cooperate bodies who wish to enroll their staff is very important. The content of the information on the institution's performance would be identified as broad. Thus, institutional performance under this context would be a contextualized measure for fair comparison, adjusted to take account of the factors beyond the control of the institution which is also termed as 'value added'. Another factor that would be considered would be the issue of performance under the system which would include absolute performance measures and may equally relate to non-academic outcomes of schooling such as behavioural and affective. The information that would be provided on the functioning of Higher Education Institutions would relate to organizational and institution-process measures such as resource spent, subject matter taught, the instructional method used, the structure of the organizational structure of the institution and the nature of institutional leadership.

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Future of Accreditation in Digitised World

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Abstract

Achieving a high quality of education will help decision makers in better management of resources of the educational institutes. Quality of Course delivery, delivery process, evaluation methods, transparency in administrative processes, data compilation, handling and management have witnessed a sea of change in the last few years, owing to digitization. Rather we can say that the entire course of running an institution effectively, has become streamlined and more organised due to the digitisation of day-to-day procedures. System generated reports and automated analyses of all types of data has not just made things systematic and channelised, but has satisfied all stakeholders with its accuracy and transparency. Gradually we are moving towards a completely digitised assessment and accreditation process which will change the face of modern day education.

Keywords: Digitised, Accreditation, Process, Technology

Accreditation provides an external benchmark, thereby raising the profile and quality of education in an institution. The available data of NAAC demonstrates the fact that there is a clear need to develop a more systematic and embedded approach to evaluation that formidably captures the outcomes of teaching-learning related all round development. Accreditation and quality review of higher education institutions in the future should encompass all learning provision at all levels, from foundation courses, to bachelor, master, doctorate and continuing education. Accreditors and quality assurance bodies and their networks would continue to identify those standards, debate and promote them in dialogue with stakeholders inside and outside higher education in this digitised education system too. But finding a tamper proof, unadulterated, undiluted and un-distorted record of all institutions would be a challenge for assessors and accreditors across the globe. To a great extent for consistency and transparency in the assessment and accreditation process could be maintained by using the digitised methods and tools in future accreditation processes.

Accreditation, broadly speaking, involves a process of evaluation and judgement by an external body which, if successful, enables an institution, or a programme, or short course within an institution, to be recognised as meeting a pre-determined standard [Chalmers and Johnston]. The accreditation of teaching in Higher Education (HE) is a relatively recent phenomenon emerging as part of wider moves to professionalise teaching and learning in the sector [Heron and Corradini].

Process of automation of accreditation makes the entire process simple and streamlined. With the use of cutting-edge technology and proven methods, optimum data centricity and transparency can be obtained. Moreover, the use of Cloud space in IT infrastructure can ensure security and safety of data and can prevent any loss, damage or sabotage.

Defining and mapping of vision, mission, Program outcomes, Course outcomes and linking of with assessments to derive attainment of outcomes which will enable gap analysis, would be more translucent if the entire process is digitised. Often large amount of data is collected but the absence of knowledge for using the collected data in improving the course delivery process or other administrative processes and procedures makes the large data either inaccessible for analysis or interpretation for corrective and progressive measures. Similarly, the process of coordinating and assessing the quality of extracting knowledge is a time consuming. Besides, the data collected from exams, assignments, and quizzes will take time to be analysed and evaluated without an automated system. Through this paper the researcher aims to analyse the future prospects of the accreditation of higher education institutions and aims to discuss the tools and methods to achieve the same.

Use of Automation:

The automated system converts the collected data in a valuable knowledge that would help in the accreditation process. Once a department in a university enters program learning outcomes or recently called Student Outcomes (SO), Program Objectives (PO), the system requires all courses information including Course

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Learning Outcomes (CLO), Course Objectives (CO), and assessment policy. Then, the collected data is automatically coordinated and analysed. Therefore, the system provides different functions including computing the percent of attained course learning outcomes and achieved student outcomes. The system tries to integrate different educational assessments into a unified evaluation report that provides a plan for continues improvements. Also, the report aids the instructors in determining the weakness and strength of course delivery process. In this way through the use of automated technology the college/university can make remarkable changes in attainment of POs or any other domain.

Digitization and Teaching -Learning

The instructional process has been dramatically altered by new technologies. Traditionally, professors have used much of their class time with students to disseminate information through lectures and follow-up discussion. In an era of advanced technology, this approach to instruction seems archaic and inefficient. Computers, especially web-based resources, can disseminate basic information more efficiently and more cost effectively than human beings can. Gregory Farrington recommends that instructors use the web to do what it can do well. This includes presenting information to students in a variety of formats, twenty-four hours per day. Students can access course material when it is most convenient for them and return to it as often as they need to achieve basic comprehension, competence, or mastery. This approach to information dissemination can save precious class time "for the intellectual interactions that only humans can provide" (Farrington, p. 87). In other words, appropriate use of technology applications can help instructors to structure more active learning opportunities. Research shows that active engagement in the learning process helps to motivate students and enhance their learning outcomes. New technologies can facilitate active engagement in learning by reducing the amount of class time where students sit passively listening to lectures.

Technology can also help to make education a much more interactive and collaborative process. Email, course-based websites, and computer-based chat rooms are some of the technology-enabled resources that facilitate communication and teamwork among students. Research by education scholars has shown that collaborative learning opportunities enhance recall, understanding, and problem solving. Technology can greatly ease the work of collaborative design teams, peer writing groups, and other types of collaborative learning groups, even among students who do not live in the same geographic area and who cannot meet face to face. Dewayne Matthews argues that technology-enhanced programs "can be custom-designed around the needs and interests of the recipient instead of around the scheduling and resource needs of the provider" (Matthews:3). Matthews suggests that technology-mediated education makes traditional academic calendars and rigid curriculum structures obsolete because it can adapt education so well to individual learning interests and needs.

Artificial Intelligence and Machine Learning

AI can be of significant help in improving the learning process in the education sector. For example, AI-based auto-invigilation can be used for administering online examinations. Using video, a remote invigilator can watch candidates during an exam, while audio invigilation can capture sound coming from candidates' backgrounds while taking the exam (recording any malpractices such as cheating). Similarly, there are alarms when a candidate tries to navigate between tabs. Besides, facial recognition and biometrics can provide added security for verifying the candidates before accessing various online resources. Furthermore, data-driven analysis using AI and ML techniques can enhance decision-making capabilities in the education sector. For instance, in learning analytics, dropout data can be used to train ML algorithms to predict future dropouts based on numerous variables including dropout rates by class, level, gender, region (urban/rural), family background and college type. This can help institutions and governments in taking effective decisions aimed at reducing student attrition. The reliability of AI techniques has been proved to be effective in various studies (Pokorni). For instance, a recent work involved investigating the use of AI-based algorithms in the admissions process at a German university, where it was found that the decisions were more effective than those of humans. This is clear evidence that AI-based solutions can improve various operations in educational institutions. (Marcinkowski, Kieslich, Starke, Lunich)

Blockchain

Blockchain technology safeguards that the transactions and data are not controlled by any organization or institution, by promoting the creation of a decentralized environment for safe and secure transactions. Each transaction is recorded in a public ledger in a verifiable and permanent way. Harthy, Ismaily and Shubaimi say that "Blockchain is a technology being used for cryptocurrency; however, because of its security protocols and safety, it is being adopted in various areas of business." Various case studies and use cases have been developed for blockchain in higher education. Processes, such as sharing student data between institutions for student exchange, sharing students' academic data with recruiters, are a few instances where blockchain can be applied. This technology has been already applied by various institutions in different areas. For example, MIT has applied Blockchain to validate its certificates.

According to Fedorova and Skobleva, "Many applications with different use cases are emerging, which can be student-centric solutions, such as automatic recognition of credits, or institution-centric ones, such as streamlining the process of diploma verification and virtual lifetime learning passport, whilst securing the issued certificates permanently." A recent study by Turkanovic, Kosic, Hericko and Kamisalic has led to the development of a global higher education credit platform, named EduCTX, which constitutes a globally trusted, decentralized higher education credit, and grading system that can offer a globally unified viewpoint for students, higher education institutions, and other potential stakeholders. EduCTX prototype implementation delivered effective and secured management and control of ECTX tokens, representing the credits that students gained for completed courses. Regarding safety and security issues, blockchain technology can be considered an effective solution but the cost remains high, hence it is not feasible to be applied across all institutions.

Digitization of Credentials

Growing numbers of education providers issue digitally signed and certified versions of their credentials, in addition to or instead of the paper formats. The use of electronic formats raises questions but also provides solutions for effective student data management, including but not exclusively through the use of block-chain techniques. eLearning Industry describes "digital credentials" as a digital form of a physical credential across a diverse array of areas, not only higher education but also business and government (Iafrate, Mark, November 6, 20177). Certificates will have exclusive numbers on them which will enable validation and authenticity check from any corner of the world.

Online Quality Reviews:

Digitised system of taking periodic reviews of teaching as well as non-teaching staff can play a lion's share in the entire quality management and enhancement structure. These reviews help to lay bare facts in front of the higher authorities so as to enable them to take corrective and or sometimes coercive measures. Quality reviews can take very different formats, from purely formative and internal to summative and external. Some review types are identified below:

Self-assessment Providers carry out periodical self-assessments and use the outcomes for internal purposes or as input for external evaluations.

Peer Review Providers invite peers to review their performances.

Benchmarking Providers use the outcomes of self-assessments and peer reviews to benchmark their performance against each other.

External Evaluation and Audits Providers call in external evaluators or may be obliged to do so by their public or private sponsors.

Employer Appreciation: Individual employees may get positive feedback and appreciation letters from employers which they may use as credentials for hiring or promotion purposes.

Professional Appreciation from associations or awards and honours may also be recommended for continuous professional development.

Leaders in higher education, alternative providers, business and government are all involved in the digitization undertaking and, working together, need to continue to address the following domains of education sector for future accreditation:

- What performance standards they wish to apply when reviewing the basic quality features of educational offerings.
- What are the most efficient and effective mechanisms for quality assurance and accreditation in view of the expected exponential growth in the education sector.
- How might additional attention and reliance on evidence of student learning be encouraged as the central feature of quality.
- How new delivery modes, e.g., online and blended learning, that require some specialized knowledge and expertise are to be developed among providers and accreditors.
- How easily accessible and reliable information can be ensured on the quality features

There is no doubt that technology will be one of the driving forces contributing to the educational transformation that is already well underway. Digitisation will surely do wonders as it will work with unconstrained barriers of time and space. Technology can liberate education from the restrictions imposed both by the clock and geography. This type of education and further the accreditation process of this nature will be cost-effective because technology can reduce the labor-intensive nature of higher education and permit the reorganization necessary to make institutions more responsive and competitive. Thus the entire education system because of this face-lift will be more student-centred because technology can increase students' learning options. Hence we as educators need to gird up our loins for this new challenge of digitised accreditation which is definitely going to come our way in the near future.

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Role of Librarian Beyond Libraries for NAAC

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Abstract

In today's time Librarianship is a developing and multidisciplinary profession in nature with its rich information sources available in both print and online form to support knowledge, teaching, research and extension activities of the users in the networked environment. Librarians, nowadays play an important role like Director – IQAC, NAAC Coordinator, RUSA Coordinator. This paper proposes to be a helpful guide for the College Library and Information Centres preparing for assessment and accreditation by NAAC, Bangalore. This describes the role of Librarians beyond confining them to the Library component Criteria. It also aims at the possible ways through which librarian can help in the institutional assessment and accreditation process of NAAC.

Introduction

NAAC accreditation is part of any good institution; the accreditation process provides guideline for improving the quality of works of departments, Library and entire institution. The National Assessment and Accreditation Council (NAAC) was established as an autonomousinstitution of the University Grants Commission (UGC) under the Ministry of Education in 1994with its headquarters in Bengaluru. NAAC was established in response to recommendations of National Policy in Education (1986). The main objective of the establishment of NAAC is the assurance of quality in the functioning of higher educational institutions in India through the combination of self and external quality evaluation, promotion and sustenance initiatives. The NAAC framework promotes extensive use of Information, Communication, and technology which helps in fostering global competencies amongst all the stakeholders of an educational institution.

- **Necessity of Accreditation**

These days accreditation is a necessity because of its rising significance and popularity of being known as an attempt to measure the talent catching capacity. In today's times there is a mindfulness among every institute regarding the dimension and quality of education which keeps on changing with time, also quality cannot be assessed by a single benchmark. In this context NAAC has developed certain methods for continuous improvement of their quality of higher education. For better visibility social reorganization, market acceptability and for better aptitude, accreditation becomes a better possibility.

- **Library in the Accreditation Process**

All the components for an organization are classified undercriteria. They are an educational viewpoint, education-learning and valuation, research, advice and growth, infrastructure and education resources, student provision and progress, organization and management, and healthy practices. Each of these criteria is given by the score. Every institution nowadays is very subtle of the quality dimension and excellence in education, and in this direction, NAAC has devised specific metrics for ongoing improvement of their higher education quality for improved visibility, sustainability and acceptability.

There is a unit for Library under the fourth criteria of infrastructure and learning resources. In this title, physical facilities like buildings, libraries, playgrounds, hostels, canteens, computer labs, health care centres and other general facilities are checked. Only 20 marks have been allocated for the library's 100 marks in the library so that their role as a major basic system of education will be highlighted.

- **Guidelines on Quality Indicators in Library Services**

Special Guideline published by NAAC on quality indicators in library services providing directions in organization and development of library. This guideline helps library to improve services and update the status of library. Hence the standards for assessing the quality of library services are updated from time to time. In NAAC Accreditation library evaluation is an essential component, where collections, services and their outreach

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capability are maintained. Recently, significant development has been done in libraries and information services, and libraries are taking new responsibilities in higher education. Therefore, it is necessary to update the standard of libraries to evaluate the quality of services. Till now, most of the time, the group has been the primary source of learning, primarily by granting genetically based conditions. Over the next few days, a person can change the role, and indeed, in increasing learning-oriented learning efforts, often playing an important role in the teaching of primary language, libraries can often become witnesses of becoming primary education sources.

- **Role of Library and the Librarian in NAAC Process**

In terms of collection of online and print sources, and other learning materials and technology dependent learning sources and sources which help students to acquire information, knowledge and skills necessary for their studies are the major holdings and aspects of the Libraries. Librarian firstly plays the role of a member of the college team and secondly as a leader of the Library. The major areas of participation for a Librarian are, Higher Education Institution (HEI) Registration, Information for quality Assessment(IIQA) Submission, Self-Study Report (SSR) Submission, Quantitative Metrics (QnM) Assessment For Pre-Qualification, Peer Team Visit (PTV) Management Process, SSR Qualitative Metrics (QlM) and actual Assessment Process by Peer Team (PT). The role of Librarian does not restrict till 4.2 but beyond, Librarians support various activities which varies from person to person and according to different institutes. He/she can be a part of the Management viz. President, Vice president, Secretary, member etc. and act accordingly. He/she can be member of Local Management Committee, Principal, Vice Principal, Coordinator of NAAC, IQAC and other such committees, further Librarians are also working on Peer team of the NAAC.

Libraries can provide NAAC related literature,self-study reports of other universities and colleges etc.; Librarian can help in planning, communication, management, presentation and every activity, NAAC and Academic audit has to maintain many types of records library and librarian can support in maintenance of records. Librarian can be anchor, organiser to plan NAAC related meetings and awareness programs, He/she may help and guide institute in creation of website, web pages, use of ICT etc,

Librarian can be a Senate member, Academic Council member, BOS chairman, member etc. since they are in maximum touch with students compared to most other departments they can participate in feedback processes and can also support student's field projects and internships. Libraries can further support by offering special services for both advanced learners and slow learners. Librarians can aid it maintaining the official institute website by maintaining curriculum of different programs and its supporting documents updating on the website. Librarian is teacher hence he/she will contribute in percentage of the institute full time teacher with Ph.D. In addition, his personal research project will add weightage. Experiences of the librarian should be added in teaching experience. Library can support capability enhancement and development schemes viz. Guidance for competitive examination. They can act as a mentor for student's academic pressure and stress relate issues. Librarian may help teachers by providing e-resources for their effective teaching with ICT. Being full time teacher Librarians awards, recognition, and fellowship at State, National, and International level from government, recognized bodies will add in feather of the institution. Librarian play an important role in getting research projects. All the HEIs Library can play their role for e-content development. Libraries can guide student for competitive examinations, Career counselling, Personal Counselling, Yoga and meditation, Communication skill. Library organizes national festivals and birth/death anniversaries of the great Indian personalities e.g. Birth anniversary of Dr. S.R. Ranganthan (Librarians Day), Dr. A.P.J. Abdul Kalam (Reading inspiration day) and Shakespeare (Book and Copyright day). Best practice of the library can be a best practice of the College/Institution.

Conclusion

On the basis of the above paper we can conclude that a librarian can have a huge role in NAAC processes instead of constraining it to just one criterion which being specified for the libraries. They can also work as the NAAC coordinator and can be a part of many other activities as it is being specified in the paper above. This paper will help institutes to understand the role of librarian in a wider aspect. Libraries definitely play a vital role in overall development of the student and the institute. They can also provide sources like ICT tools and

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development programs for the overall growth. The individual achievements and development of the librarian also adds weightage to the institute's growth.

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NAAC Accreditation Process and Ground Realities in Higher Education Institutions

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Abstract

In India National Assessment and Accreditation Council is the part of global movement for the promotion of quality in higher education. In the new centaury an essential requirement for envisaging India's future is to recognize the quality educational parameters which determine national development. Quality in education is basically a value addition process. In education, a mere good curriculum is no guarantee of an educational program. Similarly a high calibered teacher is no assurance for quality enhancement. All factors taken together like curriculum, teaching learning, research and consultancy leadership and learning resources and innovative practices together constitute total quality. Keeping this in mind NAAC has given seven different criterions to be fulfilled by every higher education institute of India. Though all these criterions are made by an institute, there is predicament and perplexity faced by the stakeholders throughout the process of submission of AQAR, SSR and even at the time of Peer Team visit. This paper is an attempt to explore the ground realities faced by educational institutions during the entire conduct, procedure and operation of higher education.

Key Words: NAAC, Higher Education

Introduction

The National Assessment and Accreditation Council has come a long way since its inception in the year September 1994. Established as an autonomous institution under the UGC, today the NAAC has been able to earn the status and momentum of quality consciousness amongst higher educational institutions leading to continuous institutional improvement.

The Internet is flooded with hundreds of articles on NAAC. An article on Wikipedia says, 'NAAC accreditation identifies the quality of the institute in terms of its education, research, faculty, infrastructure, etc., as well as giving students' confidence that they are selecting a quality institution. It gives an institute instant credibility and increases its admissions. '(https://blog.marwadiuniversity.ac.in/ccblog/significance-of-naac/)' NAAC's agenda of total quality viewpoint has made a profound effect on the institutional perception of quality. The past decade has witnessed colleges and universities adopting innovative methodology hence the quality assurance mechanism has become an integral part of the educational system. Quality sustenance and quality enhancement are the two keywords reverberating in most institutions of higher learning in the country today. NAAC is the lighthouse that helps the higher educational institutions function smoothly and work soundly.

Aim of Education

The standard of any society can be judged and assessed from the standard and quality of education that is imparted to that society. It is true that the society using its accumulated experience and taking into consideration its present and future needs creates an educational pattern to be followed to educate the members of that particular society. Education in its broader sense implies bringing about desirable positive changes in an individual in such a manner as to meet the growing needs of the society and to achieve all round progress and make the members 'culturally educated'. True education would be that which helps sustainable development of that particular society in the changing world. When we speak of a person 'culturally educated' it means we have to imbibe such cultural, national, moral, social and legal values on him that in the course of time his education acquires meaning in the social, national and global context and in the ultimate analysis of the human race. 'Higher education provides people with an opportunity to reflect on the critical, social, economic, cultural, moral and spiritual issues facing humanity. It contributes to national development through dissemination of specialized knowledge and skill.' https://www.yourarticlelibrary.com/education/4-major-objectives-of-higher-education-in-india/45182 Educational institutions play a very significant role in molding the character of pupils. 'Education in general and higher education, in particular, is the subject of a great deal of study. Higher education is the backbone of any society. It is the quality of higher education that decides the quality of human resources in a country. Higher

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education includes college and university teaching and learning processes towards which students march to attain the higher educational qualification. Higher education imparts in-depth knowledge and understanding so as to advance the students to new frontiers of knowledge….Higher education also provides opportunities for lifelong learning, allowing people to upgrade their knowledge and skills from time to time based on societal needs. 'https://www.lisedunetwork.com/higher-education/

Constitution of IQAC

The institutions of Higher learning across the country have now realized the benefits of NAAC appraisal and validation. It should be ensured that all stakeholders in higher education remain engaged in this endeavor and together move forward the NAAC's agenda on quality assurance. The educational institutions must have a long term objective and not test after the initial euphoria of the accreditation process. In this regard NAAC has been pushing colleges to set up Internal Quality Assurance Cells. The formation of IQAC is the first step towards institutionalization and internalization. Institutionalization in this context means making quality enhancement, an integral part of institutional functioning. An accredited institution is a sure sign of quality and integrity in the eyes of stakeholders. The composition of the IQAC depends on the size and complexity of the institution. It helps the colleges in planning and monitoring and also giving stakeholders beneficiaries.

IQAC Coordinator and team

It is essential for the members of IQAC to shoulder the responsibilities of generating and promoting awareness in the institution and two devote time to work out procedural modalities. It is advisable to choose persons from varied antecedents who have earned respect for integrity and excellence in their teaching and research. Also these members should be aware of the ground realities of the institutional environment. They should be known for their commitments to improve the quality of teaching and learning. It becomes imperative and appropriate to choose persons in charge of institutional services such as library, computer centre, state, student welfare, administration, management representatives, student representatives, alumni, industrialists, parents and academicians in the region. The role of the coordinator of the IQAC is fundamental and critical in ensuring the effective functioning of all the members. The chosen coordinator of the IQAC should be a senior person of high repute with expertise in the relevant field. Also the coordinator should have a sound knowledge on uses of computers for effective communication. It is expected that to make quality assurance mechanisms a part of the education system and at the same time to attain academic excellence, the higher education institutions should establish the IQAC.

Role of IQAC

IQAC has to ensure continuous improvement in all the operational aspects of an institution and also assure its stakeholders of the accountability of the institution for its own quality. An important function of IQAC is to develop realistic and attainable quality benchmarks for each of the academic and administrative activities. Benchmarking means, fixing standards for all activities on the basis of its own practices and the experiences of others. The functioning of IQAC is to keep the institution updated with quality sustenance activities like workshops, seminars, case studies, group discussions, panel discussions, symposia etc. Multi disciplinary and multi institutional activities like these will expose the students and teachers to new frontiers of knowledge thereby strengthening the moral fiber of the institution leading to holistic development.

Levels of Activities

The activities planned by the IQAC Coordinator and the team may be organized at different levels like institution, university, state, national or international levels. The area coverage and the scope of the subject matter of the activity depend upon the levels at which these programs are organized. These programs conducted at levels other than at the institutional level may demand a lot of skill, imagination, planning and execution much in advance and with huge financial resources. Also it may be possible to organize only one or two such programs in a year. But at the institutional level programs are relatively easy to organize and such programs may not need any financial resources or very little amount is needed. Also institutional level programs may be organized at short notice and several such programs can be organized in a year. The students, teachers and other stakeholders get the benefit from such programs.

Higher Education and Globalization

Globalization has a multidimensional impact on the system of education. It provides new tools and technology of information and communication like e-Learning, e-Banking, e medicine, e-Commerce, e-governance etc. In this era of globalization education is the major tool of knowledge in every walk of life. In the present scenario all developed and developing countries around the world emphasize higher education. Higher education is important not only for the overall development of one's personality but also for the sustained growth of the nation. It is true that higher education expands our understanding and thought process and also develops many skills like communication skills, analytical thinking, problem solving attitude and reasoning power. Also higher education discovers new talents and passions. Indian students are utilizing higher education to get knowledge and job opportunities at home and abroad. Education plays a vital role in building capital that is a driving force for technological innovation and economic growth.

Globalization amalgamates education with science, technology, commerce and economy making headway for society to progress rapidly and swiftly. It has opened the door of knowledge for the students who aspire to go abroad. The Covid pandemic has made people more aware about globalization. Now people have realized the importance of 'work from home'. They have started adopting and adapting the 'work from home' culture and their dream of working with multinational companies has become true. The pandemic phase has given a ray of hope to those aspiring students who want to take admission in colleges and universities in foreign countries. Even the financially poor students can now sit in their homes and acquire education through virtual mechanisms.

Limitations of Higher Education Institutions

The prime task of any higher education is to empower the students entrusted to their care by imparting knowledge and quality education. But the rote learning method that has taken deep roots on the educational plane has done immense harm to the students. This mechanical and dull learning has hampered the growth of students hence hindering the growth of the centers of higher learning. Gone are the days of the dogmatic dictatorial teachers who tormented the students through their lectures and peremptory instructions. Long and tedious lectures are no longer welcome and students go to the computers and browse the internet for detailed information of the topics to be studied. Numerous websites are available offering additional materials to students for further study.

One more unfortunate fact about education is that higher education comes under UGC and school education under state governments and these two are confined to water tight compartments with a very rigid regimentation. There is nothing between them as a link agency or coordinating agency. In fact there should be some agency that can effectively coordinate between the UGC and the state government when syllabus framing for both takes place. Sustaining higher education for development would be possible only when we create suitable or qualified takers of higher education through school or high school education. The entire process of syllabus framing should be perfectly coordinated.

Conclusion

The National Assessment and Accreditation Council's agenda of total quality viewpoint has made a profound effect on the institutional perception of quality assurance mechanism. With the passage of time this mechanism has become an integral part of the education system. Though the re-accreditation process is quite strenuous and taxing it is amply rewarding. It is an occasion to revalue the achievements and identify the constraints of the five years' period after the previous accreditation. An educational institution comes to know where it stands after five years of quest for quality enhancement. Sustenance of quality demands technology up gradation and introduction of more useful plans consistently. The search for efficiency and quality enhancement will lead to identifying the lacuna and discovering the strengths.

For this the state governments across the country should take first initiative to make it mandatory for entire institutions to seek accreditation from NAAC which will be a remarkable step and prove to be a milestone in higher education. It is the alarming moment when the people in the field of education should think about higher education for sustainable development and bear in mind that human societies inflicted with ignorance tendencies

will leave the human existence at stake. Time has come to ponder on NAAC accreditation process and realize the ground realities in higher education institutions.

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Developing Quality Indicators through Best Practices of the Learning Resource Centre

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Abstract:

The library is the heart of the institution. Its services play important role in the quality development of the institutions. NAAC gives the importance to best practices run by the library. In this paper the author highlighted the best practices and goal of the practice, process and impact of that best practice.

Library as a Learning Resource Centre:

The library with a well-developed academic and aesthetic ambiance is the soul of an educational institution. A Beautiful building housing a library will rekindle the passions of the students, and entire their elements to experience the library in its new glory as a resourceful learning centre in place of an outmoded structure that hardly offers them the environment for advancement in their own special disciplines. Educational efforts over several years have seen the positive involment of libraries in education by offering their referral services, information and teaching resources. Individual tutoring programs and educational classes, besides their outreach to specific people's groups with educational handicaps taken up now by libraries, allowed to their active and enhanced involvement in education. Libraries therefore are a great resource for learning.

Best Practices of the Learning Resource Centres:

Best practice is a method or technique that has consistently outperformed other methods and is used as a reference. In addition, a "best" practice can evolve to improve as improvements are discovered. Best practice is considered by some as a business buzzword, used to describe the process of developing and following a standard way of doing things that multiple organizations can use.

In this information age, the LIS play not just an important learning support function, but the library itself is emerging as a site of learning, sometimes more important than even the class-room. Earlier the NAAC had developed normative framework for providing guidelines on quality practices in LIS.A best practice may be innovative and be a philosophy, policy, strategy, programme, process or practice that solves a problem or create new opportunities and positively impacts on organizations. Institutional excellence is the aggregate of the best practices followed in different areas of institutional activities. The four broad areas of best practices:

- Management and Administration of a Library
- Collection and Services
- Extent of Use of Services
- Use of Technology

Following Best Practices and goal of the practice, process and impact of that best practices.

Areas of the Best Practice	Name of the Practice	Goal of the Practice	Process of the Practice	Impact of the Practice
Management and Administration of a Library	In Service Programme	The goal is to motivate professional staff to enhance their skill and expertise	Arranging In-house and external training programme	The morale of the staff has been increased due to the training and expertise in recent areas of operations.
	Maintenance of Service Areas	To maintain cleanliness inside and outside the library and provide	The library is a place that many people visit to read, consult and borrow reading materials	Library users are appreciative of the library's efforts in keeping the entrance, reading and stack areas neat and clean.

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	Special Deposit Scheme	To provide the facilities of the learning resource centre to outsiders To ensure optimum use of the collection and services To generate additional financial resources for the learning resources centre.	Special Deposit scheme to provide an opportunity to off campus users and after clearance of the library.	To getting reading facilities to all the stakeholders and to provide the facilities of after clearance.
	Student Internship Programme	To provide practical training in the different sections of the library to MLISC Students	A brief orientation of the work in different sections to the students	The practice provided hands on experience to students, helping them get a clear understanding of the functions/activities in each section of the library.
Collection and services	Library Book Exhibition	The goal is to spread awareness among the students on the latest books available in their subjects	Publishers and distributers are invited to display the recently published books in an exhibition.	Book selection process is possible for the faculty members and the students are interested in buying books for their information needs. It also helps in encouraging the faculty for active participation in collection development.
	Extended hours of Library	To provide the uninterrupted reading facilities to the users, to keep the library open 7 days a week and 16 hours a day to enable the users to exploit the reading materials.	Most of the students staying in the campus and day scholars need the facility after their class and Lab works.	Users are happy that the library database and digital collection is available 24 hours a day and 7 days a week.
	Collection enhancement in hybrid Library	To focus on collection development in different formats and to organize the collection in an ideal way.	The process is carried out by providing **CD servers** and by providing internet facility.	The collection usage has increased. Users are oriented towards the use of collections.

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		To maintain a CD/DVD collection using a CD server to access the content.		
Extent of the Use of Services	User Education and Initiation to freshers.	To orient the newly enrolled library user to the facilities and services provided by the library. To raise awareness about the services To optimize usage of the library. To provide guidance on accessing electronic databases to faculty and scholars. To acquaint the new students with the services, the library provides them the resources available in the library.	Formal training on using the internet to access INFONET database is arranged and to provide the information needs and guide them in the process of retrieving information from the library. The library has been conducting an orientation programme for the new students admitted every academic year.	Feedback is obtained to evaluate and enhance the quality of information services and products. Students find it useful to know about the resources available in their resources. The hands-on training in using the e-resources. +OPAC etc is appreciated.
	User Orientation	Creating awareness about library resources, facilities and services among new users and thus to ensure their optimum use.	Instruction and familiarization with organization of collection, type of resources available and range of services provided is highlighted. Students Are taken on conducted library tours in groups to familiarize with various sections of the library.	Encourages students to use the library by motivation. Inculcates reading habits and self-study among the students particularly the undergraduate students.
	Library Best User Award	To attract more students to visit the library and use the resources.	Data is gathered through the visitor register maintained and visitors' management system through the Software.	Increase in frequency of visits to the library. Increase in the use of library reference materials. Helps to better understanding of students and library staff.

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	User Feedback practice through different formats	To collect user inputs at regular intervals in different formats to identify and address gaps in facilities and services.	User feedback is collected and all aspects of library services formally through suggestion box, feedback forms and library services evaluation forms	Helps in collection development, changes and improvement in facilities and services.
Use of Information Technology in Libraries	On Line Information retrieval (Internet access Facility) Free Browsing Unit Broadband Internet Centre	To provide online access to globally generated information to the students and researchers	One of the most important roles the libraries play in society is providing access of information. Access to current and comprehensive information is important to improve teaching and learning facilities. Created a separate INTERNET zone for all the stakeholders.	The user community received it with enthusiasm. Within a short span of time, it became one of the most utilized services of the library.
	Library homepage for Information dissemination	To disseminate current information on various subjects to all the library users in time both online and Physical.	Regular display of information about the latest additions and other current information.	A good number of faculty and researchers regularly use this service and make effective use of their academic and research interests. Timely and wider dissemination made effective use and recognition of Library and Information Services and no. of

Conclusion:

A best practice in simple terms is known as the practice which paves the way for enhancing an existing function and helps in effective implementation or use of the process. Some of the highlighted practices here are well accepted practices experimented in different library environments in optimizing the use of library and information services. Use of technology in designing and delivering the information products and services has always yielded good results. Automation of all in house operations in academic libraries with bar coding, user identity and web OPAC facilities is a best practice in totality of library services. It has to be encouraged for wider adoption in all higher education institutions. Though information literacy and user awareness programs are deemed to be normative practices, it is its effective implementation that makes a significant change in enhancing the use of information sources. Hence adopting new techniques and tools in imparting user education may be a best practice in extent of use of library services. Developing digital repositories with subscribed subject content, open sources and institutional cinformation through the library website/homepage in a networked environment is made possible due to the advent of technology and this has to be adopted to our academic libraries. Some of the practices mentioned in this document such as in service training, extended library hours, segregation of less used

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collection, use of students in library services through earn while learn schemes are feasible for many libraries to adopt in enhancing the quality of their services.

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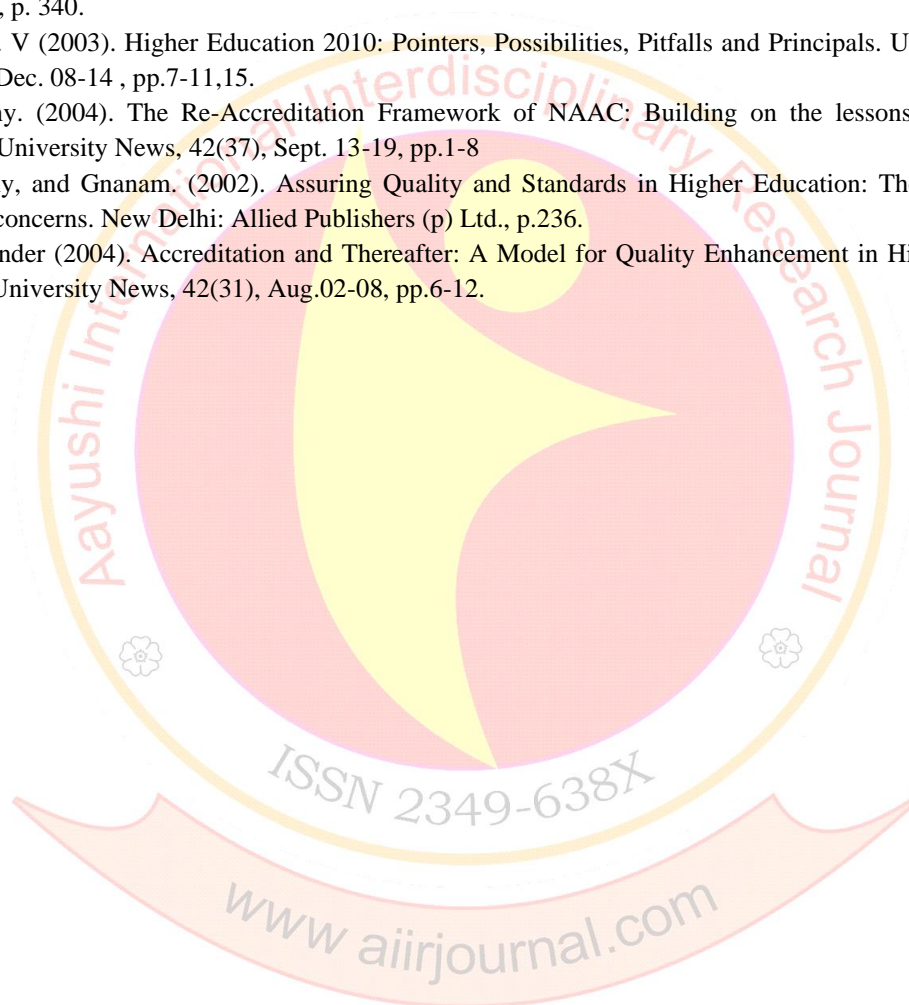
National Assessment and Accreditation Council (NAAC) : Its Role to Maintain Quality Culture in Higher Education

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Abstract

Education is the most important tool not only for oneself but also the future of any nation depends on the coming generations but better skills, values, ethics, knowledge. A higher education system is very important as it contributes not only for the development of any nation but also improvement of one's society. In this competitive world of digitalization and globalization, it is important the higher educational institutions pay attention to the quality culture of education. The life giving force of any higher educational institution is the quality culture of education. This paper emphasizes on how National Assessment and accreditation council (NAAC) plays very crucial role to maintain quality culture in higher education.

Keywords *National Assessment and accreditation Council (NAAC), Quality Culture, Higher Education.*

Introduction

It is the education the most important tool at which any nation depends for its development. Education not only gives academic qualifications but it gives a power to take decisions. And higher education is very important tool for a society to be knowledgeable and information base society. Education is the most important tool not only for oneself but also the future of any nation depends on the coming generations but better skills, values, ethics, knowledge. A higher education system is very important as it contributes not only for the development of any nation but also improvement of one's society. In this competitive world of digitalization and globalization, it is important the higher educational institutions pay attention to the quality culture of education. The life giving force of any higher educational institution is the quality culture of education. Thus, National Assessment and Accreditation Council also popularly known in short as NAAC was established in the year 1994 as an autonomous institution of the university. As India as one of the largest and quiet diversified educational systems and in this competitive world of globalization and digitalization it is important that the higher educational institutes provide quality education which is the most important aspect for the development of nation.

The National Assessment and Accreditation Council (NAAC) conducts the assessment and accreditation of the higher educational institutes such as colleges, university so that they can perform better and can derive an understanding to the quality culture of the education. With this the higher educational institutions can know their strengths and weaknesses, can get funds based on their performance, know their quality status, accreditation of the institution etc. NAAC does the periodic assessment of the higher educational institutions and assesses the quality through the internationally accepted methodology which is very important in this competitive world of digitalization and globalization so that the institutes focus on quality education.

Rationale of the Present Study

National Assessment and Accreditation council (NAAC) is established by the government of India to assess and accredit higher education institutions in India to ensure quality status of higher educational institutes in this competitive world of digitalization and globalization. This research article will be of immense help to the academic circle, research scholar group, educational institutions of the nation, colleges, Universities, policy makers, corporates and various organizations to know the strengths and weaknesses and focus on quality education in this competitive world of digitalization and globalization and have better policy and effective planning for the bright future and for the betterment and promotion. With the help of this present research study, steps for quality education the most important pillar for our nation's future development can be effectively planned with the assessment and accreditation of higher educational institutions by NAAC.

It is very important for our economy as quality education leads to greater economic stability and a bright future of our nation. Our future depends on the upcoming generations with strong academics, values, knowledges,

perspectives, ethics which makes the future of our nation brighter, stronger and helps in boosting up the economic growth. This research article will also be of immense help to take the steps for the betterment to further develop it and make it effective, adaptive strategies to maintain a culture of quality education and safety. It will also be helpful for planning and formation of strategy development to implement it for the future.

Objectives of the Study
The present research article has the following objectives:
➢ To know and understand about the National Assessment and Accreditation Council (NAAC).
➢ To study the importance and need of accreditation.
➢ To study the significance of assessment and accreditation of higher educational institutions.
➢ To study the role of NAAC in bringing quality culture in higher education
➢ To study the benefits of assessment and accreditation of higher educational institutions by NAAC.

Research Methodology
Research is a systematic and well-structured process to conduct analysis on a specific topic. The phrase Research Methodology is the procedure to search, choose, filter and examine information about a specific topic. Secondary data is used to satisfy the above-mentioned objective for the present research article. For this present research article secondary data method has extensively used and the present research work is a combination of descriptive research work and exploratory research work. The present research study undertaken is purely secondary. The information utilized in this research study is gathered with the help of various newspaper, magazines, conference proceedings, websites, journals, and books etc. to collect various secondary data for the information used in this research article.

Importance and Need of Accreditation:
The following are the reasons of importance and need of accreditation mentioned below:
• One of the reasons for the importance and need of accreditation is that it is a global practice for the quality status of the higher educational institutions.
• One of the reasons for the importance and need of accreditation, it helps funding agencies to take the decision to grant funds based on the performance of the institution.
• It is important the higher educational institutions pay attention to the quality culture of education.
• The accreditation by NAAC encourages the institutes to take self-improvement initiatives.
• It serves a consumer protection purpose.
• Accreditation process helps the student decide the institution for the enrolment in programs.

Significance of Assessment and Accreditation of Higher Educational Institutions by NAAC:
• Assessment and accreditation of higher educational institutions by NAAC contributes to the significant improvement of the higher educational institutions which are involved in the accreditation process.
• With this the higher educational institutions can know their strengths and weaknesses, can get funds based on their performance, know their quality status, accreditation of the institution etc.
• One of the reasons for the importance and need of accreditation, it helps funding agencies to take the decision to grant funds based on the performance of the institution.
• The higher educational institutes which are accredited by the NAAC have a quality label or seal which differentiates them from others in this competitive world of digitalization and globalization.
• The internal quality assurance cell (IQAC) can be set up in colleges and universities for quality enhancement activities and quality sustenance.

Benefits of Assessment and Accreditation of Higher Educational Institutions by NAAC:
• The assessment and accreditation of higher educational institutions by NAAC is a very important for the quality culture of the institution and it also helps in contributing to the national development of the nation.
• The assessment and accreditation of higher educational institutions encourages self-evaluation and innovations in the higher educational institutions.

- It help realize the institutions their objectives and also the intuitions focus on continuous improvement to have a good performance.
- The assessment and accreditation of higher educational institutions by NAAC helps the higher educational institutes to know their strengths and weakness through an informed review process.
- Students, faculty, employers feel pride being a part of a NAAC Accredited institution.

Conclusion

The main purpose of NAAC is to see that there is quality culture in education by the higher educational institutes. Education is the most important tool not only for oneself but also the future of any nation. In this competitive world of digitalization and globalization, it is important the higher educational institutions pay attention to the quality culture of education thus NAAC is a boon. With this the higher educational institutions can know their strengths and weaknesses, can get funds based on their performance, know their quality status, accreditation of the institution etc. Students, faculty, employers feel pride being a part of a NAAC Accredited institution. Quality is the result of hard work and thus NAAC will bring quality culture in higher educational institutes.

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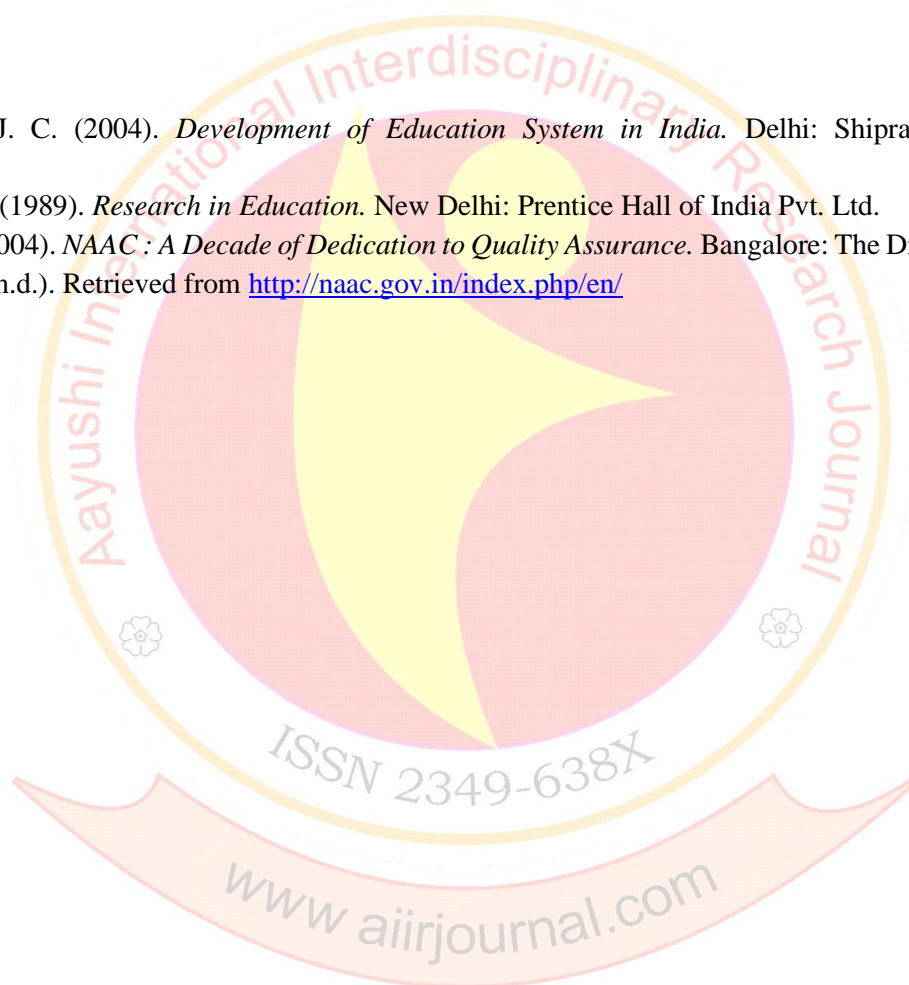
Role of Library and Librarian in NAAC Accreditation of Higher Education Institutions(HEI)

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Abstract

ICT changing the scenario of whole world and creating drastic changes in every field of human life. Likely in higher education institutions (HEI) changes are required to cope with present scenario of competitions For that it is mandatory to accreditate the Higher Education Institute (HEI) by National Assessment and Accreditation Council (NAAC). NAAC framed guidelines for this assessment and accreditation process. There are seven different criteria for the assessment and accreditation process process. In fourth criterion weightage is given to library and its services. The present paper deals with Role of library and librarian in the NAAC Accreditation which discussing various services of library to fulfill the demand of end users, best and innovative ideas of library services, role of librarian as teacher, manager, leader ,

Keywords Managerial skill, Communication skill, Leadership, Team spirit, HEI.

Introduction

NAAC framed guidelines for this assessment and accreditation process. There are seven different criteria for this process. In fourth criterion weightage is given to library and its services. Library is called as heart of any educational institution. Due to introduction of information technology drastic changes are seen in the library services. Professionals working in this field should not only aware with the latest technology in LIS but also follow the principles of management which includes best practices. In National Assessment and Accreditation Council (NAAC) Bangalore manual, library is mentioned as a Learning Resource Centre in 4th Criterion i.e. Infrastructure and Learning Resources.

Role of Library :

Library being part and parcel of teaching and learning process, it is necessary for it to cope with the changes. Traditional services of library will not fulfill the need of users. NAAC suggested some guideline i.e. quality indicators in library and information services for universities and autonomous colleges which includes

- Management of library and information services
- Working hours of library
- Library advisory committee
- HRD
- Library infrastructure
- ICT based library services
- Library annual budget
- Collection development Policy
- Best practices and innovative Ideas of library

Library shouldering the responsibility in higher education Institute (HEI) . NAAC includes in fourth criterion i.e. infrastructure and learning resources of key indicators of assessment and accreditation process. The key indicator i.e. 4.2 having weightage of 20 marks

Name of criteria	Key indicators	Universities	Autonomes college	Attilialed constituted colleges	
				UG	PG
4. Infrastructure of learning resources	4.1 Physical facilities	30	30	30	20
	4.2 Library as learning resources	20	20	20	20
	4.3 IT infrastructure	30	30	30	30
	4.4 Maintenance of campus infrastructure	20	20	20	20
			Total	100	

Table 1: *Source – Manual of NAAC for affiliated/constituted UG and PG colleges (Revised w.e.f. 1 Jan. 2020 onwords)*

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From above table it can be noticed that out of total weightage allotted to 4th criterion, 20% weightage is given to the library and its services. But in the assessment and accreditation process every criteria has its equal importance which contribute in overall grading of the institution. So library is also having equal importance in the framework of NAAC accreditation process. Following indicators will be helpful for benchmarking the library and its services.

- Library building having central position in the campus of the institution.
- Update collection of library
- Automation of library services
- Linkages with other libraries through MOU.
- Following of best practices of library
- Placement and guidance cell for students
- Readers clubs
- Book exhibition
- Special deposit scheme
- Orientation of users to library services
- Organization guest lectures
- Display new arrivals
- HRD.

Benchmarks of any library and its services specially academic library may be identified through the above indicator.

Physical infrastructure of library

Library building should be separate and located centrally in campus to access easily. It may have the following amenities of section having full scope for future extension as library is growing organism.

- Library building with proper ventilation and sufficient number of fan and coolers.
- Availability of drinking water and toilet.
- Separate section for lending.
  - Reading space for students and faculty.
  - Special provision for *Divyang* persons.
- Separate section for periodical.
  - References sections
  - Technical section
- Store room
- Provision of power backup.
  There is should be cleaning of library as a routine practice.

Trainings for Library Staff

To cope with new technology and changes, there is need of frequent training to library staff. Orientation or training programmes should be organized by library. Permission should be given by the authority to actend the related training programmes.

Library services

This key indicator is very important to measure the efficiency of any library
Following services should be ensured by the library.

- OPAC
- Internet facility
- M-OPAC
- Book Bank Scheme
- N-LIST/membership of INFLIBNET
- Resource sharing / Interlibrary loan facility
- User orientation Programme
- Current content service

- Digital library
- Services for researches as special deposit scheme

Modern or updated library services enrich the status of it.

Information Resources

Collection development of library play vital role in the richness of library. Policy of collection development should be discussed in the meeting of library advisory committee. Strength and quality of library holding also depends upon the weeding out policy. Subscription of N-LIST will also enrich the information resources of the library.

Best practices of the library –

Following practices can be recognized by the library to benchmark the quality services of the library.

1. Publication of library brochure
2. Library orientation programme.
3. Best user award.
4. Feedback from Stakeholders.
5. It urges to introduce online services by the library access of e-resources is need of today.
6. Current awareness service
7. Institutional repository
8. Separate library web page
9. Display of new arrivals (books & periodicals)
10. Inter library loan facility
11. Internet facility
12. Centre for competitive examinations
13. Book exhibition
14. Display of notable quotations on notice board of library to develop moral values amongst the students
15. Formation of Reader clubs.
16. Library suggestion box.
17. Organization of guest lectures

Role of Librarian

In the process of NAAC Accreditation role of Librarian is very important . Being a teacher of teachers librarian is plying vital role in this regard. Following are the skills to be adopted for librarian to cope with the changing scenario in Library and Information science and to face the NAAC Accreditation process.

a) Leaderships

It is very essential to librarian to have good leadership quality, because library work and   to deliver the library services effectively and promptly is not individual, but it is a team work with spirit.

b) Language ,writing, Listening and Communication Skill

A good communication skill always has great impact while making a good rapport with the users. It is also helpful in making the library reports and correspondence. For good communication library professionals should have sound knowledge about mother tongue, language of the particular locality and have good command over English language

c) Teachers of Teachers

To orient the users with the library service, library professionals should have good teaching skill. This will be helpful to inculcate good reading habits amongst the users.

d) Uptodateness

Library professional should have sound knowledge about e-based library services, and for that he/she must develops IT skill or E- skills. Library professionals should have the knowledge of computer network, E-books, copyright, Cyber Law, E-publishing, Internet resources, Scanning Downloading software purposes. So everyone has to change and run with time.

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e) Power of knowledge

Library professional have to deal with different type of users with their varying needs. Sound subject knowledge help them to make good communication with the users. Convert year library is a Knowledge Resource Center

f) Management skill

Librarian should be a good manager of library. He has to deals with the different types of users. Managerial skill should develop managerial skills .

g) Carrier Development

Carrier enhancement is need of today. Librarian should attend various trainings and workshops for his carrier promotions.

j) Teamwork spirit

To give effective library services to users is not a job of librarian alone. It is a team work. To inculcate team work spirit amongst library staff, it is very essential to nurture team work skill amongst library professional themselves.

Conclusion

It not feasible to practice for all libraries but following of such best practices will definitely leads to benchmarking the library. Traditional services of the library can be upgraded with help of the technology and practicising best practices which are discussed above. Do such type of practices regularly it will automatically lead your library and institution for the better gradation by NAAC. Finally it whole concluded that library and librarian play also very important role in NAAC assessment and accreditation process.

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The Seven Criteria of NAAC and Its use in Development of College Standard

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Abstract

In this research paper we want to focus on National Assessment and accreditation Council (NAAC). And also focus what is the important of NAAC for higher educational college and institution with the help of NAAC formula. All governmental institution is interested to improve their college standard in educational field and all over development in all faculty and all fields. In this condition NAAC committee's report is very important. NAAC is heartening that national assessment and Accreditation council has brought in new spirit into its process of A assessment and accreditation. This has been attempted as a continuance of the NAAC's concern for insuring that its procuresses are in turn with local, regional and global change higher education scenario. The main focus of the revision process has been to enhance the redeeming features of the accreditation process and make them more robots, objective, transparence and scalable as wells make it ICT enabled. It also has reduced duration of accreditation processes are the ready. In effort to enhance the accountability of the accrediting agencies will as the institutions applying for accreditation. Now latest developments are available on the website of NAAC is also available for everyone, also try here what is the important ant of NAAC "s seven Criteria's.

Introduction

The National I Assessment and accreditation counsel NAAC is a government organization in India. Which conduct assessment and accreditation of higher education institution, College, University and institution? Find out here what is NAAC accreditation? In ensures the quality status of the institute "'National assessment and accreditation council "(NAAC) in indie holds enormous important of HELs. The NAAC grade help the students to find out a university on basis of teaching, learning research, quality education, governance and management, infrastructural facilities, etc. through NAAC rating, we can easily determine the university importance before taking admission .NAAC's Assessment and Accreditation (A&A) initiatives follow a strict review process that keeps a tab on evaluating the Quality, credibility and relevance to offer grade to the HELs. In this one we will discuss what each of the accreditation criterion mean and how they contribute to providing feedback on deferent levels

Important of NAAC

NAAC It is heartening that national Assessment and Accreditation council (NAAC) has brought in new spirit into its process of assessment and accreditation. This has been attempted as a continuance of the NAAC's concern for insuring that its procuresses are in turn with local, regional and global change higher education scenario. The main focus of the revision process has been to enhance the redeeming features of the accreditation process and make them more robots, objective, transparence and scalable as wells make it ICT enabled. It also has reduced duration of accreditation processes are the ready. In an effort to enhance the accountability of the accrediting agencies well as the institutions applying for accreditation, it is advised to look into the latest developments on the website of NAAC pep

As per NAAC assessment relies on the following set of 7 Criteria:-   As maintained in the earlier blogs, there are seven assessment criteria which the institution have to comply with in order to get NAAC accreditation.

- Curricular Aspect
- Teaching, Learning and Evaluation
- Research, Innovation and Extension.
- Infrastructure and Llearning Resources
- Students support and progression
- Governance, Leadership, and Managements
- Innovation and Best Practices

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How to use these seven criteria in our education systems:- In this severe criterion we focus on all educational development about students and use of modern technology.

Criterion 1: Curricular Aspects

Curriculum is in the core of education. It is important to have are event, well structured curriculum that answers all the questions with all the necessary skills and knowledge .This criterion consists of a weightage of 100 for affiliated college and 150 for Autonomous university. In this criteria we want do curriculum design and development, Curriculum planning and implementation. Academic flexibility and feel back system which is depend on students,

Criterion 2: Teaching-Learning Evaluation

This criterion addresses the regular academic activities of the institution. The teaching learning process, students' results desired outcomes etc. comes under this criterion deals with the criterion. As the first criteria deals with a 'what "in learning, this one assess the 'How "the learning happiness.

Criterion 3: Research Consultancy and Extension

This criterion, as the name suggests is, about the academic research, extended consultancy services from the side of institution toward the industry and the field of study, and extension which is outré ach of institution toward the society, addressing various real life problems, finding solutions, and other extra-curricular activities to improve the overall quality of the institution . Weightage 150 for both and 250 for university. In this criterion the aspects as a promotion of research, Resource mobilization for research, Research facilities, Research publications and award, Extension activities and institutional social responsibility, collaborations, and Consultancy.

Criterion 4:   Infrastructure and Learning Resources

In this criterion is to assess the physical academic facilities and support system. Having a good learning environment and necessary facilities are important while working towards the quality of education. Classrooms, labs, technology, facilities for physical fitness and medical purpose, proper and sufficient reference materials are all vital for assuring higher education quality of the institution. This criterion has a weightage of:-100 for university, affiliated institution and autonomous institution.

In this criterion following major factor for improvements as - Physical facilities including hostel, playground, internet wifi, medical emergency addressable etc., Library as a learning resource,   IT infrastructure, Maintenance of campus facilities.

Criterions 5: Students Support and Progression

The major field of focus for this criterion is on insuring proper participation of students in academic, and students support for side of the initiation .Mentoring and providing guidance for the students in various aspects of education and their field of study also matters helping and guiding students in their education contributes into the overall quality of education. Its weightage of:-100 for university, affiliated institution and autonomous institution. To comply with this criterion, the intuition needs to focus on the following:- Students mentoring and support, Students progression,Student participation and activities.

Criteria 6: Governance, Leadership and Management

Governance and management are the backbone of the intuition. Having a well structured governing body and a management helps to find and address gaps in practices and efficiently implement proper counter mechanisms on time. The quality and future of the intuition depends on it. Internal quality assurance, faculty empowerment financial resource management, strategy development, all comes down to this criterion. The weightage is 100 to all. This criterion is to assess sectors like the approach of institution towards a greener, eco-friendly campus,   Energy conservation in the institution, Innovative towards common, better future etc.

Criteria 7: Innovative and Best Practices

This all proclaims the nature perspectives of the institution towards the outside world, and its moral value. The best practice is includes anything that have contributed towards the institutional objectives and quality improvement. .This criterion in the A&A has a weightage of 100for all. The intuition need to focus to an environment consciousness of management, staff and students,Innovations' and its results, Best practices.

Various evaluations and assessment practice are also s point of interest for this one. This criterion contributes a weight age of 350 for affiliated college, 300 for Autonomous Institution, 200 for universities. Some important areas to focus on to improve this criterion as fallowing-student enrollment and profile, Catering student delivery, Teaching-Learning process, Evaluation process and reformed, student performance and learning outcomes.

Benefit of NAAC

Following are the benefits by the universities after getting accrediting by NAAC.

- NAAC helps the institutes in the allocation of resource and planning in internal areas
- It helps to the institutes to implement modern and innovative lessoning and teaching techniques to uplift the education stranded.
- It grading helps the college SWOT analysis by identifying its strength, weakness, opportunity, and threats with a standard evaluation teachique.4
- It helps in promoting intro-organizational and inters organizational communication.
- It helps to ensure that the college hasps fulfilled all the regulatory norms.
- It helps to enhance the collegiality on the campus.
- The grades ensure that the college has fulfilled all the regulatory norms.

Eligible criteria for NAAC assessment by higher education institution with a record of at least two batches of students graduated or being for six years, whichever is earlier , are eligible for apply for the process of assessment. Under for categories, the institution is graded, via A B C and D denoting Very Good, Good, Satisfactory and unsatisfactory levels respectively.

The final result of the assessment and accreditation based on ICT score, which is comer in 3 parts

1) Peer team report,
2) Graphical Representation.
3) Based on Quantitative Metrics and Institutional Grade Sheet.

What is the Vision of the NAACA:-Vision, Mission, AND Value framework of NAAC
Vision

Development of higher education in India through a combination of self and external quality evaluation, promotion, and sustenance initiatives stated by the NAAC their vision statement goes like this " To make quality the defining element of higher education in indie through a combination of self and external quality evaluation, promotion , and sustenance initiative "In In a nutshell, improving quality is the immediate goal that NAAC wants institution to think and act on , However, the plan of action is bound to change from time to time after periodic assessments..It is a continuous process that helps HEL s to attain the best result.

Mission if the NAAC

Arrange periodic assessment and accreditation; to promote quality teaching –learning and research studies, consultancy and training programmers'; and to collaborate with other stakeholders of quality evaluation, promotion, and sustenance .The mission of NAAC reflects the long term goal of the NAAC committee when it comes to education

Here is 5 major highlight of the NAAC mission

1. Periodic assessments of the teaching –learning methods
2. Promote the educational environment with research and proven educational techniques.
3. Encourage the concept of autonomy, edTech, innovation and self –evaluation
4. Undertake research and training programs for student's successes.
5. Collaboration with stakeholder's feedback. And improvement work.

Value Framework

excellence to promote core values e.g. National development, Global competencies among the students, inculcating value system in students. Use technology among the Indian HETs.

Thus NAAC aims at developing the 'quest for excellence 'among educational institutions that would help students learn in a competitive environment.

What are the NAAC best practices; - Description of at least two institutions al best practice as per NAAC format?

* Title of the practice *Objective of the practice *the practice * Evidence of success *and problems encountered and resource reburied.

Benchmark of Best Practices

The practices which add commendable value to an institution may be confider as a benchmarks' of brat practice. In other words, institutional excellence is the aggregate of best practice following in different areas of instructional performance. The purpose and intent of the best practices bench making can be summarized as the:-

1. Understanding the fundamentals that head to success,
2. Focus on Continuous improvement Efforts and
3. Close the gap between existing practice and that of the best –in-class institutions.

Best practice; Stages in Application:-Application of best practice largely depends on our ability to adapt the first five –stage strategy

1) Identification of best practices
2) Implementation of best practice
3) Institutionalization of best practice
4) Internalization of best practice
5) .Dissemination of best practice

Conclusion

NAAC is most useful College. Use for NAAC is very important in all the Higher Education College, institution, Autonomies College are also interested in this evaluation. IN this research paper we focus the seven criteria of NAAC. IN the higher education system NAAC is most valuable in all the college, intuition any university. With the help of NAAC our college develop all the field ,Like sports department, social developmental Environmental development and , students progressive, quality education, international standard education proved for students, Hostels fatalities, improving stranded of higher education, NAAC is most useful College NAAC is very important in all the higher education college, intuition, autonomous college are also interested in this evaluation. With the help of NAAC all institutions are develop their college3 activity. Governance and management are the backbone of the intuition. Having a well structured governing body and a management helps to find and address gaps in practices and efficiently implement proper counter mechanisms on time. The quality and future of the intuition depends on it.

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Role of Affiliated and Constituent Colleges in the Curriculum Implementation for Quality Education

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Abstract

The curriculum plays a vital role in the overall development of the student of any educational institution. The driving force of any education system is student-centric education with global competence. The curriculum is a key aspect of the education process. In the affiliated and constitutional colleges, curriculum implementation is the prime engagement, then the contribution to the curriculum. Implementation of the curriculum is carried out through the various planning's in the affiliated and constituent colleges with a well-documented process. These credentials and factors are the academic calendar of Institution, academic calendar of departmental, teaching plan, and effective curriculum delivery. Other factors are designated committee, Capacity building, Participative approach, Mentor-mentee scheme, Use of ICT, continuous internal evaluation, and feedback from the stakeholders. These methods and parameters of curriculum implementation of the affiliated and constituent colleges help in the effective implementation of the curriculum for the holistic development of the student.

Introduction

The Curricular portions are the base of any educational institution. Affiliated and Constituent Colleges have a moderately no role in curriculum designing and development. They accept the curriculum provided by the affiliated universities (1, 2). The responsibilities of affiliated and constituent colleges are to curriculum implementation and teaching entity that depends on an affiliating university for its curriculum development. Its commitment to curricular aspects is chiefly in its implementation. Institutional participation in curriculum upgrading, development, assessment measures, and certification is insignificant. University administration has the authorization to design and develop curricula for particular programs, revise or update them periodically, and ensure that the outcomes of its programs are distinct by its bodies. The curriculum designed in the university is in tune with the emerging national and universal trends and relevant to the local requirements (1, 2, 3). Institutions implement the curriculum within the overall border work provided, depending on its resource prospective, institutional objectives, and apprehension. Institutions have process of the curriculum to be implemented. These processes make each institution distinctive and replicate the confidence of the college for quality (4, 5, 6, 7, 8, 9).

Process and observations

The curricular implementation in the affiliated colleges and constituent colleges is carried out through an well-organized method as follows:

Institutional Academic Calendar

IQAC of an institution prepares an institutional academic calendar of events for the entire academic year based on the University academic calendar. Accordingly, a plan of action is prepared and its implementation executed in the institution. An institutional academic calendar provides uniform, efficient, and time-bound planning for effective curriculum delivery.

Departmental Academic Calendar

The departmental academic calendar is prepared as per the institutional academic calendar for the planning, preparation of teaching plan, and implementation at the departmental level for better curriculum delivery.

Teaching Plan

Affiliating university describe the curriculum, which designate the number of teaching hours. For an effective learning experience among students, the teachers ready the teaching plan with a long-term perspective. The teaching load among teachers is allocated according to the specialized field of expertise of the faculty. Teachers prepares a teaching plan for the semester aligned with the department's academic calendar for the best

utilization of time and resources. The training program, induction program, and guidance are given to newly joined students for building and maintaining an academic culture in the college. Modern methods of teaching and learning methods are used. Modern methods of teaching are learning management systems, experiential learning, participative learning, etc. for effective implementation of the teaching plan and implementation of curriculum.

Curriculum Delivery

The effective execution of the curriculum delivery is confirmed by supplementing classroom teaching with expert lectures, presentations or seminars, Undergraduate research programs, industrial training, tutorials, group assignments, internships, workshops, e-learning modules, etc. For effective curriculum delivery, new techniques in the concerned subject are used. To study these techniques, teachers are encouraged to take part in faculty development programs, conferences, workshops, etc. This type of approach of the institution will help in understanding the contents of the curriculum and help the student learn about recent trends in the market field.

Academic Monitoring Process (Designated committee)

The academic monitoring process through a designated committee helps for effective curriculum implementation. This process monitors the progress of syllabus coverage with in a stipulated time. Lectures are scheduled and conducted, and feedback is collected with necessary remedial actions taken or filling the gap.

Capacity building

In the capacity-building activities, programs like Bridge courses, Contact hours, and Remedial classes are conducted for the students. Beginning of a bridge course at the start of the academic session, and students are connected to the subject through a curriculum and timetable of bridge course. The knowledge gap between the two programs is filled by the bridge course. Slow learners are identified by the result of an examination of the bridge course. Contact hours and remedial classes help slow learners to clear their doubts and ideas. Advance learners are motivated by provided that supplementary study materials and information to join online short training programs. Seminars are conducted by the advanced learner on the various subjects assigned by the teachers. The subject experts are called for guest lectures to pass on subject-specific knowledge to the students in the form of effective curriculum delivery. Planned co-curricular and extracurricular activities for the enhance support of the curriculum implementation.

Participative approach and methods of learning

Students learn through participative learning through group discussion, and case studies. The experiential learning institution organizes an industrial or educational excursion to understand an overview of the process of production, real-time experience, and exposure to the applied part of the curriculum. Practical experience in the field of existing realities will facilitate effective learning. Internships projects for the students as part of the curriculum will help in learning various skills, the functioning, assessment procedures, and processes of the companies through on job training. These process of learning installed for effective curriculum delivery through problem based learning, peer group learning, and interactive learning.

Mentor-mentee scheme

Mentor-mentee scheme help to develop academic and mental health of the students. Each student is assigned a teacher mentor for curricular, co-curricular, and touching issues of the students. This scheme helps the students to focus on their studies and curriculum.

Use of Information and Communication Technology (ICT)

Teachers are motivated to use a new teaching methods and ICT for effective subject delivery. In ICT, the internet, and projectors are used regularly for teaching. To make teaching more effective PPTs, videos, e-notes, models, electronic instruments, specimens, well-equipped laboratory facilities, etc. are used. ICT supplements the intellectual teaching by the faculty to deliver the curriculum up to the mark. ICT is used for a improved perception of the subject and to generate awareness in the subject. Effective curriculum transaction is an output of the mentor system.

Continuous Internal Evaluation (CIE)

CIE carry out in the institution in the form of unit tests, assignments, quizzes, terminal examinations, etc. CIE helps the institution to investigate the level of implementation of the curriculum, and accordingly corrective actions are taken to resolve.

Feedback system

The academic monitoring committee or Feedback committee conducts a review on curriculum and curriculum implementation through the well-designed feedback system. Feedback is collected from students and other stakeholders on curriculum and curriculum implementation and analyzed critically by IQAC. Shortfalls after analysis will be addressed and rectified by taking necessary action.

Conclusion

Implementation of the curriculum is a significant task in affiliated and constitutional colleges. In the curriculum implementation planning of curriculum play very important role in the execution of work. Quality teaching-learning pedagogy help in optimum curriculum delivery. A variety of quality assurance processes are institutionalized in curriculum delivery. Pedagogy helps in the effective implementation of a curriculum that leads to the holistic development of the students.

