



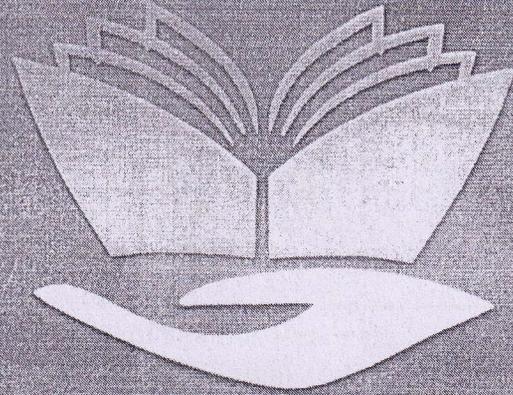
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Dr. Bapu G. Gholap



PRINCIPAL

Adarsh Arts & Commerce College,
Desaijoni (Maddal) Dist- Gadchiroli

ASST. PROFESSOR

Adarsh Arts & Commerce College,
Desaijoni (Maddal) Dist- Gadchiroli

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Index

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- 1) "Complications of Soybean Farming in Maharashtra State"
Dr. N. H. Awade, Mukhed - Mr. Suresh S. Kashide, Degloor. || 10
- 2) Hero and Heroism: Thomas Carlyle's The Hero as a Poet
DR. Priya Bajaj, Bilaspur (CG) || 15
- 3) Religious Hypocrisy in Moliere's Tartuffe
Mr. Ashish Janardan Bhagat, Research Scholar || 18
- 4) Sea Beach of East Medinipur, heart of the Domestic Tourism of West B ...
Anima Dash, Mugberia : East Medinipur || 21
- 5) Study of Factors affecting self management towards elementary school
Dr. Hemlata Dinker, Bhopal || 25
- 6) Opportunities for Quality Enhancement in the Light of Revised Accreditation
Dr. Shriram G. Gahane, Desaijanj (Wadga), Dist- Gadchiroli. || 27
- 7) EFFECT OF ROLE CONFLICT ON THE PRIMARY LEVEL TEACHERS OF....
Dr. Prakriti James, Bilaspur || 31
- 8) Indian Arbitration Act: Post amendment effect
Maynk Pratap, Banaras Hindu University || 35
- 9) Nature Images in the Poetry of Seamus Heaney
Dr. Poojan Prasad, Moradabad, U.P. India. || 41
- 10) JUDICIAL PRONOUNCEMENTS RELATED TO RULE OF ABSOLUTE
Robin Kumar, Hoshiarpur, Punjab || 44
- 11) A Study on Innovative Library Services
Yadla Prabhakar, Hyderabad || 48
- 12) THE INFLUENCE OF RESUDUAL AND EDUCATIONAL STATUS ON
Mrs. Kamlesh Upadhyay, Neemuch (MP) || 52

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PRINCIPAL

Adarsh Arts & Commerce College,
Desaijanj (Wadga) Dist.- Gadchiroli

ASST. PROFESSOR
Adarsh Arts & Commerce College
Desaijanj (Wadga) Dist.- Gadchiroli

become your goal but could be a part of it in different ways.

- * Use creativity to find a balance between things you love doing and the things you excel at. This will ensure that the career or path you undertake is not boring.
- * Satisfaction and happiness will emerge only when you make an effort to bring together your interests and your abilities.

Factors that help in building self confidence:

- a) Cultural Factors: Cultures which value individual freedom tend to boost self confidence of those who feel that they are in full control of their lives. Traditional cultures which value tradition and security enhance the self confidence of those who feel that they have done their own duty.
- b) Social Factors: Friends, colleagues and family can have an influence on your self confidence to a certain extent. Verbal and non verbal interactions with them can have a profound impact on your self confidence.
- c) Physical Factors: How you view your own self has an impact on your self esteem. People, especially teenagers, who feel that they do not have good looks, are often low on their self esteem.

Opportunities for Quality Enhancement in the Light of Revised Accreditation Framework

Dr. Shriram G. Gahane,
Assist. Prof. in English,
Adarsh Arts and Commerce College,
Desaiganj (Wadsa), Dist- Gadchiroli.

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Abstract:-

The close survey of its function for two decades in higher education sector of India shows that NAAC has achieved tremendous success in creating awareness among all stakeholders in higher education regarding quality education. The new framework provides lot of opportunities to the institutions for implementing various schemes, courses, projects, and skill-based activities. The active and creative involvement of all the stakeholders in various processes and activities is necessary for all inclusive development of the institution. It is pertinent here to discuss some of the opportunities availed by NAAC to the Higher Education Institutions for quality enhancement in rural and remote areas.