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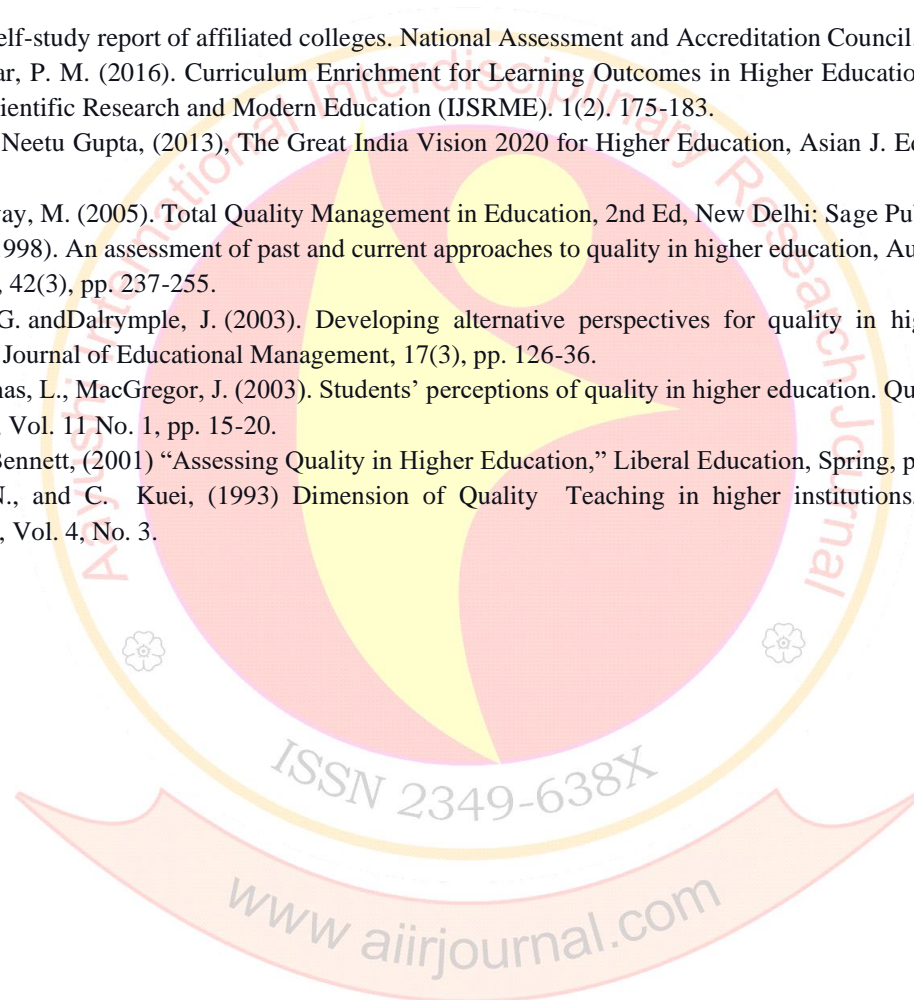
The Roles of Library in Teaching-Learning

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Abstract

The library is store house of creating knowledge which comprises primary, secondary and tertiary information sources for fulfillment of users need. The library always has to serve as responsive role in learning. The paper focuses on library is engaging with growth of print and non-print media to meet the requirement of teaching and learning of users as well as to identify the issues and challenges of library related services and facilities for progressive development.
Keywords: *Library, Teaching, Learning*

Introduction

As education is the process of learning and acquiring information, library is an integral part of the education system means heart of institution. With the advent of ICT affecting various society's aspect, a large amount of information is being generated in a variety of formats, raising the question on its credibility, reliability and authenticity as a result. According to NMEICT in 2009, emphasized to use the ICT in teaching and learning process with oriented objectives as making learning resources accessible, maximum utilization of available resources, providing platform for pooling and sharing knowledge resources, nurturing scholars and researchers, multi-lingual content development, improving teacher training process and content, increasing connectivity, making content matter affordable, providing e-learning support, and developing devices for achieving convergence. Teaching is an educational process in which, teacher and student interact with each other. Library combines technology, education system, teachers and students on one platform to transform ideas, curriculum, and resources. Information literacy promotes development of self-thinking, assists individuals to become more self-directed, and presume greater control over his or her own learning. Severe users are faced with a multiplicity of information resources and are continuously challenged in their efforts to effectively access and identify the quality information in support of their learning. For this, educating the user/ trained user is the proper solution; the users must be encouraged by library to make better use of available resources. The librarian and library resources are playing key roles in promoting education, IL and reading for information and inspiration.

Library Supports for Teaching and Learning

Library is a growing organization due to expectation of users (Teachers, Students, Research Scholars, Experts, Staffs, and Patrons). The fulfillment of user's satisfaction for which, library resources (i.e. space, equipment, storage media) are developed as per collection policies have role to decide what type of materials will be added for collection development in the library. There are three important roles of library to serve library services-facilities as

First- Role in Learning

The first role of library as serve to share rich resources to users like periodicals, books, videos, films, software, databases as well as electronic tools like graphics equipment, projectors, cameras. Library acts as a information provider centre and librarian acts as a human resources called information provider scientist to information community who support institutional operational programs and play vital responsive-services role to the ask of teachers and students like maintaining and reserving materials, answer to reference questions, providing bibliographic instruction, developing media packages, recommending books/journals/films, and oriented users how to use materials. The librarian also play proactive-services role by taking initiatives of activities for teachers and students such as SDI/CAS to faculty and students, initiative of events, collaboratively work with instructors to plan instruction, orienting new instructional methods, tools-techniques.

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Second-Role in Learning

Second role of library serve as a cultural role in preserving and organizing artifacts and ideas. Rich works of literature, art, and science are always preserved and open accessible for future learners. Library is a heart of academic institution that circulate through its services-facilities, human resource knowledge to user so called as knowledge- museum, -archives and –laboratory. As per policy-decision makers and library policies, library resource are collected, organized, stored and disseminated, used by users, repaired and maintained as needed which huge works done by library task and library users are kept up-to-date in their interested field by accessing library resources and allow learners to locate items properly as per needs.

Third-Role in Learning

Third role of library serve as a social and intellectual roles by gathering of information community and their ideas. There is a different role of sharing resources in which, library provides a physical platform for mutually interacting with knowledge community in this place, teachers and learners to meet outside the structure of the classroom. The library catalogue (OPAC) shows the availability of books in library that users engaged with interested field and offers opportunities for alternative options. Digitized option of library offered users to access bundle of resources to meet their need of study. In the context of university library, formal learning from their use of library and its services-facilities and materials due to number of courses conducted by their university.

Role of Library Professionals in Users' Teaching and Learning

Library is as important as education itself. Library resources playing vital role in education system is to facilitate the learning programs of planning and implementation that will equip users with fundamental skills to success their goal. On the resource-based programs, users achieve skills to collect information, analyze, and organize for understanding to communicate. Information is a power and access to information is indispensable to individual advancement. Users need the library for effective learning for lifelong education, the role of library professionals for enabling users to gain skill-based knowledge. Researcher invent new fact that born new subject which, change the teaching and learning field with change the role of librarian in the library due to growth of information. Followings are some library professionals' roles as

- Role play as partners in educating individuals, preparing curricula, and integrating resources into teaching and learning
- Directed as strategically need to learn for acquiring goal
- Role as a teachers to buildup required skills for becoming effective users' ideas
- Role as arranging collaboratively programs for reading instruction
- Role in selection of resources to meet the learners' needs
- Role as instructors for library users how to seek, select, evaluate, and utilize electronic resources and tools
- Role as promote learning motivation by providing imaginative materials
- Role of aware for users that Learning, teaching, and technology are the mutual components to integrate education system
- Acts as support learning standards and becoming independently to access and use of resources
- Aware to users for reading selection and reading guidance

Conclusion

Library take to continue network-based services to serve better information regards library services-facilities to their remote users. Due to advancement of library with instruct and orientation program, users are centred to meet their up-to-date information for their teaching and learning process. Specially academic library is responsible for teaching and providing access to meet their need, faculty members use library resources to design their course. If the library is up-to-date, increased the quality of education. The absence of library will have negative effects on education.

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Need to Fostering the Global Competencies among the Students

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Abstract

Higher education is entering a new and exciting period. A significant contributor to the country's ability to compete in the global market, higher education system is crucial to our economic strength and position as a world leader. The key factors influencing the quality of education are curriculum, faculty, technological infrastructure, research environment, accreditation, and good governance. The present study focuses on the need of fostering Global competencies among the students which is core value of NAAC.

Introduction

In pursuance of its action plan for performance evaluation, assessment and accreditation and quality upgradation of institutions of higher education, the National Assessment and Accreditation Council (NAAC), Bengaluru proposes that every accredited institution should establish an Internal Quality Assurance Cell (IQAC) as a quality sustenance measure. Since quality enhancement is a continuous process, the IQAC will become a vital part of the institution's quality assurance system and work towards ensuring quality enhancement and sustenance. The prime task of the IQAC is to develop a system for conscious, consistent and catalytic improvement in the overall performance of its institution. For this, during the post-accreditation period, institutions need to channelize their efforts towards promoting holistic academic excellence including the implementation of peer team's recommendations.

IQAC – *Vision*

To promote quality culture as the prime concern of Higher Education Institutions through institutionalizing and internalizing all the quality-enhancing and sustaining initiatives taken with internal and external support.

The primary aim of the IQAC is

- To develop a mechanism to promote conscious, consistent and catalytic action plans to improve the academic and administrative performance of the institution.
- To promote institutional quality enhancement and sustenance through the internalization of quality culture and institutionalization of the best practices.

Functions

a) Development and application of quality benchmarks;

b) Setting parameters for various academic and administrative activities of the institution;

c) Facilitating the creation of a learner-centric environment conducive to quality education and faculty development to adopt the required knowledge and technology for participatory teaching and learning process;

d) Collection and analysis of feedback from all the stakeholders on quality-related institutional processes;

d) Dissemination of information on various quality parameters to all the stakeholders;

e) Organization of intra- and inter-institutional workshops and seminars on quality- related themes and promotion of quality circles;

f) Documentation of various programmes/activities leading to quality improvement;

g) Acting as a nodal agency of the institution for coordinating quality-related activities, including adoption and dissemination of the best practices;

h) Development and maintenance of institutional database through MIS for the purpose of maintaining and enhancing institutional quality;

i) Periodical conduct of Academic and Administrative Audits along with their follow-up activities; and

j) Preparation and submission of the Annual Quality Assurance Report (AQAR) as per the guidelines and parameters of NAAC.

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Core Values

Through out the World Higher Education Institutions (HEIs) function in a dynamic environment, The need to expand the systems of higher education, the impact of technology on the educational delivery, the increasing private participation in higher education and the impact of globalization (including liberal cross – border and trans national educational imperatives), have necessitated marked changes in the Indian higher education systems. These change and the consequent shift in values have been taken into cognize by NAAC while formulating the core values. Accordingly, in order to ensure external and internal validity and creditability. The QA process of NAAC is grounded within a value framework which is suitable and appropriate to the National Context.

The accreditation framework of NAAC is thus based on five core values detailed below.

(I)   Contributing to the National Development
(II)   Fostering the Global Competencies among Students
(III)   Inculcating a value System among Students
(IV)   Promoting the Use of Technology
(V)   Quest for Excellence

Status of Higher Education Institutions in India

The higher education in India has its roots in Gurukul system of holistic education focusing on spirituality, astronomy, astrology, Philosophy, medicine, history, geography to weaponry. In early part of the first millennium, it reached its peak with the establishment of illustrations universities and institutions of Higher education(IHE) like Nalanda, Taxila and Vikramshila which were plundered by invaders during medieval period. The foundation of modern universities was however, laid by the British as early as 1857 when they established the present day universities of Calcutta , Madras and Bombay with the primary objective of imparting Europian education, history and Science. Since independence we have witnessed a tremendous we have witnessed a tremendous increase by 34 times from 20 in 1950 to 677 in 2014 in the number of HEI in India. Number of colleges have also registered a huge leap from 500 to 37,204 from1950 to 2014 (www.mhrd.Gov.in/University).

Presently, there are more than 820 universities in India with 283state private universities These universities are recognized by the University Grants Commission (UGC) in accordance with the regulations made in this regard under the UGC Act 1956.

India Global Ranking

If we look at the Top tier of 20 global Universities most of them are figuring in the same tier whether we use THE/ QS/ ARWU rankings and least 10 Universities from US and Two universities from UK fall into the Top tier. Increasgly, many of them belongs to private category including. Along with the effective graduates, these most of the top institutions have produced great noble Laureates owing to their research environment. IISc Banglore, founded in 1909, is ranked between 251 – 300.IISc has one per cent International students out of 3550 total and number of students per staff is 8.4. Its overall score and research performance is 50% of Harward University but industry income is slightly above than Harvard University. IIT Bombay has maintained its rank between 300 – 400 in the five years.

Status of Higher Education Institutions in India

The role that education must play in preparing all students for success in an interconnected world. The United States have invested unprecedented resources in education, betting that our outmoded, factory-age system can be fundamentally transformed to prepare students for the rigors of a global economy. They have challenged states and school districts to set clearer, higher standards and assess student progress in more creative ways, prepare more productive teachers, and provide effective intervention in failing schools.

These are necessary strategies for change, but insufficient to create the citizens, workers and leaders our nation needs in the 21st century. Missing in this formula for a world-class education is an urgent call for schools to produce students that actually know something about the world—its cultures, languages and how its economic, environmental and social systems work. The concept of global competence articulates the knowledge and skills students need in the 21st century.

Globally competent students must have the knowledge and skills to:

Explore the World. Global competence starts by being aware, curious, and interested in learning about the world and how it works. Globally competent students ask and explore critical questions and "researchable" problems—problems for which there may not be one right answer, but can be systematically engaged intellectually and emotionally. Their questions are *globally significant*, questions that address important phenomena and events that are relevant world wide—in their own community and in communities across the globe.

Globally competent students can articulate the significance of their questions and know how to respond to these questions by identifying, collecting, and analyzing credible information from a variety of local, national and international sources, including those in multiple languages. They can connect the local to the global, for example, by explaining how a local issue like their school recycling program exemplifies a global process far beyond their backyards.

From analysis to synthesis to evaluation, they can weigh and integrate evidence to create a coherent response that considers multiple perspectives and draws defensible conclusions—be it an essay, a problem or design solution, a scientific explanation or a work of art.

Weigh Perspectives. Globally competent students recognize that they have a particular perspective, and that others may or may not share it. They are able to articulate and explain the perspectives of other people, groups, or schools of thought and identify influences on these perspectives, including how differential access to knowledge, technology, and resources can affect people's views. Their understanding of others' perspectives is deeply informed by historical knowledge about other cultures as well as contemporary events. They can compare and contrast their perspective with others, and integrate their own and others' viewpoints to construct a new one, when needed.

Communicate Ideas. Globally competent students understand that audiences differ on the basis of culture, geography, faith, ideology, wealth, and other factors and that they may perceive different meanings from the same information. They can effectively communicate, verbally and non-verbally, with diverse audiences. Because it is increasingly the world's common language for commerce and communication, globally competent students in the US and elsewhere are proficient in English as well as in at least one other world language.

Communicating ideas occurs in a variety of culturally diverse settings, and especially within collaborative teams. Globally competent students are able to situate themselves in a variety of cultural contexts, organize and participate in diverse groups, and work effectively toward a common goal.

Globally competent students are media and artistically savvy; they know how to choose and effectively use appropriate technology and media to communicate with diverse audiences, including through respectful online social networking. In short, they are technology and media literate within a global communications environment.

Take Action. What skills and knowledge will it take to go from learning *about* the world to making a difference *in* the world? First, it takes seeing oneself as capable of making a difference. Globally competent students see themselves as players, not bystanders. They're keenly able to recognize opportunities from targeted human rights advocacy to creating the next out-of-the-box, must-have business product we didn't know we needed. Alone or with others, ethically and creatively, globally competent students can envision and weigh options for action based on evidence and insight; they can assess their potential impact, taking into account varied perspectives and potential consequences for others; and they show courage to act and reflect on their actions.

Apply Disciplinary and Interdisciplinary Expertise Global competence requires that the capacities described above be both applied within academic disciplines and contextualized within each discipline's methods of inquiry and production of knowledge. Globally competent students learn to think like historians and scientists and artists by using the tools and methods of inquiry of the disciplines.

Learning about and with the world occurs within and outside of school, and it is the work of a lifetime. Globally competent students are lifelong learners. They are able to adapt and contribute knowledge and understanding to a world that is constantly, rapidly evolving.

Global competence is a crucial shift in our understanding of the purpose of education in a changing world. Students everywhere deserve the opportunity to succeed in the global economy and contribute as global citizens.

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We must fashion a more creative and visionary educational response to the interconnected world of the 21st century, starting now.) (https://asiasociety.org/education/educating-global-competence)

Conclusion

From a global perspective, India is one of the leading countries in providing the world with highly skilled scientific and technical professionals. Despite myriad challenges, the Indian education system has experienced rapid growth and expansion. With the increasing use of state-of-the-art new-age learning tools and technology, the future looks bright for the higher education ecosystem in the country.

The spiralling developments at the global level also warrant that the NAAC includes in its scope of assessment skill development of students, on par with their counterparts elsewhere in the world. With liberalization and globalization of economic activities, the need to develop skilled human resources of a high calibre is imperative. Consequently, the demand for internationally acceptable standards in higher education is evident. Therefore, the accreditation process of NAAC needs to examine the role of HEIs in preparing the students to achieve core competencies, to face the global challenges successfully. This requires that the HEIs be innovative, creative and entrepreneurial in their approach. Towards achieving this, HEIs may establish collaborations with industries, network with the neighbourhood agencies/bodies and foster a closer relationship between the "world of competent-learning" and the "world of skilled work".

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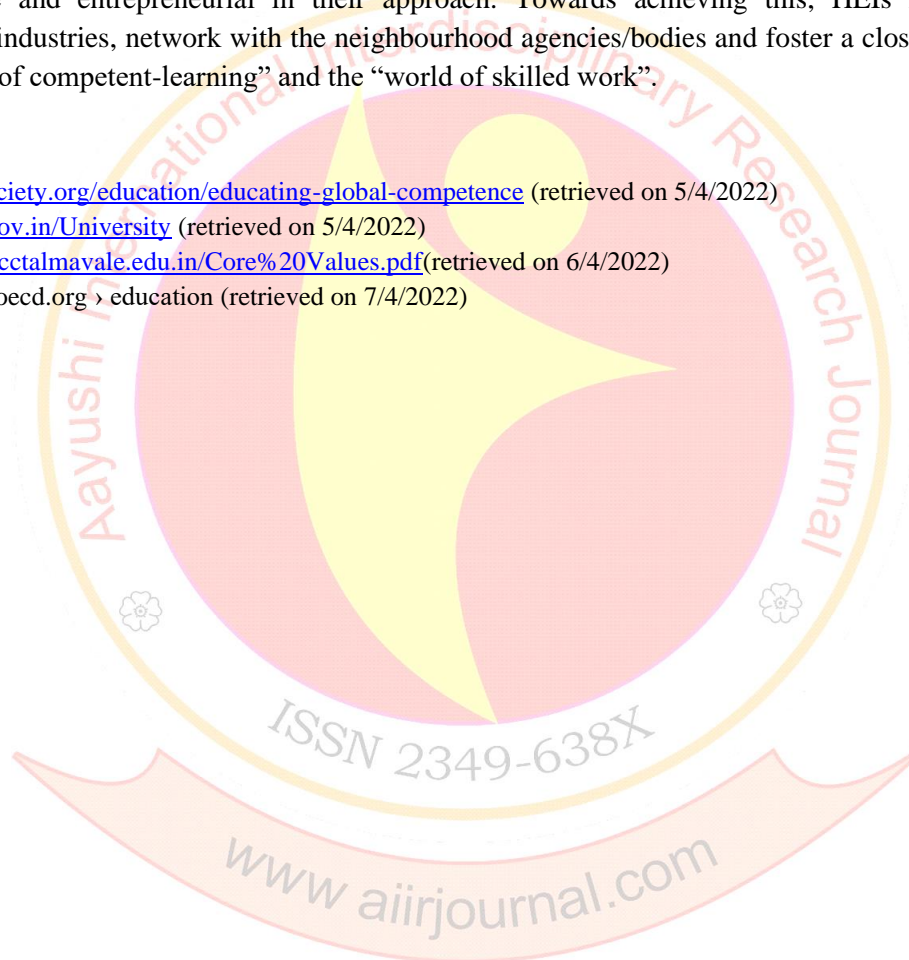
Importance of Green Campus Initiatives in NAAC Accreditation

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Abstract:

The National Assessment and Accreditation Council (NAAC) is a government organization in India that assesses and accredits Higher Education Institutions. It is an autonomous body funded by the University Grants Commission and Headquartered in Bangalore. Green Campus Initiative is from criterion-7and this factor is concerned with numerous sub factors which are associated with Green Campus such as restricted entry of automobiles, Use of Bicycles/Battery powered Vehicles, Pedestrian Friendly Pathways, Ban on use of Plastic, Landscaping with trees and Plants which enhances the sustainable development. Green Campus is a place where environmental friendly practices and education combine to promote sustainable and eco- friendly practices in the campus. The green campus concept offers an institution the opportunity to take the lead in redefining its environmental culture and developing new paradigms by creating sustainable solutions to environmental, social and economic needs of the mankind.

Key Words: Green Campus, Assessment, Accreditation, Sustainable development, Environmental culture.

Introduction:

The National Assessment and Accreditation Council (NAAC) conduct assessment and accreditation of Higher Educational Institutions (HE) such as colleges, Universities or other recognized institutions to drive an understanding of the quality status of the institution. Evaluation of the Institution by the NAAC.It is up to the standard of Quality in terms of its performance. The performance is related to the Educational Process and outcomes, curriculum coverage, Teaching, Learning Process, Research of the faculty members, Infrastructure of the Institution, Learning Resources, and Organization governance financial wellbeing of the students and services of the students. There are two primary eligibility criteria for institutions to apply for NAAC Accreditation 1) The Institution must have two batches of the graduated students and 2) The age of institution must be 6 years or above.

Vision of NAAC:

To make the defining element and qualify the higher education in India through a combination of self and external quality evaluation and promotion.NAAC has completely covered the total seven criteria for its assessment procedure. They have different weightages among these criteria. Which are based on the key aspects and the organizational focus. The seven criteria's of NAAC are as follows-

1) Curricular aspects
2) Teaching, Learning and Evaluation
3) Research Consultancy and Extension
4) Infra structure and Learning Resources
5) Student support and Progression
6) Governance ,Leadership and Management
7) Innovations and Best Practices.

This research paper focus on the criterion-7 that is Innovations and best practices and the topic which has been concerned with 7.1.5 i.e. Green Campus Initiative. Generally when we focus on Criterion-7 which is purely based on Innovations and best practices- This criteria assess the following factors like 1) Institutional approach towards the greener, ecofriendly campus 20 Energy conservation in the institution 3) Implementation of the Innovative ideas 4) Various practices towards the better future of the institution etc. So all these factors are related to the nature perspective of the institution and its moral values. The best practices includes the initiative taken by the institution for Green campus and to fulfill the objectives and quality enhancement. This criteria has the weightage of 100 marks.

Now the criterion-7 and the point which I am going to discuss here is 7.1.5 i.e. Green Campus Initiative. It includes the following points –

1) Restricted entry of Automobiles

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2) Use of Bicycles/Battery powered Vehicles
3) Pedestrian Friendly Pathways
4) Ban on use of Plastic
5) Landscaping with trees and plants

What is Green Campus Initiative?

The meaning of Green Campus Initiative is a space within the institution where Environmental Studies and the Education go hand in hand. Green Campus Initiative focused on the broader side of the Sustainable development of the institution. Green Campus initiative is a very wide concept according to the nature i.e. to create ecofriendly environment and we could solve many problems or issues regarding environment. These are green campus initiatives which could be fulfill by the students support and it creates much more awareness about the Environment and it will be benefitted to all the students and faculty members, Students would be more Environmental conscious due to these activities. This could be initiated by forming Nature clubs in the institution and all the activities regarding environmental issues could be enhanced under Green Campus Initiative in the institution. Students are taking initiatives to make the institution as a green campus. Every year many students and faculty members are looking for ways to make an impact on the environment and go green at institutional level with some great environmental sustainability projects. Now we are moving towards the discussion about the above points related to green campus initiatives such as

1) **Restricted entries of Automobiles:-**It is widely known that automobile emissions are a significant contributor to pollution. In most of the institution we observe that the students and faculty members of the institution they owned their vehicles and these vehicles should be checked strictly with the pollution check stickers inside the campus. Randomly we could check the vehicles according to the period of checking mention in the certificate. This will followed by two wheelers and four wheelers. Visitors vehicles should not enter in the campus as they can create the pollution it should be parked outside the campus, for this initiative security measures are mandatory

2) **Use of Bicycles/Battery powered Vehicles:-** In the recent years we could see that there is high rise in the costing of diesel and petrol and this is a biggest issue which could be fulfill by use of Bicycles and battery vehicles so it will keep our environment pollution free . This initiative could be taking into consideration that the students and faculty members should make use of bicycles as well as battery powered vehicles because electric vehicles offers a great benefit as traditional bicycles including the cost, it is wellbeing and improvised and it is well connected to the community. Sometimes faculty members may get carpool to the institution or join others instead of taking your own cars even better ride a bike, or the bus.

3) **Pedestrian friendly pathways: -** Students safety defined as creating safe environment for students starting from their homes to the institution and back .This include safety from any kind of issues it includes natural and manmade. Safety of the students could be maintained by taking initiatives that safe pathways and roads which are inside the campus .The roads should be well maintained and pedestrian could walk on this road safely. During rainy seasons these pathways are mostly in use i.e. the pathway from main entrance up to the main building. The institution should have pedestrian friendly pathways for the safety point of students.

4) **Ban on use of plastic:-** Plastic waste has emerge as one of the biggest environmental concerns adversely impacting the soil, water, health and wellbeing of citizens at large. Now time has come for a systematic campaign to reduce the use of plastic especially the single use plastic, Whereas the government has decided to take plastic ban as a national level campaign from September 11 2019 to address the environmental hazards being an bring attitudinal changes that shun use of plastic and the educational institutions have the unique spread and influence to educate the students and households on the need for avoiding usage of plastics. So all these are UGC guidelines issued on August 30 2019 for the ban of plastic use in Higher Education Institution under "Swachhata Hi Sewa Campaign". Much more benefits we could get by the ban of plastic in the institution. It reduces plastic pollution. It should be fully focused on the reduce use of plastic bottles, utensils, straws, plastic food packaging and polythene bags. One could use cloth bags, jute bags, or paper bags which are ecofriendly. In institutional canteens plastic cups should be ban and paper cups should be used. The students and staff members should be motivated to use their own mugs or instead of paper cups. Right disposal of waste helps to keep the environment clean and safe for all.

5) **Landscaping with trees and Plants:-** Landscaping could be refers as any activity that modifies the visible features of an area of land, including the following living elements such as flora and fauna or it is commonly called as gardening, that is art and craft of the growing plants with a goal of creating a beauty within the landscape. Plantation

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of the trees should be planted inside and around the campus. Campus should be located in the vicinity of rich biodiversity. Institutional authority should take initiative of plantation of trees like fruit trees, Exotic plants, Indigenous plants, Medicinal plants, Ornamental plants etc. so that campus would prevent the erosion of the soil, and it would be less air polluted, Environment get pleasant due to the presence of these trees. Plants are beautifying the campus .This also would create an awareness about green campus as well as protection and conservation of the nature and natural resources among the students. Due to the ornamental and exotic plants more and more Birds would be seen on the trees and we could hear their melodious voice within the campus. This is the beauty of landscaping with trees and plants.

Conclusion:

It can be concluded that universities and institutions should promote and try to adopt the criteria set in the institution green metrics. Being a green institution it would increase more positive perception of stakeholders about the quality of campus. The initiative would also help raise better awareness about sustainability for universities and institutional stakeholders. The universities could also use the Green Campus Initiative for marketing purpose for student's recruitment. Green Campus Initiatives seem to be ones of the channels to promote and support world sustainability. The following quote is by Mahatma Gandhi, "Earth provides enough to satisfy every man's need but not every man's greed".

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Role of Learning Resources Centre, NAAC and National Educational Policy 2020 in Higher Education

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Abstract

This paper has made an attempt to explore the role of learning resources centre in NAAC process in new educational policy. The present study highlights librarian role in new educational policy. The main focus of study is the role NAAC in quality assurance in higher education. It has become an important ideology of education. Quality makes education more relevant of its social transformative and individual development role.

Keywords: NAAC, National Educational Policy, Learning resource Centre, Library and Information Centre.

Introduction

Knowledge is at the core of all developmental efforts in advancing economic and social wellbeing in an emerging nation like India. Education is the key to creating, adopting and spreading knowledge in all disciplines and subjects. Higher education is a powerful tool to build knowledge for an information based society. (Jiska, 2015)Universities thus in twenty first century have to serve a multiple role, produce new knowledge, acquire capability to decipher, adapt knowledge produced elsewhere, and create an intelligent human power, at all levels through challenging teaching and research activities which would balance both need and demand (quality and Demand). Higher education is the backbone of socity. (Jiska, 2015) Higher education as we see today is a complex system facilitating teaching, extension and international cooperation and understanding.

National Education Policy 2020 and NAAC

Well defined and futuristic education policy is essential for a country at school and college levels due to the reason that education leads to economic and social progress. Different countries adopt their different education policy system according to their Traditional and culture conditions for become their education level to make it effectively. (Aithal, 2020)

Recently Government of India announced its new Education policy recommendation by Dr. Kasturirangan. This policy is very well for all education system to menten the educational power in all over worldwide in future. Some respective recommendations are about accreditation is that the current Accreditation Institutions like NAAC and NAB will be replaced by robust National Accreditation Council (NAC). This educational policy is research oriented from beginner educators. This policy focus on barrier free form respective educational field it is now multidisciplinary education. This is focus on employment oriented. Quality in higher education has become the prime agenda of countries worldwide. In the changing context marked by expansion of higher education and globalization of economic activities, education has become a national concern with an international dimension. (Jiska, 2015) to cope with this changing context, countries have been pressurized to ensure and assure quality of higher education at a nationally comparable and internationally acceptable standard. NAAC Accreditation is indispensable to Higher Education Institutes' in India. Responsibility of NAAC is to assess and accredit the quality of Higher Educational Institutions in India

NAAC

NAAC accreditation determines the quality of the institute in terms of education, infrastructure, research, teaching and learning etc. NAAC Accreditation helps a learning institution to know its strengths, weaknesses, and opportunities through the various review process, like wise in initiating modern pedagogical methods and in receiving grants from the Government's various bodies. (Aithal, 2020) NAAC, helps students to know details of educational institution in terms of infrastructure, quality of education, research output etc. (Aithal, 2020)

India is a very diverse country not only culturally and linguistically but education-wise as well. It is an outcome of the recommendations made National Educational Policy (1986) and the Programme of Action (1992), which advocated the establishment of national accreditation body. Thus on 16 September 1994 NAAC came into

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existence, viz. headquarter in Bangalore. (Aithal, 2020) Since its inception, the NAAC has accepted changes and molded itself according to the changing time. NAAC made an upside-down change in its Assessment and Accreditation methodology which came into effect from 1 july 2016 and later on in July 2017. (Nikam, 2021) Revised Assessment and Accreditation framework was launched, which introduce pre-qualifiers score before peer team visit, as institution must 30% if system generated score to be eligible for peer team visit for which HEIs must submit online their self study report and student satisfactory survey. NAAC for the first time introduced a system generated scores with online evaluation up to 70% and peer team evaluation 30%.

NAAC has Divided HEI into three types

1. Universities (Central/state/ Private/ Considered) and National Major Institutions
2. Autonomous Colleges/ Constitutional Colleges / Affiliated Colleges (affiliated to UGC approved universities)
3. Accredited HEIs that apply to accredited re-evaluation or subsequent cycles (cycle 2, 3,4)

Criteria of NAAC

NAAC has developed seven criteria for the assessment of HEIs as following

1. Curricular Aspect
2. Teaching learning and evaluation
3. Research, Innovations and Extensions
4. Infrastructure and Learning resources
5. Student Support and Progression
6. Government Leadership and Management
7. Institutional Values and Best Practices

Benefits of NAAC in educational policy

- Help to know institutions strength, weaknesses and opportunities
- Help to provide reliable information on the quality of education offered by the institutions to the society.
- Help to focus of Higher Education Commission of India functions in improving the quality of higher education.

Literature Review

Mehta, Jaydeep and Vyas, Meghna (2021) published paper on Impact of library in NAAC for better visibility in enhancing research. His study covered research and library section criteria of naac.

Jange, Suresh (2021) in his paper entitled " NAAC Accreditation and Academic libraries : librarians' role beyond librarianship. He focus on various activities done by library and librarian for enriching the best grade in NAAC. He discuss the how librarian play best role for in all overall seven criteria of NAAC.

Aithal, P. S. (2020) discussed about the analysis of the Indian National Education Policy 2020 with respect higher education. He highlight extremely well comparison to current education policy and new education policy. Author defined highlights of policies of national education policy 2020 for higher education system, with its innovations. He also focus on implications and merits of education policy.

Jisha, K. V, (2015), in the article "The role of NAAC for quality assurance in higher education", point out that how seven criteria of NAAC help quality assurance in higher education with the study of NAAC performance communication with IQAC coordinators.

Objectives of Study

- To understand the role of NAAC in higher education.
- To understand the role of Indian Education System 2020 in higher education.
- To study of various policies announced in the higher education system
- To study of the role of libraries and librarian in overall NAAC processor
- To suggest additional role of libraries and librarians and other LIS professionals
- To identify how and where libraries contributes to earned top grades in overall NAAC processs

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Need and Significance of the study

Now a day's institution is very much conscious about the dimension and quality of education which keeps on changing with time, also quality cannot be assessed by a single yardstick. In this context NAAC has developed certain measures for continuous improvement of their quality of higher education. For better visibility social reorganization, market acceptability and for better competence, accreditation becomes a better option.

Methodology

The methodology consists of a conceptual discussion on highlighting the gist of the role of learning resources centre, NAAC, and higher education.

Highlights

Role of Learning Resources Centre and its LIS services

Quality of Higher educational Institutions is not possible without quality of LIS services. NAAC designed seven criteria and its sub criterions for assessment and accreditation of higher education institutions. So it is necessary to study the library information services and quality education and assessment in higher education institutions. (Nikam, 2021) All seven criterions identified by NAAC are main processer of developing the capabilities of HEIs, These seven criterions are related to library information services directly or indirectly.

Curricular Aspects.

The focus of this criterion is captured in key aspects such as curriculum designed with goals and objectives, flexible, and by obtaining feedback to achieve academic excellence. For that purpose there is need of library and information services.

Learning course materials, question bank and its supporting documents and making its available on the institutional website connected to the library. As an Academic council member in the university setup, member of board of studies etc, the librarian can add weight age of the college or university in supporting the curricular aspects.

Teaching-Learning and Evaluation.

The focus of this criterion is captured is key aspect such as transparent admission process, satisfy the need of students, learner-centered education, teachers quality, gauge the knowledge and skills acquired at various level etc. for all purpose there is need of library information services. (Vyas, 2021)

Libraries with its rich print and online information resources, primarily books, journal, reference sources, and e-resources under eshodhsindhu or NLIST, citation databases and annual reviews and reports. Librarian assist to students, research scholars, and faculty members in their learning, teaching and research activities. Teachers should use ICT enabled tools, including online resources, for effective teaching and research.

Research, Consultancy and Extension.

The focus of this criterion is captured in key aspects such as promotion of research among teachers and students, encourage for publication, knowledge as a consultancy, curriculum-extension interface has an educational value, collaborations etc, for that purpose there is need of library information services.

The library facilitates Institution's research facilities to support academic and research community and has to develop a well-defined policy for promotion of research in thr form of library manual, library guides, and research support policy. The library has been subscribing to various research databases and reference management tools for fulfill research support activities.

Infrastructure and Learning Resources.

The focus of this criterion is captured in key aspects such as to provide information and support services to students to monitor student progression and use of student feed back etc. for that purpose there is need of library information services.

The library as the central hub of knowledge should create need based collections that are well organized and well maintained, with appropriate retrieval tools.

Student Support and Progression. : The focus of this criterion is captured in key aspects such as to provide information and support services to students, to monitor student progression and use of students feedback etc. for that purpose there is need of library information services.

Library should oriented to library resources, facilities and services to the students for using their learning activities. To build up awareness of Online/ offline open access Digital resources and libraries in student groups.

The library should assist students in developing competitive skills to enable them to clear competitive exams. Build up separate collection of competitive exam in library. Students must be oriented about various mobile aaps of competitive and other exam.

Governance and Leadership.

The focus of this criterion is captured in key aspect such as to achieve the vision, mission and goals,, to coordinate academic and administrative planning and implementation, Strategy development and deployment, Human Resources Management, budgeting and optimum utilization of finance, etc. for that purpose there is need of library information services.

Library and its staff should demonstrate exceptional leadership and contribute to the achievement of institutional vision. The librarian should accept and additional responsibility entrusted to him or her in addition to the routine duties and should never regard it as a burden.

Innovative Practices.

The focus of this criterion is captured in key aspect such as display of changing educational, social and market demand, creativity, innovations, stakeholder relationship, to adopt quality management strategy, to promote value based education etc. for all purpose there is need of library information services.

Open Air Green Library has been one of the innovations by librarians to facilitate open air reading with wi-fi facility so also e-attendance and social responsibility of librarian to support its affiliated college libraries and rural libraries.

Conclusions

There has always been debate about the role of librarian in the college or university environment, and there is no doubt that we the librarians are indispensable in the learning, teaching and research processes. The visibility cannot be demanded but we should innovate the library activities, services and involvement in NAAC and let us do not confine to just key indicator 4.2 Libraries as a learning resources but also to play significant role in other criteria. The present study highlights the role of NAAC in quality assurance in higher education.

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Role of IQAC Coordinator

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Abstract:

As the name reflects **IQAC - Internal Quality Assurance Cell** is a structure that would help educational institutions to improve their work processes and achieve learning outcomes & objectives. The role of the coordinator of the IQAC is crucial in ensuring the effective functioning of all the members. The coordinator of the IQAC may be a senior person with expertise in quality aspects. She/he may be a full-time functionary or, to start with, she/he may be a senior academic /administrator entrusted with the IQAC as an additional responsibility.

Key Words: IQAC, coordinator, responsibilities, faculty

Introduction:

In pursuance of its action plan for performance evaluation, assessment and accreditation and quality up-gradation of institutions of higher education, NAAC proposes that every accredited institution should establish an Internal Quality Assurance Cell (IQAC) as a post-accreditation quality sustenance measure. Since quality enhancement is a continuous process, the IQAC will become a part of the institution's system and work towards realization of the goals of quality enhancement and sustenance. The prime task of the IQAC is to develop a system for conscious, consistent and catalytic improvement in the overall performance of institutions. For this, during the post-accreditation period, it will channelize all efforts and measures of the institution towards promoting its holistic academic excellence. The main task of the coordinator is to develop a system for conscious, consistent and catalytic improvement in the overall performance of institute. Coordinator will be assisted by a faculty from each department, as they are expected to provide the necessary information of their department from time to time and aid in executing the IQAC coordinator duties effectively.

Aim of IQAC

Aim of IQAC is to introduce a consistent plan of action that would lead the organization towards progress. It involves preparing strategies for –

- Efficient & timely work processes
- Academic research & programs
- Affordable & innovative approaches
- Use of ICT for modernization of education
- Best assessment process for maintaining quality
- Ensuring the best infrastructure to achieve goals

Thus, IQAC considers all the possible aspects that hold the power to bring positive impact of teaching-learning on the students as well as institutions. Assessment, evaluation & improvement may seem simple steps but can turn the game around when performed consistently.

The following are the roles and responsibilities carried by coordinator IQAC:

- To coordinate the dissemination of information on various quality parameters of higher education
- To coordinate the documentation of the various programmes / activities leading to quality improvement
- To coordinate the quality-related activities of the institution
- To coordinate the timely and efficient execution of the decisions of IQAC committee
- Development of quality benchmarks/parameters for various academic and administrative pactivities of the institution and carry out the gap analysis for GRIET.
- Facilitating the creation of a learner-centric environment conducive t Internal Quality Assurance Committee Coordinator is directly responsible to the Principal for development for quality culture in the institution through Internal Quality Assurance Committee. The duties and responsibilities of IQAC are as follows:

- Development of quality benchmarks/parameters for various academic and administrative activities of the institution and carry out the gap analysis for GRIET.
- Facilitating the creation of a learner-centric environment conducive to quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process carrying out periodic check of course outcome attainment and action taken from each faculty and its mapping on to POs, PEOs.
- Monitor the action taken by departments on feedback response from students, parents and other stakeholders on quality-related institutional processes;
- Dissemination of information on various quality parameters of higher education;
- Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles;
- Documentation of the various programmes/activities leading to quality improvement;
- Acting as a nodal agency of the Institution for coordinating quality-related activities, including adoption and dissemination of best practices;
- To promote measures for institutional functioning towards quality enhancement through internalization of quality culture and institutionalisation of best practices

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

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Areas of Agreement and Disagreement Concerning the entire process of Accreditation

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Introduction

Higher education institutions play pivotal role in the implementation of education for sustained development. Colleges, Universities and research centers can rectify the quality of education by developing the higher education institutes externally and internally. Quality based curricular and value education is a key to transform and nourish young minds. Educational environment and its various stakeholders affect the process of actual implementation. But it is very much obvious that higher education institutions contribute decisively towards the goal of research and development, peace and growth. Making our children compete globally, the assessment of quality in education has to be done on priority. For the creation, maintenance and a fair control over these parameters, University Grants Commission has set a statutory academic committee called NAAC, in September 1994. It examines the performance and feedback of the educational institutions. In this whole process of evaluation the institutes face multiple difficulties with respect to the various submissions, assessments and onsite verifications. This paper intends to highlight those issues, which if worked upon, could offer better prospects for the all stakeholders of education in near future. Overall, the paper discusses the areas of agreement and disagreement as far as the process of NAAC and the benefits associated with it are concerned.   Perfection, integrity and applicability are the main slogans of NAAC. Now it has become mandatory for every institution to get assessed by NAAC to survive and to have better prospects in future. It incorporates various online and offline submissions, assessments and physical verifications of the institutes. Throughout the whole process, online submissions of reports are there like IIQA [Institutional information for quality assessment] SSR [Self study report], AQAR [Annual Quality assurance reports] etc.

Key words : SSR, Agreement, Disagreement, future prospect

Administration of NAAC

Naac has formed various executive Committees for its proper administration. The chairman of UGC is the president of Naac. The executive members of various Committees are all pre- eminent academicians in their respective fields. The multiple executive bodies determine the various schemes of NAAC. It has also many advisory committees to guide its numerous strategies. It has mentoring from various field experts around the nation, who are not directly associated with Naac.

Process of Accreditation

Any higher education institution that has completed its Six years can go for NAAC accreditation. It does not assess open universities or distance education programs. The college has to upload the information on the portal called [AISHE] [All India Survey of higher education institutions.

After the submission of initial report, Naac can approve or reject the report, while evaluating, Naac implements seven criteria:

- Curricular Aspects
- Teaching, learning and evaluation
- Research, innovation and extension
- Infrastructure
- Student support and progression
- Governance, Leadership and management
- Institutional values and best practices

This assessment put up three measures.

Online submission of letter:

All the cycles of accreditation could work effectively, provided the interval Quality assurance cell of the institution is operative consistently.

Annual Quality Assurance: reports are to be submitted well within time.

Submission of IIQA:

IIQA is a process which ascertains whether an institution is "accreditation ready or not' Eligible higher education institutes seeking A and A need to (Assessment and Accreditation) submit basic information of the institution online in order to verity its credibility and validity.

Preparing self-study report and submitting:

The most significant step in the process of assessment is the submission of self-study report. It contains the crux of the status of institution. It is the very foundation on which the whole process stands and justifies itself. It is an outline of the institution which covers its merits, demerits and opportunities as well. Naac itself provides the format supposed to be filled in by the institutions. After the receipt of the report, Naac examines the information and could reject it if it does not fit in their academic parameters. If it is accepted, NAAC decides on the dates of onsite visit and constitute the teams to visit the institution within three weeks of receipt of SSR. The visit is ordinarily completed within a month. Preparation of SSR involves all its stakeholders' management, faculty members, community and alumni. It is an evidence of building from the strength recognized by the institution. They verify whether the action is taken to comply the Lacking identified by the institution. It summarizes the efforts put in by the institution towards quality enhancement. NAAC checks whether the institution has future plans for quality enhancement some complaints and also could offer funds for such institutes to have better growth in future.

NAAC Peer team's physical visit to the Institution

Post submission and acceptance of SSR, the process of accreditation gets commenced. There are three members in a Naac peer team.

o A chairperson
o Deputy coordinator
o A member

In its physical visit, Naac verifies whether the provided data is real or not. It is does not meet their expectations, they could ask the institution to rectify the drawbacks and enhance the future prospects covering all round growth of the institution. It examines the infrastructure as well as have a dialogue with teaching and non-teaching staff, students, principal, management and alumnus too. It prefers quality to quantity and see whether the education provided is up to the mark. It has adopted some national and international methodologies to assess the colleges and universities. It figures out the following four major areas in depth.

S - Strengths
W - Weaknesses
O - Opportunities
C - Challenges

'SWOC' analysis in NAAC implies the parts they are good at and factors that need improvisation. Through SWOC, institutes can analyze what, opportunities lie ahead of them. A 'SWOC' analysis helps the colleges and universities get visibility on their current status, letting them understand and measure overall performance at the institutes. It lets the institutes analyze their merits, which in turn can help them better penetrate their area to meet the targets. Thus they can shortlist potential opportunities along with the potential challenges and could be awarded with higher grades.

Areas of Disagreement

- **Management Information system**

Through Naac has plunged from offline into online process of assessment, it has emerged new threats for higher education institutes. MIC [Management Information System] need to be more users friendly and electronically restorable. The required information and documents should be available easily. IQAC coordinator should be incorporated as a fourth member of the visiting peer team so that they could have better understanding and communication between them MOOCS provide an affordable and flexible way to learn new skills and deliver quality educational experiences at scale.

So it should also be incorporated in the quality enhancement programme. Compliances of expenses should be well in time. Transparency and responsibility should be a foundation for the evaluation of quality education.

- **Role of IQAC Coordinator**

While Co-coordinating the quality related activities of the institution, preparing AQAR to co-ordinate the timely execution of the decisions of IQAC committee, as a mediator between NAAC peer team and the institute, as a chief feedback provider, the role of IQAC Co-Ordinator is of crucial importance, But it also engages many challenges.

Sometimes it becomes very difficult for a co- coordinator in maintaining overall quality standards in a institution. He needs the co-operation from all the sides. If he fails to get this, it becomes very tedious to do his work properly. It becomes challenging to find solutions to issues discovered in the working of IQAC. IRAC is not a capable body to administer various academic activities in the college. If should be connected to some outside statutory body

As it has to work under the pressure of principal and management both. He needs more freedom viz., academic, financial and administrative for the smooth and better functioning of IQAC. It should be coupled with outer statutory committees, bodies or agencies.

- **The Latent Challenges**

The main challenge the institution faces is regarding the identical standard and benchmark the Naac has put right for all of us. All the higher education colleges, institutes and universities are not suitable for the same academic metrics, proposed by Naac. In the urban areas and metro cities also, all the institutes do not have rich infrastructure and technological facilities. In most of the institutes management does not support the principal or principal does not encourage the faculties and the non-teaching staff. The teaching and non-teaching staff has to strive hard to get updated. The data accumulation of the various programmes conducted and the various activities done is sometimes not put up in the required manner.

Most of the colleges are unable to meet the academic requirements. Lack of finances, infrastructure, computer Labs Language labs create an impasse in the evaluation process, most of the colleges are still battling with many issues.

The globalization in the education field has made the situation more complex, regarding quality measurement. The open universities or the distance education is not covered in this process of assessment. Private institute has commercialized the education system. They seek their own profits and sometimes overlook the cumulative benefits. The principal and the faculty members are the puppets at the hands of the management without the sufficient resources, the institute head find themselves helpless with regard to the overall development of the institutes.

In rural areas, the situation gets worse. Poor infrastructure, lack of facilities, Long load shedding hours, lack of wifi connections, farming oriented family structures, an unacademic environment enhance the intensity of the situation.

The NAAC and NCTE have entered into a memorandum of understanding (MOU) in 2002.It aims to foster quality assurance and quality sustenance in higher education. The MOU is to establish and promote partnership with executive bodies, higher education givers and governments with a view to encourage the use of the principles as a foundation of shared understanding about the quality of an international level.

An official communication from NAAC says, "Through this agreement, we will be sharing information regularly on the promotion and implementation of the principles, for instance , good practices, case studies, newsletters or in other appropriate ways and engaging in joint activities etc" here also the crucial challenge is faced in countryside areas. They are unable to do educational projects with industries as most of the industries are set in cities".

NAAC has embraced drastic changes in its structure. It involves extensive use of ICT, online submissions of IIQA, SSR, AQAR and supporting documents following the standard operative procedure, [SOP] for the successful functioning of all these online processes, operative IQAC with strong [MIS] is badly needed. For the

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same personnel with high expertise in ICT is required. MIS has to be an incredible part of IQAC. The paradigm shift of NAAC from manual into an electronic one is a real challenge before the higher education institutes.

All the stakeholders of higher education institutes have common understanding about the transportation charges. The reimbursement of expenses should be done with in time, as sometimes its surely becomes a challenge for the institutes, who are accredited and are availing the status of 2F and 12B of UGC Act 1956. By the statutory bodies like NAAC, NCTE, UGC etc, the higher education institutes should be affected the equal status. It should not be treated as interior. Then and then only there would be complete transparency and credibility in the entire process of Assessment If the feedbacks are not only asked, but implemented genuinely by NAAC, then the entire process would be reciprocal and stress free too.

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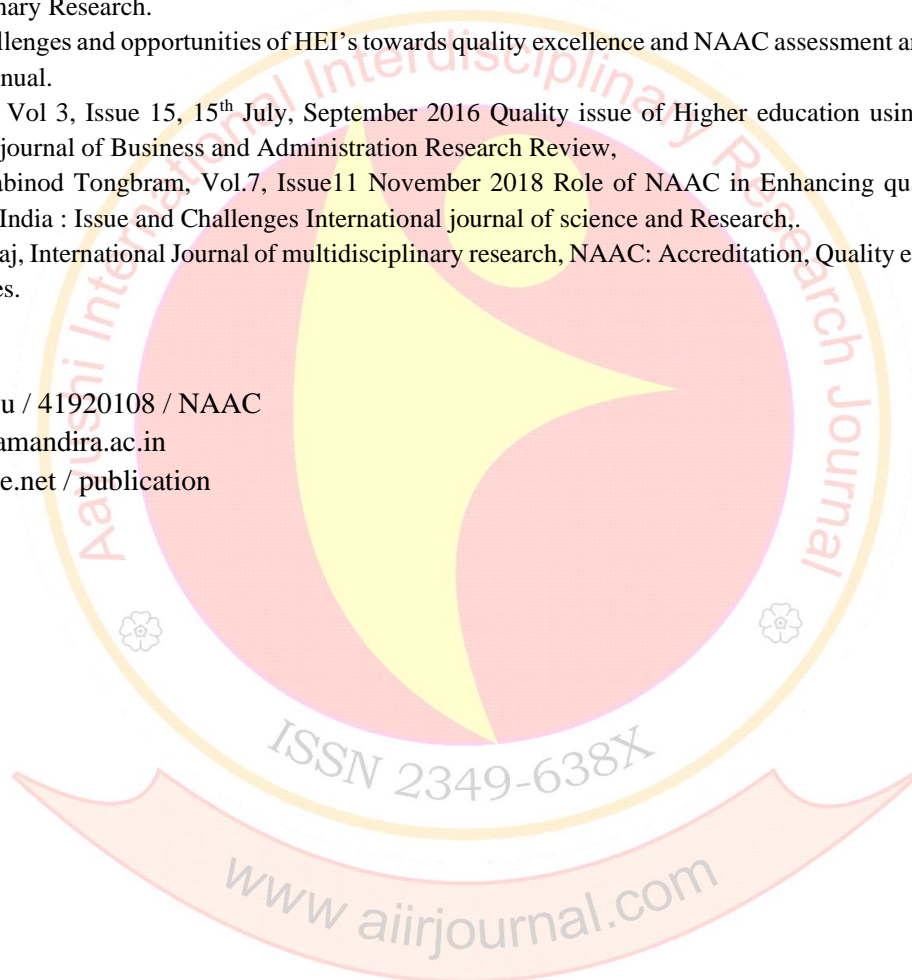
Role of Libraries and Librarians in NAAC Assessment

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Abstract

The paper briefs out general information about NAAC, it assessment process. It also discusses in detail about criteria IV metrics and role of libraries and librarians played during SSR submission and NAAC peer team visit.

Introduction

In September 1994, UGC has established the National Assessment and Accreditation Council (NAAC) as an autonomous body for measure the higher educational institutions in India UGC has set up IQAC (Internal Quality Assurance Cell) to ensure sustenance, assurance, affirmation and upgrade of the quality culture of training granted by them NAAC license is obligatory for all the higher learning foundations, especially state colleges. Without NAAC authorization, colleges are not qualified for UGC awards, RUSA awards, monetary guide and so on The two essential qualification measures for establishments to apply for NAAC Accreditation are: The Organization should have somewhere around two groups of graduated batches. The age of the Institution should be 6 years or above. The HEIs planning to apply online for the NAAC Accreditation must evaluate themselves before submitting the SSR (Self Study Report) and the IIQA (Institutional Information for Quality Assessment) document to prove their compliance with the criteria and policies of the NAAC committee. The libraries being a vital part of the foundations of higher learning can perform key job in the improvement of nature of educating, learning, examination and expansion movements. The aim of the paper is to deliberate role of library and the librarian during the NAAC process of the parent organization.

The NAAC has accepted the significance of library and information services in higher education institutions very well and they estimate the quality of the learning resource center as part of the assessment of the quality of higher education institutions in the country. 'Guide lines on Quality Indicators in Library and Information Services' are issued by the NAAC with an aim to improve the quality of the learning resource center in affiliated/constituent colleges and Universities in India. The college and university libraries, thus are supposed to provide relevant collection; efficient services and good library facilities. So, with regard to the library and information services Assessing the needs and requirements as well as the satisfaction of the students and teachers is highly necessary. According to NAAC, the main objective of each library and librarian must be 'total user satisfaction'. It is opined that the functioning of the library must to be user centered .It shows that there ought to be a user based assessment of the standard of library services offered in higher educational institutions in the country. Criteria IV of the NAAC Self Study Report manual mainly focusses on the following parameters: "Infrastructure and Learning Resources"

1. Physical Facilities
2. Library as a Learning Resource
3. IT Infrastructure
4. Maintenance of Campus Infrastructure

Library as a Learning Resource

Here QlM 4.2 requires data and information regarding Library collection, facilities, services, procedures and policies. In today's digital environment, it is necessary to provide remote access to e-resources in the library through Automation of library using the Integrated Library Management System (ILMS). Providing for those and such different qualities in addition to utilizing are important indicators of an educational institution. The library is supposed to offer varied, authoritative and updated resources that guide its users to satisfy their needs. Resources can be supplied in numerous formats inclusive of hard and soft copy, on line text/ photos and several media. A library wishes to have the amount of resources as prescribed with the aid of using the government,

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AICTE, UGC and different governing bodies. Following collection of a library may response for maintaining the quality of resources.

- Books
- Text books,
- Reference books
- E-books.
- Peer-reviewed journals, Back volume journals, Current journals (Ind/foreign)
- Magazines
- CD's/ DVD's
- Online journals
- Book bank
- Special collection (Competitive Examinations, Braille materials, Rare Collection)

The library has a key function in supporting the academic activities of the institutions through establishing, keeping and marketing library, each quantitatively and qualitatively. The library gives a various types of services from manual to digital way. To ensure the optimum use of resources libraries must focus on following points:

- Internet Services and Digital Resources Availability
- Basic Manual Services
- Online and Offline Circulation services
- Manual and offline Reference/referral services
- Resource sharing/ ILL
- User orientation/ information literacy
- Bibliographic compilation
- Circulation services
- Clipping services
- Current Awareness Services
- Information display and notification services

In order to sustain and enhance quality of college libraries, continuous Performance evaluation is very necessary. Generally, it should be in the form of user statistics.

following parameters may prove helpful in assessing the extent of use of the library and its services

- Number of users using library through e-access
- Number of physical users accessing library
- Total no. of teachers & students in each day for all working days
- Number of issue returns per day

Preparation of library for NAAC Visit -

- All the books have to be organized properly
- All the computer /hardware, net etc. have to be in operating condition.
- newspaper should be arranged date wise.
- Accession register must be properly complete.
- All the books and journals purchase bills should maintain in the file according to the financial year.
- Library premises should be clean and all hygienic precautions should be taken care of.
- Library regular register such as student and staff visiting register, magazine /newspaper register,
- E library visit register should be maintained separately
- Access to e resources record must be maintained separately.
- Separate file for Library activities and programs should be maintained year wise
- A library manual mentioning all library collections, facilities, services, activities must be prepared as 'Library at a Glance' to display in the library at the entrance.
- Photographs with captions should be displayed in one corner of library on the display board.

- Comparative charts/ graphs of library collection, library budget during five years, Year-wise Journal/Periodical Subscribed should be displayed.
- User statistics should be maintained manually or automated.
- A display board motioning rules and regulations of the library should be kept in library
- Minutes book of Library Advisory Committee meeting with Agenda and Action Taken Report ought to be maintained, signed by the Library head and Principal
- College website and library software should be shown to NAAC team by the librarian to prove remote access services
- initiatives taken by the Library in the holistic development of students must be mentioned and involvement of Library in Research initiatives for the students and faculty members

Role of Librarian in and beyond Key Factor 4.2

Kulkarni (2018) and Jange (2020) have highlighted several points related to the contribution of librarians beyond libraries in NAAC preparation (3). Librarians play an active role as member of Library. Apart from this Librarian can help the institution in various ways to prepare for NAAC such as –

- To help in planning of NAAC related meetings and awareness programs.
- May use ICT skills in preparation of AQAR, SSR, PowerPoint Presentation, NAAC related documentation.
- Must create and provide effective e resource for teaching and learning
- Help in organizing Guidance of Competitive Examinations.
- help in updating the college website
- Create awareness concerning Reference Management Tools, Plagiarism Detection Tools, etc.
- Can contribute to achieving the institutional vision in the capability of an instructional member, IQAC organizer, NAAC organizer, IT organizer, and Statutory Officer
- Librarians also can participate within the feedback method as he/she always remains in contact with most students.

Conclusion

To enhance the quality of education, NAAC visit is compulsory for all colleges and universities to assess the services provided by them. Library being considered as heart of the institution must remain prepared as NAAC Peer Team spares more time to evaluate it apart from academic and administrative unite of the institution. By acquiring updated skills in profession, libraries and librarians can contribute better not only in Library measure but also in other units. NAAC policy has the best methodology developed for libraries which could be used for measuring the defects and to improve their performance. So, every institution must provide required library infrastructure and services according to the several guidelines given by NAAC to improve the library.

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Challenges in Technology and Online Submission of SSR

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Abstract

Uniform great training with out discrimination for all residents from number one stage to better training stage is maximum vital for great excellence withinside the u . s . withinside the globalized context. India can not move ahead with its better training discarding international tendencies. From offline method into on line method of NAAC's evaluation is progressive however it emerges new demanding situations and possibilities for HEIs. Electronically retrievable MIS is maximum wished and facts and files need to be at the pressing of a mouse. Appointment of IQAC Coordinator have to be thru the outside professional panel from the present workforce. Teachers who did coordinator deliver for accreditation of the group have to be located into the extent of professor grade for great management of the group. Onsite go to have to be revised with a 3rd birthday birthday celebration observer from the affiliated college. An in provider IQAC Coordinator have to be blanketed as fourth member in Peer Team for higher coordination. MOOCs have to be blanketed below the scanner of evaluation. Reimbursement of prices and different charges have to be in time bound. Transparency and duty have to be a nook stone for great evaluation. Prevalent expertise is wanted for it.

Introduction

For the reason of going through those complete on line method, there have to be a dynamic functioning of Internal Quality Assurance Cell (IQAC) with Management Information System (MIS). Now each better instructional group is vital to extrade from conventional guide facts machine into electronically retrievable Management Information System (MIS). ICT enabled employees withinside the group is vital for running one of these machine. There are many blessings withinside the machine. Data security, accuracy and accessibility of facts from everywhere thru the cloud primarily based totally operations. Management Information System in most of the establishments aren't overlaying all of the functioning of the group. There have to be distinct inclusion of admission, accounts, educational results, coaching learning, curriculum, co-curricular, extra-curricular activities, students' progression, research, functioning of placement and profession counselling, remarks mechanism, file of quality practices and innovation and incubation of the group. Enterprise Resources Planning (ERPs) withinside the software program marketplace aren't supplied such distinct facility of their products. Most of the ERPs withinside the marketplace are best targeted on admission, account and educational results.

Management Information System have to be an quintessential a part of the functioning of the IQAC in each group. When each better instructional group is suffering to manipulate its facts in retrievable layout, provider vendors withinside the marketplace have to recognize the potentiality of the marketplace withinside the new context of on line evaluation and accreditation method of NAAC and help the better training establishments with the aid of using growing and providing suitable ERPs. Therefore, there may be an pressing want of energetic and functioning MIS withinside the group. In quantitative metrics, documentation and verification of facts are maximum vital for the group. Most of the files may be saved in digital layout in cloud primarily based totally technology. Many of them may be uploaded withinside the institutional internet site and also can be on hand to each stakeholders of the group. The files required for the SSR as consistent with the same old running procedure (SOP) have to be uploaded withinside the institutional internet site. It is continually very beneficial for the group in addition to NAAC to affirm the facts with right authentication. Therefore, it's far maximum vital to installation a full-fledged ICT enabled employees withinside the group to keep the files both in E-Governance machine or in Institutional MIS web-platform. Then each facts and files are at the pressing of a mouse.

Promoting and orienting the conventional wondering coaching workforce is a huge task to the group for the qualitative functioning of the IQAC. Man electricity with exceptional great is wanted on this context for

the exceptional overall performance of each group. NAAC in its tips shows that a senior instructor will be appointed as Coordinator of the IQAC with English language skillability and ICT ability. Many senior instructors withinside the better instructional establishments do now no longer have the skillability of English language and ICT ability. Many establishments have confined to employ junior instructors withinside the workforce to take the management of the IQAC as Coordinator discarding the tips of the IQAC Composition of NAAC. Therefore, appointment of the IQAC Coordinator have to be finished thru an outside professional panel in college stage like Career Advancement Scheme (CAS) from the present coaching workforce proposed with the aid of using the Management of the group. Then ready men and women best with English language skillability and ICT ability may be appointed because the IQAC Coordinator. Coordinator of the IQAC have to strictly be a instructor with professor grade with excessive educational calibre together with English language and ICT ability. Those instructors who did the management as IQAC Coordinator and drafted the SSR for the evaluation and accreditation method of the group have to be located into professor grade primarily based totally at the documentary proof in their paintings for the qualitative management of the group.

Actually speaking, the inconsistencies withinside the exceptional of instructors have visible withinside the better schooling due to the discrimination withinside the medium of education from number one stage to better schooling. Teachers who found out thru the medium of nearby languages have usually carried out maximum diploma of doctorate of their respective topics and benefitted the Career Advancement Scheme in step with the norms and policies laid down from time to time. Even though, they're senior instructors withinside the personnel however they're not able to take the management of the IQAC as Coordinators. Under this extra-regular heritage because of discrimination withinside the medium of education in Indian schooling system, NAAC has to study the suggestions for the composition of the IQAC and the appointment of the Coordinator. Those who did post enough studies papers in UGC indexed or Peer Reviewed journals for professor grade ought to have promoted best for turning into as IQAC Coordinator.

Technological tendencies and programs regarding computer systems and community generation were evolved hastily in society. This improvement has penetrated in numerous elements of network life; certainly considered one among them is Physical Education. Several research have defined the notable blessings of the software of generation in gaining knowledge of may be felt for college students to equip their abilities in the usage of generation withinside the future. At the cognitive stage, generation integration withinside the Physical Education gaining knowledge of manner also can enhance college students' cognitive abilties and motivation. In affective stage, technological involvement withinside the Physical Education gaining knowledge of manner is powerful in retaining pupil interest and hobby in Physical Education gaining knowledge of and may growth pupil's motivation. At the psychomotor stage, the effect remains doubtful, it seems if you want to growth the extent of bodily hobby of college students withinside the Physical Education gaining knowledge of manner, and capable of enhance college students' motor abilties. The consequences of this have a look at show that the combination of generation in Physical Education could be very useful for college students holistically.

- **Online Group Assessments**

The capacity for instant comments to be furnished thru the net surroundings additionally complements the capacity for evaluation added and submitted on this manner (Anderson, 2004b). Problems of evaluation along with technical issues, complexity, sequencing of sports and gaining knowledge of a brand new medium were recognized as providing limitations to the incorporation of multimedia software and evaluation withinside the gaining knowledge of surroundings (Boyles, 2011; Fahy, 2004; Jaques & Salmon, 2007). However, extra pupil participation and get admission to to gaining knowledge of can be enabled with the aid of using casting off a number of the limitations skilled with the aid of using externally enrolled college students, mainly withinside the context of on line institution exams. Providing extra scaffolding to assist the pupil on line gaining knowledge of experience (Caplan, 2004) in addition to embracing the power inherent withinside the on line surroundings also can assist those processes (Anderson, 2004a; Broadbent & Poon, 2015; Crawford-Ferre & Weist, 2012) and extra completely contain the remoted learner withinside the on line gaining knowledge of and institution paintings stories. There can be an assumption that scholars reading externally might be deprived in institution shows whilst as compared to the institution presentation transport and sports that may be finished

with the aid of using their face-to-face peers. As such, institution shows are much less often integrated withinside the on line evaluation repertoire than different kinds of institution paintings sports. When thinking about institution evaluation for example, it seems to be barely extra complex to facilitate real-time on line interplay whilst you can have college students "dialling in" from specific time zones who every have various Internet abilties and speeds. When furnished with a couple of have a look at and enrolment options, the "remoted" pupil is frequently one that opts to have a look at on this manner to offer extended flexibility in engagement and participation to cater for his or her different commitments along with paintings, child-care, travel, volunteer paintings, global have a look at, or different being concerned responsibilities. How then can equitable and similar institution evaluation stories be furnished that don't downside both cohort of pupil (inner/outside) and further do now no longer motive any extra undue pressure or anxiety past what can be fairly predicted whilst finishing any college evaluation task? It is turning into more and more more obvious that even college students who're enrolled internally are selecting to have interaction as a set the usage of their personal styles of generation to facilitate their personal gaining knowledge of stories and interactions on line (Napier et al., 2011). This is performed thru on line mediums along with Google Communities or Facebook Groups wherein, regardless of gaining access to face-to-face interplay options, college students plan, meet, practice, studies, discuss, and put together their institution shows withinside the on line surroundings. This presents an possibility for the ones concerned in facilitating on line gaining knowledge of environments to reconsider the manner that exams are built among and throughout cohorts in addition to methods to collaboratively contain each inner and outside cohorts. Supporting that is the perception of "boundary-much less agencies" (Eunice, Kimball, Silber, & Weinstein, 2009; Jaques & Salmon, 2007) wherein specific modes and fashions of institution formation and results are enabled. These agencies contain flexibility in generation and face-to-face interplay withinside the capacity for institution paintings to be facilitated in specific combos of identical time/identical vicinity (in man or woman or on line), identical time/specific vicinity thru synchronous communique mechanisms, or asynchronously accessed at specific times, in specific places.

Reflecting on implications for tertiary educational practice

Online media can offer more than one blessings for each body of workers and college students in helping college students' mastering stories specifically for remoted college students (Graham & Misanchuk, 2004; Jaques & Salmon, 2007; Salmon, 2011, 2014). Despite pupil acknowledgement of the blessings in helping their mastering thru the era, a issue arises thru the boundaries across the technical functionality of the software program specifically in phrases of its functionality. As discovered thru pupil remarks and enjoy from severa on-line training over numerous years, this may regularly be a supply of frustration for college students and facilitators/body of workers as it could make generally easy responsibilities together with viewing a video more and more more complex. Additionally, while finishing assessments, together with organization displays on-line, the relatively confined cappotential to engage face-to-face and draw upon non-verbal cues and frame language of the target target market may be an inhibiting factor. Even so, the significance of being capable of interact your viewers/listeners/colleagues the use of an on-line, now and again now no longer visual (e.g., teleconference) layout is an more and more more essential ability withinside the present day place of business and emphasises the significance of clear, concise, and centered conversation skills (Salmon, 2011, 2014). The accessibility and simplicity of get entry to of the net medium has a tendency to make it an less complicated platform for a set project than supplying confined or no centered aid. Some of the approaches that those boundaries may be decreased contain normal emails (weekly from pre-semester), drop-in periods, step by step commands for the way to get entry to and use every of the systems and technologies, overviews of ways periods can be run, expectations, cappotential to get entry to statistics and periods at different times, reminders for what have to be organized for every week, interactive schedules thru the LMS, user-pleasant format in LMS, and possibilities for consultation (on-line, off-line and through email). For this reason, some of strategies (together with the ones mentioned above) may be integrated that require little facilitator know-how and competency however may have good sized consequences on helping college students and their mastering consequences withinside the on-line space (Jacques & Salmon, 2007; Salmon, 2011, 2014).

Conclusion

The reflections provided during this paper have furnished a top level view for thinking about a number of the contexts round outside pupil cohorts and the way a number of the (perceived) boundaries to outside pupil participation may be overcome. Through emphasising the significance of supplying taken into consideration and centered aid for remoted college students from a lecturer's perspective, some of insights may be gained. The assignment of the use of era in Physical Education mastering may be a platform for formulating answers that may be utilized in overcoming troubles of the use of era withinside the Physical Education coaching and mastering process

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Role of Librarian in NAAC Accreditaion

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Abstract:

　　　　The National Assessment and Accreditation Council (NAAC), Bangalore was laid out by University Grants Commission in 1994 for assessing the intellectual, regulatory, curricular, extra-curricular exercises of Universities, Colleges, and Recognized Institutes in India. Starting around 1994, all the State Governments have found a way tough ways to authorize the Colleges and Universities in their state. The current paper endeavors to be a useful, interesting aide for the College Library and Information Centers getting ready for evaluation and authorization by NAAC, Bangalore. Rather than confining just to Library, the paper additionally plans to be productive for bookkeepers by referencing the potential routes through which custodian can help in the institutional evaluation and certification cycle of NAAC.

Keywords: NAAC, Best practices, Librarian.

Introduction:

　　　　The National Assessment and Accreditation Council (NAAC) was laid out as an independent organization of the University Grants Commission (UGC) under the Ministry of Education in 1994 with its base camp in Bengaluru. NAAC was laid out in light of suggestions of National Policy in Education (1986). The primary goal of the foundation of NAAC is the confirmation of value in the working of higher instructive establishments in India through the mix of self and outside quality assessment, advancement and food drives. The NAAC system advances broad utilization of Information, Communication, and innovation which helps in encouraging worldwide abilities among every one of the partners of an instructive organization. Starting around 2017, the NAAC processes have been delivered in an internet based way for the assessee foundations as well with respect to the assessors.

Eligibility Criteria for NAAC:

　　　　All the Higher Education Institutions (HEIs) with a record of at least two clusters of understudies graduated, or been in presence for a very long time, whichever is prior, are qualified to apply for the course of Assessment and Accreditation of NAAC. The HEIs need to recollect the accompanying focuses:

- Transfer the institutional data on the All India Survey on Higher Education (AISHE) gateway. AISHE code (reference number) is one of the prerequisites for Registration for NAAC Assessment and Accreditation process.
- The NAAC Accreditation doesn't cover distance schooling units of HEIs and the seaward grounds.

The Assessment Process:

　　　　The NAAC evaluation process which got reexamined in July 2017, presently happens in three phases: Self Study Report (SSR), Student Satisfaction Survey (SSS), and the Peer Team Report. Before July 2017, 100 percent of assessment relied upon the 2-3 days visit of friend colleagues in the instructive organization. Post-July 2017, two new measurements in particular Qualitative Metrics (QlM) and Quantitative Metrics (QnM) were presented in the Manuals of Accreditation. The inquiries in the Self-Study Report got separated into these two measurements. Subjective Metrics require enlightening solutions to the inquiries while Quantitative Metrics need raw numbers, measurable information in the reaction segment. Regardless of the measurement, the HEI is supposed to transfer supporting archives, web joins, reports, geotagged photographs, and so forth relying upon the directions given in the SSR. From the Academic Year 2020-21, NAAC has modified the Annual Quality Assurance Report (AQAR) design which is made intently in accordance with the Self-Study Report which is ready by the HEI at the hour of NAAC evaluation.

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Key Indicator 4.2 Library as a Learning Resource:

Obviously Key Indicator 4.2 Library as a Learning asset conveys a weightage of 20 in Universities, Autonomous and Affiliated Institutions. The Key Indicator 4.2 covers 04 Questions out of which 4.2.1 is Qualitative Metric (QlM) and 4.2.2, 4.2.3 and 4.2.4 are Quantitative Metrics (QnM). The Library and Information Science experts genuinely must comprehend that while getting ready for NAAC, they need to think about these 20 focuses as identical to 1000. Library is viewed as the most grounded emotionally supportive network for any instructive organization. The four inquiries of 4.2 Key Indicator cover every one of the parts of a library and data focus viz. library assortment, library spending plan, review report, e-asset and data set admittance, library computerization utilizing Integrated Library Management System (ILMS), library digitization office accessible, utilization of library assets and library footfalls. Contingent upon the sort of organization, the weightage for the inquiries fluctuates. NAAC has distributed Guidelines for Libraries of Affiliated College, Autonomous Colleges/Universities. These rules additionally cover the accepted procedures for library and data focuses.

4.2.1 - Library is automated using Integrated Library Management System (ILMS): (ILMS): This is a Qualitative Metric wherein the respondent necessities to depict the robotization status of the library. Pratheepan (2012) referenced that 'an Integrated Library Management System is a computerbased framework used to oversee inside and outside assets including substantial resources, monetary assets, materials, and HR. It performs library robotization and assortment advancement errands separated into various modules that are centered around improving on assignments like procurement, indexing, and flow generally done in any library. It is based on a concentrated data set and ordinarily uses a typical processing stage and solidifies all library activities into a uniform and endeavor wide framework.' An Integrated Library System for the most part contains a social data set, programming to connect with that data set, and two graphical UIs (one for benefactors, one for staff). The vast majority of the Integrated Library Systems, separate programming capacities into discrete projects called modules which are coordinated with a brought together point of interaction. Instances of modules are:

- acquisitions (requesting, getting, and invoicing materials)
- recording (grouping and ordering materials)
- dissemination (loaning materials to benefactors and getting them back)
- serials (following magazine, diaries, and paper possessions)
- online community index or OPAC (public UI) Each supporter and thing has a one of a kind ID in the information base that permits the ILS to follow its movement.

Contingent upon the situation with the computerization, the foundation needs to make reference to incomplete or completely robotized. Just having a modernized information base of books and not utilizing different modules of ILMS ought to never be viewed as a completely robotized library. Likewise, it is vital to comprehend that going for cutting edge and expensive innovations like RFID isn't doable for each establishment because of spending plan limitations. Legitimate programming choice is fundamental which will be useful in producing a few reports expected for NAAC as well as it ought to be userfriendly in nature. Barely any instances of ILMS are Koha, e-Granthalaya, NewGenLib, Libsys, and SOUL.

4.2.2 Institution has access to the following: 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access to e-resources This is a Quantitative Metric wherein the respondent requirements to give the membership/enrollment subtleties of information bases, insights concerning how the library is giving remote admittance to e-assets, whether the library has bought e-diaries and additionally digital books bundles. Shodhganga being an open-access electronic propositions and expositions data set requires no individual/institutional enrollment/membership. Colleges sign a Memorandum of Understanding (MoU) with INFLIBNET for accommodation of the electronic variant of proposals and expositions in Shodhganga and supported Synopses/Minor or Major Research Projects/Post-Doctoral Fellowship Research Reports in Shodhgangotri. Schools that are covered under 12(B) and 2(f) of the University Grants Commission are qualified to buy into NLIST. Such schools don't need participation of e-ShodhSindhu. Schools conferring training in Agriculture, Engineering, Management, Medical, Pharmacy, Dentistry, and Nursing are not qualified for NLIST.

Contingent upon the situation with access of the information bases/e-assets the establishment needs to choose the suitable choice. The E-duplicate of the membership/participation letters should be transferred alongside the screen captures of the administrations gave the name of the greater instructive organization.

4.2.3 Average annual expenditure for the purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs): This is a Quantitative Metric wherein the respondent necessities to give the yearly use done by the library over the most recent five years for buying books and diaries. As extra records, Audited Statements of library use obviously featuring the financial plan heads, properly bore witness to by the Chartered Accountant and the top of the Institution should be transferred. The information accommodated 4.2.3 in regards to subtleties of memberships and buys ought to coordinate with 4.2.2. 4.2.4 Percentage each day utilization of the library by instructors and understudies (footfalls and login information for online access) This is additionally a Quantitative Metric wherein the respondent requirements to give the information connected with the most recent finished scholastic year. The quantity of clients getting to the library truly as well as through e-access should be determined. On the off chance that the library keeps up with the register for library clients, they need to check and transfer the last page of the register which will show the quantity of instructors and understudies visiting the library in a scholarly year. The use measurements of utilizing data sets like NLIST, DELNET, and so on; login subtleties of the institutional store, the advanced library, WebOPAC can be transferred in this measurement. Apparatuses like Google examination can be utilized to quantify the library site visits for e-asset access. Foundations that will confront NAAC post-COVID, can show the internet based use insights of the library assets. The web-based utilization information will demonstrate the productivity of the library in offering quality types of assistance in any event, during the pandemic circumstance.

Preparation of Library and Information Centre for NAAC:

- The Librarian should be totally mindful of the Library assortment advancement strategy, increase registers, administrations gave, exercises attempted, programming utilized for computerization (if any), membership subtleties of diaries, e-assets (if accessible), the job of the library in the improvement of the school, and so forth regardless of since when he/she joined the foundation. For the recently delegated Librarians, it turns into a test to set up the Library as well as himself/herself for a NAAC peer group visit.
- The Librarian should likewise project his/her scholarly accomplishments, capabilities, distributions, exercises attempted for advancement of library administrations, and regulatory obligations other than the library.
- Photograph Gallery with Captions.
- Assortment advancement strategy, Acquisition subtleties, Quotation Files, Purchase Orders of books and Non-Book Items, Accession Registers, Bill documents, Payment Receipts (whenever kept up with), Audit Reports, Serials Information, Circulation Reports, OPAC, WebOPAC benefits should be displayed to the friend group.
- At the entry of the Library or in any noticeable spot board including 'Library at a Glance' ought to be put referencing Number of Volumes, Number of titles, Senior College Books, Books bought under UGC (if any), Book-Bank Sets (whenever gave), Number of Journals and Periodicals, Newspapers, CDs/VCDs, E-assets Subscribed, Databases Subscribed, Institutional Memberships (if any).
- Show numerous little size flex/variety print-outs including 05 Highlights of Library, 05 years Library Collection subtleties in plain organization (for first Cycle Library Collection right from the foundation of the library ought to be referenced), during second and successive cycles Comparative outlines/charts of Library assortment can be ready, Year-wise College Library Budget/UGC Budget for books (whenever got)/DST, DBT Budget for Books and so forth, Year-wise Journal/Periodical Subscribed, Year-wise Subscription Amount, Bound volumes, Theses and papers (if any), ETDs (if any), Library Activities, Services Provided, Any Special Achievements of the Library, Highlight Rare Collection (if any) and Knowledge Resources, Photos of Library Orientation Program, Book Exhibitions, Visits of prominent characters, Institutional participation records and offices benefited, Departmental library subtleties and Best Practices of Library.
- Curators ought to likewise incorporate a couple of prints featuring individual accomplishments, distributions, h-record (if any), reference statistics(if any) and so on.
- Review reports ought to be documented independently and they should be endorsed by the Chartered Accountant and the Head of the Institution.

- Minutes book of Library Committee Meeting with Agenda and Action Taken Report ought to be kept up with, endorsed by the Librarian and Principal.
- On the off chance that the library keeps a record, that ought to likewise be marked and displayed to the group. Promotion registers ought to be endorsed by the Librarian and Principal toward the finish of each monetary year. Legitimate Library Collection measurements ought to be noted in the register.
- On the off chance that the Library is to some extent/completely computerized show the companion group how the flow is done, book reservation, barcoding, stock-taking and stock-check process and so on, in the event that UGC-Network Resource Center is accessible in the library, a record of web use by understudies and staff ought to be kept up with.
- Library client insights ought to be kept up with either physically/mechanized.
- Fresh introductions show racks ought to be kept at a spot from which they will be obviously noticeable.
- Over the course of the time that the group spends in the library, the Librarian, as well as the library staff, ought to attempt to extend all areas of the library. The administrator alongside the library staff individuals requirements to design out the visit so that every single library staff gets a potential chance to address some movement/administration of the library. Such a legitimate appropriation of work leaves a positive effect in colleagues.
- It would be ideal for library to be spotless, clean, sufficiently bright, books ought to be organized according to DDC/CC, rack/pantry levels, common guidelines and guidelines of library and stacking segment ought to be shown, how to look through a book on the stack and through OPAC, Newspaper clippings record ought to be kept up with, CCTVs ought to be introduced for security purposes, Wi-fi switches ought to be made accessible in the library, and so forth. On the off chance that the library gives an E-news sections office, that should be displayed to the companion group.
- The Librarian should show the Library Website to the group and administrations gave through it tends to be made sense of momentarily. This will demonstrate the remote access given by the library to the learning assets.
- On the off chance that the Librarian is knowledgeable with ICT, should help in other intellectual and authoritative areas.
- The Librarian or any staff ought to never sound to be self-bragging yet they ought to bring every single object of significance according to the companion group.
- The curator ought to make sense of the significance of the library such that will cause the colleagues to feel that it is the 'Core of the Institution'.
- One most significant thing that Librarians of constituent schools ought to recall is that they ought to attempt to try not to project Junior College Collection/subtleties as some Peer Teams don't acknowledge the idea of Junior College assortment being available in Senior College.
- The Librarian should know about the Staffing design, Student-Book proportion, Job portrayal, Affiliating University Norms, UGC recommended Senior College Librarian Qualification, Salary subtleties, and so forth.
- Keep up with records in regards to Library Orientation Programs, Awareness Sessions, Workshops, Seminars coordinated by the Library.
- Notice the drives taken by the Library in the all encompassing advancement of understudies and the Research drives taken by the library for the understudies and employees.
- Library can specify the unique administrations and assortments presented for outwardly weakened understudies and people with handicaps.
- The job of the Library in scholastics, extra-curricular and co-curricular exercises ought to be referenced.
- Direct yearly Academic and Administrative Audit (AAA) of the Library and Information Center.

Role of Librarian beyond Key Indicator 4.2:

Administrators assume a vital part in the foundation. Kulkarni (2018) and Jange (2020) have featured a few focuses connected with the commitment of custodians past libraries in NAAC arrangement. Past the Key Indicator 4.2, Librarian can end up being useful in every one of the standards because of the assortment of expert abilities, capacities, and the assortment of administrations presented by the library in the accompanying way:

1. Plan NAAC related gatherings and mindfulness programs.
2. On the off chance that any Librarian turns out to be important for the Self Study Report (SSR) planning watchfully utilize the ICT abilities in record transformations, transferring of archives, giving hyperlinks of College site, Updating school site or sending the designer all the ongoing data, and so on.

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3.   Make/Help in making a school site and refreshing the site.

4.   Custodians can assist with documentation.

5.   Show ICT Skills in planning AQAR, SSR, PowerPoint Presentation, NAAC related records/refreshes.

6.   Give e-assets to educators to viable instructing.

7.   E-content Creation/LMS Coordinator.

8.   Data with respect to Funding Agencies for Research, Awareness meetings on Plagiarism, Academic Integrity, Research Metrics and so forth.

9.   Direction of Competitive Examinations.

10. Proficient turn of events/managerial preparation programs coordinated by the library for educating and non-instructing staff.

11. Library might uphold green drives on the grounds by supplanting tubes/bulbs with LED bulbs, by supporting and advancing paperless office work.

12. Making accessible Braille Software/offices for Visually Challenged understudies, Provision for lift, Ramp/Rails, Braille Software/offices, Rest Rooms, Scribes for assessment, Special ability advancement for in an unexpected way abled understudies.

13. Direct exercises for the advancement of widespread qualities and morals.

14. Administrators might uphold understudies in field undertakings and temporary positions.

15. Custodians can likewise take an interest in the input interaction as he/she is in contact with most extreme understudies.

16. Bookkeepers can aid Syllabus improvement, be a piece of educating in Academic Programs connected with Research Methodology, and so on.

17. Data with respect to UGC-CARE rundown of Journals, SCOPUS recorded Journals, Citations, Research Metrics.

18. Make mindfulness about Reference Management Tools, Plagiarism Detection Tools, and so on.

19. The Library and its staff ought to succeed in their authority capacity and add to accomplishing the institutional vision in the limit of an Academic Council Member, IQAC Coordinator, NAAC Coordinator, IT Coordinator, and Statutory Officer.

20. Giving refreshed data about Academics, Administrative turns of events, Research, and so on.

Conclusion:

NAAC visit is obligatory for all schools and colleges to assess the administrations gave by them and to expanding the nature of instruction. While planning for NAAC, library experts need to recollect that no two libraries are something very similar. The encounters of one custodian ought to be thought about yet not in an immovable manner. One ought to be ready in all means. Library and Information Center is viewed as one of the main help administrations where normally the Peer Team gives additional time contrasted with other Academic and Administrative Units. Legitimate planning, schoolwork, and fake visits will be productive for an effective depiction of the library. With the assistance of managerial capacities and refreshed proficient abilities, library experts can succeed in the Key Indicator 4.2 as well as even past it.

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Monthly Book Exhibition: Best Practice of G. S. College of Commerce & Economics Library, Nagpur

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Goal of the Practice:	To enhance library services and usage in Post-Covid scenario. To spread awareness about the rich collection of library. To imbibe and develop reading culture.
The Process:	By displaying variety of books on a Special Day considering its importance every month. Promotion of books by monthly book exhibition.
Impact of the Practice:	Book exhibitions attract the reader's attention about various titles and also enhance reading culture in the institution. It also gives new ideas and insights to the readers and also develops good reading habits. Increase in circulation of titles displayed during the exhibition.
Resources required:	Sufficient space needs to be provided to exhibit the collections and also highly motivated library staff.
Remarks, if any:	Library commemorates various Days such as National Youth day (12th Jan.) Marathi Raj Bhasha Din (27th Feb.), Jagatik Mahila Din (8th March), Jagatik Pustak Din(23rd April), Maharashtra Din (1st May), Samajik Naya Din(26th June), Lokmanya Tilak Jayanti(23rd July), Ranganathan Day (9th Aug.),Hindi Bhasha Din (14th Sept.), Gandhi Jayanti & Lal Bahadur Shastri Jayanti (2nd Oct.), Samvidhan Divas(26th Nov.), Dr. B.R. Ambedkar Mahaparinirvan Din (6th Dec.) by organizing Book Display. Special book exhibition on various Competitive Examinations from time to time. This practice fulfills Dr. S. R. Ranganathan's Five fundamental laws of Library Science.

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Role of NAAC in Quality Enhancement in Higher Education

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Abstract:

NAAC is very important and play a critical role in improving quality of higher education institution. The growth of nation ultimately based on the quality of education offering by institutions. In India higher education sector need for bringing qualitative important. As point new education policy there must be improve our education systems to upgrade skill & knowledge to comfit gable education in the world so NAAC medium or platform to control and enhance quality education in campus-

Keyword: NAAC, Higher education, Accreditation

Introduction:

The Government must take initiative for better quality or enhance the quality. Higher education plays a remarkable role in the progress of the society and development of the economy and its central is to Impact create and disseminate knowledge, faster creativity and critical thinking. Education system in India transform from Grukuls in to school, colleges and universities. The best human resources can be produced by providing quality education. Quality education is very important. There is a need of improvement in quality education as we are completing globally. The higher education is to be the best on both quality and quantity. There has been a great increase in the number of Universities and colleges in India. With the mushroom growth of higher Educational Institutions'. Quality decreases. To check and assess the quality of these Institutions' an autonomous and and independent organisation. The National Assessment and Accreditation Council (NAAC) was established on 16 Sep. 1994 by the University Grant Commission of India.

What is NAAC Accreditation?

NAAC certification is a measure to evaluate and guarantee a standard of education provided in higher education's institutions across the nation. The University Grant Commission (UGC) has issued a decree stipulating that every University and faculty must get certification by the council called NAAC (National Assessment and Accreditation Council). Institutions with NAAC accreditation fall under the category of Institutions that offer quality education to students.

Purpose of NAAC Accreditation

Institutions that aim to maximize the student learning outcomes by ensuring the best practices must try to attain NAAC accreditation The main purpose of the National Assessment and Accreditation Council (NAAC) for conducting accreditation in colleges, Higher education institutes in colleges, Higher education institutes is to create understanding about the status of education quality among the institutes to check if they are eligible to apply for NAAC accreditation. The role of NAAC accreditation is to bring the best every institution and help institutions grow across research, innovation, student success, governance and more.

Governance of NAAC: NAAC – Vision and Mission:

The NAAC works through it General Council (GC) and Executive Committee (EC). Educational administrators, Policy makers and Senior academicians from a cross section of the system of higher education are represented in General Council and Executive Committee. The president of the General Council of NAAC is the chairperson of UGC and the chairperson of Executive Committee is an eminent academician. The Executive Officer of NAAC is the Director who is its academic and administrative head and it's the member secretary of both General Council and Executive Council. The statutory bodies direct the policies of NAAC. In addition to statutory bodies, it also has many advisory and consultative committees.

NAAC – Vision and Mission:

Vision:

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

Mission:

- To arrange for periodic assessment and accreditation of institutions of higher education or units thereof, or specific academic programmes or projects.
- To stimulate the academic environment for promotion of quality of teaching learning and research in higher education institutions.

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- To encourage self-evaluation, accountability, autonomous in higher education.
- To undertake quality related research studies, consultancy and training programmes and
- To collaborate with other stake holders of higher education for quality evaluation, promotion and sustenance.

With its vision and to achieve its mission the NAAC assesses the quality of institution of higher education.

To guide its practices in the facets of higher education. All activities are supported by core staff and consultants and it receives assistance from external persons from across the country who are not full time members of NAAC.

NAAC Accreditation Process:

Higher Education Institution from two consequent batches have been graduated or who are in existence for last six years which is earlier are considered eligible to apply for NAAC accreditation and assessment or fulfil the other conditions.

The process for NAAC accreditation is not very complex. It has seven parameter criteria are used to assess the quality of higher education institution with different weightages assigned to these criteria under different key indicators based on functioning and have organisational focus.

The seven criteria are as follows:

- Curricular Aspects
- Teaching – Learning & Evaluation
- Research, Innovation & Extension
- Infrastructure & Learning Resources
- Student Support & Progression
- Governance, Leadership & Management
- Institution Values & Best Practices
- The Assessment Outcomes

The seven criteria Image

There are two outcomes of Assessment & Accreditation. The quality part and the quantitative part would result in Cumulative Grade Point Average, a letter grade and a performance descriptor. Institutions which secure a CGPA equal to or less than 1.50 will be intimated and notified by the NAAC as assessed and found not qualified for accreditation. The accreditation status is valid for five years from the date of approval by the Executive Committee of the NAAC.

Importance of NAAC Accreditation for students & HEIS:

NAAC accreditation identifies the quality of the institution in terms of its education, research, faculty, infrastructure etc. and giving students confidence that they are selecting a quality institution. It gives an institute instant credibility and increases its admissions.

Challenges faced by Institution:

Many challenges are being faced by Universities/Colleges for obtaining NAAC accreditation in submission of online SSR as well as submitting all documents. Some major ones

- Maintaining the Balance
- NAAC requires all the proof whether it is manual or automated
- Challenges on the Administration level

Once theses challenges are defeated NAAC can be called a very influential and great step in the long run.

Conclusion:

The ultimate growth and development of nation is based on the quality of Higher Education which is offering. The NAAC plays a vital role in improving the quality of Educational Institutions. NAAC insists for the quality and excellence in its vision of every higher education institution and advocates the best practices and benchmarking approach for quality enhancement in Higher Education. So, NAAC acts as a stimulator for the institution planning to acquire Internal Accreditation.

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Online SSR Submission: The Challenges and the Antidote

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Abstract:

HEIs and NAAC have become inseparable part of each other. Going forward in embracing NEP 2020, quality sustenance and enhancement are going to be the buzz words. The TL process, administrative process and Research domain are the three pillars which play pivotal role. The first part of this paper is going to concentrate upon the challenges that HEIs face in the submission of the revised formats of SSR and AQAR of NAAC. The second part will deal with the probable solutions for the problems raised.

Keywords: NAAC, SSR, Revised formats, Mandate, Criterion

Introduction:

The post millennial age has been an age of changing perspectives and focused methodologies as far as the education field is concerned. Gone are the days of the traditional ways of imparting knowledge and the timebound system of evaluation. The autonomous body of NAAC has propounded the mandate of quality initiation and sustenance in HEIs through a defined process. Reluctantly though, the higher education institutions are following it with nearly 25% Colleges already accredited atleast once. According to the announcement of the Ministry of Human Resource Development, it was going to cover all the HEIs of the country by 2022. The Paramarsh scheme encourages HEIs to apply for NAAC. The pandemic has delayed the plans, but at the same time, it has given them some leverage in bringing PAC for the Colleges applying for the first time. The provisional accreditation will bring the college under the ambit of NAAC.

The pandemic has not only delayed the accreditation process for many, but also posed one more issue. According to the new AQAR 2020-21 format, 70% of the assessment is based upon quantitative metric whereas only 30% is assessed by the Peer Team during the visit. The new AQAR format is SSR in miniature. This has put the onus on the online submissions with focus on documentation. However, with many HEIs facing a scarcity of manpower, limited infrastructure and lack of basic knowledge of ICT, this seems to be a mammoth task. Let us analyze the various factors influencing the accreditation process. But before that, let us know about the IQAC and the SSR/AQAR formats in short.

Internal Quality Assurance Cell:

Every HEI has an Internal Quality Assurance Cell according to the mandate of NAAC with the intention of maintaining the quality with its systems and initiatives in the College. The main work of IQAC is to develop systems for conscious, consistent, and catalytic improvement in the overall performance of the Institution. The composition of the IQAC is according to the number of streams and courses taught in the HEIs. The insistence of including members from society, alumni, student, and parents' representative with a member from Management, and a few senior and experienced teachers, is to ensure proper representation. Every stakeholder's contribution is solicited. The 4-point scale of measurement is distributed evenly between all aspects of the Teaching Learning process.

Structure of SSR Format:

Let us discuss the Annual Quality Assurance Report and Self Study Report to be submitted by the HEIs to NAAC for accreditation. There has been a paradigm shift in the AQAR and the SSR with the introduction of the revised accreditation framework by NAAC. 70% assessment of the quantitative metric is done online. And the rest of the 30%, the Peer Team visits the HEIs and assesses the infrastructure and the supporting documents of the Teaching Learning process. To put it in other words, NAAC has accepted the objective approach in the verification and validation process. The Data Verification process is also given to a third party for impartial and fast assessment. The Student Satisfaction Survey which carries the greatest weightage of 60 marks is done as soon as the SSR is submitted.

The SSR Format has Part A with Profile of the Institution, Extended Profile and Part B with seven Criteria. Each Criteria deals with a particular aspect of the TL process. The Curriculum Enrichment Criteria talks of the syllabus and the co-curricular activities planned by the institution with the CBCS / Elective pattern and the Feedback of the stakeholders on the curriculum designed for the students. The second Criterion carries the maximum weightage and deals with the Teaching – Learning process. The third Criterion deals with Research and Extension activities. The fourth Criterion concentrates upon the infrastructure and the financial transactions. The sixth is about governance and the seventh is quantitative dealing with gender sensitization, green practices, and best practices.

Challenges:

One of the major challenges in the revised accreditation framework is the submission of data of every event or activity conducted by the College. At times, it is also the easiest thing. It is enough for the College to produce data with geotagged photographs even if the event has not been conducted.

The appointment of a teacher as the IQAC Coordinator is the most crucial thing. Unfortunately, the choice is always done based on the English proficiency and ICT knowledge of the person. This is against the NAAC mandate of appointing the senior professor cadre people as the coordinators. By the time a teacher becomes a professor, he or she loses the will to look into the welfare of the college at large. They are also not techno-savvy. They concentrate more on their academic endeavor than the administrative domain. This increases the pressure on the English department faculty as the SSR is supposed to be in English. It was only on 2nd Aug 2021 that NAAC has introduced the Hindi version of the SSR. It will be miles till we have the SSR available in the vernacular languages. One of the mandates of NEP 2020 is the stress on the mother tongue at the primary level. And yet the HEIs are required to produce all data in English or Hindi only. For doing this, the required manpower and expertise of the administrative staff also poses as a challenge. In the absence of any help from the staff, the IQAC Coordinator has to do the technical job himself. This puts extra pressure on him / her and the time spent on doing the technical thing gets wasted.

Moreover, for affiliated colleges, the data asked in the first criterion seems extraneous. The CBCS and Elective courses are by default a part of the courses designed by the respective University. Some questions seem repetitive or overlapping and hence lose credibility or create confusion in the minds of the incharges. The Feedback in the first criterion deals with syllabus while the second criterion deals with overall satisfaction of the students. It means that either the students need to be given two separate forms to fill, or the same form should be divided into two parts: one dealing with curriculum and the other with the other aspects of the TL process. Sometimes it creates confusion amongst the students ending in lesser number of students responding to the email.

For submitting the reports in the online mode, the College needs to have electronically retrievable Management Information System. The shift from the traditional management system to a new and technically viable system needs major shifts in the attitude and in the grants allocation. A dedicated employee or technical person needs to be given the task. When the time of filling the SSR comes, it is essential to recruit two or three technically sound people. The Colleges which have financial backing and vision manage this process smoothly. But in maximum cases, the teachers who are supposed to concentrate on innovations in teaching and meaningful research are taxed.

The list of skills required in each teacher is a long one. They need to prepare the reports, geotagged photos, lists of participants and colorful brochures, timetable, schedule of the events and newspaper clippings. The signed documents need to be scanned and made into pdfs which eventually are merged, size reduced and then uploaded. The teachers also conduct the Add On courses and keep the complete data in retrievable format. They also need to plan and execute experiential and participative learning modules and keep the data. The onus is on data reproduction. This becomes easy when the department has a good team. Otherwise, the process becomes lopsided and tedious. Mentoring is also another imperative area that involves a lot of data storage and documents management apart from the actual mentoring. In case the teacher strength is less in an institute, the resultant matrix yields less marks in NAAC accreditation. Most of the ERPs in the market are only focused on admission, account and academic results. The fifth criterion details

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For all practical purposes, the college website needs to be updated continuously as that is the interface between NAAC and the College. It definitely needs a dedicated team of experts to manage a dynamic website. The alternative is outsourcing the maintenance of the website to a professional. But how many institutes can afford it or have the vision to give importance to professional handling? The resultant discontent among the teaching fraternity is quite visible when one interacts with them.

The other issue is infrastructure augmentation. The estimated budget, the sanctioned amount, on one side, and the highhandedness of the elite stakeholders many a times restricts the augmentation process. It all depends upon the convincing power of a few for which the majority suffer.

Way out:

The above-mentioned challenges are only a few that HEIs face while submitting SSR. Let us enlist some action points as an antidote to these challenges. The major work of taking up leadership position and dedicatedly working as the Coordinator to put the system in place must be done by the senior members of the teaching fraternity. A policy stating the same should be adopted by the Institution. Their experience and expertise can make the accreditation work much easier and effective. If the IQAC team, in case of more number of teachers available in the College, is reshuffled, newer avenues open up. They can be given different criteria every year so that they will know about the nuances of the other criteria too. This way a link can be established between the various criteria, and the incharges would know the importance of conducting those activities.

The responsibility though starts at the top. The leadership position should be given to someone with vision and experience to deal with performance issues of the employees. They should be aware of and should be actively involved in the process of online submission. This way the difficulties faced by the Coordinator will be understood by them and a time bound solution will also be generated. A technical team comprising of final year students or PG students should be deployed with the Coordinator to segregate the collected data and upload on website. They can be paid volunteers and can further the Earn while you learn scheme.

The most important point that is not measured by NAAC is the real popularity of the teacher. Neither can it be documented, nor can it be reproduced in the students' interaction during the Peer Team Visit. The personality of the teacher is the most motivating factor for the students. There are no marks for the popularity of the teacher. Neither it is measured in the mentor – mentee point. Nobody can deny this that what we remember the most of our college days, is the time spent with friends and our teachers. These two assets are worth remembering. Unfortunately, they are not assessed, and no weightage is given to it. The result is that since the inception of the semester pattern and the revised NAAC framework, the teachers are busy with reproducing data of the activities rather than being with their students. The absence of the teacher from the teaching learning process is becoming detrimental to the health of the students. Furthermore, in the ERP, the financial and the human resource mapping facility is not present in every institute. It should be made a mandatory thing for institutes with multiple faculties as collecting authentic data is the most difficult thing.

The college website updation should be done on a regular basis by the technical team. They should be given readymade data and should be given unsupervised access to the website. An IQAC member must be part of the technical team to facilitate the process though.

NAAC has laid emphasis on Feedback. It seeks feedback from the stakeholders in case they want to introduce any new mandate. From time to time, NAAC has revised the framework with the help of its advisors. A lot of efforts have gone into making the present format of accreditation. It would be beneficial and effective if HEIs also respond well to the call of quality enhancement which the need of the hour.

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NAAC Accreditation and Responsibility of College Libraries

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Abstract:

The national assessment and accreditation council (NAAC) was establish by University grants commission in 1994 for evaluating the academic, administrative co-curricular , extra- curricular activities of universities, colleges and recognised Institutes in India, , since 1994 all the state governments have taken stringent steps to accredits the colleges and Universities in their state . the present paper attempt to be helpful , suggestive guide for the college library and information centre preparing for assessment and accreditation for NAAC.

Introduction :

The national assessment and accreditation council (NAAC) was established as an autonomous institution of the university grant commission under the ministry of education in 1994 with its headquarters in Bengaluru. NAAC was established in response to recommendation of National policy in education 1986 The main objective of the establishment of NAAC is the assurance of quality in the functioning of higher educational institutions in India. Through the combination of self and external quality evaluation promotion and sustenance initiative s. the NAAC framework   promotes extensive   use of information, communication and technology which help in fostering global competencies amongst all the stakeholders of an educational institution.

Eligibility criteria for NAAC

All the higher education institution with record of minimum of two batches of student graduated or been in existence for six years whichever for earlier are eligible to apply for the process of assessment and accreditation of NAAC.

The assessment process

From the academic year 2020-21 NAAC has revised the annual quality assurance report (AQAR) Format which is made closely in line with the self study report which is prepared by the HEI at the time of NAAC assessment . The tools and parameters in the new AQAR format have been design ed in such a way that the preparation of the AQAR would facilitate the HEI SSR Preparation for the upcoming cycle of the accreditation. The SSR divided into 07 criteria which covers all the aspects of HEI. The seven criteria comprise several key indicators which are divided into qualitative and quantitative metrics.

Seven criteria of NAAC

1. Curricular Aspects
2. Teaching learning and evaluation
3. Research innovations and extension
4. Information and learning resources
5. Student support and progression
6. Governance and leadership
7. Institutional values and best practices

From the above criteria no. 4 is clear that key indicator 4.2 library as a learning resource carries weightage of 20 in institutions . it is very important for the library and information science professionals to understand that while preparing for NAAC they need to consider these 20 points as equivalent to 1000

Library is considered the strongest support system for any educational institution the four questions of 4.2 key indicator covers all the aspects of a library and information centre ,library collections, Library budget ,audit reports, e-resource and database access Library automation using integrated Library Management system (ILMS) Library digitization facility available . uses of library resources and library footfalls depending on the type of institution

4,2,1- Library is automated using integrated Library management system (ILMS)

An integrated Library Management System is a computer base system used to manage internal and external including tangible assets. Financial resources , materials and human resources it performs library automation and collection development task broken down into different modules that are focus on simplifying tasks such as acquisition cataloguing and circulation commonly done any Library

Most of the integrated library system separate software functions into discrete programs called modules which are integrated with a unified interface .examples of modules

- Acquisition (ordering , receiving, and invoicing materials)
- Catalouging (classifying and indexing)
- Circulation (lending materials to patrons and receiving them back)
- Serials (tracking magazine , journals and newspaper holdings)
- Online public access catalogue or OPAC

Each patron and item has a unique ID in the database that allows the ILS to track it activity depending on the status of the automation the institute needs to mention partial and fully automated only having a computerised database of books and not using other modules of ILMS Should never the considered a fully automated library. Proper software selection is essential which will be helpful in generating several reports required for NAAC as well as it should be user friendly nature.

4.2.2 –Institution has access to the following 1. E-journals . 2. E-shodhsindhu 3 shodhganga membership 4 e-books 5 databases 6 . remote access to e- resourses

This is a quantitative metric where in the respondent need to provide the subscription /membership details of database details about how the library is providing remote access

To e-resources . whether the library has purchase e-journals or e-books packages shodhganga being open access electronic theses and dissertations database does not required any individual membership subscription. Universities sign a memorandum of understanding MOU with INFLIBNET for submission of the electronic version of theses and dissertation in shodhganga and approved synopses , Minor or major projects etc in Shodgangangotri. Colleges that are covered under 12(B) and 2(f) of the university grant commission are eligible to subscribe to N-LIST.

4.2.3 Average annual expenditure for the purchase of books / e-books and subscription to journals /e-journals during the last five years (INR in Lakhs)

This is quantitative metrics wherein the respondent needs to provide the annual expenditure done by the library in the last five years for purchasing books and journals . as additional document , audited statement s of library expenditure clearly highlighting the budget heads dully attested by the chartered accountant and head of the institution need to be uploaded .

4.2.4 Percentage per day usage of the library by teachers and students (foot) falls and login data for online access)

This is also a quantitative metric wherein the respondent needs to provide the data related to the latest completed academic year . the number of users accessing the library physically as well as through e-access needs to the calculated . if the library maintain the register for library users then they need to scan and upload the last page of the register which will show the no. of teachers and students visiting the library in an academic year . the statistics of using databases like N-LIST , DELNET ETC, Tools like Google analytics can be need to measure the library website visit for e-resource access.

Role of librarian beyond key indicator-4.2

Librarians play a very important role in the institution . beyond the key indicator 4.2 librarian can prove to be helpful in all the criteria due to the variety of professional skills , abilities , and the variety of services offered by the library in the following

1. Plan NAAC related meeting and awareness programs
2. If any librarian becomes part of the self study report (SSR) preparation then very alertly use the ICT skills in file conversions, uploading of documents , providing hiperlinks of college website , updating college website .

3. Librarians can help with documentation
4. Show ICT skills in preparing AQAR , SSR Power point presentation , NAAC related documents updates
5. Provide e- resources to teachers for effective teaching
6. E-content creation LMS co-ordinater
7. Guidance of competitive examination
8. Library may support green initiative on the campus by replacing tubes /bulbs with LED bulbs by supporting and promoting paperless office work
9. Conduct activities for the promotion of universal values and ethics
10. Librarians may supports students in field projects and internship
11. Librarians can also participate in the feedback process
12. Librarians can assist in syllabus development be a part of teaching in a academic programmes related to research methodology
13. Create awareness about reference management tools etc.
14. Providing updated information about academics , administrative development ,research etc.

Conclusion

NAAC visit is mandatory for all colleges and universities in order to evaluate the services provided by them and for increasing quality of education Library and information centre is consider as one of the most important support services where usually the peer team more time compared to other academic and administrative units proper preparation and mock visit will be fruitful for a successful portrayal of the library with the help of administrative abilities and updated professional skills .

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Vision and Mission: The Roadmap to the Quality Education

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Abstract

    Prior to National Accreditation and Assessment Council's (NAAC) institutional accreditation system, a concrete policy for development of institutions was missing. In general, the responsible stake holders of the colleges and institutes developed their own mechanism to improve quality of academic and research environment. Years passed, but the desired outcome never got into reality. Everybody was looking for the right solution with the right perspective. The arrival of NAAC brought good amount of hope in the academic arena. Looking back, in the initial days, post establishment of National Accreditation and Assessment Council (NAAC), the situation was very grim. Many novel ideas and thoughts popped up in the process of bringing changes in the system. After successful set up of road map of progress, consistently NAAC made innovations in various factors and aspects for improving quality and excellence in higher education. It figured out many key points to bring proper shape to the development of the academic environment in the institute. Among the all indicators, the key indicator: Governance, Leadership and Management serves backbone to the entire process of development set up by NAAC. Within the criterion, the vision and mission makes the whole point of development serve the roadmap to the process of assessment and accreditation. The present paper evaluates vision and mission of the NAAC criterion 6: Governance, Leadership and Management. It also finds the difficulties faced in the criterion while making strong point to improve the quality of academic environment in the institute.

Keywords: NAAC, Governance, Leadership, Management, Accreditation, Assessment

    Development of any institute or college depend many factors. Many key figures and aspects play vital role in the progress of the institute. Ranging from language, literature, technology, economics and other key areas decides the prospect of the institute. With the aim to bring development to the institutes National Accreditation and Assessment Council (NAAC) created the common structure and world class platform for the students and teaching environment to raise the overall standard of the quality education. NAAC made many structural changes in the traditional approach and viewpoint of the educational institutes. NAAC developed special the mechanism to assess system of institute and accordingly accreditation is conferred.

What is NAAC Accreditation?

    NAAC accreditation is a special mechanism developed to evaluate and certification for a standard of education provided in higher institutions across the nation. Accreditation from NAAC has good amount of value. Once the accreditation is achieved by the institute, the perception of common man gets change. The end user that is student gets all amnesties and conducive and friendly environment to scale high in studies.

Purpose of NAAC Accreditation

    The purpose of Assessment and Accreditation from NAAC is to raise the overall standard of education in the country and to make them competent in the world of academics. In all, the entire process also helps in elevating general status of not only of institute but also of general education. Due to it institutes in general stepped forward to run dynamic and useful programmes. It also helped the institutes in bringing innovations, research, good and efficient governance. The end result of it is manifested in the productivity of the students in particular. In order to abide by with the vision and mission of NAAC accreditation there are seven assessment criteria.

- First Criterion: Curricular Aspect
- Second Criterion: Teaching-Learning and Evaluation
- Third Criterion: Research, Consultancy and Extension
- Fourth Criterion: Infrastructure and Learning Resources
- Fifth Criterion: Student Support and Progression
- Sixth Criterion: Governance, Leadership and Management

- Seventh Criterion: Innovations and Best Practices.

All the above seven criterions plays very crucial and important role in achieving successful accreditation on which basis institutes could be judged in terms of their standard and quality education. But among all the above criterions one point that decisively paves the way of successful accreditation is 'Vision and Mission' of the institute under the sixth key indicator 'Governance, leadership and management.

Governance and Management are the vertebrae of any institute. Having a good and efficient governing body with strong management principles and other productive mechanisms assures the encouraging educational environment in the institute. The strong management and leadership with excellent vision brings benefit to the institute in terms of faculty empowerment, finance, managing various resources and strategy development.

The key aspects of this criterion are:
- Institutional vision and mission,
- Strategy development and deployment,
- Faculty empowerment strategies,
- Financial management and resource mobilization,
- Internal quality assurance system.

In all above key aspects, the institutional vision and mission plays key role in developing institute's nature of governance, perspective plans and participation of the teachers in the decision making bodies and students accountable.

Vision and Mission of Institute
Vision

According to NAAC, vision 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'. (6)
Mission

Mission of the institute is all about action taken in accordance of institute's vision. Sole aim is to arrange periodic assessment and to fulfill ideas embodied in the vision. Vision and mission envisions the thought process and future aspirations of the institute. So far as institutes vision is concerned the office of institutes head serves convenient link between the governing body and end users. It is the combined efforts of Principal of the institute and the faculties successfully implementing quality, policy and plan. In the process, College Development Committee (CDC) compromising of representatives from management, teaching and non-teaching staff along with the Principal as an ex-officio Secretary of the CDC is committed to effective governance. The CDC guides in planning, monitoring and evaluating mechanism regarding administrative and academic process. Management promotes to organize seminars, conference and co-curricular functions for efficient transition of teaching-learning process.

In order to fulfill the vision and complete the mission every institute has to stimulate the academic environment for promotion of quality of teaching, learning and research in higher education. It should encourage self-evaluation, accountability, autonomy and innovations. It should undertake quality-related research studies, consultancy and training programmes. Institute should collaborate with other stakeholders of higher education for quality evaluation, promotion and sustenance.

College is governed by the Sevadal Education Society. The office of the President is on the same campus. This provides convenience for the management, Principal and the faculty members to work together for the implementation of quality, policy and plan.

The College Development Committee (CDC) consisting of representatives from management, teaching and non-teaching staff along with the Principal as an ex-officio Secretary of the CDC is committed to effective governance. The CDC guides in planning, monitoring and evaluating mechanism regarding administrative and academic process. Management promotes to organize seminars, conferences and co-curricular functions for efficient transaction of teaching-learning process.

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The policies of institution in the matter of infrastructure development, faculty recruitment and finance management, purchase of major items and evaluation of staff performance are monitored by CDC. Other issues like UGC grant proposals, research grant proposals are discussed in CDC meetings for approval and implementation.

The Principal is the academic and administrative head of the institution. He provides leadership and inspiration in planning, organization and execution of all programmes with the support and participation of staff. He is the spokes person of the college and Ex-officio Chairman of all non-statutory institutional committees. The Principal ensures that all the provisions and regulations from the higher authorities are strictly implemented. He also ensures that institution complies with higher education policies of the Government and meets its legal and statutory obligations. The Principal is responsible for the student's admissions, maintenance of accounts, management of teaching-learning process and library, and discipline of the college.

The institutional perspective plan is carefully drawn by taking inputs from management policies, goals and objectives of institution, inputs from stakeholders as well as considering the suggestions provided by the NAAC. These suggestions and recommendations are used to review and revise the action plan periodically. Leadership considers the modification and incorporates these into strategic plan.

IQAC provides facilitative and participative voluntary system to improve quality education and academic environment. The Principal is the Ex-officio Chairman of IQAC and plays a significant role in communicating and implementing the plans. IQAC in its meetings prepares the plan for all the educational, developmental and purchase related activities.

The faculty is actively involved in departmental activities and responsibilities. They take all the necessary steps for successful implementation of the academic and departmental activity and submit the report on the action taken in the form of monthly syllabus/co-curricular activities completion reports. Co-curricular and extracurricular activities are planned for the overall development of students through various committees. The faculty members are nominated on various administrative, co-curricular and extra-curricular committees for smooth functioning.

Vision and mission of the institute clearly describes that college addresses the requirements and hopes of the society. It helps escalate the continuous process of improvement in terms of values and knowledge. It develops the leadership in the Institute through the organizational structure framed with Ordinances of the University. The different committees of the college or Institute are formed through policies, regulations and guidelines set up in the institute.

The institution should have decentralized organizational structure to coordinate the academic and administrative function. Administrative, academic and financial activities should be reviewed by the management to ensure administrative and academic accountability of the system. Management should give freedom to the Principal and the faculty members to develop the academic leadership. All the Head of Department should be given freedom to administer their respective departments, plan and execute academic programmes. College should form various committees to facilitate smooth functioning and conduct of all the activities. Each faculty member should have free hand to work as conveners, co-ordinators, secretary or members of the organizing committees of various academic events organized by the college. Teachers can also work on various academic bodies in the University or Government or Non-Government Organizations.

The Principal should encourage the faculty members to work as resource persons for conferences, refresher courses to deliver Guest Lectures in various institutes and office bearers of different academic bodies outside the college. Head of the Departments of the college should take the role of departmental administration. All teachers should shoulder the responsibility to take various curricular, co-curricular and extra-curricular activities which would help making mission the reality.

The apex decision making body at the college level is the College Development Committee (CDC). It should have proper representation from teaching as well as non-teaching staff. All the issues regarding academic, administration and infrastructural development are discussed and approved by the CDC.

Cultural activities plays very important role in the development of personalities of the students. College should create the conducive environment to make them participative stake holder of cultural activities. In order to make

vision and mission successful it is necessary to develop the leadership qualities among the students. They are the future of country. The student's leadership should be groomed through the Student Council which should be formed every academic year. The elected students should work in coordination with cultural committee for planning and implementation of various functions, cultural activities and other extra-curricular activities.

On the higher level or university level vision and mission may have different turf to play. It may have wide canvass to play. Their field is so vast that could be ideal in every sense and it could project the larger picture of future of India. On university level many times the ideal projections and set pattern of structure could be seen in dwindled form. All the relative composition is molded to its own convenience. The reason is they could have different perspective from region to region. But at the end of the day the mission also have different shades and actions taken co-relatively could justify their vision. Justification is important as it proves the honesty and sincerity of the institute. But when it comes to UG level university affiliated college, the entire set pattern mentioned above proves futile. Colleges seem helpless to achieve the same vision and mission from the universities. The main reason is limited resources. It also has very limited funding in compare to universities. Due to the fund crunch, all the actions to set up ideal vision and mission become dwarf. Ultimately, it casts impact on the entire process to bring development to the end user that is students.

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Institutional Repositories is the Key Role for Online Submission of SSR

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Abstract:

Library is an avenue for knowledge management can effectively become a physical or virtual place for open access and scholarly communication only if librarians' step outside traditional roles.   An Institutional Repository that is (IRs) means the scientifically organized and managed collections of digital content generated by institutional faculty members, other staff members, Research Scholars, students and other stalk holder of the institution. It's the collective intellectual digitalized outcome of the institution. This is the result of the vision of the librarian to collect, store and disseminate by access to scholarly published digitized material in a various way, mostly librarians of the institution can initiated for the work. Institutional repositories are useful for scholarly work. In the context of academia or even for NAAC online submission the Institutional Repository helps to increase the institution prestige and nourishing the ideas of the Institutional stack holders. "Institutional Repository" is well managed and preserved relevant information by experts. Otherwise this information would remain scattered, unattended, untagged, unclassified and inaccessible.

Keywords: Institutional Repository, Digital-Preservation, scholarly-communication, Libraries-IRs, NAAC, Digital – Archive, e-resources.

Introduction:

Institutional Repositories means the collection of scholarly published work of faculties, research scholars, other staff members, students and other stalk holders of the institute, which is digitalized, classified, tagged and accessible for users. A repository, is a centralized website where digital information, usually databases or computer files are stored and maintained. They can be of public access, or may be protected and need a pre-authentication. As per the New World Encyclopedia, an Institutional Repository is an online locus for collecting, preserving, and disseminating, in digital form, the intellectual output of an institution, particularly a research institution.

Definitions of Institutional Repositories:

According to Lynch (2003) "a university based Institutional Repository is a set of services that a university offers to the members of its community for the management and dissemination of digital materials created by the institution and its community members". Foster and Gibbons (2004) defined Institutional Repository as, "an electronic system that captures preserves and provides access to the digital work products of a community".

Raym Crow (2004) defined as Institutional Repository as a "Digital Archive of intellectual product created by the faculty, research staff, and students of an institution and accessible to end users both within and outside the institution, with few, if any barrier to access. The content is institutionally defined, scholarly, cumulative and perpetual, open and interoperable."

Chang (2003) defines an Institutional Repository as a new method for capturing, collecting, managing, disseminating and preserving scholarly works created in digital form by the constituent members of an institution. For the present study, the term 'digital libraries and repositories' include digital collection, digital archives developed using digital library and Institutional Repository software packages.

libguide.com defined 'An institutional repository is an archive for collecting, preserving, and disseminating digital copies of the intellectual output of an institution, particularly a research institution".

Objectives:

The institutions having mostly four major objectives for IRs

1) It is to create global self renowned visibility for a scholarly research work of the intuition.
2) To collect content on a single location.
3) To provide open access to institutional stalk holders by self archiving.
4) To collect, store, protect and preserve the institutional digital material may be published or unpublished.

The Role of Librarians in IRs

IRs availability is helpful to provide revived information with all required digitalized proof to submit the NAAC online portal. During an effort to provide a complete repository which can cover unique items, librarians prepare a comprehensive system for cataloguing and indexing the materials. Through IRs librarians have the opportunity to work hand-in-hand with academia. By virtue of being subject specialists, librarians are ideal to work more closely with faculties to promote the repository (Suber, 2010). Librarians can develop a targeted methodology to speed up the rate of adoption. Effective marketing and promotion needs the successful implementation and use of institutional repositories. Literatures illustrate that submission of intellectual works by authors depends on the culture of scholarly communication within the institutions or universities (Katayoon & Abrizah, 2017). Librarians will need to address the prestige factor and the need to comply with promotion and tenure expectations in promoting repositories to faculty (Jantz & Wilson, 2008). This is to catalyzed because of multimedia environment, which is basis of storage, sharing and communication amongst information centres.

The Five Characteristics of Institutional Repositories: Gibbons identifies the five core features of an Institutional Repository.

1. It is institutionally defined — unlike a subject repository; the Institutional Repository captures only the intellectual output of host institution.
2. Content may be purely scholarly, or may comprise administrative, teaching and research materials, both published and unpublished.
3. It is cumulative and perpetual. Once item are submitted they should not be withdrawn. This carries with it a long term obligation on the host institution to preserve   Institutional Repository content.
4. It is open and interoperable- a primary goal of an Institutional Repository is to disseminate the institution's intellectual output.
5. In collecting, storing and disseminating information it contributes to the process of scholarly communication.

Functions of IRs : Gibbons listed major six core functions of IRs:

    i. To submit digital material
    ii. Adoption/preservation of material
    iii. Metadata Application
    iv. Controlling the material access
    v. Disseminations
    vi. Discovering the support

IRs Contents:

An Institutional Repository may contain a variety of material produced by the researchers of the institution like- Pre print of articles or research reports submitted for publishing the text of journals articles accepted for publication. It may revised text of published work with comments from academic readers, Conference papers, teaching material, student's projects, Doctoral thesis and dissertations, Database resulting from research projects Committee papers, administrative papers, Computer software work of art, Photographs and video recordings.

1. External knowledge repositories example: competitive intelligence etc.
2. Structured internal knowledge repositories example: research reports, production oriented marketing materials and methods etc.
3. Informal internal knowledge repositories example: discussion database etc.

Benefits of Institutional Repositories: The main primary advantages appear to includes

(a) **For users:** Expansion of the range of knowledge that can be shared and opportunities to simplify and extend dissemination.
(b) **For institution:** Enabling of intellectual property rights to be exploited more effectively at institution level to maximize of existing investment in information and content management systems and highlighting of the quality of intellectual capital.
(c) **For all:** The Institution gets opportunities of new forms of scholarly communication and flexible way to develop existing scholarly communication.

Problems with IRs and solutions:

(a) Although the future shape of scholarly communication in institutional repositories remains unclear due to limited contribution by stakeholders

(b) Lack of searching tool is the big hurdle in success of IRs , providing good search tools and cataloguing the repository materials will make institutional repository contents and it will be more accessible.

(c) Lack of Technical skilled staff is one more issue to develop IRs, training of library staff is surety to professional approach in executing their mandate in establishing a standard metadata and comprehensive catalogue system of institutional repositories.

(d) Initial costs may be high as contributors perceive high risks and duplicate effort to reduce them.

Software for Institutional Repository:

Much renowned open source software are available to create repositories such as GreenStone Digital library software, E-Prints, D-Space, FEDORA etc. issued either under GNU public license or the BSD license and can be download from their own sites or open source software directories such as SourceForge. All software has unique facilities and excellent capabilities, which the users could explore and experiment as per requirements.

Conclusion:

The main purpose of Institutional Repository is to bring together and preserves the intellectual output of a laboratory, department, university or any other entity, the incentives and commitments to change the process of scholarly communication have also begun serving as strong motivators. The libraries should take a key role to establish the IRs to preserve and make accessible the digital content of scholarly publications. Along with documentary proofs notified, well collected, properly sorted, classified and catalogued material of the institutions to presenting the NAAC is very chaotic work. The IRs is one way to provide the intellectual work of institution at any time and any format because of its online digitized material availability along with all required documentations. So it may help to the institution to cope up with NAAC guidelines.

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NAAC: Accreditation of HEIS, Quality Excellence, Issues & Challenges

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The higher education in India is witnessing transformation in terms of quality consciousness and management. Total quality management which was a corporate watch word is making inroad into the field of education. The objectives of an educational institution are being defined and redefined. Academic administration is becoming user centered. With increased accountability, academic institutions are becoming dynamic and globally competitive. Assessment and Accreditation of educational institutions provide third party evaluation of an institutions' performance.

The National Assessment and Accreditation Council (NAAC) was established in 1994 by the University Grants Commission as an autonomous body for quality upgradation of general education. Every enterprise needs to have a system to check whether the raw-materials it uses, the product it makes, or the service it provides rich minimum predefined, threshold standards. The raw material of a higher education institution are its students, teachers, researchers, and its curriculum. The service the higher education system provides is teaching, its pastoral care of students, and the learning facilities. All these aspects are very much interrelated and contribute to the institutions overall quality. The overall quality of a University/ College must be the concern of every one who works there. This leads to quality assurance.

Today India is third largest in Higher education. India has adopted the globalization policy and so India cannot disregard it in education. Today it is very necessary that globalization in education must be given foremost priority. It is only by following global education policy a new shape can be given in cultural, economical and political aspects of the society. With the advent and popularization of globalization in education the face of university and it role is going to change completely. HEIS are no longer centers to provide knowledge, but are also helpful to provide social experience and responsibilities which will help them throughout their life. One can say that higher education is an investment for human progress. For this it is important that HEIS and universities should consider their contribution to society. It is therefore very necessary to perceive the perseverance of the present quality excellence in HEIS in India. Consequently the policy document and its programme of action involved a series of strategic plans to focus on the quality of higher education. The NAAC procedure for assessment is in accordance with internationally accepted practice, to suit the Indian context. Accreditation assures the educational community, the general public or organization that a college, department or a university is very necessary for a quality assurance and quality sustenance. NAAC has undergone many changes in many phases since its establishment in 1994 from time to time as per requirements of time. Recently NAAC has shifted from 100% offline verification and validation to online process of assessment and accreditation. Internet facility in HEIS is now must; because it involves use of ICT. Online submission of IIQA, SSR, and AQAR along with the supportive documents following the SOP are to be submitted regularly.

To fulfill all these formalities it has become very necessary that all the HEIS should have IQAC with management Information system (MIS) without MIS entire online process of NAAC is impossible. It is also very necessary to have trained personnel having full knowledge of ICT for operating MIS. Even than ERP software which are available in market today lack inclusion of facilities related to HEIS. The new procedure of NAAC's online assessment and accreditation should be considered by service providers and suitable software should be introduced in the market.

In quantitative metrics of NAAC documentation and verification of data plays a vital role in today's era most of this information can be uploaded in the institutional website for all these activities it should be made compulsion to set up a fledged ICT enabled personnel who can provide every information and document whenever necessary at the click of a mouse.

The service the higher education system provides is through its teachers and the learning facilities such as libraries. The products of any HEIS are its students with the competencies they have acquired in the institution

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where he acquired the new knowledge. Man power with a responsibility of maintaining the quality of the product or service is utmost needed. In its guidelines it is clearly stated by NAAC that a senior teacher who have English proficiency along with ICT skills should be appointed as coordinator of the IQAC. But it is commonly seen that many senior teachers who do not have the proficiency of English language and no ICT skills have been appointed as IQAC coordinator. It is very necessary that IQAC coordinator should be selected through an expert panel. All the teaching staff of the college should be interviewed in presence of the management and a competent person with good knowledge of English and ICT skills should be selected as IQAC coordinator. It is very necessary therefore that NAAC should review its guidelines about the composition of the IQAC and appointment of the coordinator efficient coordinator is very important for effective performance of IQAC.

In the assessment process equal role is played by IQAC of the institution and visiting peer time. But here also whenever the peer team visits the institution the IQAC is seen in a submissive role. The IQAC of the institution seem to have no voice in front of the visiting peer team. During assessment a dominant role is played by the visiting peer team. To avoid such a situation external agencies can provide help university representative should be there as a third party observation and his feedback should also be considered along while gradation of institution. It is mandatory that NAAC will not pre-disclose the details of the visiting teams. The HEIS not responsible for logistics for the visiting teams. NAAC directly takes care of all the logistics regarding the peer teams visiting the institutions. All payment towards TA, DA Honorarium is directly paid by NAAC to nominated members. There is no financial transactions between the Institutions and the visiting NAAC team. In the revised manual of NAAC it is clearly mentioned that the accreditation and Assessment fees and expenses of peer team visit would be reimbursed as per NAAC guidelines. But even than non-compliance of reimbursement of fees and other expenses is a challenge in HEIS.

The philosophy of NAAC is enabling rather than punitive all constituencies of higher teaching are empowered to maximize their resources opportunities and capabilities. Therefore it is very necessary in its way of implementation for better quality assessment and accreditation in higher educational Institutions. Accreditations and Assessment facilitates information sharing It provides recognition of the achievement and innovations giving a new sense of direction and identity to the Institutions It also provides society with reliable information on quality of education and helps the institution to know its strengths, weaknesses, and opportunities through an informed review Institutions identify their internal areas of planning and resource allocation the outcome of the process provides the funding agencies with objective and systematic database for performance funding. Accreditations and Assessment initiates institution into innovative and modern methods of pedagogy giving institution a new sense of direction and identity.

Real and enduring quality can only come by actions of the institutions, universities, colleges themselves. The basis for these actions must be self-evaluation and inspection. All the reforms and innovations in assessment is always a challenge. Therefore there should be a prevalent mode in its way of implementation. This means that an institution which takes quality assurance seriously emerges as a self-critical community striving for continuous improvement.

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Implementation of Best Practices in Learning Resource Centre, Hislop College, Nagpur

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Abstract

The Paper throws light with the introduction to the role of academic libraries and the impact of ICT on them on the present context. The article stresses on the current challenges faced by the academic libraries, and how it can be overcome by using the best Practices. The Paper makes an attempt to study how the advanced and innovative services are offered in College library. Libraries also require certain service innovations so that it can fulfill the need of users. The Paper discusses about the best Practices implemented in learning Resource Centre, Hislop College.

Keywords: Learning Resource Centre, Best Practices, Library Services, Hislop College

Introduction

The academic libraries all over the world have their own place of importance in the scheme of higher education. The library offers a wide range of services from reference to electronic information services. The developments in ICT have changed the user's expectation from the academic libraries in different ways. The ways to build collection and services to the end users vary from the recent past practices. Thus, preparing guidelines in a standardized way based on the best practices employed by libraries is significant which will enhance the value-based services of academic libraries. The National Assessment and Accreditation council (NAAC) has decided to identify the set of best practices in Library and Information Services, with the help of a few case presentations from few selected libraries of the accredited Universities and Colleges. In general, the use of technology and innovative ideas lead to evolve best practices in library and information environment.

Definition and meaning

Oxford Advanced Learners Dictionary "Best Practices as a quality of high Standard, excellence, highly improved outstanding par excellence service. It means way of doing something that is usual or expected way in particular organization or situation, guidelines for good practices. In this process of developing best practices, we taken action rather than good ideas and we improve our skills."

Document prepared by NAAC for "Best Practices in Academic Libraries says:" "Best practices may be innovative and be a Philosophy, Policy, Strategy, Program, Process or Practice that solves a problem or create new opportunities and positively impact on organizations."

Challenges before College Libraries

The college Libraries are today facing Various Challenges which are as follows:

- Information explosion
- Space Constraints
- Increasing cost of the library documents
- Information literacy about new technology
- Database creation and maintenance
- Challenging role of librarian
- Marketing of information products
- Staff development
- Time management
- Increasing requirements of the users

The best practices being adopted in college learning Resource centre are grouped under the following heads.

4.1 Management and Administration of Library

4.2 Library Services

4.3 Users Welfare and Outreaching

4.4 Use of Information Technology in Library

Management and Administration of Library

Library Rules and Regulations

- Users must maintain silence in the library.
- Users have to sign the register kept at the entrance and reading room before entering the library
- Students should produce 'Identity card' at the circulation counter at the time of borrowing and or returning the book.
- Library books issued are to be returned within 7 days for students & 15 days for staff members.
- A fine of Rs. 1.00 per day will be imposed for delay in return of the book.
- Borrower will be responsible for the loss or damage of the book.
- Before leaving the Counter, the borrower should point out any mutilation in the book at the issue Counter otherwise he/she will be liable for fine as per rules in force.
- All books issued by the library must be returned before the annual examination.
- Mobiles are not allowed inside the library.
- Reference books will not be issued outside the library.

Library Advisory Committee (LAC)

The library advisory committee comprises of Chairman, Principal, Convener, Secretory, Joint Secretory, Staff executive members, Students representatives.

- The Library Committee supports the general working of the library.
- The committee advices the library staff on book purchase and Journal subscription.
- The Committee Provides suggestions for library automation and overall betterment of library.
- The Committee advises on funding reeds, subject wise budget allocation etc.

Maintaining files and Registers

Files and Registers are very important for the future accreditation works. Well maintained file system of the library enables the librarian supply the required information to the management and inspection teams.

Library Services

Circulation and Lending service

As any other Information Centre, the primary function of Hislop Learning Resource Centre is to maximize the use of collection available. It gives special emphasis to Book selection and develops strong core and active collections that not only support the academic endeavor but also encourages independent critical thinking, intellectual and personality development of students.

Maintenance of service areas

Maintenance of calm, clean and neat atmosphere in the Stack areas and Reading room is must for concentrated reading and searching of materials. College Learning Resource Centre concentrated to achieve this to provide the users Clean & green environment including dust free environment in the stack and reading areas.

Special Deposit Scheme

College Learning Resource Centre has a Book Deposit scheme for Students, whereby Students can issue the library books while preparing for University examinations even after the library Clearance certificate is given to them.

Book Bank Scheme

Learning Resource Centre has a UGC book bank and Reserve Category Book bank facility for reserved category students.

Users welfare and outreaching

User orientation and Information Literacy Programme

Orientation Programme conducted by the institute at the beginning of the academic session for newly enrolled students includes an orientation about library resources, activities, facilities and use. The Learning Resource Centre in Collaboration with other departments conducted an Information Literacy instruction Programme for the students.

Students Aid Services

College Learning Resource Centre helps Students for preparation of competitive examination. Competitive books Purchased especially for the students to fulfil their needs.

Reprography Service

Learning Resource Centre has a Photocopying machine and provides reprographic services to the staff and Students on demand.

Information deployment and Notification

The Learning Resource Centre Notice Board is used to display important information and notices regularly. Current issues are exhibited through the notice board placed just at the entrance of the library. It sends SMS alert to its staff and students whenever a barrower issue / return / renew a book a SMS is automatically send to the borrower with detail information of book.

Annual Book Review Competition.

Learning Resource Centre Conducts on Annual Book Review competition to promote and support reading, few best entries are awarded and its details are published in the College magazine.

Best Reader Award

It gives "Best reader award " for optimum use of library facilities and services which is a regular feature of the learning Resource Centre.

Newspaper Clipping Service

Learning Resource Centre Provides News Paper Clipping service by collecting, maintaining records and index of newspaper back files.

College Departmental Libraries

The departmental libraries in all Post Graduate departments have further strengthened access and borrowing of new books and Journals and have resulted in optimum use of books.

User feedback practice through Suggestion box

Learning Resource Centre aims to provide best services to its users so to evaluate it regularly feedback is collected from its users. The feedback helps in the evaluation of user needs, library services, collection development staff co-operation and facilities available to the users.

Book Request Service

Students and faculty request received for a book are also considered during book selection and current titles of student interest are purchased to enhance library collection and its use. Request / demands by students and faculty for current titles not present in the active collection is noted and forwarded by the library staff at the circulation counter to the librarian and titles are later acquired for the library.

Special Services offered to visually/Physically Challenged persons

- Learning Resource Centre provides a barrier free access and a congenial environment to the visually/physically challenged students.
- It has Braille material for visually challenged persons.
- It has taken an initiative to be part of Reliance Foundation's Drishti programme that supports the visually impaired, by registering itself to receive international Braille Hindi newspaper.
- It aims to provide a fast and timely access to the information resources and services to its visually/physically challenged students.
- It gives flexible borrowing facilities, including extended loan periods and increased in the number of books that can be issued by visually/physically challenged students.
- Library staff provides for them its best of assistance with using the library OPAC and other electronic resources.
- It permits complete physical accessibility to the collection and other service areas.
- It allows voluntary readers / escorts with the visually challenged students to access and to read for them in the library.

Use of Information Technology in Library

- In house / remote access to e-resources

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- Training to use e-resources
- Library automation
- OPAC / M-OPAC
- Electronic Resource Management Package for e-Journals
- Federated searching tools to search articles in multiple databases
- Library website

Conclusion

Thus, the implementation of best practices should bridge the gap between the library and the users for effective and maximum utilization of the resources. In the Information age implementation of new ICT tools for its functioning and providing services are the compulsory practices. Developing best practices, analyzing and revising at a regular basis will lead to continuous improvement in overall performance of the library and the whole Institution.

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Role of Library in NAAC Process

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Abstract

    Nearabout all Higher Educational Institutions (HEI) are trying their best for achieving higher ranks in various accreditation bodies such as AICTE, UGC, NAAC, ABET, etc. There are also other rank offering agencies like National Institutional Ranking Framework (NIRF), Times Higher Education rankling which are considered prestigious by the institutions. All these bodies have quality expectations from the libraries of HEIs. Therefore accreditation processes surely adds quality to the library. This paper reveals how accreditation process leads the improvement in the quality of library. It also elaborates on the quality indicators identified for the college libraries. Though it is intuitional accreditation that the NAAC does, the assessment of a library, a vital sub-unit is a key steps that integrates itself with overall evaluation.
Keywords: NAAC, Criteria indicators, Accreditation, NIRF, RUSA

The National Assessment and Accreditation council (NAAC) was established in 1994 as an autonomous institution of the University Grant Commission (UGC) with its Head Quarter in Bengaluru. The mandate of NAAC is in making quality assurance as integral part of the functioning of Higher Education Institutions (HEIs).

A library is a place where books and resources of information are stored. They make it easier for people to get access to them for various purposes. Libraries are very helpful and economical too. They include books, magazines, newspapers, DVDs, manuscripts and more Library is a source of information. Libraries play a vital role in providing people with reliable content. They encourage and promote the process of learning and grasping knowledge.

Without best practices and accreditation Quality Improvement cannot be possible. There are many best practice following Academic Libraries to improve the quality of services and professionalism. In the process of NAAC, Libraries have a crucial role. Library contributed to learning process. Assessment of a Library is one of the main steps in NAAC. Library is a main part of the institution to support the entire range of academic activities on educational campus. It's a center piece of academic development. In higher education Libraries are largely supporting to learning, teaching and research process in institutions. Most academic libraries have the facility of internet resources. Internet facility helps in saving time, repetition, and redundancy, time lag and delays. Library management has to become more integrated through software so many features are still not known to us. Quality in the content of higher education is multidimensional, and library is one of the dimensions.

The functioning of a library can be said to manifest one such dimension so it has to ensure quality in service. In the area of physical facilities, the libraries need to offer safe confortable, well lighted, clean space, with adequate and appropriate seating arrangement to ensure effective use of the library's resources. The Libraries need to prepare well framed rules and guidelines with regard to hour of access, circulation policies and other regulations to offer better services to the users. While assessing the quality of Higher education in the country NAAC has provided the useful guidelines to improve the overall quality of Library.

Preparation of the library for NAAC:-

We have to prepare:-

1. Library Report
2. Library Book list
3. PPT about Library
4. Library Advisory committee file (minimum 3-4 meetings yearly)
5. Library Advisory Meetings
6. SC/ST Book Bank
7. 5 Years Book Bills
8. HOD Recommended Books file
9. Quotation Copy file

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10.   Five year Journals Bills
11.   Online Journal File
12.   Library software
13.   Hard Copy journals (5 year)
14.   Computer in library
15.   NPTEL in Library
16.   Newspaper and magazines
17.   Orientation programme photos
18.   C.D. Library
19.   Updated ACC Register
20.   Updated journal Register.

We have to prepare Library Report

Report is an evaluation result which present specific contents that cover all the information related with the particular topic. Library Report is used in educational field. An annual report of the library is a medium through which we can know the progress or regress of various departments during previous year. An annual Report of the library is a document which accounts for the work done in the library during the previous twelve months. The Report is useful to access the actual needs and to find out ways and means of the provisions of more funds.

An annual report is a document which brings out clearly the volume of work performed by the library staff in a year. It should be most concise and factual narratives. Technical services include classification, catalogue, documentation, reader's services etc. the annual report should show that what scheme of classification is followed, the physical and inner form of catalogue services rendered. The number of registered readers, adults, children, blind etc. is to be clearly shown along with the statistics showing percentage of readers to population. From all these things the librarian can judge use of the library. In the Library Report number of staff members working in the organization should be mentioned. The activities like extension service and other social and adult education activities must be given in annual report.

Collection of Library materials must be mentioned in the report such as.

1.   Number of total books
2.   Number of total journals
3.   Number of total A.V. materials
4.   Number of books added during the year
5.   Number of books withdrawn during the year

Technical section should be there in the Report such as.

1.   Whether the materials are classified or not
2.   What classification scheme is followed
3.   Which catalogue code is used
4.   Physical form of catalogue

Librarian should show the financial statement in the Report such as.

1.   Income
2.   Govt. fund
3.   Library authority
4.   Other sources
5.   Expenditure:-
a.   Books, periodicals
b.   Miscellaneous charges

The draft is prepared by the assistant/deputy librarian on the basis of the data collected. The draft send to librarian for approval, incorporate any change done. After approval of librarian report is submitted to reviewing authority. While preparing the annual reports, the report of previous year should be considered. Annual report helps to compare annual report of the different years which will enable the librarian to determine the strong and weak points of the library. This will help him to improve the library.