Higher education plays a very important role in shaping modern knowledge society and promoting right and able citizenship. Hence it needs to be qualitative and skill-oriented. National Assessment and Accreditation Council (NAAC), since its inception in 1994, has been striving hard for the quality enhancement in higher education institutions all over India. The close survey of its function for two decades in higher education sector of India shows that

NAAC has achieved tremendous success in creating awareness among all stakeholders in higher education regarding quality education. It has taken such initiatives that have inspired many of the HEIs to go for the assessment process. However, we have still long way to go. For, quality enhancement is never an accident; it is always the result of intelligent and systematic efforts. It's a continuous process which requires careful planning, proper execution of the plans and timely evaluation. For, quality is that elusive word which everyone seems to understand but very few are able to articulate and implement. Quality education may be defined as that which transforms the consciousness of a person from darkness to light and it does so by instilling in that person the capacity to face every challenge of life. Moreover, the term quality, in development studies, is used to connote a move in a positive direction i.e. from good towards better. We can't stop the process after being accredited in the first or second or third cycle. In fact, we need to become more quality conscious with regular assessment of our institutions. The dedicated participation of all the stakeholders in planning and execution of the process can take the institution to new heights. The new framework designed by NAAC creates ample opportunities for the Higher Education Institutions to improve their quality and contribute in the development of knowledge society.

Opportunities:-

National Assessment and Accreditation Council (NAAC) circulated its new framework in July 2017. In its revised guidelines, NAAC has assigned specific roles to all the stakeholders in its seven criteria, namely i) Curricular Aspects (100), ii) Teaching-Learning and Evaluation (350), iii) Research, Innovations and Extension (120), iv) Infrastructure and Learning Resources (100), v) Student Support and Progression (130),

vi) Governance, Leadership and Management (100), vii) Institutional Values and Best Practices (100). The new process is more quantitative. The new framework provides lot of opportunities to the institutions for implementing various schemes, courses, projects, and skill-based activities. By planning various activities at the institutional level and by maintaining the records of our daily activities, we can improve our grades. The management, Principal, Teachers and Students are going to play crucial role in this process. Let us review some of the indicators which are going to be of a great advantage in creating opportunities for the institutions located particularly in rural and remote areas.

Criterion 1: Curricular Aspects

Assessment indicator 1.2.1

This indicator deals with new courses introduced in the last five years and carries 10 weights. Here is a great opportunity to those institutions which are continuously adding new courses. It will also help the students get more options while selecting their subjects.

Assessment indicator 1.2.3

This indicator relates to the utility of subject related Certificate/Diploma/Add-on programs in the institution. The institutions can get inspired to initiate such skill-based certificate courses to make higher education more employment-oriented and get 10 weights.

Assessment indicator 1.3.2

This indicator deals with value-added courses imparting transferable and life skills and carries 15 weights. Such courses can be developed and get sanctioned from the University so that the students will get benefited out of them and the institution will get credit to score good grades.

Assessment indicators 1.4.1 and 1.4.2

These indicators deal with the feedback received from students, teachers, employers,



alumni and parents, and its classification carrying 20 weights together. The feedback collected from these stakeholders tells us our strengths and weaknesses. By analyzing this feedback and with necessary action, we can improve our performance and also acquire good grades from NAAC.

Criterion 2: Curricular Aspects

Assessment indicator 2.2.1

This indicator deals with assessment of the learning levels of students and organization of special programs for advanced learners and slow learners. It gives lot of scope to the student-centric academic activities to be undertaken by teachers. Catering to the needs of every student, we can improve the quality of education in our institutions. Of course, teachers need to be more active with innovative ideas and readiness to work for the betterment of their students. This indicator carries 30 weights which are solely under the control of teachers. They can perform miracles by concentrating on each student.

Assessment indicator 2.3.1

This is related to student centric methods of teaching-learning carrying 20 weights. The traditional Lecture method of teaching is outdated and needs to be replaced. Instead, we need to work with participative, experimental and problem solving methodologies to make our students more active and participative in teaching-learning process. Giving various projects and assignments to the students, organizing student seminars and group discussions, and field visits enhance the learning experiences of students and make them more active.