Stock verification in library is a very important function and involves checking of books that are in stock. It is performed to count the number of missing books and the ones that are in circulation along with those books that exist at the library shelves Librarianship is an evolving and multi-disciplinary in nature with its rich information sources, both printed and online sources to support learning, teaching, research and extension activities of the user community in the networked environment. NAAC has really given strength and motivation to the librarian. Now the librarians play significant role in IQAC and Rashtriya Uchchatar Shiksha Abhiyan (RUSA) activities of University and colleges. The librarians are occupying positions of Directors-IQAC, NAAC coordinator, RUSA coordinator etc. There is a vibrant role of library and librarians in the NAAC process. Library plays an important role not only in key indicator-4.2 Libraries as a Learning Resources (20 marks) but also play significant role in other criterias of NAAC. As a gateways to knowledge and culture libraries play a fundamental role in society.

Librarian has to play basic two roles in NAAC process, first as the member of the college team and second one as the leader of the library. The areas where he/she can actively participates are, Higher Education Institution (HEI) Registration Information for Quality Assessment (IIQA) submission, Self-Study Report (SSR) submission, Quantitative metrics (QNM) and actual Assessment Process by peer team. Librarian support many activities, there activities may vary according to institutions and the persons.

In affiliated colleges the core objective of the library is to support the academic programmers. The library should aim at bringing all its target users to the library and ensure its optimum usage. The library is required to provide Books, Text books, Reference books, E-books, Magazines, peer received journals, book bank, special collection, CD/DVDs online journals etc. second one as a leader of the library.

Following preparation regarding enhancement of academic information by the Librarian before NAAC visit.

- Information Literacy programmes
- Organizing competition annually
- Display newspapers clipping periodically on the notice board
- Annual best user award for students.
- Providing internet facility
- Employment information
- Display new arrivals and circulate a list to the academic departments
- Computerization of library with suitable digital software
- Compiling student-teacher attendance statistics and locating the same on the notice board.

Librarian should made following preparation before NAAC visit

- First of all the newspaper should be kept date wise
- Display of new arrivals should be done properly
- All the entries of books and other things should be done properly in the library software
- Employment notification should be up to date.
- Maintain Library related programmes and activities file neatly.
- All the purchasing bills should maintain in the file according to the financial year.
- Accession register should be completed properly and neatly.
- Library premises should be neat and clean
- Some regular register such as, visiting register, magazine, newspaper register should be updated and ready
- All the books should be arrange properly.
- All the computer/hardware. Internet etc should be in working conditions.

Thus libraries and librarians are base of academic productivity. Hence library and librarian can play an important role and contribute a lot in the assessment and accreditation process. Thus NAAC policy helps in developing the college libraries to make modernize and to provide good standard service to user. The colleges are maintaining the libraries to fulfill the quality for NAAC policy. NAAC's main aim is to uphold the quality of higher education in country and it requires a lot of hard work. Library is the heart of any institution and it should be properly managed NAAC really improves the services of higher education.

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Developing Sports Infrastructure for Better Performance

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Abstract

　　　　Since the advent of National Accreditation and Assessment Council's (NAAC) for institutional assessment and accreditation huge changes could be seen in development of a concrete policy to give decisive path of progress for institutes. In general, the accountable stake holders of the colleges and institutes developed their own mechanism to improve quality of academic and research environment. The sport is not different when NAAC stepped in to bring sea changes in the academic standard in the country. The arrival of NAAC has brought good amount of hope to develop sports culture and infrastructure in the academic arena. The present paper evaluates the overall development of sports infrastructure from the perspective of NAAC in the criterion 4: Infrastructure and Learning Resources.

Keywords: NAAC, Sports, Infrastructure, Management, Accreditation, Assessment

　　　　Growth of any institute or college depends upon many factors. Many key figures and features play fundamental role in the progress of the institute. Out of many key figures, Sports infrastructure can help the institute to build the positive viewpoint of the people in general. With the aim to bring development to the institutes National Accreditation and Assessment Council (NAAC) created the common structure and world class platform for the students and teaching environment to raise the overall standard of the quality education. NAAC made many structural changes in the traditional approach and viewpoint of the educational institutes. NAAC developed special the mechanism to assess system of institute and accordingly accreditation is conferred.

Why NAAC Accreditation?

　　　　NAAC accreditation is a unique system developed to evaluate the standard of education institutes in higher institutions across the nation. (5) Accreditation from NAAC has good amount of significance. Once the accreditation is achieved by the institute, the perception of common man gets change. The end user that is student gets all amnesties and conducive and friendly environment to scale high in studies.

　　　　The reason of doing Assessment and Accreditation from NAAC is to raise the overall standard of education in the country and to make them competent in the world of academics. In all, the entire process also helps in elevating general status of not only of institute but also of general education. Due to it institutes in general stepped forward to run dynamic and useful programmes. It also helped the institutes in bringing novelty, research and efficient governance. The end result of it is apparent in the productivity of the students in particular. Sports in any institute are part of a composite ecosystem involving different games with proper governing authorities. All of these stakeholders from Principal of the institute, sports department to students play an important role in the development of sports. If these stakeholders do not work in harmony, there is possible for languish and decline in the quality of sports. Hence, it is very important to improve and build the sports infrastructure. The process could face lot of challenges from the various resources. Lack of infrastructure planning, under utilization of current infrastructure and poor maintenance of sporting facilities and also the poor funds allocations can be prove great hindrance.

　　　　Averse to new age technology in the field of sports and a lack of proper and standard playgrounds have also hampered the development of sports in the institutes. Considering the widespread impact sports have on the personalities of the students and the vital role played by sports infrastructure in the growth of sports, a dedicated approach to infrastructure development is necessary. In the prevalent situation where the general parents are ready to spend money on their wards for the sports sake it necessary for the institutes to take a step forward to create conducive and friendly environment and develop sports infrastructure for the aspirants. If done with proper vision and synchronize all the sports authorities under one roof and increase accessibility to quality sporting facilities at the institute level, it has the potential to become a formidable sporting environment. Sport is worldwide identified

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as a medium of personality development The sector includes sporting events and infrastructure associated with sports, along with training facilities and sports retail. Sports infrastructure has been defined as "the primary physical and organizational construction needed to facilitate sport participation.

From a functional point of view, sports infrastructure enables college students. It comprises facilities, systems, goods, and services that enable sports and is vital for any institute to compete in the national and international sporting arena. Sports infrastructure assists in the development of world-class athletes and also provides momentum to the youth of the nation to actively take up sports and build a sports culture. In recent years, it has been acknowledged that the construction and refurbishment of sports infrastructure can stimulate the overall growth, whether it involves large facilities or small. Therefore, the development of such infrastructure plays a significant role in urban as well as rural planning. In addition, there are government-owned college and university grounds, community centres, sporting facilities and grounds owned by urban local bodies, grounds owned by various sporting associations, and facilities owned by private entities. These facilities are largely neglected and ignored in terms of utilization and maintenance. Also, a majority of the Indian sports infrastructure facilities are mainly used for hosting international, national, state-, and district-level games and competitions only. As a result, the occupancy rates of the facilities remain low and they are financially dependent on the regulatory authorities for operations and maintenance. This also has an adverse effect on sports enthusiasts, who could have made efficient use of such facilities. Recently, India witnessed massive growth of franchise based sporting leagues, with 10 leagues existing in the country. Government initiatives like Khelo India have inspired many potential individuals to take up sports. To sustain this growth momentum in sports, there is a need to increase the number of sporting facilities with world class infrastructure, which will enable the government to achieve its vision of 50 Olympic gold medals soon. As a first step, identification and consolidation of information on existing sporting facilities need to be undertaken to help upgrade and refurbishment. These facilities can then be promoted to ensure better utilization of facilities and sporting and training infrastructure by potential sportspersons.

Impact of quality sports infrastructure

India has the potential to transform itself into a global sporting powerhouse with far-reaching impact on health, education and tourism. This would require a dedicated approach towards building quality sports infrastructure. Robust sports infrastructure has a positive impact on not only the development of a sport ecosystem for a country but also the community and the economy at large. This section highlights the benefits of sports infrastructure in terms of development of sports, regeneration of communities and revitalization of economies.

The state of sports infrastructure within the institute largely determines the state of sports in that nation. A close look highlights the critical role sports infrastructure plays, both directly and indirectly, on participation in sports, training facilities, and international competition. Adequate sports infrastructure is necessary to improve sports participation, which in turn can have a lasting impact on the sporting ecosystem of a country. Sports infrastructure provides students avenues and tools to pursue sports or lead an active life. Providing access to sports infrastructure in India's urban and rural areas in India can significantly improve participation by citizens. The focus should be on strengthening the infrastructure at the grass-roots level, as this will enable better talent identification and development. Moreover, it will provide access to a larger community, thus improving the overall public involvement in sports. Training facilities The presence of quality training systems positively enhances the elite sports system. Sports infrastructure in the form of high-performance academies and centres of excellence, which provide access to world-class equipment and facilities, is highly beneficial to athletes and coaches. The Indian government and the private sector have begun to support the growth of these systems, with many state governments actively investing in the development of training facilities dedicated to multiple sports. Disciplines such as sports psychology, nutrition, medicine and biomechanics help develop focused player development pathways, which in turn help an athlete reach higher performance levels. International competition Several studies have shown that the organization of international events in a particular country has a positive effect on the international success of its athletes. To host international events, nations invest significantly in building stadiums and supporting infrastructure. Post the event, the infrastructure legacy can have a lasting impact on sports development, provided it is properly utilized and embedded within urban planning. Building robust

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infrastructure helps a nation strengthen its candidature as a host for international events. Community Sports form an important thread in the fabric of the Indian community. As a country known for its love of cricket and other sports, Indians are clearly invested in sports. In a symbiotic relationship, communities feed the spirit of sports, while sports build a stronger sense of community. Improving or building on the current sports infrastructure contributes to this relationship both directly and indirectly.

Better investment in sports infrastructure leads to increased employment in the locality, as more workers are hired to improve or build stadiums, local residences, changing rooms, and other auxiliary structures for hosting a sporting event. This improvement in the locality might in turn benefit local stores and businesses on game days as sports fans flock to the area. It also provides better access to community members and facilitates interest in participating in competitive sports, serving as a valuable means to shape future talent in the country. While the focus on sports infrastructure is largely concentrated on large-scale stadiums, it is also worthwhile to consider the utilization and community impact of smaller, mobile facilities. With the development and improvement of stadiums and other sports facilities in an area, it significantly benefits from a boost to tourism and consideration as a venue for mega sporting events, besides encourages a participation in physical activities and sports. During the off season when there are no games, community residents and students can use the sporting centres for recreational sporting activities such as school events and games. These facilities can also be utilized for music shows and events related to the creative arts— another sector that lacks quality infrastructure in India.

Conclusion

From NAAC's perspective sports form an important pillar of India's holistic growth. Hence, the foundations of this integral sector cannot be overlooked. Slight neglect towards it can create lot of problems. In order to place India firmly on the path to sports supremacy, due consideration must be given by ecosystem stakeholders to the state of the institutes sports infrastructure in India and the different hurdles that hinder its development. By incorporating infrastructure planning in sports initiatives, encouraging and investing in technological upgrades to sports facilities, the sports sector in India can be equipped with the capacity and resources needed to achieve national long-term objectives.

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The Impacts & Benefits of Technology on Sports Science

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Abstract

　　Wearable gadgets that measure a person's physical or physiological parameters have already become a part of many people's daily lives. While such simple gadgets often produce statistical values of measured quantities or count events, sporting standards are more severe. Quantities of interest must be measured over a larger range, with more precision, and at a higher sampling frequency. We give a brief overview of motor learning in sports and the necessity for technology support. We discuss the qualities and limitations of several sensors used for athletic activity signal acquisition, as well as communication methods and channel properties and constraints.

Keywords: Sports Science, Technology, Performance, fitness

Introduction

　　Sport science is the application of scientific knowledge to sporting activity. Sport science aims to help athletes improve their performance and endurance while reducing the risk of injury in preparation for events and contests.It's utilised to discover strengths and weaknesses so that a training programme may be tailored to fit the needs of everyone from athletes to the elderly, and everyone in between.Athletes are kept up to date on latest training regimens, testing, and preparation by sports scientists.

　　Our highly qualified Sport Science experts can give athletes with evidence-based solutions to help them enhance their performance.In various sports around the world, technology and science play crucial roles. Teams and individuals are always looking for a way to improve their performance or find a way to recover faster from injuries. While established coaches or team doctors may be resistant to new methods, sports science has a significant impact on what players eat, how and when they train, how they recover from injuries, and how often they are rested from competition.

　　Athletes are among the most physically fit people on the planet. They do, however, regularly strain their bodies to the limit. Whether an athlete is aiming to improve their speed or strength or simply continuing to play and train through exhaustion, they are putting their muscles, joints, and entire body to the test. In the past, teams had a tougher difficulty recognising when an athlete was fatigued or showing early signs of an injury.Sports science has made a significant impact. Real-time data on performance, endurance, flexibility, technique, and more is now available to teams and athletes. They can compare that information to past benchmarks to have a better understanding of their body's state. New medical treatments make it easier than ever to recover from training sessions, games and injuries.

Literature Review

　　The use of technological applications is now widespread across many major sports science disciplines and the adoption of these tools to gain a 'competitive advantage' is an increasingly important feature of elite sports. These innovations have shaped the way data is collected and processed, how information is relayed between coaches and staff or to athletes, and has had a big impact on the way in which athletes are monitored in the daily training and competition environments. **Georgia Giblin, Elaine Tor**

　　Most of the reviews carried out in sports science have used the general items suggested by Preferred Reporting Items for Systematic Reviews and Meta-analysis (PRISMA). Due to the specific requirements of each knowledge area, several modifications of the PRISMA are necessary to optimize the process of the systematic reviews and, in consequence, the quality of the conclusions provided in this type of study. Therefore, this work aimed to adapt PRISMA to provide specific guidelines to carry out systematic reviews in sports science. The methodology criteria (search strategy, databases, and eligibility) and the results section (flow diagrams and study contents) were adapted based on previous studies, and several new considerations were added to design the new guidelines. **Markel Rico-González, José Pino-Ortega**

The use of technology has been proposed to improve decision-making in sport officials. The implementation of the video Assistant Referee (VAR) in association football is one example of how technology can be used to assist decision making, although its impact remains unknown. Findings have implications for the current debate about the introduction of technology in association football and may help set guidelines regarding the use of technology across other sports and professional domains. **Jochim Spitz, Johan Wagemans.**

This study aimed to summarize the evidence of the impact of school-based nutrition education programs that incorporate technology on the acquisition of nutrition-related knowledge and behavior change of adolescents. It is feasible to use technology-based approaches in this type of intervention programs, but it is necessary to improve the interventions so that long-lasting results are achieved. **J.M. Tallon, R. Saavedra Dias**

New Technology used in Sports

Sports are one of the most conclusive measures of human athleticism, but that doesn't mean technology can't help. There are various ways that technology in the sports industry is changing the game, whether it's recording scores, preventing injuries, enhancing fan interaction, or examining the validity of plays and goals.

Wearable technology companies have revolutionised the way sports are judged. Gone are the days when sports officials had to rely on frail human eyes to make decisions in the field; today, owing to the rise of everything from GPS trackers to RFID chips, authorities can calculate scores using real-time, objective, and measurable data.

In football and other sports, there are many different types of wearable technology. Professional athletes and amateur fitness lovers alike favour Fitbit smart watches, which are appropriate for a wide range of activities that need calorie, step, distance, pulse, and heart rate tracking.

Smart rings to sensor-filled shirts and leggings are all examples of advanced medical technology. Race car drivers can even have head-mounted displays (HMDs) fitted into their helmets to keep in touch with their pit staff through radio. High-end fitness equipment can count steps, measure heart rates, and even relay ECG findings to linked cellphones, thanks to advances in sports science technology.

Sensors are frequently at the heart of technology in sports equipment and athletic apparel. Athletes can wear sensors or have them incorporated into their shoes and clothing. Sensors can be used for everything from measuring health and biometrics to giving real-time results to scoreboards, depending on their specific capabilities.

For example, loyalty schemes have grown in popularity among sports enthusiasts. They provide memorabilia, meet and greets with athletes, and VIP access to stadiums to individuals who frequently support their teams. Some businesses are also experimenting with high-tech incentives like block chain and tokenization programmes that can be used as currency.Others sell club jerseys with embedded chips that provide season ticket holders with loyalty points when they enter a venue.

Fan involvement on social media is also on the rise. Many modern stadiums include high-speed Internet, allowing fans to access applications, replays, player stats, live commentary, and other content. They can also update their social media profiles in real time, which is beneficial to teams and venues that rely on social media participation to boost sales.Spectators of all types can now enjoy sports thanks to new technology, including disabled fans who may have previously battled with inaccessible portions of events and venues.

E-ticketing systems and other contactless or electronically-driven services can also benefit disabled spectators. This allows them to avoid obstacles such as a venue's lack of wheelchair accessibility or disabled parking places near fan areas such as ticketing desks and snack stands.Instant replay is an example of the cutting-edge technology that is now being employed in sports. Officials can use this technology to slow down and reassess what transpired during a play, giving them a much-needed second opinion in contentious sports situations.

Technology can thrive where people fail when it comes to administering and officiating sports. This ensures that athletes are judged fairly and that they win in a fair manner. Sensor tools are frequently employed to determine the validity of a goal. They're also utilised when it's impossible to see if a ball crossed the goal line or if a player committed a foul or other offence with the naked eye.

Some sports wearable technology businesses have developed gadgets to aid with game time and record keeping accuracy. Special clothing or accessories will be worn by the athletes to track their movements and speed. Timing tools are sometimes integrated into venues themselves, or they are used in systems within venues.

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Theories of Technology and Performance

Theory of Technology

Feenberg (1999, 2003), a notable philosopher of technology, established theoretical viewpoints on technology. In other words, they behave as lenses through which we can observe the effects of technology. Technological breakthroughs might appear tremendously beneficial or alarmingly terrible depending on whatever lens is used to view them. More basic concerns of technology as ideology, where technology, far from being man's handmaiden, comes full circle to be his master, where technology is sometimes considered to rule its users by fostering dependency and distorting human connections, were noted by Heidegger (1998). Instrumentalist, determinist, substantivist, critical, and dynamical are among the theories.

Determinist Theory

Technological determinists believe that technology is a self-contained force beyond human control, and that it is the primary source of social change (Chandler, 1995). The expansion of technology is seen as discontinuous by determinists. That is, they regard technological progress as a series of revolutionary leaps forward, rather than a progressive, evolutionary process (Kumar, 2001). Alvin Toffler's book Future Shock (1971) is one of the most highly cited deterministic books. He succinctly summarises the determinist ideology, writing "behind such gigantic economic realities sits that great, growling engine of change technology," after presenting multiple examples of faster economic expansion. While acknowledging that technology is not the only factor influencing social change, he goes on to say that "technology is undeniably a major force behind this accelerative thrust" (p. 25) and that "by now, the accelerative thrust triggered by man has become the key to the entire evolutionary process of the planet." According to the determinist theory, technology is value-free or neutral, but it has become autonomous or self-directed. Using the tennis racket as an example, determinists would see the new racket as a tool that, once accepted into the game, would take on a "life of its own" and force athletes to use it whether they wanted to or not. The mere presence of the racket would imply that if one athlete chooses to use it, others will feel compelled to do so as well.

Instrumentalist Theory

The most widely recognised understanding of technology is instrumental theory. It is founded on the common sense notion that technologies are "tools" waiting to service their users' needs. Technology is regarded as "neutral," having no inherent evaluative content. But, exactly, what does the term "technological neutrality" imply? Instrumentalists think that all technology is a tool that may be utilised for good or bad, and that it is primarily within human control. They consider technological advancement to be an evolutionary process rather than a succession of revolutions or technical leaps (Levinson, 1996). As a result, consider the primary sources of change to be social conditions and human aspiration. Technology, according to the instrumentalist perspective, is a neutral tool with separate ends and means. Technological progress, according to instrumentalists, is the conclusion of a lengthy history of slow, incremental expansion. For example, in the case of high-tech tennis rackets, instrumentalists regard the new lightweight rackets as just another tool in the ongoing quest for improved performance. Much like other technologies, athletes are simply using whatever tools are available to gain an edge over their competitors. Another tool in the never-ending hunt for better performance. Athletes, like other users of technology, are simply using whatever tools are available to gain an advantage over their opponents.

Critical Theory

Modern technology, like mediaeval cathedrals or China's Great Wall, represents the values of a specific industrial civilisation and, in particular, its elites. Technology should, in the end, be controlled by us, according to critical perspectives on technology. Feenberg (1999, 2003) calls for a more critical approach to technology theory. According to critical theory, technology is a "ambivalent" process of growth suspended between several possibilities, rather than an object in the traditional sense. The role that social values play in the design, rather than just the usage, of technical systems distinguishes this "ambivalence" of technology from neutrality. Technology, in this view, is not a destiny but a battleground. It's a social battleground, or a better metaphor might be a parliament of things, where civilizational alternatives are debated and decided. The politics and values linked with technology are viewed through the lens of critical theory. As a result, critical perspectives on the influx of new tennis racket technologies would demand for more open debates on the technique's politics, including

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concerns like "Who will have access to this equipment?" "Who decides if professional tour equipment should be legal or restricted?" "What will be the long-term consequences of new racket technologies on the game?" and "What will be the long-term effects of new racket technologies on the game?"

Types of Sport Technologies

Modern sports, sports psychology, and coaching are all changing as a result of technological advancements. Cycling, speed skating, swimming, golf, skiing, surfing, football/soccer ball, tennis racket and ball, jogging, facilities, and many other sports use cutting-edge technology to improve performance. Today's technology in sport comes in a variety of shapes and sizes, with each invention having the potential for positive and negative effects. Understanding the implications of sport technologies necessitates a basic typology for categorising them. These are divided into six sorts of sport technologies, which are not mutually exclusive; in some situations, the same technology may fall into multiple categories. Self-technologies, rehabilitative technologies, landscape technologies, movement technologies, implement technologies, and database technologies are some of the categories. While certain technologies have yet to have an impact on sport, understanding the many sorts of sport technology can assist athletes have a better grasp of the technological alternatives they will have access to and how they will affect their performance.

Self –Technologies

Because of the potential to profoundly and often permanently alter an athlete's physical or psychological being/make-up, this is the most visible and widely distributed sort of technology for many people. The most well-known of these technologies are banned performance-enhancing pharmaceuticals. Other types of sporting advancements, such as self-technologies, are equally contentious. Self-technologies also include surgical techniques, prosthetic/bionic limbs, sport psychological interventions, and genetic engineering. Certain self-technologies, such as bionic prosthesis, may be considered as future in sport (as used by Oscar Pistorius). Scientists working on a muscle-building vaccine based on altering genes were already thinking about the sports ramifications of their study. As a result, athletes' generic alteration or gene doping is a human genome project that aims to map all of the genes in the human body in order to increase muscle mass. Although it is unknown whether or if the long-term consequences are harmful.

Technology is ethically neutral in this perspective. In and of itself, it is neither good nor evil. What matters is the overall goal or aim, for which technology is only a tool. While prosthetics and wheelchairs are necessary for some people with disabilities to function in their everyday lives, developments in technology, such as an energy-storing prosthetic foot, make a lower-limb amputee's gait faster and more efficient.

Landscape Technologies

This type of technology is concerned with the sporting environment, including how fans observe sporting events. The rise of modern multipurpose sport complexes, equipped with JumboTron screens, retractable domes, soaring cameras, mondo tracks, and artificial grass, is a prominent example of landscape technology. According to Bates (1996), modern athletes have a close contact with technological sporting landscapes. Because they can monitor their competition on the JumboTrons as they approach the finish line, track and field athletes employ innovative strategies. Throwers of the discus and javelin also compete. The high-tech stadium is intriguing since it frequently attempts to recreate the ambience of other classic stadiums.

Technological advancements have had a significant impact on sport and exercise science, as they have on most aspects of life (Wintler, 1996). Indeed, modern sports and the different sub disciplines of exercise science would be difficult to imagine without the tools that we now take for granted. Imagine completing biomechanical studies without computers, VO2max testing without underwater weighing, or training for Olympic-level track and field sports without the use of modern training methodologies and evaluation systems. What if you could watch sports on TV with only one or two camera angles?

To determine geographic coordinates and correctly track a given action, the global positioning system (GPS) uses 24 satellites and ground stations as reference points. When trekking, for example, a portable GPS unit can provide information on altitude, distance, duration, and average velocity. A graph displaying the terrain's uphill and downhill segments is also included. To analyse and track physical activity, a global positioning system can be utilised in conjunction with accelerometers (Schutz & Herren 2000; Rodriguez, Brown & Troped 2005;

Troped et al. 2008). GPS may become more frequently utilised to assess and promote physical activity as small receivers become more affordable and available to the general public (in laptop computers and mobile phones).

Indeed, the influx of sport technologies has altered the landscape of sport and exercise research, and, perhaps more importantly, technology has begun to alter the athletic body in numerous ways. Surprisingly, it is the omnipresence of technology that has contributed the most to our failure to completely comprehend the scale and depth of its influence, thus increasing confusion about the role that various technological breakthroughs should play in our lives.

Considerations for the use of technology in sports

Technology has had, and will continue to have, a significant impact on sport. The extent to which scientists, coaches, and athletes can effectively use and understand new technologies is still a point of controversy. When working with elite athletes, modest adjustments must frequently be made in a short period of time. As a result, three major criteria may influence a new technology's effectiveness: a) data validity and dependability, b) useful data, and c) processing speed.

Technical systems such as forceplates, isokinetic dynamometers, and three-dimensional motion capture systems, which are considered gold-standard equipment, typically produce data-rich and comprehensive outputs. These strategies have merit in terms of collecting valid and reliable data and extracting in-depth, useful information. These systems, on the other hand, are frequently limited in their use since they necessitate a significant amount of preparation, processing, and analysis time. Nonetheless, via the streamlining of data processing and standardised procedures, systems that become standard practise (e.g. forceplate use in swimming and athletics at Australian Institute of Sport, Tor, Pease, & Ball, 2015) may become highly automated and near to real-time. The limits of gold-standard equipment (cost, environmental restrictions, and specialised training requirements) are likely driving the development of new commercial devices and applications.

Unfortunately, not all devices offer accurate and trustworthy data, and if the rate at which technology is adopted outpaces the rate at which it is validated, scientists, coaches, and athletes risk utilising technology that has not been thoroughly evaluated. Feedback or training interventions based on inaccurate and faulty data may then be counterproductive.

Conclusion

Sports, which began as a unique social phenomena, have evolved into modern technology accessories. Technology is transforming the world of sport, and because technology plays such a significant role in our daily lives, it is also changing our bodies. As a result, technology is continuing to alter the way sports are played, how injuries are treated, the types of games that are played, and how performance outcomes are improved. Sporting technologies are man-made methods for achieving human objectives or goals in or related to a certain sport. It's a method by which players try to improve their training and competing environment in order to increase their overall athletic performance. It is the understanding and use of how to use specialised equipment and the most up-to-date modern technologies to do tasks more quickly. Coaches and athletes must therefore be aware of sport technologies and make informed decisions about how they affect their performance.

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NAAC for Excellence of Library and Institution

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Introduction

NAAC stands for National Assessment and Accreditation Council. NAAC is an autonomous body established by UGC to assess & accredit institutions of higher education institutions in the country. The system of higher education in India has expanded rapidly during the last fifty years. In spite of the built-in regulatory mechanism, there has been some criticism so to avoid such criticism & to ensure a satisfactory level of quality in the functioning of higher education. NAAC committee was established on 16th Sept. 1994 under the UGC act. NAAC is a member of INQANA (International Network for Quality for Assurance Agencies in Higher Education)

In all, there are four such assessment agencies for verification of educational institution and ensure its quality level–

1. UGC (University Grant Commission)
2. AICTE (All India Council of Technical Education)
3. NBA (National Board of Accreditation)
4. NAAC (National Assessment and Accreditation Council)

In India, there are over 1000 Universities, 45000-degree colleges, around 34.3 million students, and 1.13 million teachers. State Government takes the inspection and audit work of these universities. The accreditation agency governs the quality level and the assessment agency has the rightto financial grants.

Vision & Mission

Vision and mission of NAAC is to focus on making quality assurance an important part of the functioning of higher education institutes.

Need for Accreditation

Accreditation is to review the quality of higher education. It is a status granted to an educational institution found to meet educational quality.

Process of Accreditation

Accreditation proves involves continuous assessment and evaluation of programs using standards. Its key features are –

1. Preparation of Self-study Report by institution, its submission to NAAC.
2. Peer Team visits an institution for validation of self-study Report.
3. Grading, Certification, and Accreditation based on evaluation report by peer team.

Benefits for Accreditation

1. Promotes intra and inter-institutional interactions.
2. Gives institutions a new sense of direction and identity.
3. Provides society with reliable information on the quality of education offered.
4. Outcome provides funding agencies objective data for performance funding. It assures the public that a graduate individual from an accredited school has quality education.
5. It helps an institution to know its strength, weaknesses & opportunities through aninformed review process.
6. To identify internal areas of planning and resource allocation.

Criteria for Assessment

NAAC has identified the following 7 criteria to serve

1. Curricular Aspects.
2. Teaching, learning, and evaluation.
3. Research, Consultancy & Extension
4. Infrastructure and Learning Resources
5. Student Support and Progression
6. Organization and Management
7. Healthy Practices.

Criteria of NAAC

The institution whose accreditation and quality assessment has to be done that institution has

- Corresponding with NAAC.
- Information of institution, statistical and graphical information of aninstitution. The previous gradation of an institution.
- Autonomous status and continuous affiliation of an institution.
- Educational status and result of an institution.

NAAC works in correlation with UGC for the education process after undergoing all such processes, grading of institutions is done by the NAAC committee.

Gradation of NAAC Committee

95-100	A++	80-85	B++	65-70	C++
90-95	A+	75-80	B+	60-65	C+
85-90	A	70-75	B	55-60	C

Accreditation is given under such a gradation system. Affiliation given by NAAC after an evaluation is for 7 years but according to the gradation system and institution has to regard itself after every 5/3 yrs. It is not necessary that in the second gradation system the grade must increase it may vary.

The institution that has to be graded that institution has to submit the following to NAAC

➢ Self-study report for evaluation of sections of the institution.
➢ After submission of the self-study report.
➢ To present an executive before NAAC committee and annual report of institution.

After undergoing all the above processes and finding satisfactory results NAAC committee evaluates the quality and give them accreditation.

Accreditation of LIS in India

Accreditation is a process of attaining quality education. The education system should be restructured and reformulated at each and every level as a part of accreditation: NAAC also takes into consideration of library facilities and services of institutions. Recently the NAAC has a meeting of LIS experts. In these meetings, the NAAC has developed broad guidelines and criteria for assessing the guiding library services.

Areas of Accreditation in LIS

- Curriculum
- Teaching faculty
- Admission procedure and intake
- Student
- Physical Resources and facilities.

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The absence of accreditation leads to inconsistency in the course contents infrastructure, intake capacity, examination, apprenticeship requirement nomenclature, it may lead to substandard education, malpractices, and unethical activities in the profession.

Role of Librarian in NAAC Process

The place of the library in the institution has its own importance. The libraryand librarian can contribute a job in the development of institutions and accreditation. The libraries play a major role in catering to the information needs of an educational community. Libraries and librarians are the base of academic productivity, with the potential to expand both the range and depth of creative work carried out by the faculty and students in corresponding disciplines.

Librarian has to play basic two roles, first as a member of the college team and the second as a leader of the library. They (librarians) can actively participate in –

- HEI (Higher Education Institution) Registration.
- Information for quality assessment (IIQA) submission.
- Self-Study Report (SSR) submission
- Quantitative metrics (QM) Assessment for Pre-Qualification.
- Peer Team Visit (PTV) Management process

Librarians can also be a part of Management viz. President, Vice President, Secretary, members, etc., and act accordingly. Further Librarians are also working on the peer team of NAAC. NAAC has given several guidelines to improve the library.

Conclusion

Quality is a buzzword in today's world of education. It has become an important ideology of education. There are some genuine apprehensions among academics and socialcritics on the negative impact of the adoption of managerial and market approaches to quality processes in education. There are fears that these quality processes may result in loss of academic autonomy and creativity, that standardization may become the order and that 'appearance' may assume more importance than 'substance'. These apprehensions may not be without basis. But to neutralize the negative impact, the positive side of quality assurance needs further strengthening. Quality makes education more relevant to its socially transformative and individual development role. We may go on listing any number of steps/measures to ensure the quality of higher education. But we must understand that all these have transitory characteristics and need to be continuously changing to meet the changing educational goals.

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Role of Library in Online Submission of SSR

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Abstract:

The National Assessment and Accreditation Council (NAAC), Bangalore was established by University Grants Commission in 1994 for evaluating the academic, administrative, co-curricular, extra-curricular activities of Universities, Colleges, and Recognized Institutes in India. The place of library in the institution has its own importance. The library and the librarian can contribute a lot in the development of the institution and accreditation. The paper discusses the role of librarian and the library in overall NAAC process in the light of revised framework.

Keywords: National Assessment and Accreditation council, Library, Librarian, Higher Education Institution.

Introduction

The Library serves as the back bone to all the academic activities and heart of the educational institutions. The primary purpose of a Library is to support the teaching, research and other academic programmes of its parent organization. Now a days libraries are called as center of knowledge and information. The higher and professional education is moving more and more towards privatization. Educational institutions no longer wish to make their budget requirements a liability on their national exchequer, but on the contrary they are trying to mobilize their own resources to provide better services, by following best practices,to the students and teachers .The Libraries in this regard have became part of this strategy and the parent organizations are investing sizable sum on the development of libraries to improve the service with better infrastructure.

Library is automated using Integrated Library Management System (ILMS)

This is a Qualitative Metric wherein the respondent needs to describe the automation status of the library. Pratheepan (2012) mentioned that 'an Integrated Library Management System is a computer-based system used to manage internal and external resources including tangible assets, financial resources, materials, and human resources. It is built on a centralized database and normally utilizes a common computing platform and consolidates all library operations into a uniform and enterprise-wide system.' An Integrated Library System usually comprises a relational database, software to interact with that database, and two graphical user interfaces (one for patrons, one for staff). Most of the Integrated Library Systems, separate software functions into discrete programs called modules which are integrated with a unified interface.

Examples of modules are:

- ➤ acquisitions (ordering, receiving, and invoicing materials)
- ➤ cataloging (classifying and indexing materials)
- ➤ circulation (lending materials to patrons and receiving them back)
- ➤ serials (tracking magazine, journals, and newspaper holdings)
- ➤ online public access catalog or OPAC (public user interface)

Only having a computerized database of books and not using other modules of ILMS should never be considered a fully automated library. Proper software selection is essential which will be helpful in generating several reports required for NAAC as well as it should be user-friendly in nature. Few examples of ILMS are Koha, e-Granthalaya, New GenLib, Libsys, and SOUL.

1.2. Need of institute to access followings:

- E-journals
- e-shodhsindhu
- Shodhganga membership
- E-books
- Databases
- Remote access to e-resources

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The respondent needs to provide the membership details of databases, details on how the library is providing remote access to e-resources, whether the library has purchased e-journals or e-books packages. Shodhganga being an open-access electronic theses and dissertations database does not require any individual/institutional membership/subscription. Universities sign a Memorandum of Understanding (MoU) with INFLIBNET for submission of the dissertations in Shodhganga and approved Synopses/Minor or Major Research Projects/ Post-Doctoral Fellowship Research Reports in Shodhgangotri. Colleges that are covered under 12(B) and 2(f) of the University Grants Commission are eligible to subscribe to NLIST. Such colleges do not require membership of e-ShodhSindhu. Colleges that are covered under 12(B) and 2(f) of the University Grants Commission are eligible to subscribe to NLIST. Such colleges do not require membership of e-ShodhSindhu. Colleges that are covered under section 12(B) and 2(f) of the University Grants Commission are eligible to subscribe to NLIST, such colleges do not require membership of e-ShodhSindhu.

NAAC Parameters For Library And Information Centres

It is needless to state that because of emergence of NAAC has improved the image and importance of college and university libraries in India by earmarking parameter of Library. The adequacy and optimal use of the facilities available in an institution are essential to maintain the quality of academic and other programmes on the campus. It also requires information on how every constituent of the institution – students, teachers and staff – benefit from these facilities. The focus on fourth Criteria has four indicators i.e.

- Library as learning resources
- Physical facilities
- IT infrastructure
- Maintainance of campus infrastructure

As per the latest NAAC guidelines, the Library as a learning Resource Centre incorporated in Criteria four Infrastructure and Learning Resources has been allotted only 20 marks which accounts to just 2 percent of total marks of 1000 marks involved in accreditation.

Role Of Librarian Towards Quality Excellence In Higher Education

1) Librarianship is such a wonderful noble profession that deals with entire gamut of information and knowledge possession, organization to the society for empowerment and enlightenment library enlightens the society with information for betterment of life.
2) The libraries have undergone sea of changes due to the impact of information and communication technology and the curriculum is more of inter-disciplinary in nature wherein the components of information technology, management skills and psychological aptitudes are essential and preferred for career in librarianship.
3) The librarians equipped with technological and management skills are highly preferred in academic and research universities or colleges or institutes.
4) The College or University Library's focus of assessment is on the library holdings in terms of collection of print and online sources, and other learning materials and technology-aided learning mechanisms, usage and innovations which enable students to acquire information, knowledge and skills required for their study programs.

Following are the best practices of the college Libraries

- Thought for the day & Importance of the day.
- Media Coverage.
- Meet the authors.
- Circulation of students related news & information among colleges.
- Writing of Headlines of important News from the news paper at the entrance of College Library.
- Displaying Vachanas
- Collecting the websites and email address.
- Displaying news paper clippings on the notice boards.
- Developing Institutional Repository.
- Stiple and drill Binding.
- Index of women literature articles in the news papers.

- Index of Health Science articles in the news papers.
- Index of Educational articles in the newspapers.
- Index of Law Literatue articles in the newspapers.
- Index of Agriculture articles in the newspapers.
- Collection Development in the Library by reading Book review in the newspapers.
- Organizing Book exhibition on different occasion.
- Displaying new arrivals.
- Organizing Book talks.
- University question papers on college websites.
- Interacting with students and staff of the varies department of the colleges.
- Collecting the published Books of Science.
- Suggestion box and timely response.
- Conducting the cultural programmes and Guest Lectures.
- Automation of Library with standard software.
- Preparing the Library broucher.
- Internet and e-mail facility.

Preparation of Library and Information Centre for NAAC:

1. The Librarian must be completely aware of the Library collection, development policy, accession registers, services provided, activities undertaken, software used for automation (if any), subscription details of journals, e-resources.
2. The role of the library in the development of the college, etc. no matter since when he/she joined the institution. For the newly appointed Librarians, it becomes a challenge to prepare the Library as well as himself/herself for a NAAC peer team visit.
3. The Librarian must also project his/her academic achievements, qualifications, publications, activities undertaken for promotion of library services, and administrative duties other than the library.
4. Photo Gallery with Captions.
5. Quotation Files, Purchase Orders of books and Non-Book Items, Bill files, Payment Receipts (if maintained), Audit Reports needs to be shown to the peer team.
6. At the entrance of the Library or in any prominent place board featuring 'Library at a Glance' should be put mentioning Number of Volumes, Number of titles, Senior College Books, Books purchased under UGC (if any), Book-Bank Sets (if provided), Number of Journals and Periodicals, Newspapers, CDs/VCDs, E-resources Subscribed, Databases Subscribed, Institutional Memberships (if any).
7. Display multiple small size flex/color print-outs featuring- 05 Highlights of Library, 05 years Library Collection details in tabular format (for 1st Cycle Library Collection right from the establishment of the library should be mentioned), during 2nd and consecutive cycles Comparative charts/graphs of Library collection can be prepared, Year-wise College Library Budget/UGC Budget for books (if received)/DST, DBT Budget for Books etc., Year-wise Journal/Periodical Subscribed, Year-wise Subscription Amount, Bound volumes, Theses and dissertations (if any), ETDs (if any), Library Activities, Services Provided, Any Special Achievements of the Library, Highlight Rare Collection (if any) and Knowledge Resources, Photos of Library Orientation Program, Book Exhibitions, Visits of eminent personalities, Institutional membership records and facilities availed, Departmental library details and Best Practices of Library.
8. Librarians should also include a few prints highlighting personal achievements, publications, h-index (if any), citation statistics(if any) etc.
9. Minutes book of Library Committee Meeting with Agenda and Action Taken Report should be maintained, signed by the Librarian and Principal.
10. If the Library is partially/fully automated then show the peer team how the circulation is carried out, book reservation, barcoding, stock-taking and stock-verification process etc., if UGC-Network Resource Centre is available in the library then a record of internet usage by students and faculty should be maintained.
11. Library user statistics should be maintained either manually/automated.
12. New arrivals display racks should be kept at a place from which they will be clearly visible.
13. Library should be clean, hygienic, books should be arranged as per DDC/CC, shelf/cupboard levels, general rules and regulations of library and stacking section should be displayed, how to search a book on the stack and through OPAC, Newspaper clippings file should be maintained, CCTVs should be installed for security purposes, Wi-fi

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routers should be made available in the library, etc. If the library provides an E-newspaper Clippings facility, then that needs to be shown to the peer team.

Role of Librarian -Key Indicator

Librarians play a very important role in the institution **Kulkarni (2018) and Jange (2020)** have highlighted several points related to the contribution of librarians beyond libraries in NAAC preparation. Librarian can prove to be helpful in all the criteria due to the variety of professional skills, abilities, and the variety of services offered by the library in the following manner:

- Plan NAAC related meetings and awareness programs.
- If any Librarian becomes part of the Self Study Report (SSR) preparation then very alertly use the ICT skills in file conversions, uploading of documents, providing hyperlinks of College website, Updating college website or sending the developer all the current information, etc.
- Create / Help in creating a college website and updating the website.
- Librarians can help with documentation.
- Show ICT Skills in preparing AQAR, SSR, PowerPoint Presentation, NAAC related documents/updates.
- Provide e-resources to teachers for effective teaching.
- E-content Creation/ LMS Coordinator.
- Information regarding Funding Agencies for Research, Awareness sessions on Plagiarism, Academic Integrity, Research Metrics etc.
- Guidance of Competitive Examinations.
- Professional development/administrative training programs organized by the library for teaching and non-teaching staff.
- Library may support green initiatives on the campus by replacing tubes/bulbs with LED bulbs, by supporting and promoting paperless office work.
- Making available library software for the students and teachers making better learning and teaching
- Librarians may support students in field projects and internships.
- Librarians can also participate in the feedback process as he/she is in touch with maximum students.
- Librarians can assist in Syllabus development, be a part of teaching in Academic Programmes related to Research Methodology, etc.
- Information regarding UGC-CARE list of Journals, SCOPUS listed Journals, Citations, Research Metrics.
- Create awareness about Reference Management Tools, Plagiarism Detection Tools, etc.

Conclusion

NAAC visit is mandatory for all colleges and universities in order to evaluate the services provided by them and for increasing the quality of education. While preparing for NAAC, library professionals need to remember that no two libraries are the same. Library and Information Centre is considered as one of the most important support services where usually the Peer Team gives more time compared to other Academic and Administrative Units. With the help of administrative abilities and updated professional skills, but even beyond it. Today libraries are not just issue or return of books but have plenty of information sources both in print and online sources to support learning, teaching, research and extension activities of the user community and the Librarians have significant role to play in IQAC and RUSA activities of university and colleges occupying positions as Director, IQAC/ RUSA Coordinators and also NSS and IT Coordinators. With the help of emerging trends in e-Resources, now the college libraries are more digitally resourceful & also have started collecting information in the electronic modes likely in Online Journals, Online books, CD-ROM, DVD-ROM, e-journals, audio cassettes, video cassettes and internet. Now they have slowly started replacing the importance and usage of print media. And, because of e-resources availability there is easy access to valuable information in an expeditious manner.

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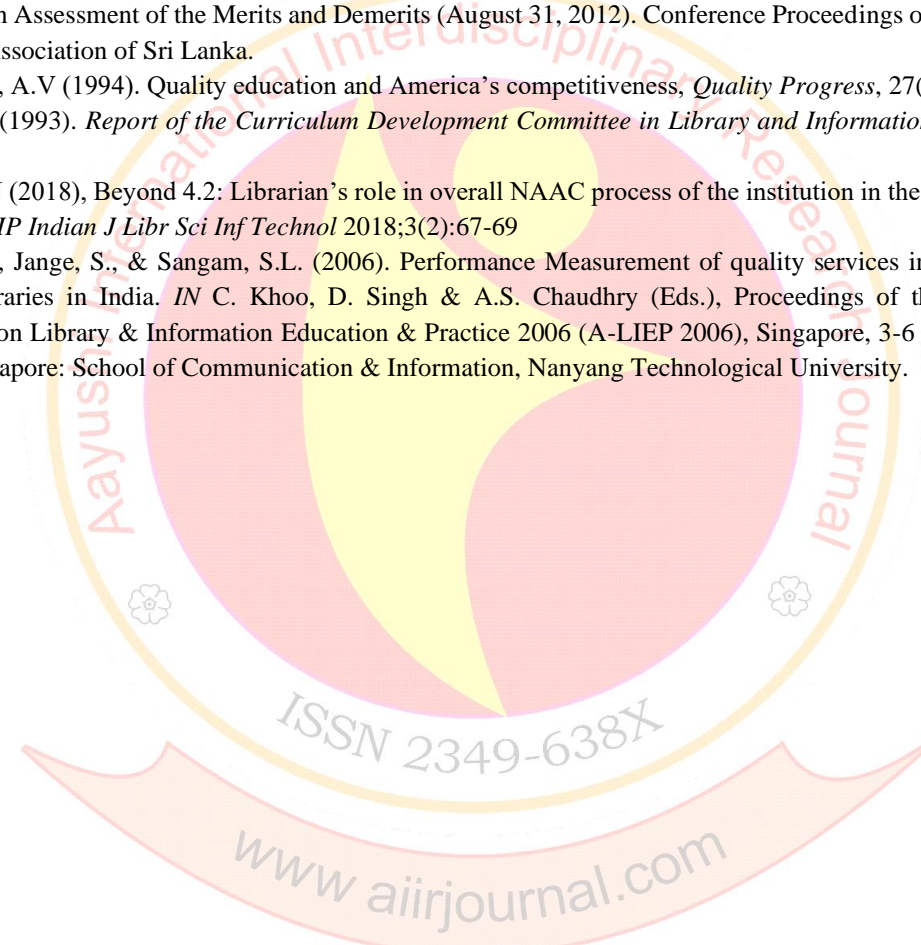
Quality of Higher Education in India: A Role of NAAC

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Abstract:

Higher Education plays a significant role in the development of country. Higher education in any country is a influential tool for increasing knowledge and information. The progress of the society in any nation is based on the quality of the education it is given. Higher education given to the youth of the nation must have quality. It is measured through the tools used by NAAC, an autonomous institution established by University Grants Commission in India. It has its mission and vision to educate, train and undertake research and provide service to community. That's why the quality and quantity both has equal significance. Today it is very important to pay more attention to the quality education in Higher education including teaching, learning, and evaluation as well as to the field of research. For the purpose of assessment of these factors an autonomous body is established by UGC. It assesses and accredits the higher education institution and suggests recommendations for the betterment of higher education in the institutions. NAAC assessment can judge the quality of higher education in colleges and universities. This paper aims to study in a systematic ways the measures taken by NAAC to stimulate the Academic environment for enhancement of quality of teaching-learning, evaluation and research in Higher Educational Institutions.

Key Words: Higher, education, institution, assessment, accreditation

Introduction:

Higher education constitutes the backbone of a country as the higher education institutes produce the human force which plays the noteworthy role in the development of any country. It also plays an important role in the development of the civilization. It has a lion's share in providing the trust in getting ahead and building up powerful democratic society. It is the pillar of the country on which the nation stands. The nation cannot progress until and unless its citizens are not highly qualified. The progress of the nation can only be expected only when its citizen are dynamic, resourceful, enterprising and responsible. Higher education has the potential to do so. That's why higher education is considered as a influential tool for bringing about the positive changes in the field of social, economic, political and technological progress of the country. Gradually the demand for higher education is increasing. And the quality education has become highly selling product but the question of it quality is very vital.

NAAC is an autonomous institution established by the UG.C It has the primary agenda of assessing and accrediting institutions of higher education. It has objective of helping the higher education institutions to work persistently to improve the quality on higher education. Both Assessment and Accreditation is generally used for understanding the Quality Status of an institution. The accreditation status specifies that the particular Higher Educational Institutions, a College, a University, or any other recognized Unit therein, meets the standards of quality as set by the NAAC, in terms of its performance, related to the educational processes and outcomes, covering the curriculum, teaching-learning, evaluation, faculty, research, infrastructure, learning resources, organization, governance, financial well being and student services. It advocates excellence in vision of every Higher Education institution. Moreover it also advocates the best practices, benchmarking approach for quality enhancement in Higher Education.

Accreditation by NAAC plays a significant role in higher education because both the higher education community and the government use the system to protect and give surety for the quality of education and protect it for public interest. It has some goals to be achieved. It has to ensure that the education provided by the higher education institution has achieved the levels of qualities framed by NAAC. The primary purpose of the NAAC is to confirm that the higher education is providing quality education to the community. It ensures that the education provided by the institution meets all criterion expected by NAAC. It has seven criteria for assessment and accreditation. UGC has made it mandatory that the higher education institute should complete the process of Assessment and Accreditation. Quality sustenance and Quality enhancement are two factors reverberating in most

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of the institution of higher education. The process has its own significance. Its seven criterions with Key Indicators are as follows:

Criterion I: Curricular Aspects

Criterion I pertains to the practices of an institution in initiating a wide range of programmes options and courses that are in tune with the emerging national and global trends and relevant to the local needs.
Key Indicators-

1.1 Curriculum Design and development (U)

1.2 Curriculum Planning and Implementation (A)

1.3 Academic Flexibility

1.4 Curriculum Enrichment

Criterion II; Teaching Learning and Evaluation

Criterion II pertains to the efforts of an institution to serve students of different background and abilities, through effective teaching – learning experiences, interactive instructional techniques that engage students in higher order 'thinking' and investigation, through the use of interviews focused group discussions , debates, projects, presentations, experiments, practicum, internship and application of ICT resources are important considerations. It also probes into adequacy, competence as well as the continuous professional development of the faculty who handles the programmes of study.
Key Indicators-

2.1 Student Enrolment and Profile

2.2 Catering to Students Diversity

2.3 Teaching- Learning Process

2.4 Teacher Profile and Quality

2.5 Evaluation Process and reform

2.6 Student Performance and Reforms

2.7 Student Satisfaction Survey

Criterion III: Research, Innovation and Extension

Criterion III seeks information on policies, practices and outcomes of the institution, with references to research, innovation and extension. It deals with the facilities provided and efforts made by the institution to promote a "research culture'. The institution has the responsibility to enable faculty to undertake research projects useful to the society.. Serving the community through extension, which is a social responsibility and a core value to be demonstrated by institution, is also a major aspect of this Criterion.
Key Indicators –

3.1 Promotion of research and Facilities

3.2 Resource Mibilization for Research

3.3 Innovation Ecosystem

3.4 Research Publication and Awards

3.5 Consultancy

3.6 Extension Activities

3.7 Collaboration

Criterion IV: Infrastructure and Learning Resources

Criterion IV The adequacy and optimal use of facilities available in an institution are an essential to maintain the quality of academic and other programmes on the campus. It also requires information on how every constituent of institution – students, teachers and staff – benefit from these facilities.

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Key Indicators –
  4.1Physicl Facilities
  4.2 Library as Learning Resourse
  4.3IT Infrastructure
  4.4 Maintenance of Campus Infrastructure

Criterion V: Student Support and Progression

The highlight of this Criterion V are the efforts of the institution to provide necessary assistance to students, to enable them to acquire meaning ful experiences for learning at campus and to facilitate their holistic development and progression. It also looks into student performance and alumni profiles and the progression of the students to higher education and gainful employment.

  Key Indicators –
  5.1 Student Support
  5.2 Student Progression
  5.3 Student Participation and Activities
  5.4 Alumni Engagement

Criterion VI: Governance, Leadership and Management

Effective functioning of an institution can be gauged by the policies and practices it has evolved in the matter of planning human resources , recruitment, training , performance appraisal , financial management and the overall role of leadership.

  6.1 Institutional Vision and Mission
  6.2 Strategy Development and Deployment
  6.3 Faculties Empowerment Strategies
  6.4 Financial Management and Resource Mobilization
  6.5 Internal quality Assurance System

Criterion VII: Institutional Values and Responsibilities

Every educational institution operates in the context of a larger education system in the country. It has a mandate to be responsive to at least a few pressing issues such as gender equity, environmental consciousness and sustainability, inclusiveness and professional ethics. Such practices which are evolved by the institution leading to improvement in any one aspect of its functioning- academic, administrative or organizational – are recognized as 'best practices'. Over a period of time, due to such unique ways of functioning each institution develops distinct characteristic which becomes its recognizable attribute.

Key Indicators –
  7.1 Institutional Values and Social Responsibilities
  7.2 Best Practices
  7.3 Institutional Distinctiveness

By using these criterions with its Key indicators NAAC does assessment and accreditation of the higher education institutions and gives some recommendations for improvement and in this way the quality is maintained in higher education institution by using grading system.

Conclusion:

The higher education system in India has been used as a reliable tool to construct a knowledge-based information society. Education at all levels has all the potential to form the world of tomorrow, providing individuals and societies with the skills, perspectives knowledge, and values to live and work in sustainable manner. The goal of Higher education is to focus on the development and improvement of society. It also aims at meeting the requirements of all fields of human activity. For the purpose of development in higher education there is a need of major transformation in the accreditation process. The superseding public interest of the present

century is promoting accountability for moving to excellent quality and performance. In order to survive in the competitive world of liberalization, privatization and globalization, all higher education institutions should pay special attention to quality in higher education. NAAC has taken a number of steps to promote the quality of Indian higher education. NAAC's assessment has made great attempts in bringing about quality culture among the Higher Educational Institutions of India. Quality is the major life giving force in the Institutions of higher education. Without quality, higher education is of little use. In the recent past, there has been a rapid growth of higher educational institutions with sub-standard quality of education. However, after the establishment of NAAC there has been a enormous change in the total scenario of higher education. NAAC's assessment process has brought about quality development in the higher education institutions. There has been major improvement in the academic and non-academic activities of the college. In this way NAAC plays a significant role in advancement of the academic environment for enhancing the quality of teaching-learning, evaluation and research in Higher Educational Institutions.

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Best Practices in Higher Education: An Overview

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Abstract

Education is a process by which society traditionally transmits knowledge, values from generation to next generation and institutional libraries playing vital role to provide valuable resources for building knowledge-based society. This paper focuses on the various best practices in higher educational institutes and their libraries and extension services.

Keywords: best practices, college best practices & library best practices.

Introduction

India is one of the largest & biggest education systems in the world. The Indian higher education system playing a vital role in research, development, innovation and it is positive impact on overall national development. Indian higher education system are providing the right education and maintaining the value & quality enhancement through various Universities, R & D institutions & colleges. The NAAC also one of them to maintaining the quality element of higher education in India through a combination of self and external quality education, promotion and sustenance development.

The National Assessment and Accreditation Council (NAAC) has establishment in 1994 as an autonomous institution of the University Grant Commission (UGC) with its head quarter in Bengaluru. The NAAC has been carrying out the process of quality assessment and accreditation of higher education institutions over the past two decades. The NAAC continues with its focus on quality culture of the University, R & D institutions and colleges in the terms of quality initiatives, quality sustenance and quality enhancement.

Best Practices

The NAAC has provided 100 points to institutional values and best practices (Criteria VII) in overall assessment and accreditation of a college. As per the NAAC manual, any practice or practices that the institution has internally evolved and used during the last few years leading to positive impact on the regular functioning of the institution can be identified as "best practice/s." All best practices are relevant within the institutional context and may pertain to either academic or administrative or organizational aspects of institutional functioning. Oxford Advanced Learners Dictionary describes 'best practices as quality of high standard, excellence, highly improved, outstanding, par excellence service. It means way of doing something that is usual or expected way in a particular organization or situation, guidelines for good practices. In this process of developing best practices we take action rather than good ideas, and we improve our skills.'

Best Practices for Colleges/Universities Level

There are various types of best practices of the college leading to quality sustenance and enhancement. Some of them are enlisted as under

S. N.	Name Best of Practices	S. N.	Name of Best Practices
1	Best Teacher Award	40	Use of renewable energy
2	Best Class Award	41	Water harvesting
3	Best Guardian Faculty Members Award	42	To installation of 225 KW solar power systems
4	Best Department Award	43	Best class III & IV employees Award
5	Best Head of Department Award	44	To Enrichment of Teaching and Learning Process
6	100% University Result Award:	45	To start Faculty Development and Welfare Programme
7	Best Outgoing Student Award	46	To Reformed Teaching Learning Process

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8	Topper of the Class Award	47	To organise Industrial visits
9	Subject Topper Award	48	To organise Blood Donation camp
10	Best Teacher Award	49	To organise Project exhibition
11	Best Class Award	50	To organize Digital India Programme
12	The college has launched Alumni Portal	51	To organise Sports and cultural programmes
13	To conduct Regular training & placement	52	To conduct Swacha Bharat Abhiyan
14	To organize Rural Sanitation Drive	53	organizes summer coaching camp
15	To develop the e-Services	54	College has setup an Industry Advisory Board
16	The college has launched Alumni Portal	55	The college follows an outcome base education
17	To organize the corporate session for final year students.	56	Literacy day celebration
18	To conducted the English Proficiency Test	57	Visit to blind school
19	To conducted the Aptitude test	58	International day celebration
20	To conduct the Group discussion tournament	59	Solid waste management
21	To conduct Plantation programmes	60	Outreached winter camp
22	Coaching for competitive Examinations	61	Blood donation camp
23	A Digital language lab	62	Literacy day celebration
24	Computerization of the college office	63	Visit to blind school
25	Helmet wearing campaign	64	International day celebration
26	To conduct An anti-tobacco awareness rally	65	To organize Info Talk
27	To Promote organic vegetable farming in villages	66	To organize Debate
28	To Celebration of important days in the college	67	Aptitude & Tech. Skill Development Programme.
29	To conduct Plantation programmes	68	Soft Skills Development programme
30	Coaching for competitive Examinations	69	Use of innovative methods of teaching
31	A Digital language lab	70	Clean and environment friendly campus.
32	To organize Corporate Lectures	71	Gender sensitization programs in college
33	Student wall magazine and annual issue of the college.	72	Contribution of alumni in college development
34	To develop a spirit of gender sensitization	73	To empower girls with physical and emotional strength.
35	ICT enabled teaching-learning	74	To create awareness among the girls about their civic rights
36	Continuous evaluation of the students	75	To develop self-esteem and self-confidence in girls.
37	Remedial coaching to weak learners and attention to advanced learners	76	To develop gender sensitization and self-discipline.
38	Outreach programs conducted at individual, departmental and college level.	77	Conducting value added courses to enhance the employability and skills of the students
39	To help the less advantageous sections of the society	78	To provide medical help to the needy residing in the slums in nearby areas.

Best Practices conducted in Library

S. N.	Name of Library best practices	S.N.	Name of Library best practices
1	Computerization of library with standard software.	30	Library Brochure
2	Inclusion of sufficient information about the library in the college prospectus.	31	Readers Club
3	Compiling student / teacher statistics	32	Library short Term course
4	Displaying newspaper clippings and a clipping file maintained periodically.	33	Training to use E-Resources
5	Career/ employment information services	34	Indexing & Abstracting Services
6	Internet facility to different user groups	35	Staff User Meet

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7	Information literacy programmes	36	Carrier Guidance Cell
8	Suggestion Box	37	Library Webpage
9	Organizing book talks	38	Online Public Access Catalogue (OPAC)
10	Instituting Annual Best Use Award for students	39	Electronic Document Delivery Services
11	Organizing competitions annually	40	CAS & SDI Services
12	Conduct user survey periodically	41	Electronic Mail (E-mail)
13	Making of a Path Finder to the library	42	Electronic Resources
14	Keeping the library premises neat and clean	43	Library Brochure
15	Updating and maintaining library website	44	Institutional Repository
16	Maintaining useful statistics regarding the use of the library and displaying them on the library walls	45	Online Full Text Service
17	Compiling checklists on different subject/topics as a part of documentation service	46	Arrange book exhibition on different occasion (i.e. National Library Week, World Copyright Day etc.)
18	Library Committee formation	47	External Membership Facility
19	Orientation Programme	48	Inter Library Loan (ILL)
20	Putting the list of newly available books on notice board	49	Online Readers Advisory Services
21	Document Delivery Service	50	Special Facility Scheme
22	Learn and Earn Scheme	51	Compilation of Bibliography
23	Reprography	52	Journal Alert
24	Newspaper clipping services	53	Display of various library chart
25	Career Notification	54	Book Bank Facility
26	Library Help Desk	55	Compiling a list of Current Serials/ catalogue of journals.
27	Conduct user survey periodically	56	display rare books, newly added books or books of particular subject
28	Develop Dynamic Library Webpage	57	Develop Web OPAC to know the status of library collection with 24 x 7 access.
29	Virtual Library Tour should be developed and linked to Library website	31	On line Assistance * Information Download. * Printing facility * Remote Access to e-resources

Conclusion

The list of best practices is not the exhaustive ones but an idea to the colleges to start some students' centric outreach and skill creating approach. Best practices are the quality enhancing strategies, services followed by an institution at low cost to the possible highest number of target group with available resources in best ways. The Libraries must exercise the best practices using ICT tools and give the best services to the target groups or library users.

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Importance of MOUs for Assessment and Accreditation

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Abstract:

Higher Educational Institutions (HEIs) must submit the SSR, together with other relevant papers, to their institutional website to ensure transparency in the Assessment and Accreditation process. The purpose of this study is to explain why MOUs are important in higher education and why they are necessary. It also offers different sorts of MOUs that a higher educational institute can enter into, based on the SSR (Self Study Reports) criteria that must be submitted as part of the NAAC evaluation process.

Key words: NAAC, MOUs, Accreditation, SSR (Self Study Reports), NEP

It's encouraging to see the National Assessment and Accreditation Council (NAAC) inject new energy into its assessment and accreditation process. This was undertaken as part of the NAAC's on-going effort to ensure that its processes are in sync with local, regional, and worldwide developments in the higher education landscape. The revision process' major goal was to improve the accreditation process' redeemable aspects and make them more resilient, objective, transparent, and scalable, as well as to make it ICT enabled. It's also cut down on the time it takes to get accredited.

With the NEP 2020 in mind, the NAAC accreditation process becomes more difficult. Depending on the type of Higher Educational Institute (HEI), there are around seven SSR (Self Study Report) criteria They must fill out yearly data using an online approach. All HEIs must complete all essential fields and provide documentation evidence to support their claims. Incorrect data or fraudulent details may result in disqualification or a penalty, according to the rules.

As a result, HEIs rely on meeting minutes, notices, circulars, and resolutions voted at meetings to serve as documented proof. Because external stakeholders are involved, MOUs that are less well-known may have more credibility than all other documents produced by HEIs. To improve scores across the board, data must be intriguing and unique. Genuine MOUs are helpful in making your job inputs sound unique. I believe that having various sorts of MOUs has become unavoidable for HEIs. seeking accreditation.

The following are the distinguishing characteristics that make them so important.

1. Genuine and true: It would not be sufficient to just type the work that is being done in a specific criteria unless and until there is verifiable evidence for the job that is being done. MOUs clearly define the roles and responsibilities of all stakeholders participating in a project, and they may also establish the evaluation procedure. If the transaction involves money or financial obligations, a notary-based legal instrument such as a memorandum of understanding (MOU) could be used.
2. The Institute's ability to collaborate is highlighted: One should have business and community participation in the academic dialogue and a student-centric strategy, according to NEP 2020. MOUs show that an institute is committed to the NEP objective and is prepared to collaborate with others to provide the greatest possible education for its students. Good leaders workout good collaborations.
3. Willingness to Change with the Passage of Time: Because change in information and technology occurs at such a rapid rate in today's world, it's challenging for academic institutions to keep up with and remain informed with the changing environment. For the changes that are occurring in the industry, an academic institute may not always have skilled staff at its disposal. Making MOUs with key stakeholders sends a strong message to students that an institute is committed to providing them with the most up-to-date information.
4. Encouragement of fresh ideas and ways of thinking: More interactions with the outside world will occur as a result of new people joining an institute. This will stimulate the development of new ideas and thought processes. It aids in the formation of a much larger perspective on any topic, resulting in more creative thought processes.

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5. The Institute will be able to focus on its core competencies: In the scenario where state governments are not willing to recruit new teachers. The academic staffs in every department are functioning with very limited manpower. Any institute will be able to deliver its best for which it is more competent. Areas where an institute does not have man power or the required skills sets. It may always take the services of other groups that excel at what they do. An institute could focus on its strengths and continue to grow.

6. Connect with Industry and Society: Students will be able to connect with industry and society, which will help them gain better contacts and career prospects. Stakeholders from the community who want to contribute to the students' growth and development will be given the opportunity to do so. Students can be trained according to the work requirements of industries.

7. New subjects and spaces: Students may be encouraged to take on new and different subjects, as well as new and different spaces. If a university wishes to expand, but doesn't have adequate physical space, it can do so by establishing an MOUs with another university.
   There will be more learning with a broader scope and fewer boundaries. Institutions will have the opportunity to grow on a national and international scale.

8. People who share similar interests could form a group: People with similar trades or skills could collaborate and grow together. And an educational institution could serve as a hub for these exchanges. This will make the process of new discoveries and developments go more smoothly.

After reviewing the value of MOUs, we take a quick look at the various MOUs that HEIs could use to develop their score in several SSR parameters.

a) **Curriculum Design and Development:** Various industrial stakeholders may be involved in the teaching and learning process. There could be 3 levels of participation. 1) The creation of a syllabus 2) Internship/Job and 3) Teaching/Training

b) **Teaching-Learning-Evaluation:** Since the pandemic, online learning and online tests have become a typical occurrence. There are a plethora of IT firms that provide this service. An MOU could be used to administer online examinations and evaluations, which is becoming increasingly frequent these days. By signing MOUs with several NGOs, special classes for SC, ST, OBC, Divyangjan, and others could be organized. MOUs could also be devised to obtain unbiased feedback from students.

c) **Research, Innovations, and Extension**: In collaboration with HEIs, commercial enterprises could supply research and incubation facilities as well as finance. Teachers who are willing to assist in the research and development process could have special MOUs drafted for them. Similarly, working with industry could provide understanding of Intellectual Property Rights (IPR) and entrepreneurship skills from a market perspective.

d) **Physical Facilities:** HEIs may sign into MOUs with sports and fitness clubs to provide students and faculty with fitness and yoga programmes. With the help of private organisations, Internet and library facilities might be maintained and automated at various levels. Similarly, HEIs could start audio-visual content development facilities in conjunction with private firms.

e) **Student Support and Progression**: NGOs could sign an MOU to provide scholarships and career guidance workshops to students from underprivileged sectors. Similarly, with the help of NGOs, gender-sensitive and cultural events could be started.

f) **Strategy Development and Deployment**: MOUs for faculty development and exchange programe could be initiated by HEIs with bigger and international universities. Similar programs also should be initiated for Non-Teaching staff also.

g) **Institutional Values and Best Practices:** To maintain a clean and green campus, MOUs should be signed with NGOs and waste management firms. With the help of these organisations, solid waste might be simply recycled. Similarly, sustainable energy conservation strategies should be utilised by the faculty and students.

The process of Accreditation and NEP 2020 had indeed made MOUs very important. HEIs from urban region might have lot of options to make MOUs, but for HEIs in rural areas have to face bigger challenges to find one and work on its feasibility.

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Future of Accreditation in The Light of Digitalization

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Abstract:

Higher education plays a crucial role in the growth and nation development in social, economic, cultural, scientific and political respects. Education empowers people to transform from a human being to having human resources. In present context of globalization, quality higher education is needed to uplift creativity, talent, adaptability and research mindset. In order to fully utilize the outcomes of education, it is important to ensure that education is meeting the minimal prescribed standards to fulfill ever-changing requirements worldwide. Accreditation, a powerful tool of quality assurance, is used to assess the national system of higher education. Accreditation is considered as a quality stamp, which ensures that an accredited institution/programmer has undergone a rigorous process of external peer evaluation based on predefined standards/principles and complies with the minimum requirements. This paper focuses on the outcomes of accreditation to enhance excellence in higher education institutions (HEIs) based on a literature review and empirical research. Previous studies in various national contexts are reviewed here, based on which, the question of whether accreditation can really enhance the excellence of HEIs is answered and factors behind it are explored.

Keywords: Higher Education, Accreditation, Research Quality.

Introduction:

Looking back, it was clear that colleges, universities and accreditors underestimated the persistence and intensity of calls for greater public accountability. Despite a series of valuable and important initiatives in this area, higher education's otherwise compelling and forceful responses did not match the urgency of the accountability demands.

And, in a number of instances, higher education institutions and accreditors had remained emphatically resistant about public accountability. They often disagreed with government about the appropriate tools needed to address this vital subject. From the perspective of many educators, current approaches to accountability often rested on either erroneous assumptions or inadequate evidence or poor methodologies. This was simply unacceptable when addressing such complex and nuanced issues as institutional performance and student achievement.

One of the first steps any prospective student should take before enrolling in a college or university, is to verify whether or not the school is accredited by a recognized accrediting agency. ACICS is a national accrediting agency recognized by the United States Department of Education. Accreditation is a voluntary activity initiated by the institution. It requires a rigorous self-evaluation and an independent, objective peer appraisal of the overall educational quality. Accreditation emphasizes quality assurance and a commitment to continuous quality enhancement. To achieve accreditation by the Accrediting Council for Independent Colleges and Schools (ACICS), an institution must.

1. Comply with rigorous standards   Develop and implement a Campus Effectiveness Plan
2. Undergo an annual review of its financial stability and its retention and placement rates
3. Host announced and unannounced site visits
4. Importance of Accreditation:

Accreditation, the primary means of assuring and improving academic quality in U.S. higher education, has endured for more than 100 years. While accommodating many changes in higher education and society, accreditation's fundamental values and practices have remained essentially intact, affirming their sturdiness. Accreditation is a form of self-regulation--professionals reviewing professionals and academics reviewing academics. To carry out this process, nongovernmental, independent accrediting organizations were established, usually by professional societies or organizations of colleges and universities. Accreditation in the United States

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is undergoing a major change as governmental regulatory authority to judge quality expands, eclipsing accreditation's collegial model of quality review. The enormous growth of public and private money in higher education, the commitment to universal access and the accompanying calls for greater public accountability, the growing nationalization of public policy, and the impact of electronic technology have all contributed to this change. Especially over the last six years, this shift has challenged the core values of both accreditation and higher education and now threatens heretofore successful academic practices such as the judging of quality by academics and institutional self-determination. While fully countering the expansion of governmental authority is unlikely, action from the academic community is essential to contain the expansion and preserve core academic values. goal of accreditation is to ensure that institutions of higher education meet acceptable levels of quality. Accreditation in the United States involves non-governmental entities (accrediting organizations) as well as federal and state government agencies (these three entities are formally known as the Triad).

Benefits of Accreditation:

Provides formal recognition by peers, both within the institution and across the country. encourages planning, identifies areas for change, and provides substantial information that can be used to support resource decisions. Institutions value accreditation because it represents the institution's commitment to transparency, allowing an external party to come in to validate that the institution is doing what it represents it is doing and making results available to the public.

Introduction of Digitalization:

Digitalization is the use of digital technologies to change a business model and provide new revenue and value-producing opportunities; it is the process of moving to a digital business. Covid-19 has showed the importance of digitalization as one way to increase resilience. An economy's ability to adapt new technologies quickly in response to the changing landscape that the pandemic has brought about will affect its recovery speed. The future of digitalization is not only arriving sooner but also taking a different shape than many expected. Across all industries, including high tech, the corona crisis is accelerating companies' digital transformation plans. Recovery is driven by many factors, such as the health of public finances.

Purpose of Digitalization:

The purpose of digitalization is to enable automation, increase data quality, and collect and structure all that data so we can apply advanced technology, such as better and smarter software. Digitalization of business helps to improve the efficiency of its process, consistency, and quality. It can: Integrate conventional records or files into a digitalized form, eliminating redundancies and shortening.

The Importance of Digitalization

Communications chain. Improve and facilitate a better informational exchange. integrate conventional records or files into a digitalized form, eliminating redundancies and shortening of communications chain

- Improve and facilitate a better informational exchange
- Help in providing customer service anywhere in the world
- Reduce operational cost
- Prevent human error
- Take advantage of analytics & real user data
- Improve the continuity of business growthless cost
- Increases efficiency
- Lack human error
- Safer data storage in the cloud
- Reduces operational costs

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Enables data to be analyzed Digital Marketing has become a savior for all type of businesses. With a set of tools and marketing strategies, we, a digital marketing agency, help to promote your brands or services through the internet. Be it a small business or a big organization, our professional team knows the importance of digitalization and they apply an agenda for better profit and helping you to flourish. We adopt ways which are highly appreciated to woo consumers with Internet marketing The fact that digitalization continuously changes our work tasks, it has also had a substantial impact on how we live our lives: CDs to MP3-files, books to e-books, maps to GPS, photo albums to Instagram, post to e-mail there are many examples. Most things become simpler and more accessible.

Digitalization and energy consumption:

Overall, energy consumption rises due to ICT. ICT decreases energy demand via energy efficiency and sectoral change. ICT increases energy demand via a growing ICT sector, rebounds and economic growth. Digitalization does not decouple economic growth from energy consumption. Insights from debates on decoupling can explain these relationships.

Digital Technology:

Digital technologies have advanced more rapidly than any innovation in our history reaching around fifty per_cent of the developing world's population in only two decades and transforming societies. By enhancing connectivity, financial inclusion, access to trade and public services, technology can be a great equalizer.

In the health sector, for instance, AI-enabled frontier technologies are helping to save lives, diagnose diseases and extend life expectancy. In education, virtual learning environments and distance learning have opened up programmers to students who would otherwise be excluded. Public services are also becoming more accessible and accountable through blockchain-powered systems, and less bureaucratically burdensome as a result of AI assistance. Big data can also support more responsive and accurate policies and programmers

The Future of social media:

social media connects almost half of the entire global population. It enables people to make their voices heard and to talk to people across the world in real time. However, it can also reinforce prejudices and sow discord, by giving hate speech and misinformation a platform, or by amplifying echo chambers. In this way, social media algorithms can fuel the fragmentation of societies around the world. And yet they also have the potential to do the opposite.

Main results of the study:

Transnational, national and sub-national policy-makers have produced a large body of policy work on digital education and education in the digital age. For approximately the last two decades, policy work has often focused on 'soft' factors such as teacher training, teacher and student competence building, as well as content development. From policy approaches have often included 'iterative' and 'organic' approaches. Small-scale experiments that can, if successful, be upscaled and mainstreamed. In terms of providing digital infrastructure, digital equipment in schools is overall at a good level across the European Union. However, large disparities between regions and countries persist. Emerging trends are the provision of platform and cloud solutions for schools, open educational resources and massive open online courses. Students in Europe have generally high digital skills, although differences persist specifically according to educational background and country. Gender differences in skills are negligible among today's student generation, but girls remain by far less likely to turn their digital competences into a career. In the future, 'soft' and citizenship skills such as computational thinking and entrepreneurship skills.

Providing digital infrastructure:

Policy-makers and public administration in the EU Member States are responsible for providing and encouraging policy frameworks especially in terms of digital infrastructure, which lays the basis for digital education. Access to digital infrastructure is connected to the topic of social inclusion, empowerment and justice individuals with only limited access to digital infrastructure are easily excluded from today's digitalized society. For this reason, it is particularly important to ensure that every child, regardless of social background, has access to digital technologies at school, so that possible disadvantages can be compensated through public education.

Europe's task among others expressed in the EU's cohesion policy is to shape the European Digital Single Market, to enhance interoperability and to overcome fragmentation. The EU can establish networks and services that help European citizens adapt to the changes arising from the digital transformation be more strongly transmitted by

Conclusion:

Digital education is fun learning for all cadres and particularly effective for child learning as the innovative audio-video feature boosts the cognitive elements in a child's brain. Digital age had so much impact on the social, economic and political life of the societies today because it has brought so much changes in our daily aspects of life and also helps us to improve and reshape our environment with the aid of practical, experimental and scientific knowledge or technology. online learning is beneficial to the students, tutors and the institution offering these courses. I would therefore recommend that online learning be implemented on all learning institutions and research on how to improve this learning process should be carried out. light of these changes, ensuring that competition policies and regulations remain well adapted for both online and offline business models is key to boost.

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Quality Assurance NAAC Assessment and Value Education in Higher Education Institutions

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Abstract

Globalization has influenced the Higher Education Institutions. There is high competition for jobs in the global market. The responsibilities of the education institution are accelerating day by day. Hence National Assessment and Accreditation Council (NAAC) formed under the University Grant Commission (UGC) have provided guidelines to the Higher Education Institutions (HEI) for the improvement of quality education to the students. It involves the continuous assessment process and follows the path of progress. This enables the institutions to know its strength as well as weakness and thus quenching the thirst of knowledge of the students; satisfying the need of the society and ultimately leading the country towards developed nation.

Keywords: Quality, Students, Improvement

National Assessment and Accreditation plays a vital role in constructing a strong nation. It is a powerful instrument in building the future of India from a developing country to a developed country. It lays stress on quality of education in higher education institutions. Students play an important role in the future development of the nation. NAAC aims in giving quality education which escalates the behavior of the young students. The progress of the nation hinges on the quality of education which builds the character of the students. Advancement of technology is possible only when its young generation is energetic, imaginative, creative and responsible. Hence especially in a developing country like India quality of higher education plays a significant role in changing the scenario of the nation economically and socially. Advanced technology has made the education globally accessible. Students can seek admission according to the ranking in foreign countries for higher education. NAAC accreditation points the quality of the institute in respect of the curriculum aspect; teaching learning aspect research work of faculty's infrastructure student of the institution progression governance of the institution, benefit of the institution to the society.

As per huge Indonesia Dictionary - "Education is characterized as learning cycle for the person to achieve information and comprehension of the higher explicit items and explicit." Thus the knowledge the students acquire in the institutions coming about, an individual has an example thought and conduct as per the training they have obtained in their education journey.

Mahatma Gandhi says "Education is an all-round drawing out of the best in child and man - body, mind and spirit." He advocated that literacy should never be the end of education or even the beginning.

The character of a person or place consists of all the qualities they have that make them distinct from other people or places.

"Your character is your personality, especially how reliable and honest you are. It someone is of good character, they are reliable and honest."

NAAC has seven criteria for Assessment of Higher Education Institution. First curricular aspect, second teaching learning and evaluation, third research, consultancy and extension; fourth infrastructure and learning resources; fifth student support and progression, sixth governance, leadership and management and lastly innovations and best practives

Assessment and accreditation encourages the higher education institutes to compete with other educational institution by imparting quality education to the students. The first criterion is regarding planning and deciding on policies and programs of education. The institute has to plan the program so as to meet the needs of the society. It must meet the established standard of education. Accreditation grade helps the students in identifying sustainable institutions. Due to accreditation the institutions brings necessary changes and reforms in

all direction. It motivates self-evaluation and answerability in higher education institutes self-identifying the weaker programs and invigorating (stimulating) a common standard amid educational institutions.

The second criterion includes teaching, learning and evaluation involves the faculty and staff all inclusive in institutional evaluation and planning. The quality of education of institution is the direct result of the quality of teachers. The institution has to realize to appoint qualified teacher who can face the challenges of the dynamic new world. The teachers should be trained to prepare them to satisfy the local, national and global demands. Thus the faculties have to undergo various orientation, refresher and short term programs to uplift the quality of education. Thus resulting in students' performance and learning

The aim of accreditation is to part education which will meet the standard of education quality. Whatever stream the students choose must fulfill the minimum level for surviving their life. Now compelled all the Higher Education Institutions to complete the cycles of accreditation and assessment. As a result there is tremendous movement in improving the quality of education and has become student centric.

The NAAC takes the records of the Research work performed by the teachers. the Higher Education Institution not only has to provide facilities for the students but also to involve the faculties in Research work compel them to undergo publication take up social responsibilities individually as well as in collaboration with other National funding agencies. The faculties have to shoulder the responsibility to uplift the society. Outcome would be to develop the nation's standard of living.

The NAAC monitors the student's placement i.e. earning of the student, undergoing any program should enable the student to sustain life in society. Job placement and earning should be provided to build up a healthy society. HEI has to take care of these points.

Governance, leadership and management assist the values such as participation justice, self-reliance, team work etc. It helps to develop sound and challenging academic, healthy environment. It helps to make the students feel proud to be the product of the collage which is 'A' accredited facilitates global recognition of graduate and professionals. Develops good work culture, act as a strong system for quality changes in higher education system. Thus helps to contribute to National Development. NAAC has laid stress on student's progression which includes evaluation students mentoring and support. Earlier professor guardian was appointed but now the concept is changed to mentor-mentee process. The NAAC also promotes in different activities, cultural activities, celebrating various program for the overall development of students. Their contribution in these activities has a good, positive impact upon the minds of the students; sports activities should be given a special criterion as this helps in uplifting the nation's health and wealth. All these aspects motivate good character building.

Physical facilities should be mandatorily provided by the Institution. NAAC accredited institutions needs to be well integrated with the corporate world. The students should have assurance balance between high academic quality, professional relevance which will enable them to take up jobs and be self-dependent.

Students who seek admission in NAAC accredited institutions are sure that they will receive quality education which will enable them to at least earn they livelihood. The NAAC assigned activities and institutional program are well-integrated to develop professional skills.

The NAAC accredited institutions have a proper infrastructure, well designed curriculum, availability of add on courses for skill development counselors which helps them to choose proper profession. These institutions have career counseling and job placement cell which provides employment to the graduate student. The accredited college students get financial aids to enrolled students. They have funding agencies, fund generating schemes which provide financial help to weak students. They also can avail learning and earning through the institutions job placement cell.

Conclusion:

Thus NAAC accreditation and assessment is beneficial to the students, employers are also confident in providing quality education as it has been certified for their potentials. The even know their weakness as well as strength. Faculties are also motivated to perform various departmental activities; national and international programs, awareness programs, cultural and social programs apart from National social sources. Their placements and progression is also notified and beneficial to the students and institutions.

People in the society and neighbored are benefitted to get quality education in their city. They are aware of the capabilities, knowledge and skills provided in their nearly locality. Thus NAAC has brought a great change in the academic activities as well as in the overall development of the future of the Higher Education Institution.

The only drawback to be pointed out is that Higher Education Institutions are in remote places also. As we all know India is a land of villages and keeping this in mind NAAC should also simultaneously make use of National language. Language does play an important role in developing a country NAAC through quality education has shaped the world of tomorrow.

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Role of NAAC Accreditation in College Libraries Improvement for Maintaining Quality

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Abstract:

Performance of any country or its state or Educational institutions has a set of defined quality indicators framed by National Apex Bodies like NITI Aayog, NAAC, NBA, NIRF etc. The states performance in India is measured by the Sustainable development Goals (SDGs) according to NITI Aayoga's 2020. Today Librarianship is an evolving and multidisciplinary in nature with its rich information sources both print and online sources to support learning, teaching, research and extension activities of the user community in the networked environment. Librarians now play an important role in IQAC and RUSA activities at universities and colleges, serving as Director IQAC, NAAC Coordinator, RUSA Coordinator, and IT Coordinators. The quality indicators framed for library in the NAAC accreditation process have provided guidelines for improving the quality of work of the entire library. This paper indicates in college libraries such as quality identified utilization of library services, management and best practices.

Keywords: NITI Aayog, NAAC accreditation, Teaching learning and research activities, quality work.

Introduction:

University Grants commission has been striving for ensuring quality of higher education since its inception, and more so during last two decades. Performance of any country or its state or Educational institutions has a set of defined quality indicators framed by the National Apex Bodies like NITI Aayog, NAAC, NBA, NIRF etc. The states performance in India is measured by the Sustainable Development goals (SDGs) according to NITI Aayoga's 2020. Today , National Assessment and Accreditations Council (NAAC)- an autonomous institution of the University Grants Commission (UGC) " focuses on assessment of the quality of higher education institutions in the country for promotion of quality in teaching-learning and research in higher education institutions" especially Degree colleges and Universities in the country. Today Librarianship is an evolving and multidisciplinary in nature with its rich information sources both print and online sources to support learning, Today Librarianship is an evolving and multidisciplinary in nature with its rich information sources both print and online sources to support learning, teaching, research and extension activities of the user community in the networked environment. Librarians now play an important role in IQAC and RUSA coordinator, and IT coordinators. In this context, an attempt has been made to raise awareness of the vital role of librarians in the NAAC process, as well as to explore the inevitability of librarians in NAAC and pursuit of Quality Excellence in higher Education. (Jange, 2021)

Literature Review

Sengupta, S. (2021) the author expressed his views on "NAAC Accreditations and Responsibility of College Libraries in India" . Discussed the eligibility criteria of library, assessment process and key indicator of library as learning resources. It also focused on library and its staff should excel in their leadership ability and how to contributed the achieving the institutional vision in the capacity of an Academic council member, IQAC coordinator, and many more. The paper provided the updated information about Academics, Administrative developments and research etc.

Jange, S. (2021) the author discussed the Assessment and Accreditation has been the instrument for quality assurance, measurement and sustenance in the higher Education System. The author expressed his views on the awareness of the vital role of librarians in all criteria's of the entire NAAC process and not confining to its library component 4.2 of criteria IV just 20 marks, but they can directly or indirectly can definitely paly significant

role in getting more marks than total marks. He suggested the role of librarianship in NAAC towards quality excellence.

Gaikwad, Charushila .Rajan. (2019) in their entitled "ICT Impact on quality and Excellence in Library Functions, collections, services and its impression on NAAC and NBA policy in Higher Education" expressed views on ICT impact on quality and excellence in Library functions, library collection, Library services and its its impressed on NAAC and NBA policy. The author focused on transformation of Library functions activities collections and services and advantages of ICT in Library management.

Anilkumar, Shraddha (2018) in their entitled "NAAC Based best Practices in the College Library" discussed the various best practices in college libraries. Classified the best practices in best practices and general best practices which is useful for the user group to increase his/her interest in referring the college library resources. Also discussed the various benefits of facility provided through library. The author gave her view on quality indicators for the library like utilization of the library services, best practices to enhance Academic Activities etc.

Narasanaikar, Kanakappa. I. & Hangaragi, kalmeshwar B. (2017) in their entitled "NAAC Accreditation and the library improvements: special reference to college libraries" discussed the quality indicators framed for library in the NAAC accreditation process and provided guidelines for improving the quality of work of the entire library. The author stated various quality indicators for the libraries.

What is NAAC: The National Assessment and Accreditation council (NAAC) is an autonomous body established by the University Grants Commission (UGC) of India to assess and accredit institutions of higher education in the country. It is an outcome of the recommendations of the National Policy in Education (1986) which laid special emphasis on upholding the quality of higher education in India. To address the issues of quality, the National policy on education (1986) and the plan of Action (POA-1992) advocated the establishment of an independent national accreditation body. Consequently, the NAAC was established in 1994 with its headquarters at Bangalore. (Goel, 2018)

Management of the library

In Colleges, the main objective of the library is to support the academic programs offered and the library develops its collection and services mainly to reflect the curriculum requirements of its users. Besides, the library may design a system to deliver its products and services to attract more users'. Ultimately the library should aim at bringing all its target users to the library and ensure optimum usage of resources. The parameters compiled here would facilitate the quality enhancement and sustenance of library services to a large extent. The libraries of the affiliated colleges may firm up their performance by equipping/enabling themselves to answer the following questions in the affirmative Library supports academic programs through its healthy collection and various services. Reaching to all users is a challenging task. Library is looked upon as an independent body. Through well-defined procedures library can function effectively. NAAC requires the library to explain about the existence of the Library Advisory Committee and its role, availability of funds from different sources, qualification and the training facilities for the library staff, policy about collection development, loss of books, stock, maintains and cleanliness of the library. (Sivakumar, 2017)

Quality Indicators for the Libraries: It is true that libraries largely support learning, teaching and research process in institutions. The set of questions framed for the library focuses on library infrastructure, collection, management and services. Extension activities and best practices are also covered. Following are the quality indicators for the libraries.

1. **Infrastructure:** Library can't function well without proper infrastructural facilities conducive for organizing and using its resources. Infrastructure includes physical facilities like library building, carpet area, IT laboratory, utilities, staff area, seating capacity of reading hall, periodicals section, circulation counter, service area, information display, ratio of the seating capacity to the users.

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2. **Collection:** Resources nowadays are available in various forms. Specific questions are coined that draws complete picture of library collection. Question are total number of books with details of text books and reference books, current journals- Indian and foreign, peer reviewed journals, Back volumes, Magazines, e-information resources like CD's/DVD's, Databases, online journal, special collection, competitive examination, Braille materials/ Rare collection, AV materials and book bank material. The ratio of the library books to the number of students enrolled is to be given which shows average number of books available to reach student.

3. **Utilization of the library services:** To check the utilization of the available services, various details about the working hours of the library (including Sundays and holidays, and after and before the class hours, during examination) are noted. Facilities like computers and internet connectivity, reprographic services, status of library automation, open access system, number of books issued daily fine etc. are the key questions. Various services are listed in the guidelines like circulation, clippings, bibliographies services etc. Inter library loan service, user orientation and information literacy programs are to be explained. Services used evaluated through different data like average no. of books circulated, no. of reference queries received , number of student visiting library, number of teachers visiting library, display of new arrivals, awareness services etc. (Narasanaikar, Kanakappa I; Hangaragi Kalmeshwar B., 2017) National Accreditation and Assessment council and Best practices for library: - NAAC developed a set of best practices followed in academic libraries   :

   1. Cmputerizationaion of library with standard software
   2. Inclusion of sufficient information about the library in the college prospectus.
   3. Compelling student/teacher statistics
   4. Displaying newspaper clippings ana a clipping file maintained periodically
   5. Career /employment information services
   6. Internet facility to different user groups
   7. Information literacy programmes
   8. Suggestion box
   9. Displaying new Arrivals
   10. Conduct book exhibition on different occasions
   11. Organizing book talks
   12. Instituting Annual best user Award for students
   13. Organizing competitions annually
   14. Conduct user survey periodically
   15. However the above set of best practices for college libraries prepared by NAAC cannot be termed as the last word. The following set of practices too should have been included in it.
   16. Making of a path finder to the library
   17. Keeping the library premises neat and clean
   18. Compelling a list of current serials/catalogue of journals
   19. Updating and maintain library website
   20. Maintaining useful statistics regarding the use of the library and displaying them on the library walls
   21. Compiling checklists on different subject/topics as a part of documentation service
   22. Library committee formation
   23. Distribution of useful handouts

Conclusion

NAAC visit is mandatory for all colleges and universities in order to evaluate the services provided by them and for increasing the quality of education. Today librarianship is an evolving and multi-disciplinary in nature with its rich information sources both print and online sources to support the learning, teaching, research and extension activities of the user community in the networked environment. Libraries able to provide quality

services in less time-more and efficient services. The prime agenda of NAAC is to assess and accredit institutions of higher learning with all objective of helping them to work continuously to improve the quality of education.

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Role of Learning Resource Center in College: An Important Tool to Improve Quality of SSR

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Abstract :-

In this paper the authors have made an attempt to explore the role of learning resource centers inthe colleges and various ways to improve quality of SSR. Accreditation NAAC has become an important necessity in higher education system to highlight qualitative part of the institution. An institution has to prepare the SSR (Self Study Report) in three parts viz. institutional data, evaluative report and SWOT analysis before the NAAC visit. The process of NAAC accreditation has to be done by an institution once in five years. The present paper may be proved to be a helpful and suggestive guideduring preparation of SSR by any institution.

Introduction:-

National Assessment and Accreditation Council (NAAC) was established in 1994 as an autonomous institution of the University Grants Commission (UGC) in making quality assurance as an integral part for the functioning of Higher Education Institutions. NAAC primarily focuses on assessment of the quality of higher education institutions in the country for promotion of quality in teaching-learning and research in higher education. Higher Education Institutions (HEIs) function in a dynamic environment because of the impact of technology on the educational delivery, the increasing interest of private participation in higher education and the impact of globalization where have necessitated marked changes in the Indian higher education system. Higher Educational Institutions have been grouped under three categories namely, Universities, Autonomous Colleges and Affiliated/Constituent Colleges. The assessment process to be carried out in three stages viz.,Self Study Report (SSR),Student Satisfaction Survey and the Peer Team Report. Assessment and Accreditation is broadly used for understanding the "Quality Status" of an institution NAAC has identified the following seven criteria to serve as the basis of its assessment procedures since 2017.

The NAAC processes have been rendered in an online manner for the assessee institutions as well as for the assessorsThe criteria-based assessment forms the backbone of A&A process of NAAC. The seven criteria represent the core areas of functions and activities of an HEI. In the revised framework not only academic and administrative aspects of institutional functioning but also the emerging issues have been included. The seven Criteria to serve as basis for assessment of HEIs are:

Criterion 1: Curricular Aspects
Criterion2: Teaching-Learning and Evaluation
Criterion3: Research, Innovations and Extension
Criterion4: Infrastructure and Learning Resources
Criterion5: Student Support and Progression
Criterion6: Governance, Leadership and Management
Criterion7: Institutional Values and Best Practices

Under each Criterion a few Key Indicators (KIs) are identified. These Key Indicators are further delineated as Metrics which are actually meant to elicit responses from the HEIs. These seven criteria along with their KIs are detailed below explicating the aspects they represent:

Guidelines for filling up Self-Study Report (SSR):

Self study report is most important report submitted by college for assessment and accreditation of college. Following are the main point for preparation of SSR which given by NAAC.

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1. Report should be with factual evidence of college
2. Report with developing strength which is to be identified by the college
3. All the action are to be mentioned in the report inclusive of is the strength and weakness is mention of the college .
4. Institution Must Work towards the Quality Enhancement.
5. Institution must have a plan for future development and quality enhancement.

Learning resource center

Learning resource Centre is covered in the fourth criteria as infrastructure and learning resource with 20 weightage out of 100. Due toEmergence of information technology large amount of information can be created. Learning resource Centre is a facility within a college staffed by a specialist, containing several information sources to facilitate education for students and staff. It differs from a regular library services in its additional focus on multimedia resources and information technology.Every institution has a vast learning center in the form of library and computer laboratory to facilitate teaching, learning and research activities of students and teachers at the graduate as well as post-graduate level.The library named as **'Knowledge Centre'** consists of text books, reference books, encyclopedias, dictionaries ,research journals other publications and Thesis and Dissertations etc.

AdvantagesLearning Resource Center(Wheelbarger, 1973).

The Learning Resources Center is a title applied to the combined library and audiovisual services. This designation provides the total media program with identity and one administrative responsibility.

1. There is greater flexibility in the utilization of budgets, staff and facilities.
2. Total coordination of all elements can be called upon in solution of learning problems.
3. The traditional emphasis on library science may give way to a variety of meaningful activities.
4. The traditional emphasis on book storage and protection may shift to an emphasis on service.
5. The learner should be the center of attention."

Due to tremendous change in information technology a traditional library can be changed to advance learning center.Details of weightage given to the various key indicators and criteria

Criteria	Indicator	Weightage
4.2.1	Library is automated using Integrated Library Management System (ILMS)	**4**
4.2.2	Institution has access to the following: 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. E-books 5. Databases 6. Remote access to e-resources	**6**
4.2.3	Average annual expenditure for the purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)	**5**
4.2.4	Percentage per day usage of the library by teachers and students (footfalls and login data for online access)	**5**

4.2.1Library is automated using Integrated Library Management System (ILMS) :-

Learning resource center provide user friendly searching through OPAC. Today facility & services of Learning Resources Center changes day to day with respective to need of user, following point determine the weightage of role of Learning Resources Center.

1. Learning Resources Center provides Wi-Fifacility to access e resources.
2. Good siting arrangement with comfortable filling.
3. Learning Resources Center is fully automated with authorized ILMS software.
4. Authorized ILMS software with multilingual search and export facility foe reports.
5. OPAC facility for searching information in Learning Resources Center

4.2.2 Institution has access to the following:

The Learning Resource Centre should subscribe/ member Of INFLIBNET Services Mainly

1. e-journals
2. e-ShodhSindhu
3. Shodhganga Membership
4. E-books
5. Databases
6. Remote access to e-resources

Institution must have atleast three Learning Resources Center e resources.

All the material can be made available via link by creating dynamic Learning resource center website which provide detail about e resource's provide all i.e political ,cultural and economical ,social and development information .

Institution must have out of three Learning Resources Center e resources.

4.2.3 Average annual expenditure for the purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs).

4.2.4 Percentage per day usage of the library by teachers and students (footfalls and login data for online access)

4.2.4.1: Number of teachers and students using library per day over the last one year Data to be provided:

1. Upload last page of the Accession Register details.
2. Per day login/online users of the library
3. Number of users using the library through e-access
4. Number of physical users accessing the library can be calculated using the formula

$$\frac{\text{Number of teacher and students using library per day}}{\text{Total number of teachers and students}} \times \mathbf{100}$$

Role of Learning Resource Centre in preparation of Self-study report.

1. Learning resource Centre play special role in registration of information on NAAC portal, information for quality assessment, submission, self-study report, quantitative metrics, and assessment for pre-qualification, peer team visit.
2. Learning resource Centre supports curricular aspects in the institution by organizing curriculum of different programme& supporting documents upload it on institutional website.
3. Learning resource Centre can organize staff training courses, support certificate courses & diploma course for updating of learning resource Centre staff.
4. Learning resource Centre provides update services for advanced learner with the help ICT.
5. Learning resource CentreprovidesWi-Fifacility, e-content development facility to readers.
6. Learning resource Centre can establish systems & procedure for maintaining and utilizing learning resource.
7. Learning resource Centre offers profession development programme for teaching & non-teaching staff.
8. Learning resource Centre can support capability enhancement and development scheme like competitive examination & ICT education.

Conclusion:-

Today functioning of learning resource center are not limited within in specific era . Learning resource center provide print and online e resources and support to all remaining criteria of assessment. Its act as amediator which connect all criteria together. In assessment process automation of LRC, available e resource decides the ICT adaptability of institution. In NAAC   LRC also plays significant role in combination with other criteria. In fourth criteria (4.2) which include leaning resource center facility and service i.e. automation software ,e resources like e book ,e journal and relevant reading material , audio visual material .In SSR key indicator 4.2 leaning resource center play vital role in assessment of institution. Hence much more emphasis has to be given by an

institution inthe development of learning resource centerso whatadequate valuable information facilities can be offered to the users.

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International Quality Assurance Cell (IQAC): Method, Mechanism and Machinery for Academic Excellence in Higher Educational Institutions

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

"Establishment of IQAC by every accredited institution as a post-accreditation measure is the first step towards internalization and institutionalization for quality in Higher Education and standard in Higher Educational Institutions"

Abstract:

National Assessment and Accreditation Council was established in1994 as an Autonomous Body. The very basic purpose of NAAC is to streamline the structure and functions of Higher Educational Institutions like Universities, Affiliated Colleges and other Autonomous Institutes. To make these things possible NAAC advised and directed all HEI to establish, constitute and start functioning according to the objectives framed by NAAC. As we know that the whole structure and functions are expected to befulfilled with the Methods, Machinery and Mechanism are based on basic six criteria.

IQAC expected to constitute their body with the help of members of Management, members from teaching staff and other supporting administrative staff.in this article efforts are made to focus and highlight on the objectives of NAAC, objectives of constituting IQAC and knowing the Method, Mechanism and Machinery evolved to achieve and fulfill the objectives. All efforts of IQAC are related with developing and maintaining the quality of higher education. The infrastructure and environment in which students are taking education required to be good, standard and satisfactory to all the students who are the main stakeholders of HEI.

University Grant Commission (UGC) taking efforts to make the Higher Educational Institutes to becomethe research centers for knowledge for the overall development of society, Nation. The purpose is to make the student capable to prove their quality on Global Platform as well as National and local platform. IQAC is the symbolic cell or unit expected to work in every HEI attaining and achieving quality in HEI. It is expected that every candidate pursuing Higher Education must get it in standard form in spite ofhis economic condition, religion, caste, region, area, social status etc. HEI are expected to strengthen their resources, infrastructure and focus on quality education with the staff and manpower availablewith them and promote Research and Development In this article efforts are made to focus on Quality of Higher Education to be improved and maintainedfor the Development and progress of Society and Nation. The efforts are also made to make the student a good human being who is socially, culturally, academically strong with quality of sympathy, empathy and kindness in behavior.

Key Words: National Accreditation and Assessment Council (NAAC) Internal Quality Assurance Cell, Quality, Criterias, Sympathy, Empathy

Introduction:

The Global Education scenario is rapidly transforming. Our education system, basically formulated for colonial requirements, also went on updating with various commissions and timely experiments under the UGC to make these things possible National Accreditation and Assessment Council established in 1994. NAAC assesses the universities deemed to be universities, autonomous colleges, Affiliated colleges and institutions recognized by competent authorities as educational institutions. At present the Country has more than 700 universities, more than 38000 colleges and nearly about 26 million students. Our GER is comparatively very low as compared to other countries which are developed and making progress rapidly. It is in this context NAAC becomes relevant and essential for improving the quality of higher education by which it is possible to make progress rapidly.

Meaning and Nature:

Education plays an important role in the development of every nation. Therefore, it is important to focus on both quantity (increased access) and quality (relevance and excellence of academic programs offered) of higher education. Like in any other area, the method to improve the quality remains the same. Finding and recognizing new needs and satisfying them with products and services of international standards. The NAAC was established to help all participating institutions to assess their performance and parameters. NAAC works as a rating agency for academic excellence across India, and the country's first and initial efforts towards improving the quality and standard of Higher Educational Institutions. NAAC is an autonomous body established by the University Grants Commission (UGC) of India to assess and accredit institutions of higher education in the country. It is an outcome of the recommendations of the National Policy in Education (1986) which has given special emphasis on the quality of higher education in India. The main objectives behind establishing NAAC are to Help support Guidance and Contribution in National Development Creating and improving Global Competencies among Students for healthy competition and qualityEducation and values in their life. Supporting and Promoting the Use of Information Technology, Technology and application of Mechanism in their day-to-day life Pursuing Excellence and Standard for improving Quality to compete at Global level

Objectives of the IQAC:

Basic objective behind establishing NAAC and suggesting a perfect machinery and mechanism for maintaining quality in Higher Educational Institutions is now known as Internal Quality Assurance Cell (IQAC) on the basis of which the Internal Quality Report is generated and communicated to NAAC for assessment by Peer Team which is the base of providing grade and disclosing the overall quality of the higher Educational Institutions like University , Affiliated College and Autonomous Institutions .

Following are the basic objectives of IQAC in Colleges (HEI) they are:

- The main objectives of the Internal quality Assurance Cell which are designed and declared as per the NAAC guidelines are:
- To establish and develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution.
- To promote and support the measures for institutional functioning towards quality enhancement through internalization of quality culture and institutionalization as a best practice.
- On the basis of the broad objectives The IQAC of the College is expected to constitute IQAC to achieve the following objectives:
- To develop and progress a level of clarity and focus in institutional functioning towards creation, sustenance and enhancement of quality and facilitate internalization of the quality culture permeating every section of the Institution.
- To make Integration of the various activities of the institution and institutionalize the best practices.
- To establish and provide a sound system and method for the decision-making process including all the dimensions of service quality to improve and support institutional functioning.
- To make improvement and changes in the existing system for change and improving the quality of Education and the Institution
- To Integrate, coordinate and improve internal communication and cooperation system to
- facilitate greater policy implementation and quality assurance towards its stakeholders.

Structure of IQAC (Composition of IQAC):

As per the guidelines IQAC is expected to have all representatives of stakeholders, which includes Principal, IQAC coordinator, senior Teachers, Librarian, Management Members (CDC chairman), Parents, Alumni etc. The composition is not rigid. as per the requirement support and guidance of expert can be invited.to work better and make IQAC as institutionalization must know following things, they are:

1. Institution to know its Strengths, Weaknesses, and Opportunities through an informed

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review process for achieving the set objectives

2. Identification of internal areas of planning and resource allocation for implementing the plan and policy with effective manner

3. To make the campus, equipped, supportive and comfortable to the all stakeholders for Education and required support.

4. it must be helpful for Funding agencies for making available objective data for funding and measuring the performance of funding and its effect.

5. Institutions are expected to initiate innovative and modern methods of structure and function for improving the quality in Higher Education

IQAC is established and framed to work, achieve and attain following vision and mission they are:

The vision of the IQAC 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. Guided by its vision and striving to achieve its mission, the NAAC primarily assesses the quality of institutions of higher education that volunteer for the process, through an internationally accepted methodology.

Mission: The mission of IQAC is to 1. To arrange for periodic assessment and accreditation of institutions of higher education or units thereof, or specific academic programmed or projects; 2. To stimulate the academic environment for promotion of quality of teaching-learning and research in higher education institutions; 3. To encourage self-evaluation, accountability, autonomy and innovations in higher education; 4. To undertake quality-related research studies, consultancy and training programmed, and 5. To collaborate with other stakeholders of higher education for quality evaluation, promotion and sustenance.

The new and Revised Assessment and Accreditation (A&A) Framework was launched on 7th July 2017. It represents an explicit paradigm shift making it as ICT enabled, objective, transparent, scalable and robust. The shift is:

1. From qualitative peer Judgment to data based quantitative indicator evaluation with increased objectivity and transparency based on quantity parameters.

2. Towards extensive use of ICT confirming scalability and robustness for the purpose of effective implementation and measuring performance.

3. In terms of simplification of the process drastic reduction in number of questions, size of the report, visit days, and so on made available to make it comfortable and feasible to the institutions

4. In terms of boosting benchmarking as a quality improvement tool. This has been attempted through comparison of NAAC indicators with another international QA framework for making the HEI equally compatible and competitive for Global standard

To make the things possible, The NAAC has identified the following seven criteria to serve as the basis for assessment of HEIs: 1. Curricular Aspects 2. Teaching-Learning and Evaluation 3. Research, Consultancy and Extension 4. Infrastructure and Learning Resources 5. Student Support and Progression 6. Governance and Leadership, and 7. Institutional Values and Best Practices

Criteria First Curricular Aspects

the first criteria related with Curriculum which is in the core part of education. It's critical to have a relevant, well-structured curriculum that addresses all of the students' future inquiries and provides them with all of the essential skills and knowledge. The following are the most important considerations when implementing this criterion: Curriculum design and development, Curriculum planning and implementation, Academic flexibility, Curriculum enrichment, Feedback system.

Criteria second: Teaching-Learning and Evaluation

This criterion pertains to the institution's regular academic activities which are performed to implement the curriculum. This criterion covers teaching-learning methods, student results, desired outcomes, and so on. This criterion assesses how learning takes place, as opposed to what learning takes place. This one is also interested in various evaluation and assessment procedures. Here are some key areas to improve in this criterion.

Teacher quality Evaluation process and reforms, Student performance and learning outcomes Student enrollment and profile, Catering student diversity Teaching-Learning process

Criteria Third: Research, Consultancy and Extension

This criterion is about academic research, extended consultancy services from the institution's side to industry and field of study, and extension, which is the institution's outreach to society, addressing various real-life problems, finding solutions, and other extra-curricular activities to improve the institution's overall quality. The following are the most important components of this criterion: Research publications and awards Consultancy Extension activities and institutional social responsibility Promotion of research Resource mobilization for research Research facilities

Criteria Four: Infrastructure and Learning Resources

The fourth criterion is evaluating the physical academic facilities and support infrastructure. While working to improve education quality, it is critical to have a decent learning environment and the appropriate facilities. Classrooms, labs, technology, physical fitness and medical facilities, and appropriate and sufficient reference materials are all essential for ensuring the institution's educational quality. This requirement is met by incorporating ICT into education. The following are the important elements to consider when upgrading this criterion: Physical facilities hostel, playgrounds, internet WIFI, medical emergency addressal etc. Library as a learning resource IT infrastructure Maintenance of campus facilities

Criteria Fifth: Student Support and Progression

This criterion's main focus is on guaranteeing proper student participation in academics as well as student support for the institution's side. Mentoring and advising students in many parts of their education and field of study is extremely important. Assisting and guiding pupils in their studies improves the overall educational quality. While working on this criterion, it is also crucial to consider how the institution facilitates students' transition to higher levels of study and/or employment. To meet these requirements, the institution must concentrate on the following: Student mentoring and support, Student progression, Student participation and activities.

Criterion Sixth: Governance, leadership and management

the institution's backbone is governance and management. A well-structured governing body and management aid in the detection and correction of gaps in practices, as well as the timely implementation of appropriate countermeasures. It determines the institution's quality and future. This criterion lies at the heart of internal quality assurance, faculty empowerment, financial resource management, and strategy formulation. The following are the most important components of this criterion: Faculty empowerment strategies Institutional vision and leadership Strategy development and deployment financial management and resource mobilization Internal quality assurance cell

Criterion Seventh: Innovations and best practices

It announces the organization's nature and moral principles to the rest of the world. 'Best Practices' is included, which has aided in the achievement of institutional goals and quality. The work of social and moral values is done in this criterion for the depiction of society toward the institution's moral ideals. As the approach of the institution towards an environmentally friendly campus, energy conservation in the institute, the innovative ideas applied to the institute. Practices towards a common, better future. Etc. Environment consciousness of management, staff and students Innovations and their implementation, and its results

Functions of the IQAC:

following are the main functions of IQAC which are framed and designed to improve the quality of Higher Education and Standard of the Institutions in the   society and organizational world Development and application of quality benchmarks/parameters for various academic and administrative activities of the institution;

1. Facilitating the creation of a learner-centric environment conducive to quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process;

2. Arrangement for feedback response from students, parents and other stakeholders on quality-related institutional processes;

3. Dissemination of information on various quality parameters of higher education;

4. Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles;

5. Documentation of the various programs/activities leading to quality improvement; g) Acting as a nodal agency of the Institution for coordinating quality-related activities, including adoption and dissemination of best practices;

6. Development and maintenance of institutional database through MIS for the purpose of maintaining /enhancing the institutional quality;

7. Development of Quality Culture in the institution;

8. Preparation of the Annual Quality Assurance Report (AQAR) as per guidelines and parameters of NAAC, to be submitted to NAAC.

9. Development and application of quality benchmarks/parameters for the various academic and administrative activities of the College.

10. Facilitating the creation of a learner-centric environment conducive for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process.

11. Arrangement for feedback responses from students, parents and other stakeholders on quality-related institutional processes.

12. Dissemination of information on the various quality parameters of higher education.

13. Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles.

14. Documentation of the various programs/activities of the College, leading to quality improvement.

15. Acting as a nodal agency of the College for coordinating quality-related activities, including adoption and dissemination of good practices.

16. Development and maintenance of Institutional database through MIS for the purpose of maintaining/enhancing the institutional quality.

17. Development of Quality Culture in the College.

18. Preparation of the Annual Quality Assurance Report (AQAR) of the College based on the quality parameters/assessment criteria developed by the relevant quality assurance body (like NAAC, NBA, AB) in the prescribed format.

19. Bi-annual development of Quality Radars (QRs) and Ranking of Integral Units of the College based on the AQAR.

20. Interaction with SQACs in the pre and post accreditation quality assessment, sustenance and enhancement endeavors.

21. In terms of UGC Regulations 2010, IQAC shall act as the Documentation and Record-Keeping cell.

Method, Mechanism and Machinery evolved by IQAC:

Following details will give us an idea about how the Higher Educational Institutions will be benefited for Academic Excellence by accepting the NAAC guidelines and establishing IQAC for overall development of the institution and making satisfaction to all the stakeholders. The Method, Mechanism and Machinery evolved by IQAC is concern with following activities, they are:

1. Assuring and ensuring timely, efficient and progressive performance of academic, administrative and financial tasks for effective result and outcome

2. The relevance and quality of academic and research programs suitable for contemporary environments.

3. Equitable access to and affordability of academic programs for various sections of society by which everybody is having equal chance and opportunity to avail the facility.

4. Optimization and integration of modern methods of teaching and learning; e) which helps to the credibility of teaching, learning and evaluation procedures;

5. Ensuring the adequacy, maintenance and proper allocation of support structure and services for better implementation of the plans and policies related to education

6. Sharing of research findings and networking with other institutions in India and abroad, which helps to mutual cooperation and understanding for betterment of human society

IQAC - Institutional Functioning:

Every activity and programs are designed and implemented on institutional level.to make the things in reality functioning must be planned, designed and executed at institution level where all stakes can actively participate and contribute, where the institution represents as a unit like family which benefits to all. To make these things possible following activities and setup needed to be followed and applied, which includes:

1. The institution has an active Quality Advisory Cell (QAC) and Internal Quality Assurance Cell (IQAC) to frame the policy for the academic and administrative growth of the institution.

2. IQAC is playing a major role in designing and maintaining quality assurance within academic systems.

3. IQAC monitors the proper implementation and analysis of overall academic and administrative performances of the college activities.

4. The cell supports the teaching and learning goals articulated in the institution's strategic plan.

5. As the institution has grown in size and stature, it has evolved certain quality assurance measures keeping in mind the academic and administrative requirements.

6. In this regard, a manual on teaching and working has been prepared by Professor-in-charge, IQAC. Some of the measures are –

7. IQAC ensures maximum utilization of infrastructural facilities and the available ICT resources.

8. On the basis of academic audit, a comprehensive review of student's performance is made by IQAC.

9. IQAC ensures the proper implementation of academic calendar.

10. Regular meeting of IQAC and QAC are conducted to discuss various measures related to quality enhancement in which the recommendations made by Planning and Evaluation Board, Board of Studies, Academic Council, Governing Body are discussed and analyzed for further improvement.

11. As per the suggestion of IQAC, a feedback analysis committee is formed to review the online and offline feedback received from the students.

12. Appraisal report of teaching / and non- teaching staff is received in the form of CR and after evaluation by the Head of the Institution is forwarded to the higher authorities.

13. Attendance registers and daily teaching diaries are duly maintained and checked for control and supervision

14. IQAC reviews the feedback received from the parent- teacher meetings and needed to take review and action on the suggestions given in feedback.

15. Introduction of new Courses including Postgraduate and Add-on Courses for making facility available to the community in which area the college works

16. Introduction of UGC Community college Scheme as a unique feature for quality education in rural area

17. Automation of Library and its facilities for making the library as a Knowledge Resource Centre for benefitting to students

18. Strengthening of Library for making available the books, references on their fingertips for study and knowledge

19. Improvement in students supports systems which help students for quality improvement and availing the opportunity without any worry and problem.

20. Organizing seminars, conferences and workshops at different levels by which sharing of knowledge is possible and will be benefited to students and faculty for making progress and development

21. Extension and upgradation of Classrooms and Laboratories for providing support and benefit to students taking education in the institutions.

22. Inculcate ICT based Teaching-learning process which helps for online and offline teaching and learning and opens new opportunities and avenues to students and faculty.

23. IQAC has played an important role in implementing NAAC Peer Team recommendations for making improvements in the existing system to compete and face the changing environment.

24. The IQAC monitors the well-being of the college in all respects based on the inputs received from the different criteria's which are designed and framed to work as a method, mechanism and machinery for quality education and excellence in Higher Education Institutions.

Conclusion:

From the above discussion it is clear that IQAC which is directed and guided by NAAC is now working as a method, Mechanism and Machinery for quality and Academic Excellence. In new guidelines there are near about 100 questions which are based on Quality parameter and Quantity parameters. While preparing IQAC report use of ICT is more important, where templates are required to be filled time to time. What is more important is to display every information and data on website and all stakes to be get involved in concern process. Institutionalization of IQAC is necessary even though we can say it is inevitable. If our HEI is to be made more competitive, quality oriented with Academic excellence then the whole structure and functioning of HEI needs to be changed and implementation of NAAC guidelines and execution of IQAC must be done in an effective manner to take our society and Nation at its highest position.

"We are what we repeatedly do; excellence then is not an act, but a habit." ~ Aristotle

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Online Submission of SSR- Practical Problems and Solution

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As the process of Submission of NAAC data is online no doubt is it useful for the college to submit the data for NAAC is to be submitted online as the technology is constantly changes there is a need of time as for as possible the process of submission of data in online and NAAC is not an exception. As the online submission of data there is a greater transferency of data .

Revised Assessment and Accreditation Framework:

The Revised Assessment and Accreditation (A&A) Framework was launched in July 2017. It represents an explicit paradigm shift making it ICT enabled, objective, transparent, scalable and robust. The shift is:

These are the parameters frame by the NAAC for online submission no doubt NAAC has used ICT as it is today's requirement to use maximum ICT resources to make the work of online data submission is easy and with transparency. As we frame any rules and regulation a precaution should be taken that there is least possibility of complication or confusion regarding submission of online data here are some of the difficulties faced by those who are submitting the data to NAAC.

1. There is no clear cut direction as for as which supporting document should be attached by the concern as for as every criteria is concern therefore a clear instruction is required with one or two option of supporting documents.

2. As the submission of data Space limit is Provided by NAAC which is quite insufficient to cover the criteria and the concern College/ Institution try to compress the data as per the space mention by the NAAC and due to compress the data quality of the original documents is not seen is not seen properly .

3. as it is observed that many times due to confusion which document is required is not clearly mention therefore the documents which are not required by the NAAC is to be uploaded which unnecessary waste the time of both the parties.

4. as for as the students are concern many students are living in the rural areas they don't have their own mobile or do not converse in English and for taking feedback by telephonic means which students are not understood properly and hence the feedback is not recorded properly.

5. as the data verification and validation is done through third party which they have little knowledge of education sector so it shows the errors in the submission and ultimately it raise questions which no one has the answer, because there is no clear cut instruction provided by NAAC regarding the submission of supporting documents.

Suggestions:

1. there is clear cut instruction as for as supporting documents to be attached / scanned with at least two option.

2. As the submission of data   sufficient space is provided so it is convenient for the college/institution to attached sufficient supporting documents as required.

3. as for as students feedback is concerned find out another way to take feedback from students and some experience person are involved related to education field so that properly feedback is taken at a proper time.

5. as there is a problem for collecting the data related to Higher studies as the students are going to higher studies and in many times we don't have any information regarding this the mobile numbers are frequently change by the students which create the difficulty to make the students connected.

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Conclusion:

As the NAAC is used the ICT in the process of submission of quantitative and qualitative data is no doubt is welcome by the college/institution it create the transparency in the process of submission of data which makes the submission of qualitative and quantitative data is easy as it is the need of today's change scenario but a careful thought is necessary in what extend ICT is used for data submission because ICT has its own limitation.

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स्व-अध्ययन रिपोर्ट तैयार करने में शिक्षण संसाधन केंद्र की भूमिका

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परिचयः-

भारत दुनिया की सबसे बड़ी और विविध शिक्षा प्रणालियों में से एक है । निजीकरण, व्यापक विस्तार, उभरते क्षेत्रों में कार्यक्रमों की शुरूआत ने उच्च शिक्षा तक पहुंच में सुधार किया है । साथ ही, इसने उच्च शिक्षा की गुणवत्ता और प्रासंगिकता पर व्यापक चिंता पैदा की है। इन चिंताओं को दूर करने के लिए, शिक्षा पर राष्ट्रीय नीति (NPI, 1986) और कार्य, कार्यक्रम (POA 1992) ने नीतियों के लिए रणनीतिक योजनाओं की व्याख्या की, एक स्वतंत्र राष्ट्रीय मान्यता एजेंसी की स्थापना की वकालत की। नतीजन, राष्ट्रीय मूल्यांकन और प्रत्यायन परिषद (NAAC) की स्थापना 1994 में विश्वविद्यालय अनुदान आयोग (UGC) के एक स्वायत्त संस्थान के रूप में हुई थी, जिसका मुख्यालय बेंगलुरु में है। गुणवत्ता आश्वासन को उच्च शिक्षा संस्थानों (HEI) के कामकाज का एक अभिन्न अंग बनाना है जिसमेस्व-अध्ययन रिपोर्ट प्राथमिक दस्तावेज है जिसका उपयोग आपके कार्यक्रम के सभी लागू मानदंडों और नीतियों के अनुपालन को प्रदर्शित करने के लिए करता है। स्व-अध्ययन समीक्षा टीम के निर्णय का आधार है कि क्या कार्यक्रम मान्यता के लिए हमारे मानदंडों को पूरा करता है। यह डिग्री के पूरा होने के सभी रास्तों को संबोधित करता है। कार्यक्रम के लिए उपयोग किए जाने वाले निर्देशात्मक वितरण के सभी तरीके और सभी दूरस्थ स्थान प्रसादकरता है । एक शिक्षण संसाधन केंद्र (LRC) एक स्कूल के भीतर एक सुविधा है, जिसमें एक विशेषज्ञ का स्टाफ होता है, जिसमें छात्रों और कर्मचारियों के लिए शिक्षा की सुविधा के लिए कई सूचना स्रोत होते हैं। इसमे शिक्षण संसाधन केंद्र महत्वपुर्ण भुमिका निभाता है शिक्षण संसाधन केंद्र 1960 और 1970 के दशक के मध्य में स्थापित शैक्षिक रुझानों पर आधारित हैं, जो सीखने की प्रक्रियाओं के भीतर कंप्यूटर के उपयोग की शुरुआती सहित पूरे अह्डियो मीडिया में स्व-शिक्षा, प्रोग्राम किए गए सीखने और सीखने के लिए और सीखने के तरीकों पर ध्यान केंद्रित करते हैं। सूचना प्रौद्योगिकी और शिक्षण और सीखने के सिद्धांतों ने एलआरसी में एक नया आयाम जोड़ा है, जो विशेष रूप से COVID-19 महामारी के बाद से आवश्यकता में बढ़ रहा है, जिसने शैक्षणिक संस्थानों को पहले से कहीं अधिक online संसाधनों पर भरोसा करने के लिए मजबूर किया है। लर्निंग रिसोर्स सेंटर (LRC) शिक्षा विषय क्षेत्रों से संबंधित सामग्री, किशोर शिक्षा और मनोविज्ञान को, और व्यावसायिक ज्ञान प्रदान करता है ।

नैक के इस विश्वास के अनुरूप कि गुणवत्ता संबंधी चिंताएं संस्थागत हैं। स्व-मूल्यांकन प्रक्रिया और बाद में नैक को प्रस्तुत की जाने वाली स्व-अध्ययन रिपोर्ट (LRC) की तैयारी में सभी हितधारकों - प्रबंधन संकाय सदस्यों, प्रशासनिक कर्मचारियो; छात्रों अभिभावकों नियोक्ताओं एव समुदाय और पूर्व छात्रों की भागीदारी शामिल है। जबकि आंतरिक हितधारकों यानी प्रबंधन एव कर्मचारियों और छात्रों की भागीदारी गतिविधि को विश्वसनीयता और स्वामित्व प्रदान करती है और इससे नई पहल हो सकती है। बाहरी हितधारकों के साथ बातचीत से संस्थान की विकास प्रक्रिया और उनकी शैक्षिक सेवाओं को सुविधाजनक बनाया जा सकता है। कुल मिलाकर संस्थागत आत्म-सुधार के लिए उत्प्रेरक के रूप में काम करने एव नवाचार को बढ़ावा देने और उत्कृष्टता के लिए आग्रह को मजबूत करने की उम्मीद है।

उद्देश्य

1. केंद्र में शैक्षिक संसाधनों की क्या भूमिका है?
2. राष्ट्रीय मूल्यांकन और प्रत्यायन परिषद ढांचा नीचे दिए कीन मूल्यों पर आधारित है।
3. शिक्षण संसाधन केंद्रों का महत्व क्या है

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4. स्व-अध्ययन विवरण की आवशकता ।

- **केंद्र में शैक्षिक संसाधनों की क्या भूमिका है?:-** शैक्षिक संसाधनों को केंद्र का सबसे महत्वपूर्ण तत्व माना जाता है, और इसके बिना केंद्र अपनी मुख्य भूमिका को प्राप्त नहीं कर सकता है। केंद्र के लक्ष्यों को पूरा करने के लिए बनाई गई और अनुकूलित की गई विशिष्ट नीति के अनुसार संग्रह का निर्माण और विकास करना होता है।लर्निंग सेंटर का केंद्र, ज्यादातर मामलों में, विद्यार्थियो के लिए भाग लेने के लिए मजेदार गतिविधि हैय यह कक्षा व्याख्यान की तुलना में शिक्षा का एक अलग तरीका है। यह विद्यार्थियो को भाग लेने और बातचीत करने की अनुमति देता है। सीखने के केंद्र अक्सर कक्षा में नहीं होते हैंय वे अक्सर कक्षा के बाहर होते हैं, जहां एक शिक्षक या शिक्षक छात्र पर अपना पूरा ध्यान और ध्यान केंद्रित कर सकते हैं और उसे उस विषय में सफलता प्राप्त करने में मदद कर सकते हैं जिससे वह संघर्ष कर रही है।प्रारंभिक मे शिक्षकों द्वारा गणित, भाषा और पढ़ने में महत्वपूर्ण अवधारणाओं को पढ़ाने के लिए शिक्षण केंद्रों का उपयोग किया जाता है। पठन केंद्र के छोटे समूहों को पत्रों में हेरफेर करने, किताबों को देखने और चर्चा करने या तुकबंदी वाले खेल खेलने जैसी गतिविधियों के साथ साक्षरता कौशल का अभ्यास करने की अनुमति देते हैं।

- **राष्ट्रीय मूल्यांकन और प्रत्यायन परिषद का ढांचा नीचे दिए गए मुख्य मूल्यों पर आधारित है।**

  1) **राष्ट्रीय विकास में योगदानः-** राष्ट्रीय विकास में योगदान देना हमेशा से भारतीय उच्च शिक्षा संस्थानों का एक निहित लक्ष्य रहा है। अर्थव्यवस्था, समाज और पूरे देश की जरूरतों को पूरा करने के लिए मानव संसाधन विकास और व्यक्तियों की क्षमता निर्माण मेंउच्च शैक्षणिक संस्था की भूमिका महत्वपूर्ण है, जिससे राष्ट्र के विकास में योगदान मिलता है। सामाजिक न्याय के उद्देश्य की सेवा करना, समानता सुनिश्चित करना और उच्च शिक्षा तक पहुंच बढ़ाना कुछ ऐसे तरीके हैं जिनके द्वारा उच्च शैक्षणिक संस्था राष्ट्रीय विकास में योगदान दे सकते हैं।

  2) **छात्रों के बीच वैश्विक दक्षताओं को बढ़ावा देनाः-** मुख्य दक्षताओं को प्राप्त करने के लिए छात्रों को तैयार करने में उच्च शिक्षा संस्थान की भूमिका की जांच करने की आवश्यकता है। इसके लिए आवश्यक है कि उच्च शिक्षा संस्थान अपने दृष्टिकोण में नवीन, रचनात्मक और उद्यमशील हों। इसे प्राप्त करने के लिए, उच्च शिक्षा संस्थान उद्योगों के साथ सहयोग स्थापित कर सकते हैं, पड़ोस एजेंसियों ध् निकायों के साथ नेटवर्क स्थापित कर सकते हैं और ''सक्षम-शिक्षण की दुनिया'' और ''कुशल काम की दुनिया'' के बीच घनिष्ठ संबंध को बढ़ावा दे सकते हैं।

  3) **छात्रों के बीच एक मूल्य प्रणाली विकसित करनाः-** हालांकि नौकरी के बाजार में छात्रों की सफलता के लिए कौशल विकास महत्वपूर्ण है, उपयुक्त मूल्य प्रणालियों के अभाव में कौशल कम मूल्य के हैं। उच्च शिक्षा संस्थान को छात्रों के बीच वांछनीय मूल्य प्रणाली विकसित करने की जिम्मेदारी उठानी होगी। भारत जैसे देश में, सांस्कृतिक विविधताओं और विविधताओं के साथ, यह आवश्यक है कि छात्र स्थानीय, राष्ट्रीय और सार्वभौमिक स्तरों पर सामाजिक, सांस्कृतिक, आर्थिक और पर्यावरणीय वास्तविकताओं के अनुरूप उपयुक्त मूल्यों को आत्मसात करें। देश में जो भी बहुलताएं और विविधताएं हैं, इसलिए NAAC मूल्यांकन इस बात की जाँच करता है कि उच्च शिक्षा संस्थानद्वारा इन आवश्यक और वांछनीय मूल्यों को छात्रों में कैसे विकसित किया जा रहा है।

  4) **प्रौद्योगिकी के उपयोग को बढ़ावा देनाः-** अधिकांश महत्वपूर्ण विकास जो आज देखे जा सकते हैं, उन्हें विज्ञान और प्रौद्योगिकी के प्रभाव के लिए जिम्मेदार ठहराया जा सकता है। जबकि दैनिक जीवन में आधुनिक उपकरणों और तकनीकी नवाचारों का उपयोग करने के फायदे अच्छी तरह से पहचाने जाते हैं, ऐसे समय में जब हमारे शैक्षणिक संस्थानों से अपने वैश्विक साझेदारों की तरह अच्छा प्रदर्शन करने की उम्मीद की जाती है, महत्वपूर्ण तकनीकी नवाचारों को अपनाया जाना चाहिए। उच्च शिक्षा प्रदान करने के पारंपरिक तरीके बड़ी संख्या में छात्रों के लिए कम प्रेरक बन गए हैं। मानव प्रयास के अन्य क्षेत्रों में विकास के साथ तालमेल रखने के लिए, उच्च शिक्षा संस्थान को अपने छात्रों को अत्याधुनिक शैक्षिक प्रौद्योगिकी प्रदान करके उनके सीखने के अनुभवों को समृद्ध करना होगा। सूचना और संचार प्रौद्योगिकी (आईसीटी) का इष्टतम उपयोग करने के लिए परिसर समुदाय को पर्याप्त रूप से तैयार किया

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जाना चाहिए। हार्डवेयर में निवेश करने और संकाय को उपयुक्त रूप से उन्मुख करने के लिए भी सचेत प्रयास की आवश्यकता है।

5) **उत्कृष्टता की खोज :-** राष्ट्र निर्माण और छात्रों के कौशल विकास में योगदान करते हुए, उच्च शिक्षा संस्थानों को खुद को उत्कृष्टता के केंद्रों में विकसित करने के लिए एक अभियान का प्रदर्शन करना चाहिए। सभी में उत्कृष्टता कि वे समग्र रूप से देश की उच्च शिक्षा प्रणाली के समग्र विकास में योगदान देंगे। यह 'उत्कृष्टता की खोज' किसी संस्था की स्व-अध्ययन रिपोर्ट (एसएसआर) की तैयारी के लिए संचालन समिति की स्थापना द्वारा मूल्यांकन के साथ या उससे भी पहले शुरू हो सकती है। इस दिशा में एक और कदम संस्थान द्वारा किए गए शिक्षण और सीखने की प्रक्रियाओं में ताकत और कमजोरियों की पहचान हो सकता है।

- **शिक्षण संसाधन केंद्रों का महत्वः-** शिक्षण संसाधन केंद्र सीखने की प्रक्रिया को पूरक बनाकर किशोरो को लाभान्वित करते हैं। वे छात्र सीखने एवं सुदृढ़ करने और विस्तार करने के लिए एक जगह के रूप में कार्य करते हैं। केंद्र शिक्षण सामग्री तक पहुंच प्रदान कर सकते हैं या एक सहकर्मी शिक्षण केंद्र के रूप में कार्य कर सकते हैं। विभिन्न प्रकार के शिक्षण केंद्र हैं, जिनमें से प्रत्येक छात्रों को उनके शैक्षिक अनुभव का विस्तार करने के लिए संसाधन प्रदान करने के लिए तैयार है। विभिन्न शिक्षण संसाधन केंद्रो के महत्व निम्न प्रकार से है

1) **संवर्धन केंद्रः-** संवर्धन केंद्र शिक्षण संसाधन केंद्र हैं जो कक्षा में शुरू की गई अवधारणाओं, कौशलों या विषयों की शिक्षा को सुदृढ़ और विस्तारित करने में मदद करते हैं। हर छात्र एक अवधारणा को तुरंत समझ नहीं पाएगा, इसलिए यह महत्वपूर्ण है कि उनके पास एक ऐसा स्थान हो जहां वे आगे की सहायता के लिए जा सकें। संवर्धन केंद्र कक्षा में स्थापित किए जा सकते हैं और इसमें जानकारी का दृश्य प्रदर्शन, विषय पर अतिरिक्त पुस्तकें, या अवधारणा की चरण-दर-चरण व्याख्या मार्गदर्शिका शामिल हो सकती है। छात्रों को संवर्धन सामग्री की समीक्षा करने के लिए कक्षा के दौरान समय प्रदान करके संवर्धन केंद्र का उपयोग करने के लिए प्रोत्साहित करें।

2) **कौशल केंद्र :-** कौशल केंद्र पढ़ने, लिखने या गणित जैसे आवश्यक कौशल को मजबूत करने पर ध्यान केंद्रित करते हैं। इन कौशलों के इर्द-गिर्द केंद्रित शिक्षण केंद्र ट्यूटर प्रदान कर सकते हैं जो कौशल प्रक्रिया में मदद कर सकते हैं, संपादक जो कागजात और संसाधनों को संपादित करेंगे जैसे कि उद्धरण गाइड, अभ्यास कार्यपत्रक या लंबे समय तक पढ़ने वाले स्टेशन। छात्रों को एक कौशल-आधारित शिक्षण केंद्र प्रदान करने से उन्हें अपनी क्षमताओं में विश्वास पैदा करने में मदद मिलती है।

3) **रुचि केंद्रः-** छात्रों को उनके स्वयं के हितों के बारे में अधिक जानने के लिए एक संसाधन प्रदान करके उन्हें सीखने में शामिल करें। रुचि-आधारित शिक्षण केंद्र छात्र सीखने के लिए महत्वपूर्ण हैं क्योंकि वे छात्रों को अपने व्यक्तिगत हितों को आगे बढ़ाने के लिए प्रोत्साहित करते हैं। छात्र रुचि शिक्षण केंद्रों पर अपने स्वयं के सीखने की जिम्मेदारी लेते हैं, रुचि अनुसार वे क्या अध्ययन करना चाहते हैं, और वे इसका अध्ययन कैसे करेंगे। पुस्तकालय एक रुचि शिक्षण केंद्र का सबसे विशिष्ट रूप है।

4) **सामुदायिक केंद्रः-** सामुदायिक शिक्षा केंद्र समुदाय का एक महत्वपूर्ण हिस्सा हैं क्योंकि वे गैर-विद्यालय समय के दौरान छात्रों को मदद के लिए जाने के लिए जगह प्रदान करते हैं। सामुदायिक शिक्षण केंद्र गणित और पढ़ने से लेकर बास्केटबॉल और नाटक-अभिनय तक अकादमिक या गैर-शैक्षणिक विषयों पर ध्यान केंद्रित कर सकते हैं। अमेरिकी शिक्षा विभाग के अनुसार, शैक्षणिक विषयों पर विस्तार करके, सामुदायिक शिक्षण केंद्र विशेष रूप से उच्च-गरीबी स्थानों में छात्रों के लिए फायदेमंद होते हैं। स्कूल के बाहर सीखने के अवसर प्रदान करना कक्षा में उनकी सफलता सुनिश्चित करने का एक महत्वपूर्ण हिस्सा है।

5) **स्व-अध्ययन रिपोर्ट (एसएसआर) की तैयारी :-** मूल्यांकन और प्रत्यायन की प्रक्रिया में सबसे महत्वपूर्ण कदम संस्था द्वारा एसएसआर तैयार करना है। संस्थानों को एसएसआर तैयार करते समय नैक द्वारा दिए गए दिशा-निर्देशों का पालन करना चाहिए और यह सुनिश्चित करना चाहिए कि इसमें निम्नलिखित शामिल हैं:

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- मूल मूल्यों में योगदान के साक्ष्य।

- संस्था द्वारा पहचानी गई शक्तियों से निर्माण के साक्ष्य।

- संस्था द्वारा मान्यता प्राप्त कमियों को दूर करने के लिए कार्रवाई की गई।

- गुणवत्ता बढ़ाने के लिए संस्था द्वारा किए गए प्रयास।

- गुणवत्ता बढ़ाने के लिए संस्था की भविष्य की योजनाएँ।

संस्था के प्रत्येक हितधारक को पूरी तरह से सूचित किया जाना चाहिए और स्व-अध्ययन में बारीकी से शामिल होना चाहिए। संस्था के प्रमुख को स्व-मूल्यांकन के उद्देश्यों को प्राप्त करने में एक प्रमुख भूमिका निभानी होती है। उसकी सहायता के लिए, डेटा के संकलन और विश्लेषण के समन्वय के लिए ४ से ६ सदस्यों वाली एक संचालन समिति बनाई जा सकती है। यह समिति सूचना और सामग्री को व्यवस्थित करने और एक व्यापक स्व-अध्ययन रिपोर्ट तैयार करने के लिए जिम्मेदार हो सकती है। पीयर टीम के ऑन साइट दौरे के दौरान, संचालन समिति के समन्वयक एक संस्थागत सूत्रधार के रूप में भी कार्य कर सकते हैं।

- **स्व-अध्ययन रिपोर्ट (एसएसआर) के लिए किन सामग्री आवश्यकताएँ है:–**

यह खंड स्व-अध्ययन रिपोर्ट के ऑनलाइन प्रारूप को भरने के लिए आवश्यक विभिन्न सामग्री का विवरण देता है, अर्थात-1) कार्यकारी सारांश 2) संस्थान का प्रोफाइल 3) संस्थान का विस्तारित प्रोफाइल 4) गुणवत्ता संकेतक फ्रेमवर्क (QIF) 5) डेटा टेम्प्लेट / दस्तावेज (मात्रात्मक मेट्रिक्स)

निष्कर्ष:–

एक शिक्षण संस्थान देश में व्यापक शिक्षा प्रणाली के संदर्भ में कार्य करता है। बदलते राष्ट्रीय और वैश्विक संदर्भों में प्रासंगिक होने के लिए एक शैक्षणिक संस्थान को उभरती चुनौतियों और दबाव वाले मुद्दों के प्रति उत्तरदायी होना चाहिए। बड़े संदर्भों में विकास की दिशा में प्रयासों में सक्रिय रहने की सामाजिक जिम्मेदारी। संस्था की यह भूमिका कार्यक्रमों के प्रकार, गतिविधियों और वरीयताओं (मूल्यों) के संदर्भ में परिलक्षित होती है, जिसे वह अपने नियमित कामकाज में शामिल करता है। इसमें कोई संस्था किस हद तक प्रभावशाली है, यह उसकी गुणवत्ता का एक निश्चित प्रतिबिंब है। प्रत्येक संस्थान को कम से कम कुछ दबाव वाले मुद्दों जैसे कि लैंगिक समानता, पर्यावरण चेतना और स्थिरता, समावेशिता और पेशेवर नैतिकता के प्रति उत्तरदायी होने का जनादेश है, लेकिन जिस तरह से यह इन्हें संबोधित करता है और प्रथाओं को विकसित करता है वह हमेशा अद्वितीय होगा। प्रत्येक संस्था ऐसा करते समय विभिन्न प्रकार के आंतरिक दबावों और स्थितियों का सामना करती है और उनका समाधान करती है। ऐसी स्थितियों से संबंधित कुछ सार्थक प्रथाएं संस्था के भीतर विकसित की जाती हैं और ये सुचारू रूप से काम करने में मदद करती हैं और प्रभाव को भी बढ़ाती हैं। ऐसी प्रथाएँ जो संस्थान द्वारा आंतरिक रूप से विकसित की जाती हैं, जिससे उसके कामकाज के किसी एक पहलू में सुधार होता है – शैक्षणिक, प्रशासनिक या संगठनात्मक – को ''सर्वोत्तम प्रथाओं'' के रूप में मान्यता दी जाती है। समय के साथ, कार्य करने के ऐसे अनूठे तरीकों के कारण प्रत्येक संस्था विशिष्ट विशेषता विकसित करती है जो इसकी पहचान योग्य विशेषता बन जाती है।विभिन्न के छात्रों की सेवा के लिए एक संस्थान के प्रयासों से संबंधित है प्रभावी शिक्षण-अधिगम अनुभवों के माध्यम से पृष्ठभूमि और क्षमताएं। इंटरैक्टिवशिक्षण तकनीकें जो छात्रों को उच्च क्रम 'सोच' और जांच में संलग्न करती हैं, साक्षात्कार, केंद्रित समूह चर्चा, वाद-विवाद, परियोजनाओं, प्रस्तुतियों के उपयोग के माध्यम से,प्रयोग, अभ्यास, इंटर्नशिप और आईसीटी संसाधनों के अनुप्रयोग महत्वपूर्ण हैं विचार यह पर्याप्तता, क्षमता के साथ-साथ निरंतर की जांच भी करता है अध्ययन के कार्यक्रमों को संभालने वाले संकाय का व्यावसायिक विकास। शिक्षकों के प्रदर्शन का निरंतर मूल्यांकन करने के लिए उपयोग की जाने वाली तकनीकों की दक्षता और छात्र भी इस मानदंड की एक प्रमुख चिंता है।

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संदर्भ

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संदर्भ

'राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद' (NAAC) में महाविद्यालय की गुणवत्ता बढ़ाने मे शिक्षक की भूमिका

डॉ. सुजाता साखरे

सहयोगी प्राध्यापक, विभागप्रमुख,

गृहअर्थशास्त्र विभाग,

दयानंद आर्य कन्या महाविद्यालय, नागपुर

सारांश

प्रत्येक महाविद्यालय को 'राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद' अर्थात National Assessment and Accreditation Council NAAC) को मूल्यांकन व प्रत्यायन कराना अनिवार्य है। इनके कुछ मानदण्ड है उसे परिपूर्ण करने की जिम्मेदारी महाविद्यालय की है। इसकी स्थापना १९६४ को हुई। 'राष्ट्रीय मूल्यांकन एवं प्रत्यायन' को अपने महाविद्यालय मे बुलाने से अनेक लाभ मिलते है। NAAC के विजिट मे शिक्षक की महत्वपूर्ण भूमिका होती है। शिक्षक महाविद्यालय की नीव है। उन्हे छात्राओं का भविष्य उज्ज्वल करने के साथ-साथ महाविद्यालय की अनेक जिम्मेदारीयों को पूरा करके वर्तमान की प्रतियोगीताओं मे अपने महाविद्यालय को आगे भी बढ़ाना है।

की वर्ड्स : मूल्यांकन – अवलोकन, गुणवत्ता = दर्जा प्रत्यायन – प्रमाणित करना, मान्यता

प्रस्तावना :

'राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद' (NAAC) के द्वारा शैक्षणिक संस्था, विश्वविद्यालय व महाविद्यालय का शैक्षणिक दर्जा व उसकी गुणवत्ता क्या है इसकी पहचान कराता है। इसके अंतर्गत महाविद्यालयीन प्रक्रिया, पाठयक्रम का चुनाव, शैक्षणिक गुणवत्ता व मूल्यमापन, छात्राओं का निकाल, संशोधन कार्य, प्रकाशन, मूलभूत सुविधा, संसाधन व्यवस्था, प्रशासन व महाविद्यालय की आर्थिक स्थिती तथा छात्राओं को दी जाने वाली सुविधाओं का जायजा लिया जाता है। इसके आधार पर महाविद्यालय की गुणवत्ता निश्चित की जाती है। उनके मानदण्डो पर खरे उतरने से अनेक लाभ मिलते है। नॅक ने अपने मूल्यांकन को अलग-अलग श्रेणीयो मे बाटा है।

वर्तमान मे महाविद्यालयीन शिक्षा स्तर को आगे बढ़ाने के लिए (NAAC) की महत्वपूर्ण भूमिका है। उच्च शिक्षा की गुणवत्ता बढाना जरूरी है। शिक्षा का स्तर बढ़ाना आज की आवश्यकता है और नैक यही महत्वपूर्ण काम कर रहा है। विश्वविद्यालय महाविद्यालयो मे नैक द्वारा मूल्यांकन कराने से अनेक सरकारी योजनाओं के लाभ मिलते है। इसीलिए शहरी हो या ग्रामीण हर महाविद्यालय को NAAC visit कराकर अपने कॉलेज का मूल्यांकन करना जरूरी है। यदि किसी महाविद्यालय को मान्यता नही मिलती तो अनेक सरकारी योजना से वंचित रह सकते है। NAAC द्वारा मूल्यांकन करने से महाविद्यालय को अध्यापन के अनेक आधुनिक तरीको की जानकारी मिलने मे मदद मिलती है।

मूल्यांकन एवं प्रत्यायन से छात्राओं को लाभ :-

महाविद्यालय का मूल्यांकन एवं प्रत्यायन होने के बाद कॉलेज वेबसाईट पर पूरी जानकारी दी जाती है, जिसकी मदद से छात्र कॉलेज के बारे मे विस्तार से जान लेता है कि कॉलेज या विश्वविद्यालय मे किस प्रकार से शैक्षणिक, अनुसंधान इत्यादि सुविधा है। इसके अलावा शिक्षा की गुणवत्ता, संसोधन आऊटपुट, बुनियादी सुविधा इत्यादि पता लगाने मे छात्रो को मदद मिलती है। NAAC के द्वारा प्राप्त ग्रेड से छात्रो को महाविद्यालय अथवा विश्वविद्यालय चुनने मे मदद करता है। महाविद्यालय NAAC द्वारा निर्धारित सभी मापदंडो पर खरा उतरता है तो उस महाविद्यालय को सरकारी सुविधा के साथ-साथ वहाँ के छात्राओं को भी लाभ मिलता है। आधुनिक तकनीक के द्वारा उन्हे पढ़ाया जाता है। नये-नये तकनीक का उपयोग करके छात्राओं को शिक्षा दी जाती है।

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मूल्यांकन के आधार :-

महाविद्यालय पाठयक्रम के आधार पर चलते है इसमे कौन-कौनसे घटको का समावेश है और ये घटक वर्तमान पाठयक्रम को प्रमाणित करता है या नही यह मुख्य मूल्यांकन का आधार है।

दुसरा महत्वपूर्ण आधार है संशोधन, नयापन व विस्तार । महाविद्यालयो में नये-नये संशोधन और कुछ नया करने का विकास और उसका विस्तार कैसे होगा यह है। संशोधन विभाग कैसा है और आगे उसका विस्तार होना चाहिए, ये भी मुख्य आधार है।

महाविद्यालय की संघठन व्यवस्था तथा प्रबंधन किस प्रकार है, यह देखा जाता है। यह एक महत्वपूर्ण आधार है। महाविद्यालय का वातावरण कैसा है। शिक्षा संबंधी आवश्यक सभी संसाधन उपलब्ध है या नही, छात्राओं के लिए मूलभूत सुविधा है की नही तथा छात्रो मे अनुशासन है या नही इत्यादि घटको के आधार पर NAAC मूल्यांकन करता है।

प्रत्यायन के अनेक लाभ :-

- मूल्यांकन होने से महाविद्यालय की कमियां व खामियों से अवगत होकर उसे दूर किया जाता है।
- सरकारी योजना के अनेक लाभ महाविद्यालय एवं विश्वविद्यालय को मिलते है।
- संसाधन आवंटन के आंतरिक क्षेत्रो की जानकारी मिलती है।
- विश्वविद्यालय एवं महाविद्यालय परिसर मे सहशासन रहता है।
- नये-नये आधुनिक शिक्षण प्रणाली का लाभ छात्राओं को दिया जाता है। आधुनिक तंत्रो का उपयोग ज्यादा से ज्यादा छात्राओं के लिए किया जाता है।
- महाविद्यालयों को कार्यप्रणाली में पारदर्शिता आती है।

शिक्षक की भूमिका :-

'राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद' मे सबसे महत्वपूर्ण भूमिका शिक्षक की होती है। उन्ही के कंधो पर पूरे महाविद्यालय की बागदौड होती है। वो चाहे जैसे NAAC की कमीटी के सामने अपने महाविद्यालय व विश्वविद्यालय को प्रस्तुत कर सकते है उनके प्रस्तुतीकरण से कमियाँ, खामियाँ दोनों कमीटी के सामने प्रदर्शित होती है। लेकिन अधिकतर देखा गया है कि शिक्षक अपनी कडी मेहनत से कमीटी के सामने अपना 100% देने का प्रयास करता है।

छात्र समर्थन एवं छात्रो की प्रगती :-

NAAC के इस क्रायटेरिया मे छात्रो को महाविद्यालय अनेक आर्थिक मदत कर सकता है। जिसका लाभ महाविद्यालय की गरीब गरजू छात्र ले सकती है। इसके लिए महाविद्यालय मे अनेक योजना अथवा सुविधा बना सकते है। जैसे की एल्युमनी के द्वारा राशी जमा करके उनका एक खाता खोलकर उसमे जमा राशी का उपयोग गरीब छात्रा के प्रवेश के लिए महाविद्यालय कर सकता है। उस राशी का उपयोग अन्य आवश्यक कार्यो के लिए भी कर सकते है। इसके अलावा महाविद्यालय के प्राध्यापको से एक फिक्स राशी लेकर उस फंड का उपयोग छात्रों के लिए कर सकते है। भारत सरकार की शिष्यवृत्ती का लाभ जिन छात्राओं को मिलता है उनके अलावा जिन्हे इस योजना का लाभ नही मिलता उन्हे अन्य NGO तथा एल्युमनी फंड अथवा प्राध्यापक फंड की मदत से गरीब छात्राओं की आर्थिक समस्या का समाधान कर सकते है।

छात्राओं को फ्रीशीप अथवा गैर सरकारी संघटन के द्वारा आर्थिक सहाय्यता मिल सकती है। इसप्रकार की व्यवस्था महाविद्यालय मे रहने से कई गरीब छात्र इसका लाभ उठा सकते है। इसके साथ-साथ समाज मे अनेक दानी लोग भी होते है जिनकी मदत से छात्राओं को आर्थिक सहायता करने से मदद गरीब, गरजू छात्राओं को मिल सकता है।

विश्वविद्यालय एवं महाविद्यालयों मे छात्राओं के क्षमता निर्माण व कौशल्य विकास बढ़ाने हेतू अनेक कार्यक्रम के द्वारा उनका सॉफ्ट स्किल जैसे कम्युनीकेशन स्किल, लिडरशिप के गुण, जैसे गुणों का विकास करने हेतू अनेक माध्यमो का उपयोग

करके छात्राओं के विकास कुशलता को बढ़ावा दे सकते है। आधुनिक तंत्रो का उपयोग करके विद्यार्थी विकास व क्षमता निर्माण का कार्य महाविद्यालय कर सकता है।

ऐसे अनेक योजना के द्वारा विश्वविद्यालय व महाविद्यालयो मे छात्रो के विकास हेतु कार्यक्रम का आयोजन करके उच्च शिक्षा का स्तर बढा सकते है।

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NAAC प्रक्रिया एवं SSR

प्रा. वर्षा आगरकर

असिस्टंट प्रोफेसर, दयानंद आर्य कन्या महाविद्यालय,जरीपटका –नागपुर

NAAC यह कॉलेज को ग्रेडींग देता है। ये ग्रेडींग क्यों दिया जाता है। भारत की शिक्षण प्रणाली बहुत बड़ी है बड़े पैमाने में फैली हुई है। भारत में लगभग 750 के करीब युनिवर्सिटीज है और 45,000 के आसपास कॉलेजेस है। इन सभी कॉलेजेस की क्वॉलीटी, दर्जा चेक करने के लिये एक संघटन बनाया गया जिसका नाम NAAC है। जो 1994 मे स्थापित हुआ था। ये कॉलेजेस को Increase करती है मेंटेन करती है, कंट्रोल करती है, बढ़ावा देती है। NAAC का मुख्य कार्यालय बंगलोर मे है। जिसप्रकार हम परीक्षा देते है उसी प्रकार से हमे परीक्षा का ग्रेड मिलता है। इसी तरह कॉलेज का भी overall परफॉर्मन्स का CGPA भेजकर ग्रेड दी जाती है। सीजीपीए कॉलेज का करीकुलम कैसे है, इंफ्रास्ट्रक्चर कैसे है, किस तरह के कार्यक्रम कॉलेज लेती है, इस पर निर्भर रहता है। Teaching, Environment कैसा है, innovation कितना है। कॉलेज से Gratuation का दो बॅंचेस निकलने के बाद ही NAAC प्रोसेस कर सकते है।

NAAC का पुरा नाम 'राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद' है

NAAC प्रक्रिया तीन चरणों में की जाती है –

१. गुणवत्ता मूल्यांकन के लिए संस्थागत सूचना (IIQA) और स्व-अध्ययन रिपोर्ट (SSR)
२. छात्र संतुष्टि सर्वेक्षण (एसएसएस) और डेटा सत्यापन और सत्यापन (डी वी वी)
३. पीयर टीम रिपोर्ट (पी टी आर) और संस्थागत ग्रेडिंग मुल्यांकन और प्रत्यायन की प्रक्रिया में सबसे महत्वपूर्ण कदम कॉलेज द्वारा SSR तैयार करना है। संस्थानों को SSR तैयार करते समय नैक द्वारा दिये गये दिशा-निर्देशों का पालन करना चाहिये और यह सुनिश्चित करना चाहिये कि इसमें मूल मूल्यों में योगदान, संस्था द्वारा पहचानी गई शक्तियों से निर्माण संस्था द्वारा मान्यता प्राप्त कमियों को दूर करने के लिये की गई कारवाई, गुणवत्ता बढाने की दिशा में संस्था द्वारा किये गये प्रयान व भविष्य की योजनाएँ शामिल हैं।

SSR का स्वरूप :-

SSR यह एकदम सटिक और सूचनात्मक होना चाहिए। बहुत अधिक विवरण SSR मे नही चाहिए SSR 200 पृष्ठों से अधिक नही होना चाहिए। सिंगल लाइन स्पेस, 'टाईम्स न्यू रोमन' फॉन्ट और फॉन्ट आकार १२ चाहिये। पृष्ठ के प्रत्येक डेढ इंच का मार्जिन चाहिए।

गुणवत्ता मूल्यांकन के लिए संस्थागत सूचना (IIQA) स्वीकृती प्राप्त होने पर संस्थान HEI पोर्टल पर SSR प्रस्तुत करने की दिशा मे काम करता है। SSR के साथ सभी आवश्यक दस्तावेज ऑनलाइन अपलोड करनी पडती है। जिसमें मात्रात्मक व गुणात्मक दोनो मेट्रिक्स शामिल है। ऐसा करने के लिए, प्रासंगिक दस्तावेज अपलोड करनी पडती है। डेटा के रूप में मात्रात्मक तथ्यों और आंकडों की आवश्यकता होती है।

SSR में क्या शामिल होता है :-

कॉलेज जो SSR तैयार करता है उसे दो भागों में बांटा जा सकता है। पहले में आधारभूत सुविधाओं तथा दूसरे में शैक्षणिक गतिविधियों को शामिल किया जाता है। आधारभूत ढांचे में कॉलेज की प्रोफाइल, वित्तीय सहयोग, मान्यता की स्थिति, लोकेशन, संचालित पाठयक्रम एवं विभाग, शैक्षिक लागत की जानकारी देनी होती है। शैक्षणिक गतिविधियों में कॉलेज का विजन, स्ववित्त पोषित पाठयक्रम, शुल्क, सेमेस्टर, वार्षिक या पार्टटाइम कोर्सेस, पांच वर्षों में शुरू किए गए कोर्स, सिलेबस

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रिवीजन, प्रोजेक्ट वर्क, अभिभावक, छात्रों या शिक्षाविदों से फीड बैंक का सिस्टम, प्रवेश प्रक्रिया, क्वालीफाइंग मार्क्स, शैक्षणिक कार्य दिवस, पदों की स्थिति, छात्र-शिक्षक अनुपात, शिक्षकों की योग्यता, फैकल्टी डेव्हलेपमेंट प्रोग्राम, रेमेडियल एवं ब्रिज कोर्स, शोध कार्य, रिसर्च पब्लिकेशन, एन.सी.सी./एन.एस.एस आदि गतिविधियाँ, पुस्तकालय एवं उसमें शिक्षकों एवं छात्रों की उपस्थिति की स्थिति, पुस्तकों के प्रकार एवं संख्या, छात्रों का ड्रापआउट रेट, छात्रों के लिए वित्तीय सहयोग, सह शैक्षणिक गतिविधियां, परीक्षा परिणाम, नेट आदि प्रतियोगी परीक्षाओं में चयन, प्रशासन एवं नेतृत्व क्षमता आदि शामिल है।

NAAC का कार्य :-

यह कॉलेज और विद्यापीठ को CGPA (Cumulative Grade Point Average) Grading System के अनुसार मान्यता प्रदान करता है।

NAAC के द्वारा Assessment के लिए सात Criteria को निर्देशित किया है।

1. Curricular Aspects
2. Research, Innovation & Extension
3. Teaching-Leaving & Evaluation
4. Infrastructure & Learning Resources
5. Students Support & Progression
6. Governance, Leadership & Management
7. Institutional values & Best Practices

संस्थानों के लिए जानकारी :-

NAAC देश के कई संस्थानों में हर दिन होनेवाली कई समकक्ष टीम के दौरे के अलावा संगोष्ठी और कार्यशालाओं की सुविधा प्रदान करता है। NAAC विभिन्न राज्य सरकारों और व्यावसायिक मंडलो के साथ भी मूल्यांकन और मान्यता के लिए एक वकालत बनाने के लिए भागीदार है। मूल्यांकनकर्ता परिचर्चा बैठकें (एआईएम), IQAC बैठक और सरकारी एजेंसियों के साथ वार्तालाप NAAC की गतिविधियों का एक महत्वपूर्ण हिस्सा है।

प्रायोजित संगोष्ठी :-

इस योजना का मूल उद्देश्य संगठनों/संस्थानों को कार्यशाला आयोजित करने में सक्षम बनाना है जो संस्थानों के साथ-साथ कार्यक्रमों में गुणवत्ता का बढ़ावा देगा। गुणवत्ता निर्वहनीयता एवं गुणवत्ता बढ़ाने के उपायों पर, मूल्यांकन और मान्यता को बढ़ावा देने में, आंतरिक गुणवत्ता मूल्यांकन प्रणाली, सर्वोत्तम प्रथाओं के संवर्धन और साझाकरण तथा गुणवत्ता आश्वासन अथवा उच्चस्तर शिक्षा में किसी भी गुणवत्ता से संबंधित मुद्दों में छात्र की भागीदारी पर समर्थन के लिए प्राथमिकता क्षेत्र रहेंगे।

- शिक्षण, ज्ञानार्जन और मूल्यांकन
- शैक्षणिक और प्रशासन लेखा परीक्षा
- पाठ्यक्रम का उद्देश्य तथा विकास

हर साल ग्रेडिंग देने के लिए टीम महाविद्यालयों में भेट देकर वहाँ किये गये कार्यों का निरीक्षण करती है।

नया पैटर्न कुछ ऐसा होगा :-

यूजीसी के प्रावधानुसार किसी भी संस्थान को सर्वाधिक स्कोर ४ सीजीपीए ही दिया जा सकता है। इसे ध्यान में रखने हुए नैक टीम द्वारा ग्रेडिंग दी जाएगी। इसमें ३.७६ या इससे अधिक अंक प्राप्त करने वाले संस्था को ए++, ३.५१ से ३.७५ अंक प्राप्त करने पर ए+, ३.०१ से ३.५० अंक पर ए ग्रेड, २.७६ से ३ तक अंक प्राप्त करने पर बी++, २.५१ से २.७५ अंक पर बी+, २.०१ से २.५० तक प्राप्त करने पर बी ग्रेड दिया जाएगा।

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ग्रेडिंग के आधार पर ही मिलता है अनुदान :-

यूजीसी द्वारा उच्च शिक्षण संस्थानों के विकास के लिए अनुदान दिया जाता है। यह अनुदान संस्थान को मिले नैक ग्रेडिंग के आधार पर दिया जाता है। अब तक अनुदान की पात्रता सिर्फ ए और बी ग्रेड के कॉलेजों व विश्वविद्यालयों को ही दी जाती रही है। सी व डी ग्रेड कॉलेजों को यूजीसी किसी भी तरह का अनुदान राशि नहीं देती है। इसीलिए नैक ग्रेडिंग के लिए आवेदन करने वाले कॉलेज व विश्वविद्यालयों का यह प्रयास में रहता है कि किसी भी तरह उन्हें ए या बी ग्रेड मिल जाए।

अब तक ७५ कॉलेजों को ही मिली है ग्रेडिंग :-

यूजीसी के अनुसार अब तक प्रदेश के ७५ कॉलेजों को ही नैक ग्रेडिंग मिल पाई है। जबकि प्रदेश में सरकारी व गैर सरकारी मिलाकर लगभग ६७० कॉलेज हैं। हालांकि पहले की तुलना में उच्च शिक्षण संस्थान नैक ग्रेडिंग के प्रति जागरूक हुए हैं। प्रदेश के लगभग २०० कॉलेज ग्रेडिंग के लिए आवेदन कर चुके हैं। जिनका निरीक्षण नैक टीम द्वारा आने वाले वर्षों में किया जाएगा।

संदर्भग्रंथ :-

१. इंटरनेट जानकारी
२. यू ट्यूब

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एसएसआर की तैयारी में समन्वयक तथा आईक्यूएसी की भूमिका

प्रा. अनिता शर्मा

संगीत विभाग प्रमुख, दयानंद आर्य कन्या महाविद्यालय, जरीपटका–नागपुर

आईक्यूएसी :-

आंतरिक गुणवत्ता आश्वासन सेल की स्थापना २००७ में वेल्लोर इंस्टीट्यूट ऑफ टेक्नोलॉजी में मान्यता के बाद गुणवत्ता निर्वाह के उपाय के रूप में की गई थी। आईक्यूएसी का गठन राष्ट्रीय मूल्यांकन और प्रत्यायन परिषद की सिफारिशों के अनुसार किया गया है। आईक्यूएसी निरंतर समीक्षा और आवधिक बैठकों के माध्यम से गुणवत्ता पहल के प्रभावी कार्यान्वयन को सुनिश्चित करता है। आईक्यूएसी संस्थान के सभी शैक्षणिक और प्रशासनिक प्रयासों में उत्कृष्टता प्राप्त करने की दिशा में काम करता है।

आईक्यूएसी के उद्देश्य है :-

- गुणवत्ता संस्कृति के आंतरिककरण और सर्वोत्तम प्रथाओं के संस्थागतकरण के माध्यम से गुणवत्ता वृद्धि की दिशा में संस्थागत कामकाज के उपायों को बढ़ावा देना।
- विश्वविद्यालय के शैक्षणिक और प्रशासनिक प्रदर्शन मे सुधार के लिए सुसंगत, सचेत तथा उत्प्रेरक कार्यवाई के लिए एक प्रणाली विकसित करना।

गुणवत्ता नीति :-

गुणवत्ता संवर्धन की एक प्रणाली स्थापित करना, जो संस्थान के शिक्षण-शिक्षण, अनुसंधान और विस्तार गतिविधियो की गुणवत्ता का निरंतर आधार पर मूल्यांकन और वृद्धि करे, जिससे सभी प्रक्रियाओं में सुधार हो, जिससे संस्थान उत्कृष्टता प्राप्त कर सके।

आईक्यूएसी समन्वयक की भूमिका :-

- आईक्यूएसी के संपर्क के समय और कुशलता का तालमेल।
- संस्थान की स्थापना का प्रदर्शन।
- गुणवत्ता में सुधार करना/गतिविधियों को स्थापित करना।
- उच्च शिक्षा के विभिन्न गुणवत्ता मानकों पर सूचना के प्रसार का समन्वय करना।

कार्यो :-

आईक्यूएसी के अतिआवश्यक कुछ कार्य है –

- संस्थान की विभिन्न शैक्षणिक और प्रशासनिक गतिविधियों के लिए मानदंड।
- सभी हितधारकों को विभिन्न गुणवत्ता मानकों पर सूचना का प्रसार ।
- गुणवत्ता बेंचमार्क का विकास और अनुप्रयोग।
- स्थिरीकरण के लिए सुधार/गतिविधि का नियम संस्थान में गुणवत्ता संस्कृति का विकास।
- सहभागी शिक्षण और सीखने की प्रक्रिया के लिए आवश्यक ज्ञान और प्रौद्योगिकी को अपनाने के लिए गुणवत्तापूर्ण शिक्षा और संकाय परिपक्वता के लिए अनुकूल शिक्षार्थी केन्द्रित वातावरण के निर्माण की सुविधा।
- गुणवत्ता से संबंधित विषयों पर अंतर और अंतर संस्थागत कार्यशालाओं, सेमिनारों का आयोजन और गुणवत्ता मंडलो को बढ़ावा देना।

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- संस्थागत गुणवत्ता को बनाए रखने/बढ़ाने के उद्देश्य से एआईएस के माध्यम से संस्थागत डेटाबेस का विकास और रखरखाव।

- सर्वोत्तम प्रथाओ को अपनाने और प्रसार सहित गुणवत्ता संबंधी गतिविधियों के समन्वय के लिए संस्थान की एक नोडल एजेंसी के रूप में कार्य करना।

- गुणवत्ता से संबंधित प्रक्रियाओं पर सभी हितधारकों से फीडबैंक का संग्रह और विश्लेषण।

- गुणवत्ता सुधार के लिए अग्रणी विभिन्न कार्यक्रमों/गतिविधियों का दस्तावेजीकरण।

- अकादमिक और प्रशासनिक लेखा परीक्षा का आवधिक संचालन और इसका अनुवर्ती कार्रवाई।

- NAAC के दिशा निर्देशो ओर मापदंडो के अनुसार वार्षिक गुणवत्ता आश्वासन रिपोर्ट (AQAR) तैयार करना और प्रस्तुत करना।

फायदे :-

IQAC सुविधा प्रदान करेगा/योगदान देगा

- संस्थागत कामकाज में सुधार के लिए निर्णय लेने के लिए एक ढोस आधार प्रदान करना।

- गुणवत्ता संस्कृति का आंतरिककरण सुनिश्चित करे।

- गुणवत्ता बढ़ाने की दिशा में संस्थागत कामकाज में स्पष्टता और ध्यान सुनिश्चित करना।

- एचईआई में गुणवत्ता परिवर्तन के लिए एक गतिशील प्रणाली के रूप में कार्य करे।

- प्रलेखन और आंतरिक संचार की एक संगठित पध्दति का निर्माण।

- संस्था की विभिन्न गतिविधियों के बीच वृद्धि और समन्वय सुनिश्चित करना और सभी अच्छी प्रथाओं को संस्थागत बनाना।

रणनीतियाँ :-

IQAC इसके लिए तंत्र और प्रक्रियाएं विकसित करेगा।

- समाज के विभिन्न वर्गों के लिए शैक्षणिक कार्यक्रमों की समान पहुँच और सामर्थ्य।

- मूल्यांकन और मूल्यांकन प्रक्रिया की विश्वसनीयता।

- शैक्षणिक, प्रशासनिक ओर वित्तीय कार्यो का समय पर कुशल और प्रगतिशील प्रदर्शन सुनिश्चित करना।

- शिक्षण और सीखने के आधुनिक तरीकों का अनुकूलन और एकीकरण।

- समर्थन संरचना और सेवाओं की पर्याप्तता, रखरखाव और उचित आवंटन सुनिश्चित करना।

- प्रासंगिक और गुणवत्तापूर्ण शैक्षणिक/अनुसंधान प्रक्रिया।

- भारत और विदेशों में अन्य संस्थानों के साथ शोध निष्कर्षो और नेटवर्किंग को साझा करना।

आईक्यूएसी की गतिविधियाँ :-

IQAC सहयोगी कर्मचारियों के लिए परिसर के रखरखाव और स्वच्छता से लेकर प्रयोगशाला रखरखाव और कार्यालय प्रबंधन तक के विषयों पर प्रशिक्षण और अभिविन्यास का आयोजन करता है। यह छात्र की प्रगति और गतिविधियों में भी समन्वय करता है। आईक्यूएसी सभी विभागीय रिपोर्टो और पत्रिकाओं की तैयारी में समन्वय करता है।

IQAC मुख्य रूप से संबंध्द विश्वविद्यालय और राज्य सरकार के सहयोग से स्क्रीनिंग ∕प्लेसमेंट मीटिंग आयोजित करके संकाय की कैरियर उन्नति योजना के कार्यान्वयन को सुनिश्चित करने के लिए जिम्मेदार है।

IQAC कॉलेज के गुणवत्ता निर्वाह उपायो की देखरेख करता है। आईक्यूएसी कॉलेज में संगोष्ठियों और कार्यशालाओं जैसे संकाय विकास कार्यक्रमों के आयोजन में समन्वय करता है। यह संकाय सदस्यों को उनके कैरियर में उन्नति की तैयारी के भाग के रूप में पुनश्चर्या और अभिविन्यास पाठ्यक्रमों में भाग लेने के लिए भी प्रोत्साहित करता है।

संदर्भ :-

इंटरनेट –

1. https://vit.ac.in>academics>iqac
2. https://sec.edu.in>iqac

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मूल्यांकन एवं प्रत्यायन प्रक्रिया के मापदंड एवं अधिभार

डॉ. नीलम हेमंत वीरानी

दयानंद आर्य कन्या महाविद्यालय,

जरीपटका, नागपुर.

सारांशः

राष्ट्रीय मूल्यांकन और प्रत्यायन परिषद (NAAC),यह समिति भारत सरकार के विश्वविद्यालय अनुदान आयोग UGC (University Grants Commission) द्वारा वित्त पोषित एक स्वायत्त निकाय होने के साथ–साथ एक ऐसा संगठन है, जो भारत में उच्च शिक्षा संस्थानों का आकलन कर उसे मान्यता प्रदान करता है। वर्तमान समय में पूरे भारत में लगभग ८०० से ज्यादा यूनिवर्सिटीज और ४५०० से भी अधिक महाविद्यालय हैं। इस कारण इन सभी महाविद्यालयों और विद्यापीठों में उच्च शिक्षा की गुणवत्ता व मूलभूत सुविधाओं को परखना आवश्यक है। यही काम NAAC का होता है.जो सभी विद्यापीठों और महाविद्यालयों को उच्च शिक्षा के आवश्यक सभी मापदंडों पर परखता और ग्रेडस प्रदान करता है। ग्रेडिंग देने की यह प्रक्रिया तीन चरणों में की जाती है जो इस प्रकार है –

- गुणवत्ता मूल्यांकन (IIQA)और स्व–अध्ययन रिपोर्ट (SSR) के लिए संस्थागत सूचना

- छात्र संतुष्टि सर्वेक्षण (SSR) और डेटा सत्यापन (DVV)

- पीयर टीम रिपोर्ट (PTR)और संस्थागत ग्रेडिंग.

इस तरह ग्रेडिंग प्रक्रिया को किसी भी शैक्षिक संस्था की 'गुणवत्ता की स्थिति' को समझने के लिए प्रयोग किया जाता है। वास्तव में यह मूल्यांकन यह निर्धारित करता है कि कोई भी शैक्षिक संस्था या विश्वविद्यालय प्रमाणन एजेंसी के द्वारा निर्धारित गुणवत्ता के मानकों को किस स्तर तक पूरा कर रहा है। उक्त उल्लेखित ग्रेडिंग प्रक्रिया में से स्व– अध्ययन रिपोर्ट का विस्तृत उल्लेख मैंने इस लेख में किया है।

संकेत सूचक शब्दः HEI पोर्टल, IIQ। – गुणवत्ता मूल्यांकन, QNS – मात्रात्मक मैट्रिक्स, QIM – गुणात्मक मैट्रिक्स, SSR – अध्ययन रिपोर्ट, DVV –डाटा सत्यापन, PTR– पियर टीम रिपोर्ट

विद्यां ददाति विनयं विनयाद् याति पात्रताम् ।

पात्रत्वात् धनमाप्नोति धनात् धर्म ततः सुखम् ॥

अर्थात विद्या विनय देती है, विनय से पात्रता, पात्रता से धन, धन से धर्म, और धर्म से सुख प्राप्त होता है । इसीलिए किसी भी देश के विकास में शिक्षा की महत्वपूर्ण भूमिका है. भारत के पास विश्व की सबसे विस्तृत और विविधता पूर्ण शिक्षा व्यवस्था है. वैश्वीकरण की प्रक्रिया में भूमंडलीकरण को ध्यान रखते हुए, उच्च शिक्षा में अधिकता और गुणवत्ता दोनों की मूल्य की महता है. भारत की शिक्षा व्यवस्था में उच्च शैक्षिक स्तर पर इसी गुणवत्ता और अधिकता को कायम रखने के लिए सन १९९४ ई. में विश्वविद्यालय अनुदान आयोग (यूजीसी) के स्वायत्त संस्थान के रूप में राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद NAAC की स्थापना की गई. जिसका उद्देश्य उच्चतर शैक्षिक संस्थानों का स्पष्ट स्थिर मानदंडों के आधार पर अंतर्निरीक्षण तथा संस्थान की सहभागिता की प्रक्रिया के माध्यम से उसे अपने कामकाज के मूल्यांकन में सेवाएं प्रदान कर गुणवत्ता का कार्यात्मक रूप से आंतरिक अंग सुरक्षित करना माना गया है. इस तरह हम देखते हैं कि किसी भी संस्था का स्वयं और बाह्य गुणवत्ता का मूल्यांकन, उस मूल्यांकन के अनुसार संवर्धन किसी भी संस्था के शैक्षिक स्तर की गुणवत्ता को बनाए रखने के लिए आवश्यक है. इस प्रक्रिया को अंग्रेजी में SSR कहा जाता है- SSR Means Self Evaluation Process And The Subsequent Preparation Of The Self Study Report.(मूल्यांकन एवं प्रत्यायन प्रक्रिया)

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प्रत्यायन प्रक्रिया का मानदंड :

इस महत्वपूर्ण प्रत्यायन प्रक्रिया को वही महाविद्यालय अथवा संस्थान पार कर सकता है, जिसके या तो पहले दो स्नातक वर्ग या स्थापना के ६ वर्ष हो चुके हो. इसके साथ ही विश्वविद्यालय अनुदान आयोग ने संबंधित विश्वविद्यालय को संबंधकर्ता के रूप में मान्यता प्रदान की हो. वे उच्च शिक्षा संस्थान जो पुनर्मूल्यांकन तथा प्रत्यायन के उत्तरवर्ती आवर्तन (आवर्तन २, आवर्तन ३, आवर्तन ४) के लिए आवेदन कर रहे हैं.

NAAC का उपकरण तीन चरणों की प्रक्रिया के माध्यम से उच्चतर शिक्षा संस्थानों का मूल्यांकन, श्रेणी करण करने तथा परिणाम को यथासंभव निष्पक्ष बनाने के लिए विकसित किया गया है. यह NAAC की प्रक्रिया तीन चरणों में की जाती है, जो इस प्रकार है —

- गुणवत्ता मूल्यांकन (IIQA)और स्व–अध्ययन रिपोर्ट (SSR) के लिए संस्थागत सूचना
- छात्र संतुष्टि सर्वेक्षण (SSR) और डेटा सत्यापन (DVV)
- पीयर टीम रिपोर्ट (PTR) और संस्थागत ग्रेडिंग.

उच्च शिक्षित वर्ग यह जानता है कि NAAC का उद्देश्य ना मात्र कॉलेज स्तर पर बल्कि विश्व स्तर पर संस्कृति की गुणवत्ता का प्रचार करना है. इस उद्देश्य की पूर्ति के लिए मूल्यांकन और प्रत्यायन की प्रक्रिया में सबसे महत्वपूर्ण कदम संस्था द्वारा SSR तैयार करना है. इस लेख में मैंने SSR की विस्तृत जानकारी देने का प्रयास किया है.

सर्वप्रथम हमें यह जान लेना आवश्यक है कि NAAC समिति किन प्रश्नों के उत्तर जानने के लिए विभिन्न संस्थाओं का SSR कराती है ?

भारत की उच्च शिक्षा व्यवस्था को वैश्विक स्तर पर समतुल्य बनाने के लिए NAAC समिति यह जानना चाहती है कि—:

- सामाजिक, राजनीतिक, आर्थिक परिस्थितियों से संघर्ष करते हुए भी विभिन्न महाविद्यालय एवं संस्थाएं किस तरह की शिक्षा छात्रों को प्रदान कर रही है?
- अध्यापन के लिए प्राध्यापक वर्ग कैसा है?
- शैक्षणिक स्तर पर उनकी प्रवीणता कितनी है?
- शोध करने के लिए उस महाविद्यालय अथवा संस्था का प्राध्यापक वर्ग कितना अग्रणीय है?
- छात्रों के लिए नए कोर्स की व्यवस्था है क्या?
- एडमिशन प्रक्रिया से लेकर रेमेडियल कोचिंग, मूल्य आधारित शिक्षा, ICT की शिक्षा, ट्यूटोरियलस की सुविधा छात्रों को प्रदान की जा रही है क्या?
- छात्रों को शिक्षा सौहार्दपूर्ण वातावरण में दी जा रही है या उन्हें विभिन्न तकलीफों का सामना करना पड़ रहा है.
- क्या छात्रों के शैक्षिक स्तर को बढ़ाने के लिए अतिथि वक्ता,कार्यशाला, सम्मेलनों का आयोजन किया जा रहा है? शिक्षा में आईसीटी का उपयोग कर छात्रों के कौशल्य को बढ़ाने का प्रयास किया जा रहा है या नहीं?
- गुणवत्तापूर्ण शिक्षा के लिए छात्रों का फीडबैक लिया जा रहा है और उस फीडबैक का अध्ययन विश्लेषण कर उसमें आई कमियों को सुधारने का प्रयास किया जा रहा है क्या?

उक्त प्रश्नों का विश्लेषण एवं अध्ययन करने के पश्चात यह सर्वविदित है कि SSR कराने के पीछे NAAC के पांच केंद्रीभूत तत्व हैं—

- राष्ट्रीय विकास में अपना योगदान देना.
- छात्रों में वैश्विक क्षमताओं, कौशल्यों का विकास करना.

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- छात्रों में मूल्यों की अधिष्ठापना करना, जिससे छात्र सामाजिक, आर्थिक, सांस्कृतिक, पर्यावरणीय यथार्थता को स्थानीय राष्ट्रीय और वैश्विक स्तर पर समझ सकें.
- ICT के उपयोग को बढ़ावा देना और उसका प्रचार करना.
- उत्कृष्टता की खोज कर राष्ट्र विकास और छात्रों के कौशल्य का विकास करना.

SSR रिपोर्ट में हितधारकों की भागीदारी:

नैक को प्रस्तुत की जाने वाली स्व–अध्ययन रिपोर्ट (SSR) में उस संस्था उस महाविद्यालय के सभी हितधरकों की भागीदारी की आवश्यकता होती है जो इस प्रकार है–

- प्रबंधन
- विभागाध्यक्ष और संकाय सदस्य
- प्रशासनिक कर्मचारी–वर्ग
- छात्र
- अभिभावक
- नियोक्ता समुदाय और पूर्व छात्र

उपरोक्त सभी हितधारक संस्था के प्रमुख स्व–मूल्यांकन के उद्देश्यों को प्राप्त करने में एक प्रमुख भूमिका निभाते हैं. इसलिए सभी हितधारकों को चाहिए कि वह जानकारी एकत्र करते समय प्रमाणिकता का ध्यान रखें. इसके लिए विभिन्न विभागों(अकादमिक और गैर शैक्षणिक दोनों)के साथ समन्वय किया जाना चाहिए. डाटा एकत्रित कर उसका ध्यानपूर्वक विश्लेषण किया जाना चाहिए. एकत्र की गई सामग्री (DATA) की शुद्धता का ध्यान रखना चाहिए.

HEI पोर्टल –

ऑनलाइन SSR सबमिशन HEI पोर्टल पर किया जाता है. NAAC द्वारा अधिकृत यह पोर्टल प्रत्येक संस्था को बनाना होता है. प्रत्येक संस्था के लिए यह पोर्टल विशिष्ट होता है. भविष्य के सभी सबमिशन इसी पोर्टल पर किए जाते हैं. जिसके लिए संस्थागत ईमेल आईडी और पासवर्ड NAAC द्वारा दिया जाता है. किसी भी संस्था को सभी आवेदन जमा करने तथा NAAC से संचार करने के लिए इसी पोर्टल का उपयोग करना होता है.

ऑनलाइन SSR सबमिशन –

- NAAC द्वारा किसी भी संस्था को गुणवत्तापूर्ण मूल्यांकन के लिए संस्थागत (IIQA) स्वीकृति की सूचना प्राप्त होने पर, संस्था HEI पोर्टल पर SSR प्रस्तुत करने की दिशा में काम करती है.
- सर्वप्रथम SSR का फॉर्म भरा जाता है और SSR के साथ आवश्यक सभी दस्तावेज ऑनलाइन अपलोड किए जाते हैं. जिसमें मात्रात्मक और गुणात्मक दोनों मैट्रिक्स की जानकारी शामिल होती है.
- मात्रात्मक मैट्रिक्स (QNS) के रूप में मात्रात्मक तथ्यों और आंकड़ों की आवश्यकता होती है.
- गुणात्मक मैट्रिक्स (QIM) में वर्णनात्मक प्रतिक्रियाओं की आवश्यकता होती है.

ऑनलाइन SSR सबमिशन के लिए सामान्य निर्देश/प्रारूप :

ऑनलाइन SSR सबमिशन करते समय निम्नलिखित सामान्य निर्देशों का ध्यान रखना चाहिए–

- SSR सूचनात्मक होना चाहिए, बहुत अधिक विवरण के साथ SSR सबमिट नहीं करना चाहिए.
- आवश्यक दस्तावेजों को प्रबंधनीय अनुपात तक सीमित करना चाहिए.
- SSR २०० पृष्ठों से अधिक नहीं होना चाहिए.
- SSR सिंगल लाइन स्पेस में होना चाहिए.
- SSR 'टाइम्स न्यू रोमन' और फॉण्ट आकर १२ होना चाहिए.
- प्रत्येक पृष्ठ के दाएं और बाएं १.५ इंच का मार्जिन होना चाहिए.

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SSR संरचनाः

SSR की संरचना करते समय निम्नलिखित तत्वों का समावेश होना चाहिए–

o संस्थान के प्रमुख से प्रस्तावना या कवर पत्र बनाया जाना चाहिए.

o कार्यकारी सारांश– 'संस्था की ताकत, कमजोरियां और संस्था छात्रों को कौन से अवसर प्रदान करती है? संस्था को कौन कौन–सी बाधाओं का सामना करना पड़ रहा है इसका विश्लेषण करना किया जाता है और संस्थान की प्रोफाइल बनाई जाती है जिसमें संस्था की ताकत, कमजोरियां और संस्था छात्रों को कौन से अवसर प्रदान कर रही है इसकी जानकारी दी जाती है.

o मानदंड – वार रिपोर्ट – संस्थान को चाहिए कि दस्तावेजों की जानकारी मात्रात्मक और गुणात्मक रूप से दी जाए साथ ही प्रमुख पहलुओं के लिए समेकित प्रतिक्रिया का उपयोग किया जाये.

प्रत्यायन प्रक्रिया से लाभ :

▪ इस प्रक्रिया के द्वारा संस्थानों का अंतर एवं अंतर समन्वय कितना है?इसकी जानकारी मिलती है.

▪ नई और आधुनिक पद्धति के उपयोग कर नई अध्यापन कलाओं के लिए संस्थानों द्वारा पहल की जाती है.

▪ इस प्रक्रिया के द्वारा संस्थान को एक पहचान मिलती है

▪ साथ ही संस्थान पुनरीक्षण प्रक्रिया के माध्यम से अपनी दुर्बलता, तीव्रता एवं अवसरों को अधिक विस्तृतता से जान सकता है.

समय परिवर्तनशील होता है. परिस्थितियों के अनुसार नई–नई खोजें और अनुसंधान होते हैं. जिसके अनुसार नए निष्कर्ष प्राप्त होते हैं. उन निष्कर्षों के अनुरूप शैक्षिक स्तर में बदलाव के लिए SSR प्रक्रिया को भी संशोधित (Revised) किया गया है. यह संशोधित फ्रेमवर्क जुलाई २०१७ से प्रारंभ किया गया.

o इस फ्रेमवर्क के अनुसार ICT सभी को अनिवार्य किया गया है.

o इस फ्रेमवर्क के अनुसार संख्यात्मक मापन से अधिक गुणवत्तापूर्ण मापन की ओर संकेत कर वस्तुनिष्ठता

o और ट्रांसपेरेंसी को बढ़ाया गया है.

o ICT का उपयोग बड़ाकर मापनीयता (scalability) और मजबूती (Robustness) को पक्का किया गया है.

o इस प्रक्रिया में सरलता को बढ़ाने के लिए प्रश्नों की संख्या को कम किया गया है और रिपोर्ट का आकार छोटा किया गया है.

o इस फ्रेमवर्क में छात्रों की सहभागिता को अधिक महत्व दिया गया है.

o इस फ्रेमवर्क में छात्रों द्वारा किए गए कार्यों का आकलन कर उसकी गुणवत्ता को बढ़ाने पर अधिक ध्यान दिया गया है.

इस प्रक्रिया में तृतीय पक्ष द्वारा डाटा सत्यापन की प्रक्रिया को अधिक महत्व दिया गया है.

यह सर्वविदित है कि भारत का, प्राचीन काल से लेकर आधुनिक काल तक, उच्च शिक्षा के इतिहास में सदैव महत्वपूर्ण स्थान रहा है। प्राचीन काल में नालंदा, तक्षशिला एवं विक्रमशिला विश्वविद्यालय, उच्च प्रशिक्षण के सुप्रसिद्ध पीठ थे जिनमें न केवल हमारे ही देश के छात्र आकर्षित होते थे, बल्कि सुदूरवर्ती देशों, जैसे– कोरिया, चीन, बर्मा (म्यांमार), सीलोन (श्रीलंका), तिब्बत एवं नेपाल आदि के छात्र भी आकर्षित होते थे। आज भारतवर्ष, विश्व के उच्चतम स्तर पर शिक्षा प्रणाली का प्रबंधन करता है जिसके लिए विश्वविद्यालय अनुदान आयोग (यूजीसी), देश में अनुदान प्रदान करने वाला एकमात्र ऐसा अनूठा अभिकरण है जिसके अंतर्गत दो उत्तरदायित्व निहित है, पहला है निधि उपलब्ध कराना तथा दूसरा है उच्च शिक्षण संस्थानों में परस्पर समन्वयन, निर्धारण तथा मानकों का अनुरक्षण करना. मानकों का अनुरक्षण करने के लिए विश्वविद्यालय अनुदान आयोग द्वारा गठित NAAC समिति पूर्णतः प्रतिबद्ध है. लेकिन हमारा भी यह प्रयास होना चाहिए कि इस उद्देश्य की पूर्ति में हम सभी प्राध्यापक और छात्र अपनी सहभागिता को पूरी ईमानदारी के साथ निभाएं, क्योंकि विद्या अर्थात ज्ञान जैसा मूल्यवान रत्न किसी और के लिए नहीं बल्कि स्वतः हमारे लिए ही लाभकारी होगा. यहां संस्कृत की यह उक्ति अत्यंत सटीक प्रतीत होती है–

<center>विद्या नाम नरस्य कीर्तिरतुला भाग्यक्षये चाश्रयो</center>

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<div align="center">
धेनुः कामदुधा रतिश्च विरहे नेत्रं तृतीयं च सा।

सत्कारायतनं कुलस्य महिमा रत्नैर्विना भूषणम्

तस्मादन्यमुपेक्ष्य सर्वविषयं विद्याधिकारं कुरु।।
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भावार्थ

विद्या एक अतुलनीय प्रसिद्धि है भाग्य नष्ट होने पर आश्रय देती है, कामधेनु है, वियोग में समान है, तीसरी आंख है, आतिथ्य का मंदिर है, परिवार—महिमा है, रत्नों के बिना आभूषण है । इसलिए अन्य सभी विषयों को छोड़कर ज्ञान के अधिकारी बनो।

संदर्भः

१. एस.एन. पठान —नैक समिति द्वारा उच्च शिक्षा में गुणवत्ता सुधार, इंटेलेक्चुअल ब्यूरो, भोपाल. २००५

२. सतत एवं व्यापक मूल्यांकन निर्देशिका भाग— १ (२०११—१२),राज्य शैक्षिक अनुसंधान और प्रशिक्षण परिषद शंकर नगर, रायपुर, छत्तीसगढ़.

३. स्वयं मूल्यांकन रिपोर्ट (SSR) — कमला नेहरू महाविद्यालय, नागपुर. अप्रैल २००७

४. NAAC Institutional Accreditation Manual for Self Study Report University – राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद बेंगलोर, दिसंबर २०१९.

ऑनलाईन एस. एस. आर. की प्रस्तुतीकरण मे चुनौतीया और भविष्य की संभवनाए

श्री राम मीलन कुम्हार

सहाय्यक प्राध्यापक

गव्हर्नमेंट जे. एन. सिंग स्मृती कॉलेज चित्रांगी- सिंगरौली

Abstract :-

NAAC का पूरा नाम (राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद है। NAAC की वर्ष 1994 ई० में स्थापना हुई थी। इसका मुख्यालय बंगलौर में है। यह भारत सरकार एवं विश्वविद्यालय अनुदान आयोग (UGC) के अधीन वित्त पोषित है। स्वायत्त निकाय है। यह भारत देश में स्थित समूचे विश्वविद्यालयों एवं महाविद्यालयों के मापदण्डों को परखने तथा उन्हें मान्यता देने का कार्य करता है।

NAAC संस्थानों के गुणवत्ता की परख अत्यंत गहनता के साथ करता है। इसकी टीमें देश के विभिन्न भागों में स्थित यूनिवर्सिटी एवं महाविद्यालयों में भ्रमण कर उनके संस्थान में आंतरिक गुणवत्ता की पूरी रिपोर्ट तैयार करने का कार्य करता है। इसके अतिरिक्त उन्हे कार्य शालाओं और संगोष्ठी की सुविधाएं उपलब्ध कराने कार्य करता है। यह व्यावसयिक मण्डलों के मूल्यांकन और मान्यता के लिये सरकार की निर्णायक संस्था है।

अकादमिक व्यक्तित्व जो कि शिक्षा के क्षेत्र से जुड़े हुए है। शिक्षा क्षेत्र के प्रशासन, नीति-निर्मांताओं आदि विषय-विशेषज्ञों की नियुक्ति NAAC अपनी कार्य परिषद (ई.सी.) तथा कार्य परिषद प्रमुख (जी.सी.) में करता है। इसकी कार्य परिषद प्रमुख (जी.सी.) में सामान्य तौर पर यूजीसी के अध्यक्ष होते है। किसी एक ऐसे उत्कृष्ट व्यक्तित्व के धनी व्यक्ति को सामान्य परिषद के अध्यक्ष द्वारा कार्य समिति के अध्यक्ष के तौर पर मनोनीत किया जाता है। सामान्यतया NAAC का निदेशक ही अकादमिक प्रमुख के साथ ही वह प्रशासकीय प्रमुख और ई.सी. एवं जी.सी. के सदस्य सचिव की जिम्मेदारी भी निभातें है। इसके साथ ही वह परामर्शदाता समितियों से समयानुसार निर्देश भी प्राप्त करता है।

NAAC का मुख्य कार्य देश के अंदर उपलब्ध संसाधनों का समुचित सदुपयोग करते हुए वैश्विक मानदण्ड के मद्देनजर स्व और बाह्य गुणवत्ता का मूल्यांकन, संवर्धन और संपोषण के मध्य संयोजन स्थापित कर उच्चतर शिक्षा की गुणवत्ता हेतु निर्धारक तत्व बनाने का कार्य करता है।

भारत सरकार द्वारा NAAC की स्थापना और विश्वविद्यालयों एवं महाविद्यालय की मूल्यांकन फलस्वरूप उन्हें मान्यता देने का प्रमुख उदेश्य यह रहा है कि इसके माध्यम से उनकी गुणवत्ता खासतौर से शैक्षिक गुणवत्ता में सुधार कर वैश्विक एकेडमिक स्तर तक लाना और उन्हें कार्यशाला आयोजित करने हेतु सक्षम बनाना रहा है। शिक्षा संस्थानों की आंतरिक गुणवत्ता में वृद्धि, निर्वहनीयता, सर्वोत्तम शिक्षा पद्धतियों के संवर्धन, आश्वासन एवं गुणवत्ता से संबंधित ज्वलंत मुद्दों पर विद्यार्थियों की भागीदारी और समर्थन प्राप्त करना रहा है।

इसके लिए NAAC तीन तरह के कार्य करता आया है :-

१. विद्यार्थियों को शिक्षण, उनके ज्ञानार्जन तथा उनके व्यक्तित्व का विकास।

२. शैक्षणिक और प्रशासनिक गतिविधियों का लेखा संधारित करना और लेखा परीक्षण करवाना।

३. अध्यापित पाठ्यक्रम का उदेश्य तथा विकास करना।

उपर्युक्त लक्ष्यों की पूर्ति हेतु योजना बद्ध तरीके से NAAC द्वारा उच्चतर शिक्षा संस्थानों की गुणवत्ता उन्नयन के अनुसरण में उनके निष्पादन का मूल्यांकन फलस्वरूप मान्यता देने का कार्य करता है। निष्पादन का मूल्यांकन संस्थानों की आंतरिक गुणवत्ता की जांच के फलस्वरूप किया जाता है। वर्तमान समय में प्रत्येक उच्च शैक्षणिक संस्थान (विश्वविद्यालयों एवं महाविद्यालयों) के लिए NAAC Accreditation कराना अनिवार्य हो गया है। NAAC Accreditation न होने से संस्थानों की मान्यता पर प्रश्न चिन्ह स्थापित होना अवश्यम्भावी है। प्रत्येक संस्थान अपनी संस्था की बेहतरी हेतु तथा यू०जी०सी० से आर्थिक अनुदान प्राप्त करने, नये विषय/पाठ्यक्रम प्रारंभ करने, भारत सरकार एवं राज्य सरकारों से वित्तीय अनुदान प्राप्त करने हेतु NAAC Accreditation करवाते है।

प्रत्येक ऐसे संस्थान जो NAAC मूल्यांकन करवाने हेतु आवेदन कर रहे है। उनके लिए यह आवश्यक है कि वे संस्था में एकेडमिक माहौल बनाये, इसके लिए वे आंतरिक गुणवत्ता आश्वासन सेल की स्थापना करें, साथ ही समय-समय पर सेमीनार एवं कार्यशालाओं को आयोजित कर शिक्षकों एवं अध्ययनरत विद्यार्थियों के शैक्षिक स्तर एवं ज्ञान में अभिवृद्धि करें।

आई०क्यू०सी० की स्थापना करते समय प्रतिष्ठित शिक्षा विद् एवं प्रशासन दृष्टि से महत्वपूर्ण व्यक्ति को ही अध्यक्ष के तौर पर नियुक्त किया जाये, तीन से आठ शिक्षक सदस्य के तौर पर रखे जाये। स्थानीय समाज वर्तमान एवं भूतपूर्व छात्रों एक/दो व्यक्तियों को सम्मिलित किया जाये। नियोक्ता/उद्योगपतियों में वे एक/दो प्रतिनिधियों तथा वरिष्ठ शिक्षकों में से किसी एक को आईक्यूएसी में समन्वयक के तौर पर नियुक्त किया जाय। आईक्यूएसी सेल को चाहिए कि वह ठोस रणनीति बनाकर सर्वोत्तम प्रकारों द्वारा संस्था में पारदर्शी वातावरण स्थापित करते हुए परिवर्तनशील परिस्थियों अनुसार गुणवत्ता में सतत् अभिवृद्धि करते हुये प्रवेश, अध्यापन, परीक्षा और परिणाम में बेहतरी लाये। संस्था की आईक्यूएसी सेल वार्षिक ए.क्यू.ए.आर. रिपोर्ट Online submit करें। NAAC order 31 Dec 2019 से प्राप्त निर्देशों के अनुसार प्रत्येक HEI (Higher Education institute के लिए वार्षिक AQAR Report submit करना अनिवार्य रूप से करनी चाहिए।

NAAC मूल्यांकन एवं प्रत्यायन हेतु तीन तरह से संस्थान आवेदन कर सकते है।

१. विश्व विद्यालय (केंद्र/राजय/निजी/मानित) तथा राष्ट्रीय महत्व के संस्थान।

२. महाविद्यालय/सम्बद्ध महाविद्यालय।

३. प्रत्यापित महाविद्यालय/संस्थान जो कि पुनर्मूल्यांकन हेतु आवेदन कर रहे हैं।

NAAC मूल्यांकन इकाइयों के द्वारा मुख्यतः दो प्रकार से मूल्यांकन किया जाता हैं।

१. विभागीय स्तर पर।

२. संस्था स्तर पर।

इसके लिए NAAC द्वारा तीन प्रकार के संस्थानों में संचालित पाठ्यक्रमों के लिए मापदण्ड बनाये है। जैसे कि १५० (वि), १५० (स्वायत्त), १०० (सम्बद्ध यू.जी.) तथा १०० (पी) हेतु बनाये है।

NAAC टीम के सदस्यों द्वारा संस्थाओं की गुणवत्ता की जांच कर उनके CGPA (Cumulative Grade Point Average) निर्धारित करता है। वर्ष २०१७ से जारी दिशा निर्देशों के अनुसरण में सी.जी.पी.ए. मानकों के आधार पर संस्थान की ग्रेडिंग (A^{++}, A^+, A, B^{++}, B^+ बी, सी एवं डी) है। उदाहरण स्वरूप यदि किसी संस्थान का CGPA 3.51 - 4.00 है तो वह संस्था । ग्रेड में प्रत्यायित होगी।[9]

Preparation of SSR (एस.एस.आर. कैसे भरे) :- प्रत्येक संस्थान में संस्था प्रमुख द्वारा सात सदस्यीय नैक टीम गठित करनी चाहिए जो कि सात विभिन्न क्षेत्रों से संबंधित जानकारियों को भरे। संस्थान की स्थापना से लेकर अगले पांच वर्षों तक की जानकारी वर्षवार पाठ्यक्रम एवं विषयवार जानकारी भरे। पिछले पांच वर्षों की Academic faculty की Academic जानकारी भरे। लेकिन बोर्ड में यूनिवर्सिटी में, समिति में सम्मिलित है, कि जानकारी उनके Academic नम्बर को दर्ज करें। Board of Secretaries की meeting में शामिल होने की जानकारी भरे तथा उनके द्वारा प्राप्त अंकों को भरे।

Student satisfaction survey कैसे करें :- अभी तक NAAC द्वारा किये गये दिशा निर्देश अनुसार संस्था में अध्ययनरत समस्त Students की जानकारी ईमेल एड्रेस, मोबाईल नं. आदि देना होगा, कोई पता अथवा ई-मेल आईडी/योजना रिपोर्ट न हो, इसका ध्यान रखना चाहिए।

भरे गये Data का Verification पाठ्यक्रमवार, विषयवार करना आवश्यक है। इनकी Teaching learning random आधार पर Online questioner उनके E-mail address पर Link के माध्यम से`जनकमदज की दक्षता की जांच की जाती है। इसकी जानकारी NAAC office को भेजनी होती है।

Practical problems of SSR :-

व्यावहारिक स्तर पर कराने हेतु कई समस्याएं है जैसे कि :-

१. कई महाविद्यालय की अपनी स्वयं की बिल्डिंग नहीं है। फेकल्टीज की कमी है, स्थाई फेकल्टी नहीं है। तृतीय/चुतर्थ श्रेणी कर्मचारियों की पूर्ति नहीं है।

२. बिजली/पानी, फर्नीचर, पाठ्य-पुस्तके आदि मूलभूत सुविधाओं की कमी है।

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३. आधुनिक अध्ययन तकनीकी जैसे Virtual class room, computer class, video camera आदि का अभाव है। महाविद्यालय में लिपिकीय एवं तकनीकी स्टाफ की कमी इसमें आड़े आ रही है।

४. संस्थाओं के पास वित्तीय संसाधनों का अभाव है।

५. फेकल्टीज के पास एकेडमिक अनुभव की भारी कमी है।

६. पूर्व के पांच वर्षों की जानकारी सही एवं सटीक उपलब्ध नहीं

इसके साथ ही सर्वे भरने हेतु भी Students के ई–मेल address आदि पांच वर्षों की जानकारी बवससमबज कर उनका दक्षता मूल्यांकन कर verity करना कठिन काम है। सभी students के पास Smartphone भी उपलब्ध नहीं है। Network भी कई दूरस्थ अचलों में नहीं मिलता है। कुछेक students में इसके प्रति Interest भी नहीं होता है।

Solution (समाधान) :- आवश्यकतानुसार जिन संस्थानों में Staff/faculties की कमी है, वहां नजदीकी संस्थाओं की टीम बनाकर NAAC मूल्यांकन संभव है। परंतु बेसिक सुविधा (बिल्डिंग, फर्नीचर, Student, enrolment, पानी, बिजली, सड़क की सुविधाएं) जुटाई जाना अनिवार्य है।

ऐसे विश्वविद्यालयों एवं महाविद्यालयों जो किसी भी प्रकार का अनुदान/आर्थिक सहायता (यू.जी.सी.) से अथवा केन्द्र एवं राज्य सरकार से प्राप्त करना चाहते है, विद्यार्थी का स्कालरशिप देना है, महाविद्यालय में नये Programme जैसे यू.जी. से पी.जी. कोर्स प्रारंभ करना है। उनके लिए NAAC accreditation अनिवार्य रूप से होना चाहिए। तो NAAC grading होनी चाहिए। NAAC accreditation हेतु निम्नानुसार प्रोसेस अपनानी चाहिए।

Step-1 हमें IIQA भरना है इसके बाद हमें जाकर SSR भरना है, इसके बाद IIQA भरना है। इसके लिए Self study report तैयार रखना चाहिए।

Step-2 इसके बाद DVD में जाकर IIQA यदि Accept हो जाती है। यदि नही ंतो दोबारा भरेगें।

Steps-3 DVD process में SSS Survey भी पूरा करना होगा।

Step-4 website में DATA डाटा भरेगें Accept हो जाने पर आपका SSR submit माना जायेगा।

Step 5 pear leam आयेगी। एक मुश्त राशि आप NAAC Team को देगें जिसमें Team के समस्त खर्चे होगें।

Step-6 में Higher education grading की होती है, online SSR report submit करते समय ही 60% संस्था की ग्रेड़िग हो जाती है।

Step-7 में 40% ग्रेड़िग Peer team द्वारा records की जांच के फलस्वरूप होती है। NAAC द्वारा जो ग्रेड़िग दी जाती है। वह ५ वर्ष तक वैध होती है। इसके बाद उसको Renewable कराना अनिवार्य होता है।

Solution (समाधान) :- NAAC accreditation सभी संस्थाओं के लिए अनिवार्य होने के कारण प्रत्येक faculty member को इसके लिए तैयार रहना चाहिए। इसके लिए आवश्यक है कि वह अपने Academic ज्ञान में सततृ अभिवृद्धि करते रहे। विषयगत ज्ञान के साथ अध्ययन पद्धति में आधुनिक hi-tech पद्धति को अपनाना चाहिए। विद्यार्थियों के लिए enrolment बढ़ाने हेतु रोजगार परक पाठ्यक्रम प्रारंभ करने चाहिए। इसके साथ ही आवश्यकतानुसार अन्य institutions के faculty member को Team में सम्मिलित कर उनके अनुभव का लाभ लेना चाहिए। महाविद्यालय में पुस्तकालय वाचनालय क्रीड़ा एवं साहित्यिक/सांस्कृतिक गतिविधियों में प्रगति लानी चाहिए। साथ ही प्रवेश, परीक्षा और परिणाम में सुधार करना चाहिए।

NAAC accreditation के लिए संस्था में जानकारी समिति का गठन करना एवं UGC की धाराओं (2f or 12B) में पंजीयन होना अनिवार्य है। जिसे पूर्ण कर लेना चाहिए। महाविद्यालय में स्वच्छ हरित वातावरण बनाने पर जोर दे। आंतरिक गुणवत्ता प्रकोष्ठ, शिकायत निवारण प्रकोष्ठ, छात्रवृत्ति वितरण, कैरियर कांडसिलिंग आदि पर जोर दिया जाना आवश्यक है। भारत सरकार ने राष्ट्रीय एवं अंतराष्ट्रीय स्तर पर मौजूदा परिदृश्य के अनुसार शिक्षा में परिवर्तन लाने के लिए कौशल विकास और उद्यमिता राष्ट्रीय नीति २०१५ तैयार की है। इसके अंतर्गत २० केन्द्रीय मंत्रालयों/विभागों में ४० से ज्यादा कौशल विकास योजनाएं चल रही है। इसके तहत ५.५६ करोड़ लोगों को प्रशिक्षण दिया गया है।[९]

भारत सरकार (MHRD) ने शिक्षा के क्षेत्र में गुणवत्ता बढ़ाने हेतु National Assessment Centre ने PARAKH (Performance Assessment Review and Analysis of knowledge for holistic development) कार्यक्रम की शुरूआत नई

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शिक्षा नीति के अंतर्गत की गई है। इसके माध्य से विद्यार्थी के आधारभूत सेटिंग नार्म्स, स्टैडंर्ड, असेसमेंट एण्ड इवेल्यूएशन फॉर ऑल रिकोग्नाइज्ड स्कूल बोर्डस् ऑफ इण्डिया ने समस्त विद्यार्थियों का SAS (State achievement survey) का लक्ष्य रखा गया है।[2]

संदर्भ

१ गूगल सर्च mhtml:file://E:/new folder/NAAC-Hindi- मूल्यांकन एवं प्रत्यायन.mhtml date 04.06.2022, "1-6 and 1-5"

२ कुरूक्षेत्र दिसंबर २०२१, ''३३''

३ योजना, अप्रैल २०२२, ''४७''

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इतिहास विषयाच्या अध्ययन-अध्यापन कार्यात ICT चा वापर: काळाची गरज

डॉ. सूर्यकांत कापशीकर

इतिहास विभाग प्रमुख

यशोदा गर्ल्स आर्टस् अँड कॉमर्स कॉलेज

स्नेह नगर, नागपूर ४४००१५

सारांश:

　　COVID-19 च्या काळात संपूर्ण विश्वातील शैक्षणिक क्षेत्राला माहिती संप्रेषण तंत्रज्ञान म्हणजेच Information Communication Technology (ICT) चे महत्त्व कळून चुकले आहे. आपला भारत देश सुद्धा याला अपवाद नाही. भारतीय शिक्षण पद्धतीतील इतिहास या विषयाच्या अध्ययन आणि अध्यापन कार्यात ICT महत्त्वाची भूमिका बजावू शकते. भारतीय शैक्षणिक व्यवस्थेत प्राथमिक ते विद्यापीठ स्तरापर्यंत इतिहास हा एक अत्यंत महत्त्वाचा विषय आहे. परंतु विद्यार्थ्यांना इतिहास विषय समजणे फार कठीण जाते. इतिहास विषयाच्या शिक्षकांच्या कंटाळवाण्या शिकविण्यामुळे अनेक विद्यार्थी इतिहास शिकण्यात फारसा रस घेत नाही. इतिहास विषयात नवीन काही शिकण्यासारखे नाही असे प्रत्येकाला वाटते. अशावेळी इतिहास विषयाच्या अध्ययन आणि अध्यापन कार्यात माहिती संप्रेषण तंत्रज्ञान ICT महत्त्वाची भूमिका बजावू शकते. भारतातील विद्यापीठ स्तरावरील उच्च शिक्षणामध्ये इतिहास विषयाच्या अध्ययन आणि अध्यापन प्रक्रियेत माहिती संप्रेषण तंत्रज्ञान ICT चे महत्त्व स्पष्ट करणे हा प्रस्तृत शोधनिबंधाचा उद्देश आहे.

प्रस्तावना:

　　एकविसावे शतक हे प्रामुख्याने माहिती संप्रेषण तंत्रज्ञानाचे युग म्हणून ओळखले जाते. माहिती संप्रेषण तंत्रज्ञानाच्या विकासामुळे ज्ञानाच्या विविध क्षेत्रात नवनवीन दृष्टिकोन निर्माण झाले आहेत. भारतासारख्या विकसनशील देशात ICT सर्व क्षेत्रातील विकासाला चालना देण्यासाठी अनुकूल आहे. कोरोनाच्या भयावह काळात याची खात्री सर्वांना कळली आहे. प्रामुख्याने सर्व क्षेत्राचा विकास मुळात शिक्षण व्यवस्थेच्या विकासावर अवलंबून असतो. भारतात शैक्षणिक विकास वेगाने होत आहे. मात्र शैक्षणिक व्यवस्थेतून एक गोष्ट हरवली आहे ती म्हणजे गुणवत्ता. महाविद्यालये आणि विद्यापीठातील वर्ग रिकामे आहेत. विद्यार्थ्यांना वर्गात अभ्यास आवडत नाही. परस्परसंवादी नसलेली अध्ययन-अध्यापन प्रक्रिया पारंपरिक शैक्षणिक पद्धतीमुळे अत्यंत कमकुवत बनली आहे. या पार्श्वभूमीवर विद्यापीठ स्तरावरील उच्च शिक्षणामध्ये अध्ययन-अध्यापन कार्यात आणि एकूणच सर्वांगीण शैक्षणिक विकासामध्ये ICT सर्वांत महत्त्वाची भूमिका बजावते. विद्यापीठ स्तरावरील उच्च शिक्षणात, इतिहास हा मानव्यशास्त्र शाखेतील म्हणजेच सामाजिक विज्ञान विद्याशाखेतील एक महत्त्वाचा विषय आहे. अनेक विद्यार्थी पदवी आणि पदव्युत्तर शिक्षणासाठी इतिहास हा विषय निवडतात. परंतु पारंपरिक अध्ययन-अध्यापन पद्धतीमुळे इतिहास विषयात त्यांना आवड निर्माण होत नाही. इतिहास विषयाच्या अध्ययन-अध्यापन प्रक्रियेमध्ये ICT चा वापर केल्यास विद्यापीठ स्तरावरील उच्च शिक्षणात इतिहास विषयाचा दर्जा सुधारल्या जाऊ शकते. थोडक्यात ICT इतिहास विषयाचे अध्ययन आणि अध्यापन कार्य अधिक सोपे, अधिक प्रभावी आणि अधिक दृढ बनवते. परिणामी इतिहास विषय शिकणाऱ्याची समज वाढवण्यासाठी इतिहास विषयाच्या शिक्षकाने ICT चा वापर करणे ही काळाची गरज आहे.

इतिहासाचे महत्त्व:

　　इतिहास हा भारतीय शिक्षण व्यवस्थेतील हा एक महत्त्वाचा विषय आहे. भारतातील सामाजिक अभ्यास अभ्यासक्रमात इतिहासाचे प्रमुख स्थान आहे. इतिहास शिकवणे आणि शिकणे अत्यंत आवश्यक आहे कारण ते आपल्याला आपला भूतकाळ समजून घेण्यास अनुमती देते, ज्यामुळे आपल्याला आपला वर्तमान समजू शकतो. आज आपले जग कसे आणि का आहे हे जाणून घ्यायचे असेल, तर आपल्याला उत्तरांसाठी इतिहासाकडे पाहवे लागेल. बरेच लोक नेहमी म्हणतात की, 'इतिहासाची पुनरावृत्ती होते' पण जर आपण भूतकाळातील यश-अपयशांचा अभ्यास केला तर, आपण आपल्या चुकांमधून शिकू शकतो आणि भविष्यात त्यांची पुनरावृत्ती टाळू शकतो. इतिहास शिकवणे आणि शिकणे हे आपल्याला मूळ संस्कृती प्रदान करू शकते ज्यामुळे सांस्कृतिक जागरूकता आणि समज वाढते. इतिहासाबद्दल आवड निर्माण करण्यासाठी संग्रहालयाला, सांस्कृतिक केंद्राला किंवा प्रदर्शनीला

भेट देणे हे विद्यार्थ्यांच्या कल्पनाशक्ती वाढण्यास आणि वाढण्यास मदत करेल या पद्धतींमुळे विद्यार्थ्यांची केवळ ऐकण्याची क्षमता विकसित होणार नाही तर त्यांना संकल्पना अधिक चांगल्या प्रकारे समजण्यास मदत होईल. महान भारतीय तत्त्वज्ञ बाबासाहेब डॉ भीमराव रामजी आंबेडकर यांनी इतिहासाच्या महत्त्वाविषयी सांगितले होते की, 'जे इतिहास विसरतात ते इतिहास घडवू शकत नाहीत.' अशा प्रकारे इतिहास लक्षात ठेवला पाहिजे आणि इतिहास लक्षात ठेवण्यासाठी ICT चा वापर करणे खूप उपयुक्त आहे.

इतिहास विषयाचे अध्यापन-अध्यापन आणि ICT संकल्पना:

ICT मुळात एक साधन आहे ते हार्डवेअर, सॉफ्टवेअर किंवा दोन्ही असू शकते. हे नक्कीच एक उपयुक्त साधन आहे जे आम्हाला विविध विषयांच्या अध्ययन आणि अध्यापन कार्यात नवनवीन आणि भिन्न मार्गांनी एकमेकांना जोडण्यास सक्षम करते. ICT हे ज्ञान गोळा करण्याचा आधुनिक मार्ग आहे. इतिहास विषयाच्या अध्ययन आणि अध्यापन प्रक्रियेत ऑनलाइन ऐतिहासिक माहितीची वेगवान उपलब्धी, ऑनलाइन डिजिटल लायब्ररीमध्ये सहज प्रवेश करण्यात ICT चा वापर महत्वाचा ठरतो. भविष्यात इतिहास विषयाच्या ICT वर आधारित अध्ययन-अध्यापन कार्यक्रमाची मागणी मोठ्या प्रमाणात वाढेल कारण विद्यापीठाच्या उच्च शिक्षणामध्ये इतिहास विषयाची शिकण्याची उत्पादकता वाढवण्याची मजबूत क्षमता ICT मध्ये आहे. तात्पर्य असे की जेव्हा शक्य असेल तेव्हा इतिहास शिक्षकाने ICT करिता तयार असावे. भारतीय शिक्षण व्यवस्थेत इतिहास विषयाच्या अध्ययन-अध्यापनात कार्यात ICT खोलवर बदल घडवून आणेल. इतिहासाचे शिक्षण शिकवणे हे इतर विषय शिकण्यापेक्षा वेगळे आहे. सध्याच्या ICT युगात ज्यांना इतिहासाचे सखोल आणि उत्कृष्ट ज्ञान आहे, जो प्रभावी आणि सुनियोजित शिकवण्याच्या पद्धतीचा वापर करतो आणि वर्गात प्रभावीपणे व्याख्याने देतो. अशा इतिहास शिक्षकांना जर ICT चा वापर माहित असेल तर तो इतिहास विषयाची विद्यार्थ्यांमध्ये उत्सुकता निर्माण करेल. कोरोना काळात ऑनलाईन अध्यापन कार्य करणारे डिजिटली अपडेटेड इतिहास शिक्षकाच्या व्यक्तिमत्त्वामुळे विद्यार्थी प्रभावित झाले आहे हे प्रकर्षाने निदर्शनास आले आहे.

इतिहासाच्या अध्ययन-अध्यापनात ICT ची गरज:

इतिहासाच्या अध्ययन-अध्यापन कार्यात ICT ची भूमिका अधिकाधिक महत्त्वाची होत आहे. इतिहास हा विद्यापीठ स्तरावर दिल्या जाणाऱ्या प्रमुख विषयांपैकी एक असल्याने त्याचा शैक्षणिक दर्जा टिकवून ठेवण्यासाठी ICT चा पुरेसा वापर आवश्यक आहे. ज्याचा उपयोग आव्हानात्मक आणि अस्सल सामग्री प्रदान करण्यासाठी केला जाऊ शकतो ज्यामुळे विद्यार्थ्याला केवळ इतिहास विषयाच्या शिकण्याच्या प्रक्रियेत गुंतवून ठेवता येणार नाही. पण त्याचबरोबर त्याची ऐतिहासिक जाणीव सुद्धा अधिक परिपक्व होईल. इतिहासाचा अभ्यास हा केवळ इतर विषयांसाठी आधारस्तंभ म्हणून काम करत नाही तर माणसाला बदलाच्या प्रक्रियेची आणि मानवी घडामोडींमधील सातत्य समजण्यास सुसज्ज करतो. ICT द्वारे इतिहास शिकणे म्हणजे इतिहासाच्या अभ्यासक्रमात एक आवश्यक साधन म्हणूनICT चे एकत्रीकरण करणे होय. भारतातील इतिहासाच्या अध्ययन आणि अध्यापन प्रक्रियेत ICT ची भूमिका चार प्रमुख दृष्टीकोनातून पाहिली जाऊ शकते, एक म्हणजे शिक्षक आणि शिष्यावर होणारा परिणाम दुसरे म्हणजे इतिहासाची एक शिस्त म्हणून प्रतिमा आजही आपल्या शाळांमध्ये सामान्य असलेले पारंपरिक शिक्षण सामग्रीवर भर देते. अनेकांसाठी इतिहासाच्या शिक्षकांनी विशेषत: व्याख्याने आणि सादरीकरणाद्वारे शिकवले आहे. तिसरे म्हणजे सामग्री एकत्रित करण्यासाठी आणि चौथे दृष्टीकोन म्हणजे अभ्यास करण्यासाठी डिझाइन केलेल्या शिक्षण क्रियाकलापांच्या माध्यमातून शिकविणे. माहिती साक्षरता विद्यार्थी इतिहास कसा शिकतात यावर ICT ची भूमिका महत्त्वपूर्ण आहे. ज्याप्रमाणे तंत्रज्ञान शाळा आणि विद्यापीठांमध्ये शिकल्या जाणाऱ्या गोष्टींवर प्रभाव पाडत आहे आणि त्यांना समर्थन देत आहे, त्याचप्रमाणे ते विद्यार्थी शिकत असलेल्या बदलांना देखील समर्थन देत आहे. इतिहास विषयाच्या अध्ययन-अध्यापनाची आवड निर्माण व्हावी यासाठी प्रत्येक महाविद्यालय आणि विद्यापीठातील इतिहास विभागामध्ये डिजिटल क्लासरूम, स्मार्ट बोर्ड, संगणक प्रणाली, प्रोजेक्टर, ऐतिहासिक चित्रपटांची व्हिडिओ लायब्ररी, छायाचित्रे आणि नकाशे असणे आवश्यक आहे. रुडयार्ड किपलिंग यांच्या मते, 'इतिहास हा कथांच्या रूपात शिकवला गेला, तर तो कधीही विसरता येणार नाही.' इतिहास शिक्षकांनी ICT च्या मदतीने या ऐतिहासिक कथा विद्यार्थ्यांना सांगितल्या तर विद्यार्थी त्या कधीच विसरणार नाही.

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इतिहासाच्या अध्यापन-शिक्षणात ICT चा वापर:

वर्तमान काळात भारतातील मनुष्यबळ विकास मंत्रालय विद्यापीठ स्तरावर गुणवत्तापूर्ण शिक्षण सुधारण्यासाठी पुढाकार घेत आहे. HRD मंत्रालयाच्या निर्देशानुसार UGC आणि NAAC विद्यापीठे आणि महाविद्यालयांना ICT चा वापर वाढवण्यासाठी प्रोत्साहन देत आहेत. गुणवत्तापूर्ण शिक्षण सुधारण्यासाठी UGC अनेक ICT आधारित साधने लाँच करते. इतिहासाच्या अध्यापनासाठी ही साधने खूप उपयुक्त आहेत. UGC च्या स्वयंम पोर्टलवर http://swayam.gov.in https://ugcmoocs.inflibnet.ac.in अनेक ऑनलाइन व्याख्याने, अभ्यासक्रम तसेच इतर शैक्षणिक माहिती उपलब्ध आहेत. ई-पाठशाळा https://epgp.inflibnet.ac.in हे एक महत्त्वाचे पोर्टल आहे जे विद्यापीठाच्या उच्च शिक्षणात इतिहास विषयाचे शिक्षण शिकवण्यास मदत करते. मूडल (https://moodle.org) हे ऑनलाइन शैक्षणिक पोर्टल आहे. ई-लर्निंग हा इतिहास जाणून घेण्याचा सर्वोत्तम मार्ग आहे. एम-लर्निंग म्हणजे मोबाईलच्या माध्यमातून शिकणे, मोबाईल हे महत्त्वाचे साधन आहे जे इतिहास विषयाच्या अध्यापनात अतिशय उपयुक्त आहे. इतिहास विषयाचा एक प्राध्यापक म्हणून मी स्वतः इतिहास शिकणाऱ्यांमध्ये एम-लर्निंगचा वापर वाढवण्याचा प्रयत्न करतो. कोरोना काळात ऑनलाईन पद्धतीद्वारे वर्ग घेणे, परीक्षा घेणे, असायमेंट देणे, व्हिडिओ लेक्चर अपलोड करणे इत्यादी प्रकारे ICT चा पुरेपूर वापर केलेला आहे. त्याला विद्यार्थ्यांचा भरभरून प्रतिसाद देखील मिळाला आहे. कोरोना काळात विद्यापीठाने देखील आपली परीक्षा प्रणाली ऑनलाईन पद्धतीनेच राबविली आहे. मोबाईलमध्ये असलेले इतिहास विषयक ऍप्लिकेशन इतिहासाचे शिक्षण अधिक मनोरंजक बनवते. यूजीसी एचआरडीसी प्रायोजित रिफ्रेशर कोर्समध्ये इतिहासाच्या अध्यापनात मूडलवर भर दिला जातो. इतिहास विषय समजून घेण्याचा दुसरा मार्ग म्हणजे YOU TUBE, YOU TUBE, वर अनेक ऐतिहासिक माहितीपट, चित्रपट, फिल्मस्ट्रीप्स, व्हिडिओ, गाणी आणि इतिहास विषयाच्या शिक्षकांची व्याख्याने सहज उपलब्ध आहेत. इतिहास शिकणाऱ्यांनी ते पाहिले तर त्यांची इतिहासाबद्दलची आवड नक्कीच वाढेल. इतिहास विषयाचा एक प्राध्यापक म्हणून मी अनेकदा वर्गात या ICT चा वापर करतो. इतिहास विषयाच्या अध्यापनात रेडिओ, टेलिव्हिजन, ऑडिओ, व्हिडिओ महत्त्वाची भूमिका बजावतात. इतिहासाच्या अध्यापनामध्ये OHP आणि PPT चा वापर करणे खूप महत्वाचे आहे. इतिहास शिक्षकाने विविध ऐतिहासिक माहितीच्या स्लाइड्स बनवून वर्गात सादर कराव्यात. ई-पुस्तके हे शिकण्याचे नवीन साधन आहे. इंटरनेटवर उपलब्ध इतिहासाची अनेक ऑनलाइन ई-पुस्तके डाउनलोड करून जतन करावीत. आता मल्टिमिडीया हा अध्यापनाचा सर्वात महत्वाचा भाग आहे. अभ्यासकांनी इतिहासाच्या अभ्यासात त्याचा उपयोग केला तर इतिहास अधिक मनोरंजक बनतो. विकिपीडिया https://en.m.Wikipedia.org हा इंटरनेटवरील ज्ञानाचा उत्तम स्रोत आहे. इतिहासाच्या अध्ययन-अध्यापनाकरिता विकिपीडिया खूप उपयुक्त आहे. इंटरनेटवर असलेली इतिहास विषयाची अनेक संकेतस्थळे (https://knowindia.gov.in, https://indianhistory.com आम्हाला इतिहास शिकविण्यात मोलाची मदत करतात. इंटरनेट ही ITC ची सर्वात व्यापक क्षमता आहे. इंटरनेटशिवाय आपण ICT साधनांचा प्रभावीपणे वापर करू शकत नाही.

इतिहासाच्या अध्यापन-अध्यापनात आयसीटीचे महत्त्व:

विद्यापीठ स्तरावरील उच्च शिक्षणात इतिहासाचा अभ्यास महत्त्वाची भूमिका बजावतो. इतिहासाच्या अभ्यासाद्वारे विद्यार्थी ऐतिहासिक ज्ञान आणि समज विकसित करतील. ऐतिहासिक विचार, व्याख्या, विश्लेषण, सादरीकरण आणि कार्यप्रदर्शन कौशल्ये विकसित करतील. इतिहास शिक्षक प्रभावी अध्यापन करण्यासाठी स्मार्ट-बोर्ड वापरू शकतो. ICT च्या वापरामुळे अगदी जटिल ऐतिहासिक संकल्पना देखील विद्यार्थ्यांपर्यंत सहज पोहोचतील. अशी सर्जनशील आणि उत्तेजक पद्धत त्यांना इतिहास विषय समजण्यास मदत करेल आणि त्यांना इतिहासाबद्दल जाणून घेण्यास प्रोत्साहित करेल. यशस्वी इतिहास शिक्षक त्याची विद्यार्थी केंद्रीत शिकवण्याची पद्धत, सामाजिक विज्ञान, मानविकी, शिक्षणात ICT चा उपयोग यामुळे इतिहास शिकणाऱ्यांमध्ये अधिक सकारात्मक दृष्टिकोन निर्माण करू शकतो. शिक्षक ICT च्या माध्यमातून प्रकरणांची योजना, शैक्षणिक तंत्र आणि समस्या तसेच सामान्य समस्यांशी निगडित धोरणांची देवाणघेवाण करू शकतात, इतिहास शिकवणे आणि शिकणे यात काही तारखा आणि नावे लक्षात ठेवणे समाविष्ट आहे, ICT साधनांचा वापर करून ते खूप सोपे झाले आहे. इतिहासाच्या अध्यापन शिकण्याच्या प्रक्रियेचा विकास करण्यासाठी ICTदेखील मदत करू शकते. यासाठी इतिहास विषयाचे सर्व शिक्षक ICT साक्षर असणे अत्यावश्यक आहे.

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इतिहासाच्या अध्यापन-अध्यापनात ICT चा प्रभाव:

ICT च्या माध्यमातून डिजिटलायझेशनमुळे इतिहास विषयक सॉफ्टवेअर विकसित करणे, इतिहास विषयाच्या अध्यापन शिकण्याच्या प्रक्रियेचे वितरण आणि मूल्यमापन करणे शक्य झाले आहे. इतिहास विषयाच्या अध्यापन प्रक्रियेसाठी ICT सहाय्य देऊ शकते. हे शिकविण्याची कार्यक्षमता वाढवते. इतिहास शिकणे आणि शिकविणे अधिक प्रभावी बनविते. प्रभावी पाठ नियोजन हा इतिहास विषयाच्या अध्ययन आणि अध्यापन प्रक्रियेचा एक महत्त्वाचा भाग आहे ते सुद्धा ICT च्या माध्यमातून शक्य होऊ शकते. पारंपारिक पद्धतीपेक्षा ICT चा वापर पाठ योजना अधिक प्रभावी बनवते. विद्यार्थी उत्कृष्टतेसाठी प्रयत्नशील आहेत याची खात्री करण्यासाठी इतिहास शिक्षकांना ICT उर्जा प्रदान करते. ICT मुळे विद्यार्थ्यांना विषय समजण्यास मदत होईल. स्मार्ट-बोर्ड वापरून डिजिटल क्लासरूमच्या माध्यमातून समजावून सांगितल्याने इतिहास विषयाच्या अभ्यासकाची आवड निर्माण होते. भारतात जिथे संपूर्ण शिक्षण व्यवस्था परीक्षाभिमुख झाली आहे. विद्यार्थ्यांमध्ये इतिहास विषयाच्या जिज्ञासा निर्माण करण्याची कोणालाच पर्वा नाही. अशा अगतिक परिस्थितीत बदल घडवून आणणारी प्रमुख व्यक्ती म्हणजे इतिहास विषयाचा शिक्षक. इतिहास शिक्षक हे इतिहास विषयाच्या शिकवण्याच्या प्रक्रियेत मध्यस्थ असतात. या युगातील विद्यार्थी हे टेक्नोसॅव्ही आहेत ते टीव्ही आणि मोबाईलमध्ये जास्त वेळ घालवतात. तेंव्हा त्यांना ICT च्या माध्यमातून टीव्ही आणि मोबाईल द्वारे इतिहास विषयाचे ज्ञान प्रदान करणे गरजेचे आहे.

निष्कर्ष:

भारतातील विद्यापीठातील उच्च शिक्षणात इतिहास हा विषय सर्वाधिक आवडीचा विषय आहे. स्पर्धा परीक्षामध्ये सुद्धा बऱ्याच विद्यार्थ्यांची पहिली पसंद इतिहास हा विषय असतो. परंतु ही वस्तुस्थिती असूनही विद्यापीठ स्तरावरील बहुतांश विद्यार्थी इतिहास हा विषय म्हणून पर्याय देण्यास कचरतात. इतिहासाची पारंपारिक शिक्षण पद्धती याला कारणीभूत आहे. जर इतिहास शिक्षकाने आपल्या अध्यापन पद्धतीमध्ये ICT चा वापर केला तर इतिहास हा इतिहास शिकणाऱ्यासाठी अधिक मनोरंजक विषय बनतो. ICT विद्यार्थ्यांमध्ये इतिहासाची संकल्पना विकसित करते. इतिहास शिकण्यासाठी ICT चा वापर करून इतिहासाचे शिक्षक आणि अभ्यासक यांचे ज्ञान आणि कौशल्य निश्चितच वाढीस लागेल. परिणामी इतिहास विषयाच्या अध्ययन आणि अध्यापन कार्यात ICT चा प्रभावी वापर करणे ही काळाची गरज आहे.

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राष्ट्रीय मूल्यांकन आणि मान्यता परिषदेचे आव्हान

डॉ. बबीता मनिष थूल

सहाय्यक प्राध्यापिका, राजनीतिशास्त्र विभाग,

दयानंद आर्य कन्या महाविद्यालय, जरिपटका-नागपूर

NAAC (National Assesment and Accreditation Council) मराठी मध्ये राष्ट्रीय मुल्यांकन आणि मान्यता परिषद असे म्हणतात. राष्ट्रीय मुल्यांकन आणि मान्यता परिषद ही संस्थानांच्या गुणवत्ता दर्जाला समजण्यासाठी महाविद्यालय, विश्वविद्यालय आणि इतर मान्यता प्राप्त विद्यालय त्यांच्या उच्च स्तरावरील शिक्षण मूल्यांकन आणि मान्यता ची व्यवस्था करते. NAAC शैक्षणिक प्रक्रियांचे आणि त्यांच्या परिणामांचे अनुसंधान, सुविधा, आर्थिक सुदृढता आणि विद्यार्थ्यांसाठी उपलब्ध सुविधांच्या संबंधीत संस्थांच्या कार्यासंबंधित गुणवत्तासाठी शैक्षणिक संस्थांना मूल्यांकन करत असते.

सन १९९४ मध्ये नॅशनल पॉलिसी इन एज्युकेशनच्या अंतर्गत NAAC ची स्थापना करण्यात आली. या संस्थेचे मुख्यालय बंगलोर येथे स्थापित आहे. या संस्थेचे प्रमुख कार्य शिक्षणाच्या गुणवत्ता मध्ये अधिक सुधारणा करणे हे आहे. सद्या भारतामध्ये ८०० हून जास्त विद्यापीठे आणि ४५०० पेक्षा अधिक महाविद्यालये आहेत. यासाठी या सर्व महाविद्यालय आणि विद्यापीठाचे उच्च शिक्षणाची गुणवत्ता व मुलभूत सुविधांचे मूल्यांकन करणे हे आहे.

NAAC चे मुख्य ध्येय :

- o उच्च शैक्षणिक संस्था किंवा त्यांचे युनिट किंवा विशिष्ट शैक्षणिक कार्यक्रमाचे किंवा प्रकल्पांचे नियतकालिक मूल्यांक मापन आणि मान्यता यांची व्यवस्था करणे.

- o उच्च शैक्षणिक संस्थांमध्ये अध्यापन, शिक्षण आणि संशोधनाला प्रोत्साहन देण्यासाठी शैक्षणिक वातावरणाला प्रोत्साहन देणे.

- o उच्च शिक्षणात स्वंयमूल्यमापन व नविन कल्पनांना प्रोत्साहन देण्यासाठी दर्जेदार संशोधन अभ्यास आणि प्रशिक्षण कार्यक्रम घेणे.

NAAC चे आव्हान :

- • नॅककडे पाहण्याचा सगळ्यांचा दृष्टिकोन हा एक परीक्षा एवढाच आहे. परंतु, नॅक ही परीक्षानसून एक शैक्षणिक प्रक्रिया आहे याचे भान आपल्याला आलेले नाही. त्यामुळेच नॅक ला आदर्श चित्रात रंग भरून शैक्षणिक इंद्रधनुष्य अवतरणार आहे का, हा खरा प्रश्न आहे. नॅक (नॅशनल असेसमेन्ट ऑण्ड ऑक्रिडिशन कॉन्सिल) ही विद्यापीठ आणि महाविद्यालयांच्या गुणवत्तेचे मूल्यमापन करणारी राष्ट्रीय संस्था आहे. नॅकचे शिवधनुष्य विद्यापीठ, महाविद्यालयांनी पेलले तर शैक्षणिक मूल्यांकन प्रणालीप्रसार मूल्यांकन होणार नाही. या पद्धतीनुसार ६५ टक्के मूल्यांकन संगणक आणि गणिती पद्धतीने होणार असून व्यक्तिनिष्ठ मुल्यमापनाला त्यात थारा नाही. पीअर टीमला पूर्वी पूर्ण अधिकार होते. त्यामुळे काही ठिकाणी गोंधळ झाला. अपात्र पात्र झाले. काहींनी पीअर सहकार्याने वरची श्रेणी मिळविली. आता पीअर टीमचे अधिकार ३० टक्क्यांवर आणले आहेत, तर विद्यार्थ्यांकडून आलेल्या मदतीतून तयार झालेले संगणकीय गुणदान ५ टक्के आहे. (६५ + ३० + ५ = १०० टक्के) अशी गुणदान पद्धत नवीन मूल्यांकन पद्धतीत आहे.

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- प्रत्येक उच्च शिक्षण संस्थेला आपला स्वयंअभ्यास अहवाल ऑनलाईन, अन्य माहिती, पुरावे सुद्धा ऑनलाईन पद्धतीने द्यावे लागतील. त्यामुळे महाविद्यालयाचा आरसा वास्तवच दाखवेल. जेथे अंतर्गत गुण आहेत तेथील विद्यार्थी 'नॅक' समोर संस्थे विरूद्ध मत, पूरावे देतील काय? ज्या महाविद्यालयात परराज्यातील विद्यार्थी व परदेशातील प्राध्यापक नाहीत, त्यांना २० गुणांना मुकावे लागेल. महाविद्यालयांचा शैक्षणिक दर्जा तपासून त्यांना 'नॅक' चे प्रमाणपत्र देण्यासाठी मोठ्या प्रमाणावर मोहिम हाती घेण्यात आली होती. महाविद्यालय तेवढ्यापूरती सजली, नटली; पण नंतर पुन्हा पहिल्यासारखीच वागू लागली काय? किती महाविद्यालयांनी 'नॅक' प्रक्रिया गंभीरपणे घेतली, असे अनेक प्रश्न आता सामोरे येऊ लागले आहेत. अनेक महाविद्यालयांनी समिती समोर फसवे चित्र निर्माण केले व चांगली श्रेणी प्राप्त केली. काही महाविद्यालये व त्यांना मिळालेली श्रेणी यांचा सर्वे केला, तर अनेक प्रश्नचिन्हे निर्माण होतात.

- 'नॅक' मुळे अध्ययन—अध्यापन प्रक्रिया सुधारली काय? 'नॅक' निर्णयासाठी होते, ती 'शिक्षा' नव्हे, पण शैक्षणिक प्रक्रिया सुधारण्यासाठी आपली काही बांधिलकी आहे, याची जाण कुणाला व किती आहे? भव्य इमारत, तज्ञ प्राध्यापक, समृद्ध ग्रंथालय असे जाहिरातीतून विशेषणे म्हणजे चांगले महाविद्यालय नव्हे. अनेक महाविद्यालयांकडे यातील काहीतरी असेल तर निकषा प्रमाणे नसते. महाविद्यालयात अध्ययन—अध्यामापन प्रक्रिया कशी चालते. भव्य इमारतीत सोई—सुविधा कशा आहेत? चांगल्या परंपरा आहेत काय? मूल्य, शिस्त रूजविण्यासाठी काम केले जाते का? अभ्यासोत्तर कार्यक्रम, सांस्कृतिक कार्यक्रमाची रेलचेल याचा विचारही आवश्यक आहे. केवळ निकाल चांगला लावणे व लावण्यासाठी विद्यार्थी, परिक्षक, घोटाळे, अध्ययन—अध्यापन इत्यादी प्रक्रिया कारणीभूत असते. 'नॅकसाठीच' फक्त सर्व पूर्तता करायची. नंतर 'जैसे थे' होणार असेल, तर शिक्षण प्रक्रियेस मोठा फटका बसेल.

- आदर्श महाविद्यालय रोज आदर्श असले पाहिजे. भौतिक सुधारणा पैशांनी करता येतात. नैतिक सुधारणेचे काय? नैतिकता एका रात्रीतून येणार नाही, ती रूजूवावी लागते. अध्ययन—अध्यापन प्रक्रिया, शैक्षणिक तंत्रज्ञानाचा अध्यापनात वापर शिक्षक, विद्यार्थी अशी आणि अन्य अनेक संकल्पना काही गोष्टी महाविद्यालयांनी करावयाच्या असतात. हे 'नॅक' मुळे महाविद्यालयांना जाणवायला लागले आहे.

- अभ्यासक्रम व जीवनक्रम यांची सांगड शैक्षणिक संस्थेत घालता आली पाहिजे. ध्येय—धोरणे जरी शैक्षणिक संस्था ठरवत असल्या तरी अभ्यासक्रम विद्यापीठ तयार करते. संस्था स्थापन करण्यापूर्वी काही ध्येय—धोरणे जरी शैक्षणिक संस्था ठरवत असल्यात तरी अभ्यास विद्यापीठ तयार करते. संस्था स्थापन करतांना पूर्वी काही ध्येय—धोरणे असत. त्यात कालानरूप बदल होणे अपेक्षीत आहे.

- अलिकडेच काही संस्थांनी कोणत्या मंत्र्यामार्फत महाविद्यालय मिळेल हा विचार केला. आधि दुकान, मग माल अशा स्वरूपात ही दुकाने उघडलीत. मंत्र्यांची पहिली सही वाळते ना वाळते तोच दुसरे महाविद्यालय दिले गेले. विद्यापीठाचा मास्टर प्लॅन कागदावरच राहिला असेही मध्यंतरी झाले. त्यामुळे अशा महाविद्यालयाच्या भौतिक सुविधांचा प्रश्न निर्माण झाला. 'नॅकमुळे' निदान इमारतीला रंग, हिरवळ लावणे हे सुरू झाले. मुळ प्रश्न अध्ययन—अध्यापन प्रक्रिया सुधारली काय? विद्यार्थी तासाला बसतात काय? तास होतात का? मग कोचींग का बहरतंय व कॉपीला आळा का नाही? हे प्रश्न अनुत्तरीतच राहतात. नॅकमुळ शैक्षणिक संस्थामध्ये आमुलाग्र बदल व्हायला हवा. यापूढे दर पाच वर्षांनी 'नॅक' समिती येणार, यापूढे मुल्यांकन ई—मेलने होणार. त्यादृष्टिने इलेक्ट्रॉनिक युगात महाविद्यालये सज्ज हवीत. अनेक योजना, प्रकल्पांची माहिती हवी असेल तर इंटरनेट हवे. ऑनलाईन परीक्षा सुरू होणार, यासासाठी ही महाविद्यालये सज्ज हवीत. प्रदुषणमुक्त वाहन किंवा आयएएसआय ग्रेड मार्क प्रमाणे

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केवळ शिक्कामोर्तब होणार नसून, ग्रेडमुळे महाविद्यालयात स्पर्धा वाढेल. जाहिरातीत महाविद्यालये आपल्या ग्रेडचा उल्लेख करतात.

- 'नॅक' च्या स्वंयमुल्यमापन अहवालात भौतिक सुविधेला १५ गुण आहेत. जाहिरातीतून अवतरलेल्या महाविद्यालयांना एका रात्रीतून भौतिक सुविधा कशा प्राप्त होणार? 'नॅक' समितीसाठी महाविद्यालये केवळ रंगरंगोटी करू शकतील. रात्रीतुन चित्र बदलणार नाही. पण या निमित्ताने इमारतीची देखभाल होते. इमारती सुसज्ज होतात, हे मान्य करावे लागेल. काही महाविद्यालये लाज वाटावी अशी आहेत. काही लाज राखणारी आहेत. काही हॉटेल 'ताज' सारखी आहेत. नॅकसाठी बऱ्याच ठिकाणी जे नाही ते दाखविण्याचा प्रयत्न होत आहे. अहवालानुसार 'रेकार्ड' केले जात आहेत. शिक्षणाच्या विकासाबरोबर सुधारणाही आवश्यक आहे. नाविन्यपूर्ण निकडीचे अभ्यासक्रम याची दखल शैक्षणिक संस्थांना घेण्याची वेळ आली आहे. सशक्तीकरण होण्यासाठी आहे त्या साधन संपत्तीचा जास्तीत–जास्त विनियोग, संधिक्षमता यांचा योग्य वापर नॅकमुळे आवश्यक ठरत आहे. 'नॅकमुळे' विद्यार्थ्यांनी प्राध्यापकांचे मुल्यांकन करायचे आहे. प्राध्यापकांची तयार कशी असते, ते चर्चा करतात का? शंका निरसनासाठी उपलब्ध असतात का? विद्यार्थ्यांनी अभ्यासक्रमांचे मुल्यमापन करण्यासाठीच्या प्रश्नावल्या आहेत. आता विद्यार्थी प्रत्यक्ष व परस्पर नॅक समितीशी संपर्क करू शकतील. नॅकला सामोरे कसे जायचे, एवढ्यापूरतेच उद्दिष्ट ठेवून चालणार नाही. नॅक ही परीक्षा नव्हे. शैक्षणिक प्रक्रिया आहे याचा विसर पडत कामा नये. नॅकमुळे शैक्षणिक जागृती अपेक्षीत आहे. लाखो रूपये खर्च करून महाविद्यालये हा शैक्षणिक विधी करवून घेण्यासाठी प्रतिक्षा यादीत आहेत.

- 'नॅक' समिती समोर विद्यार्थ्यांना काय विचारले जाईल, याला त्यांनी काय उत्तर द्यायची, माजी विद्यार्थी, पालक, अध्यापकांनी काय व कसे सामोरे जायचे, याची प्रात्यक्षिके व प्रशिक्षण, रंगित तालिम महाविद्यालयात चालु आहेत. पण अध्यापन प्रक्रिया अव्याहत सुरू राहणारी आहे. नॅक पुरता देखाव्याचा डोलारा निर्माण केला तर, शिक्षण प्रक्रियेतला मुळ आत्माच नष्ट होईल. महाविद्यालयात विद्यार्थींच तासाला बसत नसतील तर हे व्यर्थ आहे. अनेक महाविद्यालयांसमोर ही समस्या आहे. प्रवेश व परीक्षा यापेक्षाही महाविद्यालये काही करू शकतात हे समाजासमोर यायला हवे. व नॅक ही संधी आहे. 'नॅक' मुळे अनुदानावर काही परिणाम होणार नाही, या भ्रमात राहून चालणार नाही. महाविद्यालये हेल्थ सर्व्हिसेस पुरवितात का? सेल्फ फायनान्स अभ्यासक्रम आहेत का? विद्यार्थ्यांना रोजगार, स्वंयरोजगारासाठी कारखाना, उद्योग समुह व व्यवस्थापन यांच्याशी त्यांचे दुवे आहेत का? विद्यार्थ्यांना पदवी मिळवून देणे एवढेच ध्येय व उद्दिष्ट आहे का? अनेक गोष्टी, क्षमता, आर्थिक मर्यादा व दृष्टीशिवाय हे शक्य नाही. प्रमाणीकरण करण्यासाठी त्या बाबी महाविद्यालयांना माहित आहेत. पण यासाठीचा शैक्षणिक संस्कार काही महाविद्यालयांनावर झालाच नाही. एक सोपस्कार म्हणून काही महाविद्यालये सुरू आहेत. वशिल्याचे प्राध्यापक, व्यवस्थापनावर सर्व नातेवाईकच महाविद्यालयाला अर्थप्राप्तीचे साधन समजतात. राजकारण करणे यासाठीच महाविद्यालये असेल तर नॅक ला ते सामोरे कसे जाणार? स्थानिक सल्लागार समितीचा वैधानिक इशारा न माननारी महाविद्यालये सुरूच आहेत. 'नॅक' तपासणी करणार नाही. गुणदोष दाखवणार नाही, फक्त स्वंयमूल्यमापन अहवालाची पडताळणी करणारे नॅक मुळे शैक्षणिक दारिद्र रेषेखालील महाविद्यालये उघडकिस येतील का? प्रत्येकाचा बुद्धांक ठरलेला, त्यात फार वाढ होत नाही. प्रत्येक महाविद्यालयाला व्यक्तिमत्व असते, सुधारणाही येते, इमारत रंगवता येईल. पण नॅकच्या आदर्श वास्तव चित्रात रंग भरून शैक्षणिक इंद्रधनुष्य अवतरणार आहेत का? सर्वांनाच हे शिवधनुष्य पेलणार आहे का?

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● आज देशातील सुमारे ६ टक्के विद्यार्थी उच्च शिक्षण घेतात. सध्या ३०० विद्यापीठे व लाखो विद्यार्थी शिक्षण घेत आहेत. शिक्षणाचा विस्तार झाला पण गुणवत्तेत आपण कुठे आहोत याचे मुल्यमापन आवश्यक आहे. विस्ताराबरोबर सिंहावलोकन आवश्यक आहे. बदललेले संदर्भ लक्षात घेवून शिक्षण प्रक्रिया बदलायला हवी. मानसिकता बदलायला हवी. 'नॅक' मधील सातत्य महाविद्यालयांना तारणार आहे. 'नॅक' मुळे जास्तीचे अनुदान मिळेल. महाविद्यालयांना शैक्षणिक शिस्त लागेल भविष्याचे नियोजन करण्याची शिस्त लागेल. स्पर्धेमुळे स्पर्धेत टिकण्याची धडपड सुरू होईल, चैतन्य येईल. महाविद्यालयांना मिळणारा दर्जाही त्यांची ऊर्जा ठरेल.

सारांश:

जाहिरातीच्या युगात प्रमाणीकरण आवश्यक आहे. महाविद्यालयांनाही त्यामुळे संजीवनीच मिळणार आहे, पण त्यासाठी नॅक कडे विधायक दृष्टिकोनातून बघायला हवे. 'नॅक' ही सातत्याने चालणारी प्रक्रिया आहे, हे आपल्याला मान्य करावेच लागेल. अन्यथा संपूर्ण शैक्षणिक प्रक्रिया गोंधळाची होईल. वर्तमान काळामध्ये सर्वच शिक्षण संस्थासाठी नॅक ची मान्यताप्राप्त असणे आवश्यक आहे. जर कुठल्या उच्च शिक्षण संस्थांना नॅकची मान्यताप्राप्त नसेल तर ती संस्था सरकारच्याय अनेक योजनांपासून वंचित राहते. यावरून हे लक्षात येते की, नॅक ही उच्च शिक्षण संस्थाकरिता महत्वपूर्ण आहे. नॅक न केलेल्या संस्थांसाठी योजना राष्ट्रीय मूल्यांकन अधिस्वीकृती परिषदेकडून (नॅक) आतापर्यंत एकदाही मूल्यांकन करून घेतली नाही अशा महाविद्यालयांसाठी नवी योजना सुरू करण्यात आली. या योजनेचे नाव प्रोव्हिजनल ऑवक्रिडेटेशन फॉर कॉलेजेस (पॅक) असे या योजनेचे नांव आहे. या मूल्यांकनाची मुदत दोन वर्षासाठी असेल. राज्यात विनाअनुदानित महाविद्यालयांनी आतापर्यंत एकदाही नॅक मूल्यांकन करून घेतलेले नाही. त्यामुळे या महाविद्यालयांना आता पॅक मूल्यांकन करून घ्यावे लागेल. विनाअनुदानित महाविद्यालयांनी आतापर्यंत नॅक मूल्यांकनाकडे पाठ फिरविल्याचे उच्च शिक्षण विभागाच्या फेब्रुवारीच्या आकडेवारीवरून दिसून येते.

राज्यात शासकीय महाविद्यालये २८, अनुदानित महाविद्यालये ११७७ आणि विनाअनुदानित महाविद्यालये २०२६ आहेत. तर एकूण महाविद्यालये ३२३१ आहेत. त्यापैकी १३१८ महाविद्यालयांनीच आतापर्यंत नॅक मूल्यांकन पूर्ण केले आहे. शासकीय महाविद्यालयांपैकी चार महाविद्यालयांचे नॅक मूल्यांकन बाकी आहे. तर अनुदानित महाविद्यालयांपैकी १०८० महाविद्यालयांनी नॅक मूल्यांकन करून घेतले आहे. २०२६ विनाअनुदानित महाविद्यालयांपैकी १८१२ महाविद्यालयांनी ही प्रक्रिया पूर्ण करून घेतल्याचे आकडेवारीवरून स्पष्ट होते.

नॅककडून मूल्यांकनाच्या धोरणामध्ये बदल करण्यात आले आहेत. नॅकने प्रोव्हिजनल ऑवक्रिडेटेशन फॉर कॉलेजेस (पॅक) ही नवी प्रक्रिया हाती घेतली आहे. यात एकदाही नॅक मूल्यांकन न केलेल्या महाविद्यालयांना सहभागी होता येईल.

या प्रक्रियेबाबत विद्यापीठांच्या माध्यमातून जागृती करण्यात येत आहे. पॅक मूल्यांकनाची मुदत दोन वषासाठी आहे. एका महाविद्यालयाला जास्तीत जास्त दोनच वेळा पॅक मूल्यांकन करण्याची मुभा असेल. पॅक मूल्यांकन करून घेतलेल्या महाविद्यालयांना नॅक मूल्यांकन करून घेता येईल. पॅक मूल्यांकनही करून न घेणाऱ्या महाविद्यालयांवर काय कारवाई करायची याबाबतचे धोरण ठरवले जाईल.

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ग्रंथालय व्यावसायिक आणि भविष्यातील ग्रंथपाल

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ग्रंथपाल

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सारांश

सध्याच्या माहितीच्या युगात ग्रंथालय संस्थाच्या विकासात ग्रंथपालाच्या आव्हानात्मक भूमीचे वर्णन या शोधनिबंधात केलेले आहे. नवीन तंत्रज्ञानाच्या आगमनामुळे अचूक माहिती शोधण्याकरिता ग्रंथपालाची ची पारंपरिक भूमिका कशाप्रकारे बदललेली आहे याचे वर्णन या शोधनिबंधात केलेले आहे. माहितीच्या स्पोट(Information Explosion) नुसार माहितीच्या गरजेतील गुंतागुंत आणि माहितीची वाढलेली किंमत, त्याचा दर्जा याच्यावर ही चर्चा करण्यात आलेली आहे. ग्रंथालयातील संसाधनाचा जास्तीत जास्त वापर कशाप्रकारे करता येईल व अचूक माहिती कशी सादर करता येईल, याबद्दल शोधनिबंधात चर्चा करण्यात आलेली आहे. सोबतच आधी ग्रंथपालाला येणाऱ्या समस्या वर प्रकाश टाकण्यात आलेला आहे. शेवटी योग्य माहिती योग्य वाचका पर्यंत पोहचविण्या करिता आवश्यक असलेल्या ग्रंथपालांच्या गुणांची चर्चा या शोधनिबंधात करण्यात आलेली आहे.

बीजशब्द: Digital Libraries, Social media, Information Communication technology, Networking Technology, Library Proffection, Electronic Media

प्रस्तावना

प्राचीन काळी ग्रंथालय हे ज्ञानाचे भांडार मानले जाते होते आणि ग्रंथपाल आजकाल ग्रंथालयातील ज्ञानरुपी कागदपत्रे जतन करण्याचा मुख्य कल होता. पण सध्याच्या माहिती ज्या युगात संगणक क्रांती मुळे संप्रेषण(Communication) आणि नेटवर्किंग तंत्रज्ञान   (Networking Technology) भौगोलिकसीमा समोर मोठी आव्हाने निर्माण झालेली आहे. माहिती युगातील या क्रांतीमुळे ग्रंथपाल प्रोफेशन(Library Proffection) हे जतन करण्याच्या उद्देशातून; सर्वांना माहिती पुरवणे या उद्देशाकरिता उपयोगात आणले जाते. ग्रंथपालांना नवीन होणार्या बदलाकडे त्यांनी लक्ष केंद्रित केले पाहिजे.

- ग्रंथालयाच्या वाचकांच्या माहितीच्या गरजांमध्ये होणार बदल.
- कागद-पत्र यांच्या स्वरूपावरून ई-मीडिया (Electronic Medial) यामध्ये माहितीचे संकलन.
- माहितीच्या स्फोटामुळे(Information Explosion) माहिती ची किंमत आणि प्रमाण वाढणे.

वरील विवेचनावरून असे लक्षात येते की ग्रंथपाल कृतिशील आणि आधुनिक भूमिका बजावू शकणारा आणि येणारी नवीन आव्हाने स्वीकारली पाहिजे. ग्रंथपालांनी देण्यात येणारी या सेवांमध्ये स्कॅन करणे, filter करणे, माहितीचा शोध लावणे, अर्थ लावणे, विश्लेषण करणे आणि आणि स्पेसिफिक माहिती स्पेसिफिक युजरला विविध स्तोत्रा कडून जमा करून वितरित करण्याचे आव्हान स्वीकारण्यास हवे.

संस्था व ग्रंथालय

ठराविक उद्दिष्ट साध्य करण्याकरिता मानवी प्रयत्नाचे एकत्रीकरण करण्यासाठी संस्था मुख्यत्वेकरून अस्तित्वात आलेल्या आहे. ग्रंथालय ही सुद्धा एक प्रकारची संस्था आहे. ग्रंथालय देखील विशेष उद्देशाकरीता स्थापन करण्यात आलेली आहे. ग्रंथालय संस्थेचे ज्ञानाचे संचय करणे, ते पुढील पिढीसाठी संक्रमित, करणे मानवी ज्ञानाचा प्रभावी वापर करणे, माहितीच्या मुक्तप्रवाह निर्माण करणे याकरता मुख्यत्वेकरून होतो. ज्याप्रमाणे इतर संस्था स्थापन करण्याकरिता मुख्य उद्देश असतो, त्याच प्रमाणे ग्रंथालयाची स्थापना करण्याकरता काही उद्दिष्टे समाविष्ट करावे लागेल. ज्याच्यामुळे विशिष्ट सेवा देण्याकरिता संकलन, अनुक्रमणिका विकास आणि विशिष्ट क्षेत्रांना विशेष सेवा देणे, ग्रंथालयातील माहिती वाचकांपर्यंत पोहचविणे हीसुद्धा महत्त्वाचे

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काम ग्रंथपालांना करावे लागते. भारतीय ग्रंथालय शास्त्राचे जनक डॉ. एस. आर. रंगनाथन यांनी सुद्धा त्यांच्या पाच नियमानुसार पहिले चार नियम हे विशेषता ग्राहकासाठी आहे.

- पुस्तके वापरासाठी आहे.
- प्रत्येक वाचकास त्याचे/तिचे पुस्तक मिळाले पाहिजे.
- प्रत्येक पुस्तकाला त्याचा/तिचा वाचक मिळाला पाहिजे.
- वाचकाचा वेळ वाचवीला पाहिजे.

ग्रंथालयामध्ये वाचकांची सुरुवात साध्या ग्रंथालयीन चौकशी पासून सुद्धा होऊ शकतो आणि ग्रंथालय मध्ये उपलब्ध असलेल्या साहित्यात करिता विशेष संशोधनामध्ये, समाज उद्दिष्ट असलेले लेखामध्ये, विशेष सुची असलेल्या ग्रंथामध्ये ग्रंथालय वाचक सुद्धा येऊ शकतात. माहितीच्या स्फोटामुळे विशेष माहिती शोधणाऱ्या वाचकास आज विशेष माहिती देण्याकरिता अडचणी निर्माण होतात. याकरिता पुरेशी व्यवस्था आणि सुविधा असावी या उद्देशासाठी ग्रंथपालाने प्रयत्न करण्यास हवा.

ग्रंथालयांमध्ये नवी तंत्रज्ञानाच्या समावेश झाल्यामुळे माहिती कशी मिळवावी आणि तिचे व्यवस्थापन कसे करावे यासाठी ग्रंथपालाला द्वारे परिश्रम घेणे आवश्यक आहे. त्याचप्रमाणे नवीन तंत्रज्ञानाचा ग्रंथालय द्वारे कसा उपयोग करून घ्यावा; हेही ग्रंथपालाला शिकावे लागेल. ग्रंथपालाला माहिती शोधण्यासाठी आणि वापर करण्यासाठी प्रशिक्षण घ्यावे लागेल. आधीच्या ग्रंथपालाला ग्रंथालय संसाधने जतन करणे याकडे कल होता. आता ग्रंथपाल माहितीच्या मायाजाळात माहिती कुठे मिळेल आणि त्याचे विश्लेषण करून योग्य वाचकास देणे हे महत्त्वाचे काम करावे लागते. त्यामुळे ती माहिती कशी शोधून पुरवावी लागेल तिचा उपयोग ग्रंथपालाद्वारे करण्यात येतो. सध्याच्या ज्ञानाच्या युगात माहितीचे संकलन करून ज्ञानाची व्यवस्थापनाची गरज आहे. त्याकरिता ग्रंथपालाला नवीन पद्धतीत लक्ष देणे आवश्यक आहे.

माहितीच्या युगात ग्रंथालय संस्थामध्ये तंत्रज्ञानाचा वापर मोठ्या प्रमाणात सुरू झालेला आहे. हे वापरकर्त्यांना नवीन अचूक आणि तत्पर माहितीची आवश्यकता असते. त्याकरता ग्रंथपालांना आवश्यक ते ज्ञान अर्जित केले पाहिजे. ग्रंथपालाने ग्रंथालय संसाधनाचा जास्तीत-जास्त वापर आणि ग्रंथालयीन वाचकाचा समाधानासाठी खालील बाबी करणे आवश्यक आहे.

- ग्रंथालय संगणीकरण (Computerization) करणे
- ई-माहितीच्या वितरणावर विशेष लक्ष देणे.
- ग्रंथालय वाचकास ई-माहितीचे देण्याकरिता प्रशिक्षित कर्मचाऱ्यांचा प्रबोधन करणे.
- ग्रंथालयीन संसाधनाचे विशेष आणि आणि साधारण कलेक्शन कॅटलोगिंग आणि इंडेक्सिंग(Collection, Cataloging and Indexing) करणे. सदर यादीमुळे, विशेष आवड असलेले(Specially Interested User) ग्रंथालयीन वाचकास त्याचे आवडीचे ग्रंथ तात्काळ उपलब्ध करणेयात येईल.
- ई-जर्नल ची सुविधा वाढविण्यात यावी.

ग्रंथालयासाठी येणाऱ्या समस्या

ग्रंथालयीन व्यवस्थापनाने ग्रंथालयीन वाचकास आकर्षित करणे आणि वाचक टिकवून ठेवणे आवश्यक आहे की जे वाढत्या माहितीच्या युगातमध्ये (Complex Information Technology) प्रभुत्व मिळू शकते, सोबतच व्यवसाय व व्यवस्थापकीय वातावरणात कार्य करू शकतात. नवीन तंत्रज्ञानाच्या च्या मदतीने गुणवत्तापूर्ण व्यवस्थापनाने मोठ्या संस्थांना सुधारणा करण्यात मोलाची मदत केलेली आहे. अशा नवीन तंत्राचा व गुणवत्तापूर्ण व्यवस्थापनाचा उपयोग ग्रंथालयासाठी करण्यात यावा.

नवीन माहिती-तंत्रज्ञानाचा ग्रंथालयांमध्ये उपयोग करताना व ग्रंथालयीन कर्मचाऱ्यांना प्रशिक्षित करण्याकरीता ग्रंथालयाच्या बजेटमध्ये वाढ होत आहे. सदर बाबींमुळे ग्रंथालयासाठी साहित्य खरेदी करताना किंवा संसाधनाच्या खरेदी करतांना कठोर निवड प्रक्रिया करण्यास भाग पाडले जाऊ शकते. कारण ग्रंथालयाच्या माहिती-तंत्रज्ञानात जास्त प्रमाणात बजेटमध्ये गुंतवणूक करण्यात येते.

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ग्रंथपालाला साठी आवश्यक गुण आणि जबाबदाऱ्या

इन्फॉर्मेशन टेक्नॉलॉजीच्या युगात ग्रंथपाल हा उच्च गुणवत्तेचा असायलाच हवा. ग्रंथालयीन कामाबाबत आणि व्यवस्थापनाबाबत ग्रंथपालाला माहिती असणे अत्यावश्यक आहे. ग्रंथपालाने ग्रंथालयाच्या आवश्यक गरजा समजून, विविध विषय गटाचे वाचन साहित्य आणि पुरेसे ग्रंथालय संसाधनाचा उपयोग करावयास हवा.

ग्रंथपाल हे ग्रंथालयासाठी एक महत्त्वाचे पद आहे. ग्रंथपालाच्या शैक्षणिक आणि व्यावसायिक पात्रतेपेक्षा अधिक महत्त्वाचे दुसरे गुण सुद्धा हवे आहे. ग्रंथालयीन कामासाठी साठी योग्य वृत्ती, प्रेरणा देणारा व्यक्ती, ग्रंथालय कर्मचाऱ्याला ग्रंथालयीन कामासाठी प्रेरणा देणारा असावा. तो एक उत्कृष्ट जनसंपर्क करणारा असावा. ग्रंथालय वाचकाची त्याच्या व्यवहार नम्रतेचा आणि कुशलतेने करावा. ग्रंथपाल हा हसतमुखाने सेवा देणारा असावा.

निष्कर्ष

सध्याचे युग हे माहिती आणि तंत्रज्ञानाचे युग आहे. ग्रंथालयाला आणि कर्मचाऱ्याला माहिती युगाचे ज्ञान असणे आवश्यक आहे. माहिती युगातील तंत्रज्ञानाचा ग्रंथालयात वापर करणे गरजेचे आहे. डिजिटल ग्रंथालय ची संकल्पना, विविध माहितीची उपलब्धता हे ग्रंथपाला साठी एक प्रकारे वरदान आहे. सध्याच्या माहितीयुगामुळे ग्रंथालयीन वापरकर्त्यांच्या अपेक्षा अधिक प्रमाणात वाढलेले आहे. वाढलेल्या अपेक्षांची पूर्ती ग्रंथालया कडून झालेली पाहिजे. यातील दुसऱ्या बाजूचा विचार केल्यास ग्रंथालयांमध्ये असलेल्या पायाभूत सुविधा कमी प्रमाणात आहे. ग्रंथालय सेवा योग्य पद्धतीने देण्याकरिता पारंपरिक आणि आधुनिक या दोन्ही पद्धतीचा योग्य उपयोग करून ग्रंथालय सेवा देण्याचे कार्य करावे लागेल.

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राष्ट्रीय मूल्यांकन आणि मान्यता परिषद (NAAC) आणि निकष

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गृह–अर्थशास्त्र विभाग

एफ.ई.एस. गर्ल्स कॉलेज, चंद्रपूर

सारांश:

राष्ट्रीय मूल्यांकन आणि मान्यता परिषद (National Assessment and Accreditation Council) किंवा NAAC ही भारतीय उच्च शिक्षण, इतर शैक्षणिक संस्थाचे मूल्यांकन आणि मान्यता देणारी संस्था आहे. प्रत्येक महाविद्यालयामध्ये नॅक करणे हे अत्यंत आवश्यक आहे. महाविद्यालयाची गुणवत्ता आणि दर्जा उंचावण्यासाठी नॅक महत्वपूर्ण आहे. उच्च शैक्षणिक संस्था नियतकालिक मूल्यांक मापक मापन आणि मान्यता यांची व्यवस्था करणे तसेच शैक्षणिक वातावरणाला प्रोत्साहन देणे आणि दर्जेदार संशोधन अभ्यास आणि प्रशिक्षण कार्यक्रम घेणे हे मुख्य ध्येय आहेत.

बीजशब्द: मूल्यांकन– मूल्यमापन, संशोधन–नविन शोध लावण्याची क्रिया

राष्ट्रीय मूल्यांकन आणि मान्यता परिषद (National Assessment and Accreditation Council) किंवा NAAC ही भारतीय उच्च शिक्षण, इतर शैक्षणिक संस्थाचे मूल्यांकन आणि मान्यता देणारी संस्था आहे. NAAC ही संस्था शैक्षणिक क्षेत्रामध्ये आपली महत्वाची भूमिका बजावत असते. देशभरातील अनेक कॉलेजांना त्यांच्या गुणवत्तेनुसार दर्जा देण्यात आला. विद्यार्थ्यांना कॉलेज निवडतांना मदत व्हावी, या उद्देशाने तसेच कॉलेजांचा दर्जा उंचावण्यासाठी नॅकतर्फे ग्रेड देण्याची पध्दत सुरू झाली.

भारतातील उच्च शिक्षणाची गुणवत्ता तपासण्यासाठी विद्यापीठ अनुदान आयोगाने राष्ट्रीय शैक्षणिक धोरण (१९८६) कृती योजना (१९९२) यातील सूचनेनुसार एक स्वतंत्र राष्ट्रीय मूल्यांकन परिषदेची स्थापना केली. त्यानुसार १९९४ मध्ये नॅशनल असेसमेंट ॲन्ड ॲक्रेडिटेशन कौन्सिल (नॅक) परिषदेची स्थापना करण्यात आली व त्याचे मुख्यालय बेंगळूरू येथे स्थापन झाले. या संस्थेचे प्रमुख कार्य शिक्षणाच्या गुणवत्ता मध्ये अधिक सुधारण करणे हे आहे. नॅकला भारतातील सर्व उच्च शिक्षण संस्था, विद्यापीठे व कॉलेजेस यांना गुणांकन देण्याची जबाबदारी सोपवण्यात आली आहे. १९९५ पासून नॅकने त्यांच्या कामाची सुरूवात केली. प्रथमत: भारताच्या दक्षिणेकडील विद्यापीठे, कॉलेजेस व संस्थांनी या परिषदेचा उपयोग करून त्या राज्यातील विद्यापीठ व कॉलेजांना गुणांकन मिळवण्यात अग्रस्थानी होते. यामध्ये प्रामुख्याने तामिळनाडू, केरळ, कर्नाटक या राज्यांचा समावेश होता. महाराष्ट्रात नॅकची सुरूवात १९९७ साली झाली. यामध्ये केळकर शैक्षणिक संस्थेच्या विनायक गणेश वझे कॉलेजला नॅककडून 'फाइव्ह स्टार' कॉलेजचा दर्जा बहाल करण्यात आला. नॅक मूल्यांकन झालेले हे महाराष्ट्रातील पहिलं महाविद्यालय.

नॅकचे मुख्य ध्येय :

१. उच्च शैक्षणिक संस्था किंवा त्यांचे युनिट किंवा विशिष्ट शैक्षणिक कार्यक्रमांचे किंवा प्रकल्पाचे नियतकालिक मूल्यांक मापक मापन आणि मान्यता यांची व्यवस्था करणे.

२. उच्च शैक्षणिक संस्थामध्ये अध्यापन आणि संशोधनाला प्रोत्साहन देण्यासाठी शैक्षणिक वातावरणाला प्रोत्साहन देणे.

३. उच्च शिक्षणात स्वयंमूल्यमापन नव नविन कल्पनांना प्रोत्साहन देण्यासाठी दर्जेदार संशोधन अभ्यास आणि प्रशिक्षण कार्यक्रम घेणे.

मूल्यांकन आणि मान्यता याद्वारे कोणत्याही शैक्षणिक संस्थेचा 'दर्जा' आणि 'शैक्षणिक गुणवत्ता' ओळखल्या जाते हे मूल्यांकन कोणत्याही शैक्षणिक संस्था किंवा विद्यापीठ प्रमाणन एजन्सीद्वारे निश्चित केलेल्या गुणवत्तेची पातळी निश्चित करते. शैक्षणिक प्रक्रियेत संस्थेची कामगिरी, अभ्यासक्रमाची निवड आणि अंमलबजावणी, शैक्षणिक दर्जा आणि

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मूल्यमापन, विद्यार्थ्यांचे निकाल, संशोधन कार्य आणि विद्याशाखा सदस्यांचे प्रकाशन, मुलभूत सुविधा आणि संसाधनाची स्थिती, संस्था, प्रशासन आर्थिक स्थिती आणि विद्यार्थी सेवा इत्यादींची नोंद घेतली जाते.

वर्तमान काळामध्ये सर्वच शिक्षण संस्थांसाठी नॅक ची मान्यताप्राप्त असणे अत्यंत आवश्यक आहे. जर कुंठल्या उच्च शिक्षण संस्थांना नॅक ची मान्यता प्राप्त नसेल तर ती संस्था सरकारच्या अनेक योजना पासून वंचित राहते. यावरून हे लक्षात येते की नॅक खूप महत्वपूर्ण आहे. राष्ट्रीय मूल्यांकन आणि मान्यता परिषद ही संस्थानांच्या गुणवत्ता दर्जाला समजण्यासाठी महाविद्यालय, विश्वविद्यालय आणि इतर मान्यताप्राप्त विद्यालय यांच्या उच्च स्तरावरील शिक्षण मूल्यांकन आणि मान्यता ची व्यवस्था करते. नॅक शैक्षणिक प्रक्रियांचे आणि त्यांच्या परिणामांचे अनुसंधान, सुविधा आर्थिक सुदृढता आणि विद्यार्थ्यांनसाठी उपलब्ध सुविधा च्या संबंधीत संस्थांच्या कार्यास संबंधित गुणवत्तासाठी शैक्षणिक संस्थांना मूल्यांकन करत असते.

सुरूवातील नॅकचे मूल्यांन हे ऐच्छिक असल्याने २००१ पर्यंत महाराष्ट्रातील फक्त १०० संस्थांनी नॅक मूल्यांकन करून घेतले. परंतु उच्च शिक्षणामध्ये जागतिकीकरणाचा प्रभाव दिसून येत राहिला आणि देशभरातील शैक्षणिक गुणवत्ता ही जागतिक स्पर्धेसाठी आवश्यक आहे, अशी धारणा झाली. त्यानुसार विद्यापीठ अनुदान आयोगाने नॅकचे मूल्यांकन हे ऐच्छिक न ठेवता सर्व विद्यापीठे आणि कॉलेजांसाठी पूर्णपणे बंधनकारक केले.

राज्य शासनाने गुणवत्तेचे महत्व जाणून जागतिक स्पर्धेत टिकून राहाण्यासाठी नॅक मूल्यांकनाला चालना देण्याचे ठरविले. त्यानुसार राज्य सरकारने ठराव संमत करून केंद्रिय नियंत्रण समितीची स्थापना केली. तसेच विद्यापीठ अनुदान आयोगाच्या मार्गदर्शक तत्वानुसार राज्य सरकारने गुणवत्ता अश्वासन कक्षाची (क्यूएसी) स्थापना केली. या कक्षाच्या माध्यमातून महाराष्ट्राच्या कानाकोपऱ्यातील सर्व विद्यापीठे व कॉलेजांना स्वंय अभ्यास अहवाल तयार करण्यासंदर्भात सभेचे आयोजन करण्यात आले होते. जिल्हा आणि तालूका पातळीवर नॅक मूल्यांकनावर मार्गदर्शन शिबिरे घेण्यात आली. त्याच वेळी मुंबईमध्ये २००२ मध्ये कार्यशाळाही घेण्यात आली. त्यामध्ये देशातील शिक्षणतज्ञांना नॅक मूल्यांकन समिती सदस्यांसाठी प्रशिक्षण देण्यात आले. २००३ साली मुंबईमध्ये मूल्यांकन झालेल्या संस्थांचे राष्ट्रीय संमेलन घेण्यात आले. तसेच महाराष्ट्रातील ग्रामीण भागातील शैक्षणिक संस्थांच्या व्यवस्थापन, प्राचार्य आणि प्राध्यापकांना सुलभ व्हावे म्हणून नॅकची मार्गदर्शन पुस्तिका मराठीमध्ये काढण्यात आली. या सर्वांचा पूरेपूर फायदा महाराष्ट्रातील विविध महाविद्यालय आणि तेथील विद्यार्थ्यांना घेता आला. २००४ पर्यंत जवळजवळ ५५० महाविद्यालयांनी नॅकच्या मूल्यांकनासाठी सेल्फ स्टडी रिपोर्ट पाठवले. याद्वारे महाराष्ट्रात एकप्रकारची नॅक चळवळ उभी राहिली. सप्टेंबर २००४ पर्यंत ७९७ कॉलेजांचे नॅक मुल्यांकन करण्यात यश आले. २०१७ सालीही महाराष्ट्र राज्य नक मूल्यांकनामध्ये आघाडीवर राहीले आहे. महाराष्ट्रातील १४७० कॉलेजांचे मूल्यांकन ३० ऑक्टोबर २०१७ ला नॅकने जे निकाल घोषित केले, त्यामध्ये देशपातळीवरील ४५२ संस्थांपैकी १९४ म्हणचे जवळजवळ ४० टक्के महाविद्यालय महाराष्ट्रातील आहेत. हा संपूर्ण प्रवास पाहता महाराष्ट्राने आपले पुरोगामित्व उच्च शिक्षण गुणवत्तेमध्ये प्रस्थापित केले आहे. नॅक मूल्यांकनामुळे देशातील शैक्षणिक गुणवत्ता उंचावली आहे. त्याचप्रमाणे या सर्व गुणवत्तेचा प्रभाव व त्याचा फायदा शैक्षणिक संस्था, प्राध्यापक व विद्यार्थी या सर्वांना झाला आहे. नॅकचे मूल्यांकनात ज्या सात बाबींच्या आधारावर गुणवत्ता तपासली जाते त्या खालील प्रमाणे आहेत.

अभ्यासक्रमः

विद्यार्थ्यांना जागतिकीकरणाच्या दृष्टीने व्यवसायाभिमुख वेगवेगळे अभ्यासक्रम शिकायला मिळतात. त्याचबरोबर प्राध्यापक कॉलेजच्या वेगवेगळया 'बोर्ड ऑफ स्टडीज' वर कार्यरत असल्यामुळे शिक्षणक्रम व अभ्यासक्रम यामधे समन्वय साधता येतो.

अध्यापन, अध्ययन, मूल्यंमापनः

याअंतर्गत शिक्षणातील विविध माध्यमांचा उपयोग कॉलेज करत असतात. त्यात अद्ययावत तंत्रज्ञान एलसीडी प्रोजेक्टर, प्रोजेक्टर, कार्यशाळा यांचा समावेश असतो. अभ्यास व शिक्षणाची पध्दत यावर विद्यार्थ्यांकडून फीड बॅक घेतला जातो. त्यामुळे शिक्षक व विद्यार्थ्यांमध्ये समन्वय साधता येतो. ई–लर्निंग ग्रुपसमुळे गुणवत्तापूर्ण शिक्षण विद्यार्थ्यांना मिळते.

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रिसर्च कन्सल्टन्सी एक्स्टेन्शनः

नॅकच्या जवळजवळ २० वर्षाच्या प्रवासात कॉलेजांमध्ये याची सुरवात झाली आहे. शिक्षणसंस्था संशोधनात विविध उपक्रम राबवत आहेत. 'इंडस्ट्री लिंकिंग' ही संकल्पना रूजू झाल्यामुळे बऱ्याच कॉलेजात व्यवायभिमुख अभ्यासक्रम सुरू आहेत. तसेच शिक्षकातील संशोध वृत्तीला वाढविण्यासाठी, यूजीसी मार्फत त्यांना अनुदान मिळते.

मूलभूत सुविधाः

या अंतर्गत जवळजवळ सर्वच महाविद्यालयात मुलभूत सुविधांमध्ये वाढ करण्यात आली आहे. क्रिडासंकुल व आवश्यक साहित्य महाविद्यालयांना पूरविले जाते. कलागुणांना वाव देण्यासाठी कलाकेंद्र व इतर सोयी उपलब्ध आहेत. कॅन्टीन, हॉस्टेल, ई–लर्निंग रिसोर्सेस अशा आवश्यक सुविधा इंटरनेट ब्राउजिंगच्या सोयी आहेत.

स्टुडंट सपोर्ट ॲन्ड प्रोग्रशनः

विद्यार्थ्यांचा शैक्षणिक आलेख दिवसेंदिवस उंचावत आहे. इंटरनॅशनल लिंकेजमुळे परदेशातील काही शिक्षण संस्था सोबत विद्यार्थ्यांची आदानप्रदान हे या यशामागील मूळ कारण आहे. व्यावसायिक शिक्षण व इतर कोर्सेसचा यात समावेश आहे. काही कॉलेजात कमवा आणि शिका यासारखे उपक्रमही राबवले जातात. शिवाय, एनएसएस, एनसीसी यासारख्या प्रकल्पात गुणात्मक वाढ झाली आहे.

प्रशासकीय नेतृत्व आणि व्यवस्थापन :–

नॅक मुल्यांकनामुळे महाविद्यालयाचे, मॅनेजमेंट महाविद्यालयाकडे लक्ष देतात. आर्थिक बाबींची वेळोवेळी पूर्तता होते. कॉलेजची गुणवत्ता टिकल्यास व ती वृध्दिंगत करण्यास हे उपयोगी ठरते. यामार्फत विविध उपक्रमही राबवले जातात.

इनोव्हेशन ॲन्ड बेस्ट प्रॅक्टिसेसः

पर्यावरणाचा समतोल राखण्याचे विविध उपक्रम बऱ्याच महाविद्यालयामध्ये राबवले जातात. त्यात नावीन्यपूर्ण प्रकल्पांतून विद्यार्थी आणि शिक्षकांमधील बुध्दिमत्तेला चालना मिळते. बेस्ट प्रॅक्टिसेस अंतर्गत कॉलेजच्या माजी विद्यार्थ्यांचा संघकॉलेजसाठी कार्यरत असतो. माजी विद्यार्थ्यांच्या शिक्षणाचा आणि त्यांच्यातील कलागुणांचा कॉलेजला उपयोग होतो.

संदर्भ:

१. विकीपीडीया
२. डॉ. राजपाल हांडे–One line

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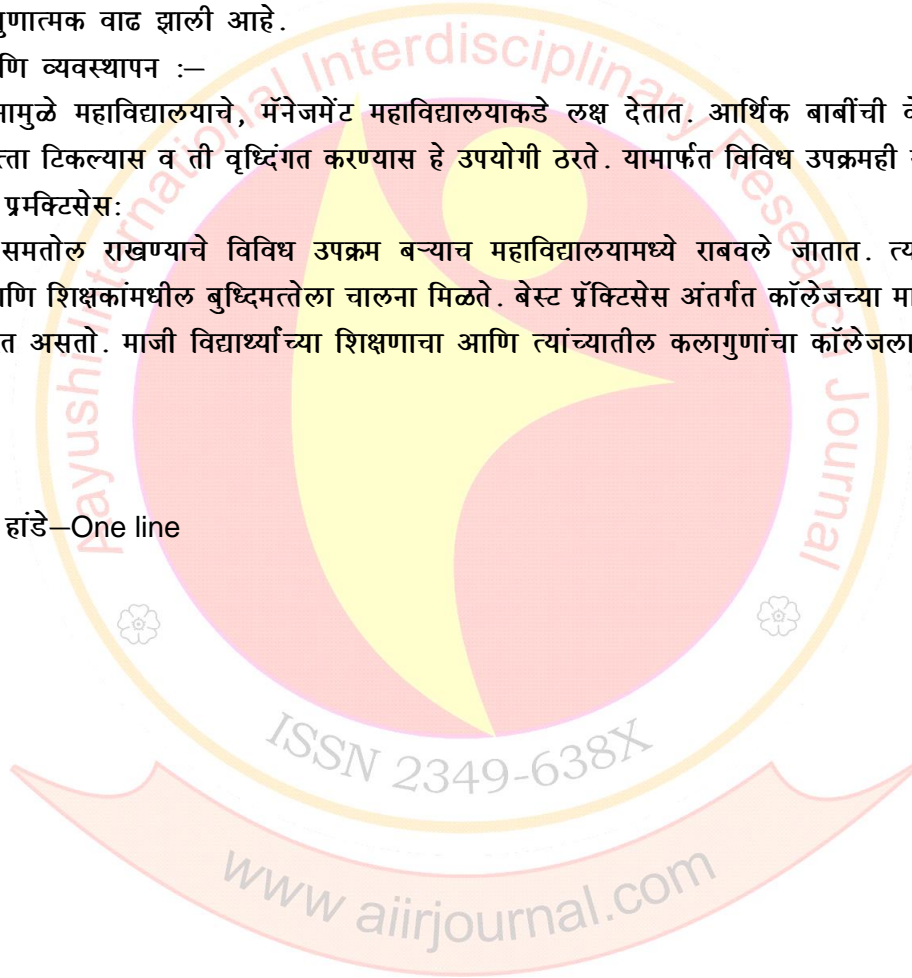
ICT च्या   उपयोगातून शिक्षणात सुलभता

डॉ. महेंद्रकुमार कटरे

अर्थशास्त्र विभाग प्रमुख

यशोदा गर्ल्स आर्टस् अँड कॉमर्स कॉलेज. नागपूर

वर्तमान युगात शिक्षण क्षे त्रात सूचना व संचार प्रौद्यागिकी ICT महत्वाची भूमिका बजावत आहे. काळानुसार सूचना व संचार प्रौद्योगिकी मानवी जीवनस्तर, साक्षरता आणि आरोग्य वूर्धीकरिता गरज झाली आहे. आय.सी.टी. चे जुने रूप म्हणजे रेडीओ व टेलीफोन हे होते. आता वर्तमानात आयसीटीच्या माध्येमातून संगणकाचे महत्वपूर्ण योगदान आहे. वेगवेगळ्या वायलेंश तार विर्हीत तंत्रज्ञानाचा यात समावेश आहे.आयसीटी चे विशाल जाळे तयार करून जगाच्या कानाकोप-यात माहितीचे संचार करून ज्ञान वर्धीत महत्वाची भूमिका ICT बजावत आहे.

माहिती तंत्रज्ञान ICT क्षेत्रातील शिक्षणपद्धतील साधने

1. सूचनात्मक साधने
2. ऑडियो, व्हिडियो व डिजिटल उपकरणे (श्रव्य, दृश्य व डिजिटल उत्पाद)
3. सॉफ्टवेअर व कन्टेन्टवेअर
4. संपर्काची साधने
5. माध्यम (मीडिया)
6. शैक्षिणक वेबसाईटस

आय.सी.टी. चे उद्देश

1. ICT वापरातून साक्षरता वाढीला प्रोत्साहन देणे.
2. ICT साधनाचा वापर वाढवणे.
3. दृक श्राव्य साधनांचा वापर वाढवणे.
4. विद्यार्थ्यांच्या कौशल्यात वाढ करणे.
5. उच्च शिक्षणात लाभकारी रोजगाराकरिता सक्षम बनवणे.
6. सूचना व संचार प्रोद्योगिकीच्या माध्यमातून शिक्षार्थी प्रभावी शिक्षणाकारिता प्रभावी शिक्षण वातावरण उपलब्ध करणे.

शिक्षणात आय.सी.टी. चे लाभ

आय.सी.टी. माहितेचा शोध आणि प्रस्तुतीकरणाकरीता शिक्षणात एक उपयोगी तंत्रासोबत विद्यार्थ्यांना शिकण्याकरिता प्रेरित करण्याकरिता फायदेशीर उपयोगी सिद्ध झालेला आहे. शिक्षण क्षेत्रात नवीन तंत्राचा उपयोग केला जातो. त्याचे काही महत्वाचे फायदे आहेत.

१. क्लिष्ट व अवघड विषयाच्यारुचित वाढ

काही अवघड विषय जे समजण्यास कठीण व क्लिष्ट आहेत अशा विषयात आवड निर्माण करून शिक्षणात रुची निर्माण करण्याचे महत्वपूर्ण लाभ आय.सी.टी. चे आहेत. अध्यापनाचे कार्य सोपे व अधिक प्रभावी बनवण्यास आय.सी.टी. उपयोगी सिद्ध झाली आहे.

२. संचाराची सोय प्रदान करणे

नवीन तंत्रज्ञान विद्यार्थी व शिक्षक यांच्यात संचाराची प्रक्रिया सोपी व सुलभ होत असते. यात चैट किंवा ईमेलच्या माध्येमातून संदेश वहन ऐशी फावल्या वेळेत प्रदान केले जातात.

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३. सहयोगाला प्रोत्साहन देणे

नवीन तंत्र ज्ञान, अनुभव यांच्या आदान प्रदानातून समूह सहयोगा प्रोत्साहन देते.

४. शिक्षण क्षेत्रात ते विद्यार्थी आणि शिक्षक यांच्यातील पिढीतील अंतर कमी करण्यास आय.सी.टी. उपयोगी सिद्ध झाली आहे.

५. आय.सी.टी. हे वेगवेगळ्या शैक्षणिक केंद्रांच्या नेटवर्क कनेक्शनस अनुकूल आहे, समुदायाच्या मतप्रणालीचे विस्तार करते.

निष्कर्ष

वर्तमानात देशातील मनुष्यबळ विकास मंत्रालय व विद्यापीठ अनुदान आयोग यांनी NAAC मुल्यांकनातील सुधारित तरतुदीनुसार ICT च्या वापरातून शिक्षण अधिक सुलभ , गुणवत्तापूर्ण व प्रभावी अध्यापन व अध्ययनाकरिता ICT वापरावर भर दिला आहे. ICT च्या वापरातून शिक्षक व अभ्यासक यांच्या ज्ञानात आणि कौशल्यात भर पडून शिक्षण अधिक मनोरंजक व प्रभावी ठरेल. ICT चा प्रभावी वापर वर्तमानाची आवश्यकता आहे.

संदर्भ

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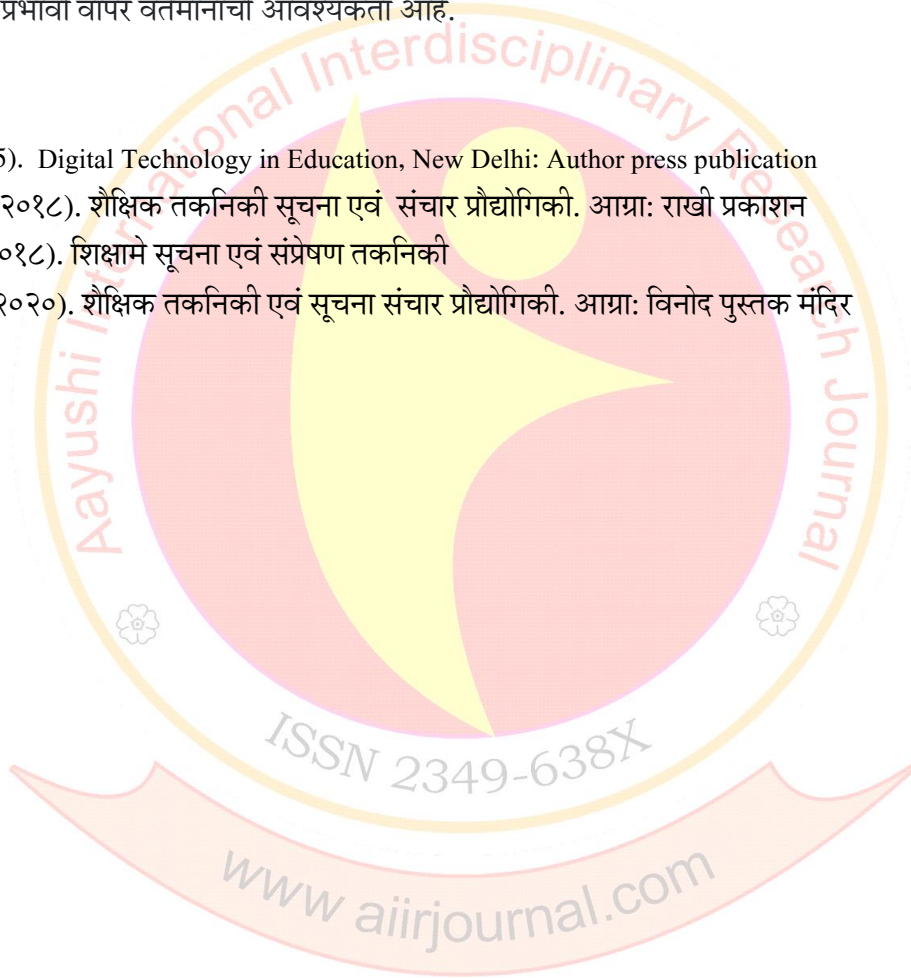
करिअर कट्टाचे नॅक मुल्यांकनात योगदान

प्रा.डॉ.रंजना जिवने

गृहअर्थशास्त्र विभाग प्रमुख व करिअर कट्टा यवतमाळ जिल्हा समन्वयक

प्रस्तावना :

महाराष्ट्र राज्य उच्च व तंत्रशिक्षण विभाग आणि महाराष्ट्र माहिती तंत्रज्ञान सहाय्यता केंद्र यांच्या संयुक्त विद्यमाने विद्यार्थी हा केंद्रबिंदू नजरेसमोर ठेवून आकारास येत असलेला एक महत्वाकांक्षी उपक्रम म्हणजे "करिअर कट्टा" महाराष्ट्राचे उच्च व तंत्र शिक्षण मंत्री सन्माननीय उदयजी सामंत यांच्या दूरदृष्टीतून करिअर कट्टाची निर्मिती झाली. कोरोनाने केलेल्या अपरिमित हाणी नंतर आपण सर्वजण पून्हा एकदा फिनिक्स् पक्षासारखे राखेतून झेप घेत आहोत. पुन्हा एकदा जागतीक स्पर्धेमध्ये स्वतःला सिध्द करण्यासाठी तयारी करीत आहोत. हे करीत असतांना ऑनलाईन माध्यमाचा ह्या महामारीच्या काळात शिक्षणात आणि सर्वच विभागात जो वापर करण्यात आला त्या ऑनलाईन एज्युकेशनचे भरपुर फायदे व तोटे जगासमोर आले. परंतु ह्याच ऑनलाईन माध्यमाचा वापर करून करिअर कट्टा विद्यार्थ्यांच्या जिवनात सर्वांगिण विकास होण्यासाठी महत्वपुर्ण ठरले आहे. हे करीत असतांना उच्च व तंत्रशिक्षण विभागातील विद्यार्थ्यांना समान पातळीवर मार्गदर्शनाची संधी उपलब्ध व्हावी. या विचाराने करिअर कट्टा कार्यरत आहे. या उपक्रमाच्या माध्यमातून IAS ग्रेड चे प्रशासकीय अधिकारी, यशस्वी उद्योजक त्याचबरोबर विविध तज्ञ व्यक्तीचे मार्गदर्शन विद्यार्थ्यांना उपलब्ध करून दिले जात आहे. नोकरी मागणाऱ्या हातापेक्षा नोकरी निर्माण करणारे हात लोकांच्या समोर यावेत या उद्देशाने राज्य शासन व केंद्र शासनाच्या धोरणानुसार प्रत्येक महाविद्यालयामध्ये इंक्युबेशन सेंटर असावे यासाठी प्रयत्न सुरू आहेत. त्याचबरोबर प्रत्येक महाविद्यालयामध्ये एक मॉडेल कौशल्य विकास केंन्द्र असावे यासाठी देखील एक अभिनव उपक्रम या अंतर्गत राबविला जात आहे. विद्यार्थ्यांच्या सर्वांगिण विकास करित असतांना व त्यांचे करिअर घडवितांना करिअर कट्टा त्यांना दिपस्तंभासारखा ठरणार आहे. त्यात काही वादच नाही.

नॅक मुल्यांकनात करिअर कट्टाची भूमिका (योगदान)

नोकरी मागणाऱ्या हातापेक्षा नोकरी निर्माण करणारे हात लोकांच्या समोर यावेत या उद्देशाने राज्य शासन व केंद्र शासनाच्या धोरणानुसार प्रत्येक महाविद्यालयांमध्ये इंक्युबेशन सेंटर असावे यासाठी प्रयत्न सुरू आहेत. तसेच प्रत्येक महाविद्यालयांमध्ये एक मॉडेल कौशल्य विकास केन्द्र असावे यासाठी देखील या उपक्रमांअंतर्गत प्रयत्न केले जात आहेत. शिक्षकासाठी त्याचा आवाज अतिशय महत्वाचा असतो. त्यासाठी करिअर कट्टा शिक्षकांसाठी आवाजाची कार्यशाळा हा देखील एक अभिनव उपक्रम या अंतर्गत राबविला जात आहे. प्रत्येक महाविद्यालयामध्ये इंक्युबेशन सेंटर, वेगवेगळे, Moo (सामंजस्य करार) रोजगार मेळावे, स्कील डेव्हलपमेंट सेंटर, स्पर्धा परिक्षेची तयारी करण्यासाठी विद्यार्थ्यांना योग्य मार्गदर्शन या उपक्रमांच्या माध्यमातून नॅक मुल्यांकनामध्ये देखील पुर्णपणे करिअर कट्ट्याची मदत होईल व जास्तीत जास्त गुण हा करिअर कट्टा महाविद्यालयाला मिळवून देईल ह्यात दुमत नाही.

नॅकच्या कॅटेरियामध्ये करिअर कट्टयाची योगदान:

पहिला कॅटेरिया (Curricular Aspects) :

१.२.२ Number of Programs in which choice Based Credit System (CBCS)/ Elective course system has been implemented during the year.

१.३.२ Number of Value added courses for imparting transferable and like skills offered during the year.

1.3.3 Total number of students enrolled in the courses under 1.3.2 above

पहिल्या कॅटेरिया मध्ये कुठल्या शासकीय एजन्सीव्दारे आपण काही प्रोग्रॅम घेतले आहे का ? कुठले ॲडॉन कोर्सेस तुम्ही सुरू केले, ते स्वतः डिझाईन केले का ? किती विद्यार्थी ह्यामध्ये रजिस्टर्ड झाले हा संपुर्ण भाग ह्या प्रश्नाचे उत्तर लिहितांना करिअर कट्टाने जे पन्नास ॲडॉन कोर्सेस डिझाईन केले आहे. त्यापैकी कोर्सेस निवडता येतात उदा.बी.

ए.च्या पहिल्या वर्षाला शिकत असणाऱ्या विद्यार्थ्याने करिअर कट्टाचे रजिस्ट्रेशन केले. तर पहिल्या वर्षी ह्या पन्नास कोर्सपैकी कोणतेही पाच कोर्स तो विद्यार्थी करू शकतो. दुसऱ्या वर्षी पाच आणि तिसऱ्या वर्षी पाच म्हणजे बी.ए.ची डीग्री त्याच्या हातात येईपर्यंत त्याला पंधरा कोर्स करता येतात. तसेच ह्या पन्नास कोर्स व्यतिरिक्त महाविद्यालयाने स्वतःचे जर काही ऑकॉन कोर्स डिझाईन केले असतील तर करिअर कट्टा कडे ते सिल्याबस जर पाठविले आणि कमेटीने मान्यता दिली तर महाविद्यालयाने चालविलेल्या कोर्सला देखील करिअर कट्टा सर्टिफिकेट देईल अशा कोर्सची संख्या ज्या महाविद्यालयाची जास्त राहील त्यांच्यासाठी पहिल्या क्रॅटेरियासाठी खुप महत्वाचा फायदा मिळतो. हे कोर्सेस केल्या नंतर रोजगार मेळावे महाविद्यालयाने आयोजित जर केले तर विद्यार्थ्यांचे प्लेसमेंट चा सुध्दा फायदा ह्या क्रॅटेरिया मध्ये होऊ शकतो. तसेच प्रोजेक्ट वर्कचे १०गुण मिळु शकतात.

तिसऱ्या क्रॅटेरिया मध्ये योगदान रू Research , Innovations and Extension :-

3.1.3   Number of teachers receiving national/inter national fellowship / financial Support by various agencies for advanced studies.

3.1.6   Number of departments with UGC- SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies during the year.

3.2.3   Number of research projects projects teacher funded by Government and non-government agencies during the year.

3.3   Innovation Ecosystem

3.3.1 Institution has created an eco-system for innovations Including Incubation centre and other initiatives for creation and transfer of knowledge.

ह्या क्रॅटेरियामधील वरील प्रश्नांची उत्तरे देतांना प्रत्येक महाविद्यालयाला बहुदा Nil लिहावे लागते. मात्र करिअर कट्टामध्ये चालणारे काही उपक्रम आपण ह्यामध्ये दाखवून मार्क्स् सहज घेऊ शकतो. करिअर कट्टा हा कागदावर काम करीत नाही तर तो माणसावर काम करतो. दररोज संविधानाचे पारायण होते व आजच्या परिस्थितीवर विचार मंथन केले जाते.

करिअर कट्टाच्या माध्यमातून मागेल त्या महाविद्यालयाला कौशल्य विकास केंद्र आणि इंक्युबेशन सेंटर दिले जात आहे तो एक खुप मोठा फायदा महाविद्यालयाला नॅकसाठी होणार आहे. त्याचबरोबर ह्या माध्यमातून महाविद्यालयीन स्तरावर वेगवेगळी औद्योगिक आस्थापने तसेच, आंतरराष्ट्रीय शैक्षणिक संस्थाच्या बरोबरचे सामंजस्य करार MOU करून त्या माध्यमातून अनेक विद्यार्थीभिमुख उपक्रम राबविण्यासाठी सहकार्य हे होणारे आहे.

करिअर कट्टाच्या माध्यमातुन होणाऱ्या विविध महाविद्यालयातील ऍक्टीव्हीटी मध्ये स्टुडंट एक्सचेंज प्रोग्राम राबविता येऊ शकतो. त्याच बरोबर करिअर कट्टाने नुकताच घोषित केलेला प्रोग्रॅम म्हणजे सेबी [SEBI] The Securities and Exchange Board of India व करिअर कट्ट्याच्या संयुक्त विद्यमाने घोषित केलेली कार्यशाळा. ह्यामध्ये मागेल त्या महाविद्यालयाला ही कार्यशाळा दिली जाणार आहे. ह्या मध्ये ५० टीचींग आणि नॉनटिचींग कर्मचाऱ्यांना "फायनॉन्शीयल लिट्रसी" वर ट्रेनिंग दिल्या जाणार आहे. ह्या माध्यमातून करिअर कट्टा सेलकडे फंड तयार होणार आहे. तसेच कर्मचाऱ्यांना प्रशिक्षण दिल्या जाणार आहे. हा नॅकसाठी मोठ्ठा फायदा होणार आहे. कारण गव्हर्नमेन्ट एजन्सी सोबत करार करून आपण ह्या कार्यशाळा होणार आहेत. तीन चार दृष्टीने ह्याचा फायदा महाविद्यालयाला होणार आहे. ह्या करिअर कट्ट्याच्या माध्यमातून ह्या क्रॅटेरियामधुन जवळपास पन्नास गुण मिळु शकतात. ३.६.२ ह्या प्रश्नानुसार करिअर कट्टामध्ये उत्कृष्ट काम करणाऱ्या महाविद्यालयाला व समन्वयकाला अवार्ड दिल्या जाते.

महत्वाचा पाचवा क्रॅटेरिया :– Student support and Progression

5.1.1 Total number of students benefited by scholarships Government and non-government agencies during the year.

5.1.3 Capacity developments and skills enhancement institutes are taken by the institution soft skills language and communication skills, life skills.

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5.1.2   Total number of students benefited by career counseling and guidance for competitive examinations offered by the institution during the year.

5.2.1.1 Number of students who qualified in state / national / International examination.

5.2.2   Total number of placement of outgoing students during the year.

आपल्या महाराष्ट्रातील प्रत्येक विद्यार्थ्याने मातृभाषेचा अभिमान बाळगला पाहिजे, परंतु त्याच बरोबर जागतिक स्पर्धेमध्ये सक्षमपणे त्यांनी उभे राहिले पाहिजे, स्पर्धेला सामोरे गेले पाहिजे या उद्देशाने "स्पोकन इंग्लीश" पुढील युवा दिना पर्यंत १ लाख विद्यार्थ्यांना इंग्रजी बोलण्याचे प्रशिक्षण करिअर कट्टाच्या माध्यमातून फ्री देण्यात येणार आहे. त्यामुळे ह्या योजनेचा लाभ आपल्या महाविद्यालयातील विद्यार्थ्यांनी जर घेतला तर ५.१.३ मध्ये आपण अधिक गुण मिळवु शकतो.

५.१.२ ह्यामध्ये करिअर कट्टाच्या विद्यार्थ्याला ३६५ ही दिवस सातत्याने केंद्रीय लोकसेवा आयोग व महाराष्ट्र लोकसेवा आयोग यांच्याद्वारे घेतल्या जाणाऱ्या विविध स्पर्धा परिक्षांची माहिती व त्या विषयीचे मार्गदर्शन भारतामध्ये कार्यरत असणाऱ्या अनुभवी व तज्ञ अशा प्रशासकीय अधिकाऱ्यांचे मार्गदर्शन दररोज एक तास विद्यार्थ्यांना "आय.ए.एस. आपल्या भेटीला" या उपक्रमातुन मिळते. तसेच पोलीस भरती, स्टॉफ सिलेक्शन, बँकींग ह्या सर्व परीक्षेची तयारी विद्यार्थ्यांची ऑनलाईन माध्यमातुन करून घेतली जाते. दर महिन्याला परिक्षा घेऊन संपूर्ण महाराष्ट्रात आपण कुठे मेरीट विद्यार्थ्यांचा चेक केला जातो. त्यामुळे करिअर कट्टा मध्ये जेवढे विद्यार्थी रजिस्टर्ड होतील तेवढेही विद्यार्थी आपण ५.१.२ मध्ये दाखवू शकतो.

ह्या मार्गदर्शनातून जे विद्यार्थी पास होतील व नोकरीला लागतील त्यांना आपण प्लेस स्टुडंट म्हणून ५.२.२ मध्ये दाखवू शकतो. काही विद्यार्थी SET, NET सारखी पात्रता परीक्षा जर उत्तीर्ण झाले तर ५.२.२. मध्ये आपण त्यांना दाखवून मार्क्स् घेऊ शकतो.

करिअर कट्टाची तीन वर्षांची फी ३६५ रू एकदाच भरावी लागते. परंतु काही गरीब विद्यार्थी जर ही फी भरू शकत नसतील तर महाविद्यालयातील प्राध्यापकांनी मिळून एक फंड तयार केला व काही विद्यार्थ्याचे रजिस्ट्रेशन करून घेतले तर.

५.१.१ मध्ये विद्यार्थ्याला दिलेल्या स्कॉलरशिपच्या स्वरूपात हे आपण दाखवू शकतो व गुण घेऊ शकतो. पाचवा क्रॅटेरिया हा उत्तम गुण मिळवून देणारा आहे.

सहावा क्रॅटेरिया :— Governance, Leadership and Management

6.2.3.1 –e-governance is implemented covering following are of operation.

6.3.2   Total number of teachers provided with financial support to attend conferences/ workshops and towards membership fee of professional bodies during the year 6.3.4, 6.4.1, 6.4.2, 6.4.3

शिक्षकांच्या आवाजाचे उत्तम स्वास्थ आणि आवाजामध्ये झालेली प्रगती विद्यार्थ्यांना उज्वल भविष्यासाठी मार्गदर्शन करण्याच्या प्रवासात अत्यंत उपयुक्त ठरते. म्हणूनच करिअर कट्टाच्या माध्यमातुन "आवाज गुरूजनांचा वेध देशाच्या भवितव्याचा" हा उपक्रम सुरू आहे. सर्व शिक्षण संस्थांमध्ये ही कार्यशाळा जर घेतल्या गेली तर सहाव्या क्रॅटेरियामध्ये मार्क चांगले मिळु शकतात. प्रोफेशनल डेव्हलपमेंट प्रोग्रॅम अंतर्गत फायलींग कसे करायचे,आर्थिक व्यवहाराशी संबंधीत "सीबीची कार्यशाळा" अश्या अनेक उपक्रमाच्या माध्यमातून आपल्याला गुण घेता येतात.

सातवा क्रॅटेरिया :— Institutional values and Best Practices

7.1.1 Measures initiated by the Institutional for the promotion of gender equality during the year.

7.1.9 Sensitization of students and employees of the institution to constitutional obligations; values, rights duties and responsibilities of citizens.

7.2 - Best Practices

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सातव्या कॅटेरिया मध्ये Gender equity ह्या हेडखाली विद्यार्थीनी व विद्यार्थ्यासाठी एखादे समुपदेशन केंद्र चालवू शकतो ज्या मध्ये विद्यार्थ्यामध्ये असलेल्या अंगीभूत गुणांना ओळखून त्यांना त्यांच्या करिअर बद्दल मार्गदर्शन दिले गेले पाहिजे, त्याच्या करिअर मध्ये सेटल करण्याच्या दृष्टीने पुढील सर्व विस्तृत मार्गदर्शन.

उदा. एखाद्या विद्यार्थ्याचा आवाज चांगला असेल तर त्यानी पुढील शिक्षण कुठे घ्यावे, त्याची फी किती असेल? त्याचा सिलॅबस कसा असेल, किती वर्षाचा हा अभ्यासक्रम असेल अशी विस्तृत माहिती ह्या समुपदेशन सेंटरच्या वतीने दिली गेली पाहिजे.

७.१.९ मध्ये Constitutional obligations नुसार विद्यार्थ्याना संविधाना विषयी माहिती व्हावे हक्क कळावे तसेच त्यांच्या जबाबदाऱ्याही कळाव्या विविध कलमांबद्दल त्यांना माहिती व्हावी ह्यासाठी रोज सकाळी करिअर कट्ट्याच्या वतीने संविधानाचे पारायण चालते ह्यामध्ये संविधानाचे वाचन करिअर कट्टाचे अध्यक्ष यशवंतजी शितोळे सर करतात तर तो भाग अतिशय अभ्यासु पध्दतीने ॲड. धनराजजी वंजारी समजावून सांगतात. हा उपक्रम निःशुल्क आहे. त्यांचे व्हिडीओ रोज विद्यार्थ्याना ऐकविले व त्यावर परिक्षा घेतली तर   ७.१.९ मध्ये आपण गुण मिळवू शकतो.

७.२.१ Best Practices ह्यामध्ये देखील ३० गुण आपण करिअर कट्टाच्या माध्यमातुन मिळवू शकतो. कारण करिअर कट्टाचा सेल महाविद्यालयात असणे हीच एक बेस्ट प्रॅक्टीस आहे. कारण मोठ्या प्रमाणात विद्यार्थ्याना आपल्या करिअर विषयी मार्गदर्शन तर मिळतेच तसेच उद्योगासंबंधी देखील मार्गदर्शन मिळते. विद्यार्थ्यामध्ये असलेल्या औद्योगिकिय कौशल्याला प्रत्यक्ष साकारण्याचे काम इंक्युबेशन सेंटर करते, विद्यार्थ्यामध्ये संविधानाविषयी जागृकता तयार करून एक आदर्श नागरिक घडविण्याचे काम करिअर कट्टा करते.

विद्यार्थ्यामध्ये असलेली सकारात्मकता टिकविण्यासाठी व ग्रामीण व शहरी भेद दुर करून प्रत्येक विद्यार्थ्याचे व्यक्तिमत्व घडविण्यासाठी "स्पोकन इंग्लिश" शिकविले जाते. रोजगार मेळावे आयोजित करून जास्तीत जास्त विद्यार्थ्याना रोजगार देण्याचे काम करिअर कट्टा करते, तसेच वृत्तवेध स्पर्धा परिक्षेचा हा उपक्रम कसा वाचावा, नोट्स कसे काढावे ह्या विषयी मार्गदर्शन करते. तसेच एक नविन उपक्रम सुरू होत आहे तो म्हणजे "लोकशाही निवडणुका आणि प्रशासन" विद्यार्थ्याना लोकशाहीसाठी जागृकता वाढावी, निवडणुका आणि प्रशासनाच्या संदर्भात माहिती व्हावी ह्यासाठी हा उपक्रम करिअर कट्टा राबवित आहे.

एकुण काय तर करिअर कट्टा कम्प्लीट पॅकेज आहे, महाविद्यालय, प्राचार्य, समन्वयक व महत्वाचा केन्द्रबिन्दु विद्यार्थी यांच्यासाठी विद्यार्थी बरोबरच महाविद्यालयाचाही विकास ह्या माध्यमातुन होणार आहे. नॅकमध्ये चांगला ग्रेड येण्यासाठी करिअर कट्टा आपणांस नक्कीच मदत करेल ह्यात दुमत नाही.

संदर्भ

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शैक्षणिक संस्थाचा दर्जा व नॅक

डॉ. गोकुला भालेराव, डॉ. माधुरी खोब्रागडे

गृह अर्थशास्त्र विभाग,
एस.एस.गर्ल्स कॉलेज, गोंदिया

उच्च शिक्षण देशाला लवकरात लवकर प्रगतीकडे नऊ शकते. या कारणामुळे भारत सरकारने उच्च शिक्षणासाठी भारतामध्ये युर्निव्हर्सिटी आणि कॉलेजेस फार मोठया प्रमाणामध्ये उघडण्याची परवानगी दिलेली आहे. त्यामुळे विद्यार्थ्याना उच्च शिक्षणासाठी दुसऱ्या देशामध्ये जाण्याची आवश्यकता राहणार नाही. युर्निव्हर्सिटी आणि कॉलेजमध्ये उच्च शिक्षणाची गुणवत्ता व मुलभुत सुविधांची पडताळणी नॅक (NAAC) अंतर्गत केली जाते त्यामुळे शिक्षणाचा दर्जा हा चांगला राहतो.

भारतामध्ये उच्च शिक्षणाच्या अनुदानासाठी विश्वविद्यालय अनुदान आयोग UGC (University Grands Commission) अनुदान देते. अनुदान देण्याच्या अगोदर युजिसीला युर्निव्हर्सिटी आणि कॉलेजेसचे मानदंड पडताळण्याची आवश्यकता पडली आणि त्यासाठी युजिसीने १९९४ मध्ये राष्ट्रीय मुल्यांकन आणि प्रत्यायन परिषदेची (NAAC) स्थापना केली. युजिसी अंतर्गत NAAC पूर्ण रुपात एक वित्तपोषित स्वायंत संस्था आहे. युजिसी अंतर्गत निर्धारीत युर्निव्हर्सिटी आणि कॉलेजेच्या मानकाची पडताळणी करते.

नॅकचा फुल फॉर्म "National Assessment & Accreditation Counsil" असा आहे. यालाच " राष्ट्रीय मुल्यांकन आणि प्रत्यायन परिषद" असे म्हणतात. ही संस्था उच्च शिक्षण इतर शैक्षणिक संस्थाचे मुल्यांकन आणि मान्यता देणारी संस्था आहे. नॅकचे मुख्यालय बंगलोर कर्नाटक येथे आहे."Excellence credibility Relevance" हे नॅक चे ब्रिद आहे. नॅक हे शिक्षण मंत्रालय, भारत सरकार या मुळ खात्याशी संबंधीत आहे.www.naac.gov.in असे याचे संकेतस्थळ आहे.

मुल्यांकन आणि मान्यता याद्वारे कोणत्याही शैक्षणिक संस्थेचा दर्जा आणि शैक्षणिक गुणवत्ता ओळखल्या जाते. शैक्षणिक प्रक्रियेत संस्थेची कामगिरी, अभ्यासक्रमाची निवड आणि अमंलबजावणी, शैक्षणिक दर्जा आणि मुल्यमापन, विद्यार्थ्याचे निकाल संसोधन कार्य आणि विद्याशाखा सदस्याचे प्रकाशन, मुलभूत सुविधा आणि संसाधनाची स्थिती, संस्था, प्रशासन, आर्थिक स्थिती आणि विद्यार्थी सेवा इ. ची नोंद घेतली जाते.

नॅक मुल्यांकन अंतर्गत CGPA (Cumulative Grade Point Average), Grading System ला यामध्ये १.५ न्युनतम ग्रेड आणि अधिकत्तम ग्रेड ४ आहे. मुल्यांकनाच्यावेळी नॅक युनिव्हर्सिटी आणि कॉलेजमध्ये असलेल्या सुविधेनुसार ग्रेड देत असते. या ग्रेड नुसार त्यांना मान्यता दिली जाते.

विविध शैक्षणिक संस्थाचे मुल्यांकन नॅक पुढील श्रेणीद्वारे करते ते खालीलप्रमाणे आहे.

संस्थात्मक श्रेणी	अक्षरात्मक श्रेणी	कामगिरी निष्कर्ष	संस्थेची कामगिरी
3.51 - 4.00	अ++	मान्यता प्राप्त	खुप चांगला
3.26 - 3.00	अ+	मान्यता प्राप्त	खुप चांगला
3.01 - 3.25	अ	मान्यता प्राप्त	खुप चांगला
2.76 - 3.00	ब++	मान्यता प्राप्त	चांगला
2.51 - 2.75	ब+	मान्यता प्राप्त	चांगला
2.01 - 2.50	ब	मान्यता प्राप्त	चांगला
1.51 - 2.00	क	मान्यता प्राप्त	समाधानकारक
Less than 1.50	ड	मान्यता प्राप्त	असमाधानकारक

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नॅक मुल्यांकनाअंतर्गत ज्या संस्थेला अ++ श्रेणी मिळते, त्यामध्ये शिक्षण घेण्याचा स्तर खुप चांगला आहे हे समजल्या जाते आणि ज्या संस्थेला ड (D) श्रेणी मिळते त्यामध्ये शिक्षणाचा स्तर असमाधानकारक आहे त्यामुळे त्यांना मान्यता दिली जात नाही.

सध्याच्या वेळेला सर्वच शिक्षण संस्थासाठी नॅकची मान्यताप्राप्त असणे अत्यंत आवश्यक आहे. जर उच्च शिक्षण संस्थाना नॅकची मान्यता प्राप्त नसेल तर ती संस्था सरकारच्या अनेक योजनापासुन वंचित राहते. यावरुन उच्च शिक्षणामध्ये नॅकचे महत्व लक्षात येते. नॅक चे महत्व निर्विवाद आहे.

नॅक मार्फत देशातील ३५० पेक्षा जास्त विद्यापीठाचे आणि ७००० पेक्षा जास्त कॉलेजचे राष्ट्रीय मुल्यांकन केले गेले. नॅकचे पहिले अध्यक्ष प्रा. राम रेड्डी तर संचालक अरुण निगवेकर होते

नॅकचे मुख्य ध्येय?

नॅकचे मुख्य ध्येय खालीलप्रमाणे आहे.

१. उच्च शैक्षणिक संस्था किंवा त्यांचे युनिट किंवा विशिष्ट शैक्षणिक कार्यक्रमाचे किंवा प्रकल्पाचे नियतकालिक मुल्यांकन मापन आणि मान्यता यांची व्यवस्था करणे.

२. उच्च शैक्षणिक संस्थामध्ये अध्यापन शिक्षण आणि संसोधनाला प्रोत्साहन देण्यासाठी शैक्षणिक वातावरणाला प्रोत्साहन देणे.

३. उच्च शिक्षणात स्वयंमुल्यमापन, नवकल्पनांना प्रोत्साहन देण्यासाठी दर्जेदार संसोधन अभ्यास आणि प्रशिक्षण कार्यक्रम घेणे.

नॅकचे फायदे :

१. एखादा कॉलेज नॅकने निर्धारीत केलेल्या सर्व मापदंडाला खरा उतरत असेल आणि अ++ श्रेणी मिळत असेल तर युजीसी अंतर्गत त्या कॉलेजला वित्तीयसहायता आणि सर्व शिकत असलेल्या विद्यार्थ्यांना त्याचा फायदा मिळतो आणि कॉलेजमध्ये शिक्षणाचे नवे आणि आधुनिक तंत्र समाविष्ट केले जाते.

२. या माध्यमातुन संस्थेद्वारे मिळणा-या शिक्षणाच्या गुणवत्तेवर समाजाची विश्वसनियता अवलंबुन असते.

३. संस्थेला एक नवी दिशा आणि ओळख मिळते.

४. योजना आणि साधने यांच्या आंतरिक गुणाची ओळख होते.

नॅकचे मुल्याकंन (NAAC Rating)

१. सर्वात अगोदर नॅक शैक्षणिक संस्थेत पाठयक्रम चालु आहे हे पाहतात. आजच्या दर्जेदार पाठयक्रमानुसार पाठयक्रम आहे का ते पाहतात त्यामध्ये कोण कोणते घटक अंतर्भुत आहेत हे पाहिले जाते.

२. शैक्षणिक संस्थामध्ये Research Faculties कशी आहे? समोर त्याचा विस्तार होउ शकते का हे पाहिल्या जाते.

३. संस्थेमध्ये अनुसंधान करण्याची चांगली सुविधा असेल तर त्याला चांगले मानले जाते.

४. विद्यार्थ्यांची प्रगती कशी आहे? संस्थेमध्ये असलेल्या सोयीमुळे विद्यार्थी आनंदी आहेत का? हे पाहिल्या जाते.

५. संस्थेमध्ये संगठण आणि प्रबंधनाची व्यवस्था कशी आहे? संस्थेमध्ये विद्यार्थी आणि संगठण यामध्ये अनुशासन कशा प्रकारचे आहे हे नॅकद्वारे पडताळल्या जाते.

६. मुल्यांकनासाठी संस्थेमध्ये Infrastructure आणि वातावरण कसे आहे? शिक्षणासाठी आवश्यक सर्व साधने उपलब्ध आहेत का? संस्थेमध्ये मुख्य /प्राथमिक सुविधा आहेत का? त्याची सध्यास्थिती कशी आहे? या सर्व आधारावर संस्थाचे मुल्यांकन केले जाते.

नॅक कडुन मान्यता :– कॉलेज नॅककडुन मान्यता खालील प्रक्रियेने घेतात.

NAAC Accreditation Process

UGC आणि MHRD यांनी अनिवार्य केले आहे की कॉलेजनी नॅकला मुल्यांकन आणि मान्यतेच्या प्रक्रियेसाठी स्वअध्ययन रिपोर्ट तयार करणे आवश्यक आहे.

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- सर्वात अगोदर संस्थेला नॅक अंतर्गत परिभाषित मापदंडांच्या आधारावर संस्थान/ विभागाद्वारे स्वअध्ययन रिपोर्ट तयार करावी लागते.
- नॅकची एक चमु साईटवर व्हिजीटच्या माध्यमाने स्वअध्ययन रिपोर्टची पुष्टी करते.
- नॅकच्या कार्यकारी समिती अंतर्गत मुल्यांकन आणि मान्यतेवर अंतिम निर्णय घेतल्या जाते.
- मान्यता प्रकियेमध्ये कॉलेज अंतर्गत एक स्वअध्ययन रिपोर्ट तयार करावी लागते आणि कुलपतीच्या तीन–चार सदस्याच्या टिमद्वारे या रिपोर्टला सबमिट केले जाते.

या शिवाय कॉलेजचे सुक्ष्म निरीक्षण करुन त्यांची ताकत, कमी, संधी आणि ज्या क्षेत्रात सुधारण्याची गरज आहे त्याची संस्थेच्या समोर माहिती ठेवल्या जाते. कॉलेजच्या अधिका–यांसोबत चर्चा केली जाते या Grading ची Validity पाच वर्षापर्यंत असते.

IQAC म्हणजे काय?

राष्ट्रीय मुल्यांकन आणि मान्यता परिषदेच्या प्राथमिक हेतु शिक्षणाचा दर्जा वाढविणे हा आहे. NAAC समितीने अंतर्गत गुणवत्ता हमी कक्ष IQAC स्थापन करण्याची कल्पना मांडली. IQAC कडे उच्च गुणवत्तेचा निवाई उपाय म्हणण पाहिले जाते. दर्जेदार शिक्षण देणे, आणि त्यांचे मुल्यांकन करणे ही एक न थांबणाली प्रकिया असल्याने IQAC त्यांच्या अध्यापनाच्या प्रवासात यांना पाठिबा देण्यासाठी HEI सोबत काम करीत असते.

राष्ट्रीय मुल्यांकन आणि मान्यता परिषद अंतर्गत गुणवत्ता हीमी समिती (Internal Quality Assurance Cell) ही एक अशी रचना आहे जी शैक्षणिक संस्थांना त्यांच्या कामाची रणनिती सुधारण्यासाठी आणि शिक्षणाचे परिणाम आणि उदिष्टये साध्य करण्यासाठी मदत करते. IQAC ही केवळ समिती नाही हे एक सहभागी आणि सुविधाजनक युनिट आहे. हे युनिट सर्वात्कृष्ठ व्यवहार्य धोरणे आखण्यासाठी प्राध्यापक संदस्यासोबत जवळुन काम करते. संस्थेला प्रगतीच्या दिशाने नेणारे सातत्यपुर्ण कार्यप्रणाली सादर करणे हे त्यांचे ध्येय आहे. IQAC सर्व संभाव्य पैलुचा विचार करते जसे नविन तंत्र तयार करणे कार्यसम आणि वेळेवर होणा–या कामाच्या प्रकिया, शैक्षणिक संसोधन, परवणारे कार्यक्रम, नाविन्य पुर्ण पध्दती, शिक्षणांच्या आधुनिकीकरणासाठी ICT वापर, गुणवत्ता जतन करण्यासाठी सर्वात्तम मुल्यमापन पध्दती, ध्यय साध्य करण्यासाठी उत्कष्ठ पायाभुत सुविधाची खात्री तसेच संस्थेच्या व्यतीरिक्त विद्यार्थ्यांवर अध्यापन शिक्षणाचा सकारत्मक प्रभाव पाडण्याची ताकत ठेवतात. सात्यपुर्ण कामगिरी केल्यास IQAC एकदंरीत विकासाकडे नेते.

IQAC कार्य :
IQAC चे कार्य पुढील प्रमाणे आहे.

- सातत्यपुर्ण कामासह दर्जेदार बेंचमार्क तयार करणे.
- शैक्षणिक तसेच गैरशैक्षणिक शिक्षण उदिद्ष्टे गाठण्यासाठी मापदंड तयार करणे.
- विद्यार्थी केन्द्रीत अध्यापन शैक्षणिक वातावरण तयार करणे.
- शिक्षणातील नवोपकामासाठी ED Tech उपकरणे कार्यक्षमतेने वापरण्यासाठी कॉलेजला (प्राध्यापकांना) सक्षम करणे.
- सर्वोंकृष्ट पध्दतीसाठी विद्यार्थी, प्राध्यापक (महाविद्यालय) आणि पालकाच्या अभिप्राय विचारात घेवून दर्जेदार शैक्षणिक वातावरणासाठी विविध कार्यशाळा आणि चर्चा सत्रे आयोजित करणे.
- कालकमानुसार सर्वकियाकल्पांचे दुरुस्ती करण करणे आणि सुधारणांवर लक्ष ठेवणे.
- NAAC साठी १०० टक्के अचुक MIS अहवाल तयार करणे.
- NAAC च्या सुचना नुसार वार्षिक गुणवत्ता हमी अहवाल (AQAR) तयार करणे आणि सादर करणे.

IQAC ची रचना :
वर निर्देशित केलेली कार्य अचुकपणे पारपाडली जातात का याची खात्री करण्यासाठी IQAC दिलेल्या पदानुक्रमाचे अनुसरण करुन कार्य करते. IQAC मध्ये शैक्षणिक संस्थेचे प्रमुख अध्यक्ष विभाग सदस्याचे प्रतिनिधी, व्यवस्थापन प्राधीकरण वरिष्ठ प्रशासकीय कर्मचारी, सदस्यांकडुन नामनिर्देशीत विद्यार्थी, स्थानिक समाज, माजी विद्यार्थ्याकडुन

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नामनिर्देशित नियोक्ते, भागधारक, उद्योगपती, IQAC चे समन्वयक किंवा संचालक म्हणुन प्रतिनिधीत्व करणारे वरिष्ठ शिक्षक असते.

IQAC फायदे :

NAAC मान्यता प्रकियेतील IQAC चे पुढील १० फायदे

१. सर्वोत्तम पध्दती : IQAC कामाच्या धोरणाच्या स्पष्टतेची हमी देते आणि भागधारकांना सध्याच्या कामाचा तंत्राचा / प्रकियेचा पुन्हा विचार करण्यास सक्षम करते.

२. दर्जेदार संस्कृतीचे अंतर्गतीकरण : सततच्या मुल्यमापन पध्दतीमुळे उच्च शिक्षण संस्थामध्ये दर्जदार शिक्षण संस्कृतीचे अंतर्गतीकरण तयार करणे शक्य होते.

३. विभागाचे उत्तम सहकार्य: IQAC, HEI च्या विविध विभागामध्ये चांगले सहकार्य सुनिश्चित करणे आणि स्टेकहोल्डर्स कडुन वारंवार मुल्याकन आणि अभिप्राय सवादातील अंतर मिळते.

४. HEI चे सुधारित कार्य : पारदर्शिकता आणि मुल्यमापनांच्या मोठया पातळीसह संस्था अधिक चांगले निर्णय घेण्यास आणि त्यांच्या एकूण कामकाजात सुधारणा करण्यास सक्षम बनविते.

५. योग्य दस्ताऐवजी करण : IQAC प्राध्यपकांना योग्य रित्या प्रामाणिक कागद पत्रे तयार करण्यास आणि NAAC मुल्यांकन प्रक्रियेस भविष्यातील संदर्भासाठी त्यांचे रेकॉर्ड ठेव्याची परवानगी देते.

६. R&D ला प्रोत्साहन : IQAC, HEI ला R&D वर लक्ष देण्यास आणि शिक्षकांना सशक्त करुन भविष्यासाठी तयार करण्यास प्रोत्साहीत करते.

७. अधिक प्रारदर्शकता : IQAC पिअर टिम सर्व दस्ताऐवज, पुरावे आणि तक्ते पडताळते आणि HEI ला येणाऱ्या आव्हानांचे निराकरण करते.

८. प्रकल्प आधारीत आणि सेवा आधारीत : शिक्षण प्रकल्प आधारीत शिक्षण तसेच सेवा अधारीत शिक्षणांचा समावेश करुन विद्यार्थ्यांना व्यवहारीक ज्ञानाचे मुल्य शिकवले जाते.

९. व्यवसायीक पध्दीत बदल : विद्यार्थ्यांना शैक्षणिक दृष्टया विकसीत होण्यासाठी तसेच कौशल्य विकसीत करण्यास मदत करण्यासाठी IQAC तील विविध कार्यक्रम आणि व्यवसायीक तंत्राची व्याख्याने आयोजित करण्यास प्रोत्साहीत करते.

१०. ग्लोबल प्लॉटफॉर्म : पारंपारिक अध्यायपन शिक्षण संस्कृतीच्या विपरीत IQAC विद्यार्थ्यांना " स्थानीक पातळीवर विचार करा, जागतीक पातळीवर कार्य करा " मानसिकता विकसीत करुन जागतीक मंच प्रदान करण्याचा प्रयत्न करते.

IQAC च्या समन्वयकाची भुमिका :

सर्व सदस्याचे प्रभावि कामकाज सुनिश्चीत करण्यासाठी IQAC च्या समन्वयकाची भुमिका महत्वपुर्ण आहे.. IQAC चे समन्वयक दर्जेदार बाबीमध्ये तंज्ञ असलेली वरिष्ठ व्यक्ती असु शकते. ती एक पुर्णवेळ कार्यकर्ती असु शकते किंवा सुरवातीला ती एक वरिष्ठ शैक्षणिक प्रशासक असु शकते. तिचा कामाच्या प्रक्रियेकडे जबाबदार दष्टीकोन असेल आणि सर्वात महत्वाचे म्हणजे ती NAAC साध्य करण्याच्या ध्येयावर काम करेल समन्वयकाला संगणक त्याची विविध कार्य आणि प्रभावी संप्रेषणासाठी वापराविषयी चांगले ज्ञान असणे आवश्यक आहे.

थोडक्यात IQAC समन्वयकाची भुमिका सर्व समिती सदस्यामध्ये सर्वात महत्वाची असते. एकंदरित समन्वयक हा "जहाजाचा कर्णधार" असतो.

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सोशल मीडिया आणि ग्रंथालय: एक सहजीवन

प्रा. ग्यानचंद पी.ऐलानी

ग्रंथपाल

डीआरबी सिंधु महाविद्यालय, नागपूर,

डॉ.भुषण वा. आंबेकर

ग्रंथपाल

कर्मवीर दादासाहेब देवतळे महाविद्यालय चामोर्शी- गडचिरोली

प्रस्तावना

चालू शतकातील संगणकावर आधारित साधनाचा संग्रह हे एक व्यासपीठ बनलेले आहे. यावर लोकस्वतःच्या आवडी-निवडी, क्रियाकलाप, वैयक्तिक बाबी सामायिक करणाऱ्या सहकारी सोबत ते संबंध निर्माण करू शकतात. ते त्यांची माहिती वेगवेगळ्या स्वरूपात म्हणजेच फोटो, संभाषण, व्हिडिओ, यांची एकमेकांना देवाण-घेवाण करतात. जगात सध्या 200 हून अधिक सोशल नेटवर्किंग साईट उपलब्ध आहेत. सोशल मीडियाच्या लोकप्रियतेमुळे, ग्रंथालयाला भेट देण्यास ग्रंथालय वापरकर्ते फारसे उत्सुक नसतात. सदर कारणामुळे भारतातील ग्रंथालय आणि विदेशातील ग्रंथालय सोशल मीडियाचा मोठ्या प्रमाणात वापर करतात. ज्यामुळे ग्रंथालयाचे वापर करते ग्रंथालयाकडे आकर्षित होतील. ग्रंथालय युजर्सना आकर्षित करण्याकरता ग्रंथालयाच्या वेबसाईटचा सोशल मीडियाद्वारे सुविधा देण्याच्या प्रयत्न करतात. ग्रंथालयाच्या सेवा वा त्यांचे कार्य वापरकर्त्या पर्यंत पोहोचविण्याचे अतिरिक्त काम सोशल मीडिया द्वारे केले जाते. सोशल मीडिया वरून फेरफटका मारल्यास असे आढळून आले की, फेसबूक, ट्विटर, व्हाट्सअप यांचे अब्जावधी (User) ग्राहक जगात आहे. विकिपीडियावर अब्जावधी पुस्तके आहेत. या सर्व सोशल मीडियाच्या ग्रंथपाल ग्रंथालयाच्या सामग्री निर्मितीसाठी उपयोग करू शकतो. अशाप्रकारे ग्रंथालय आणि वापरकर्ते यांच्यातील सहयोगाआत्मक संबंध निर्माण करण्याकरता सोशल मीडियाचा ग्रंथालय वापर करू शकतो. जगातील काही ग्रंथालये सोशल मीडियाचा मार्केटिंगच्या उद्देशाने वापर करतात.

बीजशब्द: Digital Libraries, Social media, Face book, Twitter, YouTube.

सोशल मीडिया वापराची उद्दिष्टे

- ग्रंथालयांमध्ये सोशल मीडियाच्या वापराबाबत जाणून घेणे.
- विविध सोशल मीडिया बाबत जाणून घेणे.
- सोशल मीडियावरील धोके आणि आव्हाने यांच्या बद्दल माहिती घेणे.
- सोशल मीडिया वापराचे फायदे आणि हेतू जाणून घेणे.
- ग्रंथालयांमध्ये कशाप्रकारे सोशल मीडियाचा वापर करावा याबद्दल माहिती करून घेणे.

सोशल मीडिया ची वैशिष्ट्ये

- वेबचा वापर करते(Library User) सरळ (direct) ब्राउझर वरून कोणतेही अप्लिकेशन ओपन करू शकते यासह सोशल मीडिया प्लॅटफॉर्म वरून त्यांच्या इच्छेनुसार डेटा नियंत्रित करू शकतात.
- वापरकर्त्यांच्या क्षणात लक्षात येई अशाप्रकारे सोशल मीडियाच्या प्लॅटफॉर्मवर माहितीची उपलब्धता केलेली असते.
- सोशल मीडिया चे प्लॅटफॉर्म वापरण्यास सोपे आणि सुटसुटीत असते. त्याच्या वापर करण्यास कोणतेही प्रशिक्षण घेण्याची आवश्यकता नसते.

ग्रंथालयांमध्ये सोशल मीडिया वापरण्याचे फायदे

- ग्रंथालयातील वापरकर्त्यांना ग्रंथालयाकडे आकर्षित करण्याकरता एक व्यासपीठ म्हणून सोशल मीडियाचा चांगल्या प्रकारे उपयोग करता येतो.
- ग्रंथालयातील संसाधने आणि सेवाच्या विपणनासाठी योग्य ठरते.
- नवीन ग्रंथालयीन सदस्यांना आकर्षित करण्याकरता व संभाव्य वापरकारणाते तयार करण्याकरता सोशल मीडियाचा उपयोग होतो.

- ग्रंथालयांमध्ये नवीन वापरकर्त्यांची नोंदणी करण्याकरता Library App द्वारे नोंदणीकृत करण्यास सोपे जाते तसेच Library App द्वारे नोंदणीकृत वापरकर्ते प्रोफाइल अद्यावत(Profile update) करू शकतात.
- सोशल मीडिया ग्रंथालयातील संसाधनाची निवड करताना ग्रंथालयीन सदस्यांना मदत करतात.
- सोशल मीडिया, ग्रंथालय आणि ग्रंथालयीन वापरकरत्यात संवाद साधला जाऊ शकतो.

ग्रंथालयामध्ये सोशल मीडिया वापरण्याचे उद्देश

- ग्रंथालयाच्या संभाव्य वापर करण्याची यादी तयार करण्याकरता, संदर्भ सेवा प्रधान करण्याकरता, इतर ग्रंथालया सोबत नेटवर्किंग करून ग्रंथालय सेवा प्रदान करण्या करिता, ग्रंथालयातील सेवा देण्याकरीता, ग्रंथालय समुदाय विकसित करून त्यांना ग्रंथालयामध्ये आकर्षित करण्याकरता.
- ग्रंथालय चाट ग्रुप तयार करून ग्रंथालया मध्ये नवीन येणाऱ्या वापरकर्त्यास ग्रंथालयाची माहिती पुरवण्याबाबत.
- ग्रंथालय वापरकर्त्यास इंटरनेटचे संसाधने, नवीन पुस्तकाचे पुनरावलोकन, नवीन पुस्तकाचे आगमन इत्यादी लिंक पुरविणे.
- ग्रंथालय प्रोफेशनल (Library Professional) मध्ये त्यांच्या विकासाबद्दल संवाद साधने.
- ग्रंथालय सेवा आणि त्यांच्या तक्रारी बद्दल वापर करते व कर्मचारी यांच्या वापरण्याकरता एक व्यासपीठ तयार करणे.
- ग्रंथालय वापरकरताना मनोरंजनातून व करमणुकीतून ग्रंथालय सेवा प्रदान करणे.

टेलर आणि फ्रान्सिस ́ यांनी लायब्ररी द्वारे सोशल मीडियाच्या सत्य परिस्थितीवर जागतिक सर्वेक्षणानुसार ग्रंथालयामध्ये सोशल मीडिया वापरण्याचे मुख्य तीन उद्देश सांगितले आहेत.

- ग्रंथालयाची संसाधने आणि संग्रह याबद्दलची माहिती प्रदान करणे.
- ग्रंथालय संबंधित कार्यक्रमांना प्रोत्साहन देणे.
- ग्रंथालय सेवा प्रदान करणे.

ग्रंथालयासाठी सोशल मीडियाच्या निवड करण्यापूर्वी विचारात घ्यावयाचे घटक

एखाद्या ग्रंथालयाने सोशल मीडियाच्या अप्लिकेशन चा वापर करण्याचा निर्णय घेतला असल्यास ग्रंथालयासाठी कोणत्या सोशल मीडिया निवडावा या करिता खालील घटकाचा विचार केला पाहिजे.

- सध्याच्या ग्रंथालय वापरकर्त्यांची आधीच Blog, Facebook, Twitter असे संभाव्य वापर.
- ग्रंथालययाद्वारे निवड केलेले साईट किंवा टूल याचा वापर.
- ग्रंथालयासाठी सोशल मीडिया ची निवड करताना त्याचे लक्ष (Target) वापरकर्ते असले पाहिजे.
- मूल्यांकन करण्यास उपयुक्त असणे.
- ग्रंथालय उपलब्ध साधनांचा जास्तीत जास्त वापर.
- सोशल मीडियाचा वापर करताना निर्माण होणाऱ्या अडचणी.
- निर्माण होणाऱ्या अडचणीचे व्यवस्थापन करणे.
- ग्रंथालयाने निवड केलेली सोशल मीडिया ही ग्रंथालय सेवा आणि मार्केटिंग योजनांची कशी सुसंगत आहे याबद्दल विचार विनिमय करणे.

ग्रंथालयामध्ये सोशल मीडियाचा वापर करताना समोर येणारे धोके आणि आव्हाने

ग्रंथालय वापर करण्याच्या दृष्टिकोनातून:

- बहुतेक वापरकर्ते सोशल मीडियाच्या वापराशी परिचित नाही.
- वापरकर्त्यांच्या गोपनीयतेची भंग होण्याची भीती.
- ग्रंथालयात सोशल मीडियाचा वापर करताना पावर कट ही सर्वात मोठी समस्या आहे.
- ग्रंथालयाच्या वेबसाईटवर उपलब्ध अनेक सोशल मिडीयाचे साधने उपलब्ध असल्यामुळे वापरकरते योग्य वेळी योग्य गोष्टी निवडू शकत नाही.
- ग्रंथालयीन वापर करते हे ग्रंथालय प्राधिकरणाकडून प्रशिक्षित होण्यास नाखूष असणे.
- इंटरनेटचा वेग कमी असल्यामुळे ग्रंथालय वापरकर्ते सोशल मीडियाच्या वापरण्यास तयार नसतात.
- भारतातील ग्रामीण भागात इंटरनेटचा वेग ही एक मोठी समस्या आहे.

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ग्रंथालयाच्या दृष्टिकोनातून

- निधीच्या अभावामुळे ग्रंथालय प्राधिकरणाला वेबसाईट पोस्ट करणे आणि त्यामध्ये सोशल मीडियाचा वापर करणे हे शक्य होत नसते.
- विविध सोशल मीडिया चे विविध प्लॅटफॉर्म उपलब्ध असल्यामुळे नेमके किंवा अचूक प्लॅटफॉर्म निवडण्याकरीता ग्रंथालय प्राधिकरणाची गोंधळाची स्थिती उद्भवते.
- ग्रंथालयीन कर्मचाऱ्यांना सोशल मीडिया वापरण्याचे योग्य प्रशिक्षण दिलेले नसते.
- ग्रंथालय प्राधिकरणाद्वारे वापरकर्ते आणि कर्मचाऱ्यांना नेहमीच प्रशिक्षण देणे शक्य नसते.
- सोशल मीडियाचा शिकण्याच्या आणि वापर करण्याचा लायब्ररी प्रोफेशनलची रुची नसल्यामुळे त्यांचा योग्य प्रकारे वापर करू शकत नाही.
- आजच्या इंटरनेटच्या युगात कोणत्याही वापरकर्त्याने ग्रंथालय सेवा बद्दल किंवा त्यांच्या संग-साधना(about book collection) बद्दल नकारात्मक टिप्पणी केल्यास ग्रंथालयाची प्रतिष्ठा खराब होऊ शकते.
- सायबर हल्ले द्वारे ग्रंथालयाची वेबसाइट खराब होऊ शकते.
- असंख्य नेटवर्किंग साईट उपलब्ध असल्यामुळे ग्रंथालय प्राधिकरण योग्य सोशल मीडिया साईटचा योग्य वापरकर्त्यांसाठी निवड करू शकत नाही.
- ग्रंथालय वापरकर्त्यांसाठी काही विशिष्ट प्रकारची सामग्री सामायिक करण्याकरता प्रोत्साहित करते जसे मजक पूर फोटो व्हिडिओ पावर पॉइंट प्रेजेंटेशन इत्यादी उदाहरण

Text Sharing—Book crossing, what's app

- Photo Sharing—Flickr, Picasa, Photo Bucker.
- Video Sharing—YouTube, Daily Motion, Metcafe.
- Presentation Sharing—Slide Share, Prezi, Scribd

सामाजिक नेटवर्किंगची

- **My Space[ii]:-** या नेटवर्किंग साइटवर ग्रंथालय वापरकर्ते त्यांचे प्रोफाईल कस्टमाइज्ड करण्याकरता html चा वापर करू शकतात आणि त्यावर नवीन ग्राफिक्स आणि व्हिडिओ जोडू शकता.
- **Facebook[iii]:-** ग्रंथालयामध्ये होणाऱ्या विविध कार्यक्रमाची माहिती फेसबुकच्या माध्यमातून ग्रंथालयाच्या वापरकर्त्यांना दिली जाऊ शकते. सेवा आणि उत्पादनाच्या या मार्केटिंग मध्ये फेसबुक मोठ्या प्रमाणात मदत करते. Library professionals ग्रंथालय सेवेचा वापर करण्यास मोठ्या प्रमाणात फेसबुकची मदत घेऊ शकतो.
- **Twitter[iv]:-** हे एक विनामूल्य सोशल नेटवर्किंग साइट आहे छोटे संदेश वाचण्यासाठी आणि पाठवण्यासाठी याचा उपयोग होतो. ग्रंथालय संबंधित बातम्या किंवा सूचना Library Professionals त्यांच्या Library user पर्यंत पोचविण्यात करता याचा उपयोग केला जातो.
- **LinkedIn[v]:-** ही एक प्रकारची व्यावसायिक नेटवर्किंग साइट आहे. जगभरात पसरलेल्या ग्रंथालयांमध्ये व्यावसायिक कनेक्शन (Business connections) निर्माण करण्याकरीता याचा उपयोग केला जातो. ग्रंथालय सेवेच्या मार्केटिंग करण्याकरता या साइटच्या मुख्यत्वे उपयोग केला जातो. या साइटवर Library द्वारे त्यांच्या कल्पना आणि व्यवसायिक अनुभव देखील शेअर करू शकतो.
- **Blog[vi]:-** ग्रंथालय संबंधित नवीन घडामोडी ची माहिती देण्याकरता लायब्ररी प्रोफेशनल ब्लॉगचा वापर करतात. RSS Feed द्वारे ब्लॉगचे सदस्य घेतले जाते. ब्लॉगचा खालील प्रमाणे सुद्धा वापर होऊ शकतो.
  - नवीन साहित्याच्या आगमनाबाबत
  - जलद सेवा देण्याकरता
  - नोटीस बोर्ड बाबत
  - Library user करिता Orientation कार्यक्रम घेणे बाबत.

सोशल मीडिया वापरताना ग्रंथपालाची भूमिका

चालू शतकातील ग्रंथपाल ज्यांना आपण 'Librarian 2.0' या नावाने ओळखतो ते वापरकर्त्याचे ध्येय, आकांक्षा, कार्य, सामाजिक आणि सामग्रीचा दर्जा इत्यादी ग्रंथालयीन सेवा देताना इंटरनेटच्या आगमनामुळे बदल झालेले आहेत. इंटरनेटच्या आगमनामुळे वापरकर्ता जिथे असेल तिथे सोशल मीडियावर आपण ग्रंथालय सेवा देऊ शकतो. त्याकरीता वापरकर्त्यांच्या

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पसंतीच्या नवीन Communication mode स्वीकारून उदाहरणात Telephone, SMS मेसेज करणे ई-मेल पाठवणे इत्यादी सेवा देऊ शकतो.

- ग्रंथालयीन वाचकांना आवश्यक असेल; तेव्हा ओपेक बद्दल माहिती देण्यासाठी त्यांनी लोकसंग्रह आणि वापरकरत्याची चलीत सामग्री web मुळे शक्य होते. ग्रंथालयाचे पारंपरीक Cataloging आणि Classification हे तर करावेच लागेल.
- ग्रंथालयातील ई-संसाधन(Digital resources) आणि मुद्रण स्वरूप यांच्या मेळ बसविणे.
- ग्रंथालयीन वाचक, चर्चा किंवा संभाषणासाठी Subject Experts सोबत Connect करणे.
- माहितीची देवाणघेवाण करण्याकरता कम्युनिकेशनची नवीनतम साधने वापरणे.
- सोशल मीडिया वर उपलब्ध ई-संसाधनाचा जास्तीत जास्त वापर करून ऑनलाइन कम्युनिकेशन मध्ये सक्रिय भूमीका बजावणे.
- Web 2.0 बाबत जास्तीत जास्त माहिती घेणे.

कम्युनिकेशन टेक्नॉलॉजी झपाट्याने बदलत असल्यामुळे ग्रंथपालाला जागृत भूमीका बजावावी लागते. झपाट्याने बदलत जाणाऱ्या तंत्रज्ञाना सोबत ग्रंथपालाला योग्य ते प्रशिक्षण, माहिती करून घेणे अत्यावश्यक आहे, ज्यामुळे वाचक वर्गाला योग्य प्रकारे आणि योग्य वेळी ग्रंथालयीन सेवा देण्याकरीता उपयुक्त ठरेल.

सोशल मीडियाच्या वापरासाठी प्रस्तावित शिफारशी

- ग्रंथालयांमध्ये हाय स्पीड इंटरनेट कनेक्टिव्हिटी ची व्यवस्था असली पाहिजे जेणेकरून ग्रंथालय वापरकर्ते सोशल मीडिया चा फायदा घेऊ शकतो.
- सोशल मीडियाच्या प्लॅटफॉर्मवर फेसबुक अतिशय लोकप्रिय आहे, त्यामुळे Library Dept. यांनी स्वतः ग्रंथालयाचे फेसबुक पेज बनवावे त्यामुळे ग्रंथालयाचे नवीन वाचक ग्रंथालयाकडे आकर्षित होतील.
- स्वतः ग्रंथालयांनी त्यांची स्वतःची वेबसाईट विकसित केली पाहिजे त्यामुळे ते त्यांची स्वतःची सोशल मीडिया योजना आणि सोशल मीडिया सेवा तयार करू शकतो.
- ग्रंथपालांना सोशल मीडियाची माहिती असणे हा आवश्यक आहेच पण सोबतच त्यांना ग्रंथालयातील संसाधने व ग्रंथालयीन सेवा देण्याकरता ग्रंथपालांना प्रशिक्षित करणे आवश्यक आहे. याकरता ग्रंथपालांनी लोकप्रिय संस्था किंवा संस्थाद्वारे ऑफर केलेले ही e-Learning प्रोग्राम व दूरस्थ शिक्षण(Distance Learning) यांच्या कार्यक्रमाचा लाभ घ्यायला हवा.
- व्यवसायिक संस्थांनी सेमिनार, वर्कशॉप इत्यादी ग्रंथपालाला व्यावसायिक प्रशिक्षण देण्याकरता आवश्यक आहे त्यामुळे Library professionals सोशल मीडियाचा जास्तीत जास्त वापर करू शकेल.
- ग्रंथपालांनी सोशल मीडियाचा वापर करताना स्वतःची professionals प्रतिमा वाढवल्या पाहिजे.
- सध्याच्या युगात सोशल मीडियाचा वापर बघून, विद्यापीठे आणि ग्रंथालय शाळांनी असा अभ्यासक्रम तयार करावयास पाहिजे जेणेकरून Library professionals ला व्यावसायिक माहितीचा फायदा मिळाला पाहिजे.
- विद्यार्थी आणि सर्व सामान्य ग्रंथालय वापरकरनारे विविध सोशल मीडियाचा ग्रंथालया द्वारे योग्य वापर करण्याकरता संशोधन करणे आवश्यक आहे ज्यामुळे सोशल मीडियाचा ग्रंथालयात जास्तच जास्त वापर करू शकतो.
- Library Department त्यांची स्वतःची वैयक्तिक माहिती अज्ञात वापरकर्त्यांना उघड करून देऊ इच्छित नसते कारण सर्व वापरकर्त्यांना ग्रंथालय डिपार्टमेंट ओळखत नसते. माहितीच्या गोपनीयतेचे मुळे आणि सुरक्षाकारना मुळे ग्रंथालय अधिकारी सोशल मीडियाचा वापर करताना घाबरतात. कोणताही ग्रंथालयीन वापर करतांना ग्रंथालय वेबसाईट वर प्रतिकूल किंवा वाईट टिप्पणी टाकू शकतो, त्यामुळे ग्रंथालयाची विश्वसहर्ता धोक्यात येते. Library Department या विषयावर काळजी घेणे अत्यावश्यक आहे.
- ग्रंथालयातील वापरकर्त्यांना नैतिकतेची भावना विकसित करण्यास मदत करण्यासाठी व त्याचे प्रतिबिंब कृतीत उतरवण्यासाठी, ग्रंथपालांची समस्या सोडवण्यासाठी सोशल मीडिया च्या प्रक्रियेद्वारे कार्य केले पाहिजे.

निष्कर्ष

Learning Hub तयार करण्याच्या दृष्टीने सोशल मीडिया आणि ग्रंथालय डिपार्टमेंट यांचे एकत्रित काम करणे आवश्यक आहे. ग्रंथालयातील भौतिक सुविधेचा आणि डिजिटल वातावरणाचा उपयोग सर्वसामान्य वाचकास होण्याकरता सोशल मीडिया

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प्लॅटफॉर्मच्या वापर करावयास हवा. २१ व्या शतकातील इंटरनेटच्या युगात ग्रंथालयांनी सोशल मीडियाचा वापर करू ग्रंथालयीन संसाधने व ग्रंथालय सेवा चांगल्या प्रकारे देऊ शकतात. आपणास =असे म्हणता येईल की, ग्रंथालयीन प्राधिकरणाने सोशल मीडियाच्या वापराद्वारे ग्रंथालयीन वाचकांना डिजिटल (Digitally) गरजेनुसार ग्रंथालयीन सेवेत बदल करावयास हवा. जगभरात सोशल मीडियाच्या वाढत्या लोकप्रियतेमुळे ग्रंथालयीन कर्मचाऱ्यांना योग्य प्रशिक्षण दिले पाहिजे, त्यामुळे त्यांच्यासमोर येणाऱ्या अडचणीला ग्रंथालय कर्मचारी समोर जातील. ग्रंथालयासाठी योग्य सोशल मीडिया निवडणे हीसुद्धा एक मोठी समस्या आहे. कारण ग्रंथालयीन वापरकर्त्यांच्या आवडीनिवडी वेगवेगळी असतात. कारण वेगवेगळ्या सोशल मीडिया प्लॅटफॉर्मवर वेगवेगळ्या सुविधा असतात, ज्या वाचकांना आकर्षित करतात. त्यामुळे सर्वसामान्य वाचकास आकर्षित करतील अशा प्रकारचे सोशल मीडिया प्लॅटफॉर्म ग्रंथालयाला निवडणे आवश्यक आहे. काही ग्रंथालय वाचक ग्रंथालयास भेट देण्यास उत्सुक नसतात किंवा त्यांना भेट देण्याकरिता वेळ नसतो. त्यावेळेस सोशल मीडियाच्या प्लॅटफॉर्म उपयोग करून अशा वाचकास ग्रंथालयाकडे आकर्षित करण्यास मदत मिळेल. वरील सर्व चर्चेवरून आपणास असे म्हणता येईल की मुद्रित कागदपत्रे महत्त्वपूर्ण भूमीका बजावतात सोबतच सोशल मीडिया चा उपयोग करून ग्रंथालय सामग्री संपादनाकरीता अतिरिक्त मार्ग गवसलेला आहे. या मार्गाचा उपयोग करून ग्रंथालय सेवा योग्य प्रकारे Library User ला देता येईल.

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