Assessment indicator 2.3.2

It deals with the use of ICT for effective teaching with LMS and E-learning resources and carries 10 weights. Our teachers need to understand that our students are smart learners,

and change is a law of nature. Accordingly, we need to upgrade ourselves with changing circumstances. Acquiring the knowledge of latest Learning Management systems and various E-learning resources, we can impart effective lessons to our students. Use of Information and Communication Technology for teaching-learning purpose is the need of the hour. The administrators also should provide the ICT facility in colleges so that the teachers will effectively use it for teaching purposes.

Assessment indicator 2.3.3

This indicator deals with the ratio of mentor to students for academic and stress related issues carrying 10 weights. Today, students suffer from stress as they are hammered by various issues in their personal lives. They need personal mentoring to relieve themselves from such stress related issues. By giving the responsibility of each class to a particular teacher, we can establish teacher-student friendship clubs. A teacher should be given the responsibility of a class to deal with every issue of the students.

Assessment indicator 2.3.4

This is related to innovation and creativity in teaching-learning carrying 10 weights. Every teacher has his/her own ideas regarding teaching-learning process. Likewise, each teacher has his/her own way of teaching. They should be given free hand to evolve their own innovative and creative ways of teaching. Few of us are already doing experiments in regular teaching. The new NAAC framework gives scope to this important aspect of teaching.

Assessment indicator 2.4.2

This indicator is related to full time teachers with Ph. D. carrying 20 weights. Continuous research is expected from the teachers as it improves their level of knowledge. This indicator will definitely inspire teachers to complete their Ph. Ds.

Assessment indicator 2.4.4

It deals with full time teachers who received awards, recognition, fellowships at various levels. It carries 15 weights. The teachers need to do extra work and create their identity as special to get recognized by external agencies. By adding it in the framework NAAC has done a great job. For, teachers will try to add new feathers to their institutions by winning various awards and recognitions at different levels.

Assessment indicators 2.5.1 & 2.5.2

Quality enhancement is not a matter to be achieved in a day; it's a continuous and systematically planned process. The institutions need to evolve strategic mechanism to channelize this process. The management, Principal, IQAC, teaching and non-teaching staff can play their role in it. If every ingredient is hungry for quality, it would definitely be there in the colleges. Strategic planning, proper execution and internal assessment of every plan at regular interval can do miracles. This indicator gives lot of opportunities to think, plan and work creatively for the welfare of students and institutions. This and the very next indicator together carry 30 weights.

Assessment indicator 2.5.4

This indicator relates to academic calendar and carries 10 weights. The institutions should have their own academic calendar for every year. It should be chalked out at the very beginning of every academic session and should be published in institution's information brochure. It is crucial in channelizing qualitative growth of the institution. Even each department can have its own specific academic calendar as a plan for the year. Quarterly review meetings with the concerned stakeholders should be organized to discuss the performance of department and institution according to the academic calendar. Academic calendar can play

a key role-for result-oriented activities of the institution.

Criterion 3: Research, Innovations and Extension:**Assessment indicator 3.3.4**

To be creative, innovative and updated, every teacher needs to be active in research. Writing research papers on various current issues related not only to the subject but also on other burning issues in society evolves multi-faceted personalities of teachers. This indicator carries 8 weights. It would definitely play inspirational role among teachers, particularly from rural areas where there are lot of issues to be brought forward to the notice of the concerned authorities.

Assessment indicators 3.4.1, 3.4.2, 3.4.3 & 3.4.4

These indicators together deal with extension activities in the neighborhood community to sensitize students to social issues, awards for such activities, collaboration with industry, community or other organizations to conduct them and students' participation in these activities. They carry 60 weights in the new framework. They focus on the two-fold importance of extension activities. No doubt, they should be target-oriented, but they should also sensitize the students and make them social workers. The activities taken under NSS, continuous adult education department, women study cell can be developed in this way. The students participating in these activities should be oriented properly so that they will involve in them by mind and heart. Involvement of industry, community and non-government organizations in these activities can have positive impact on students' development and can make institutions social.

Assessment indicators 3.5.1 & 3.5.2

These indicators provide lot of scope to the institutions to bring diversity in their functions. By establishing linkages and MOUs

with various educational institutions and industry, we can open new vistas of knowledge and employment for our students. Our students will experience and enjoy variety in teaching methods used by different teachers through faculty exchange activity. The smaller activities such as field trips, industry visits and visits to corporate houses will help our students understand the actual functioning of business, and will inspire them for the same. These indicators together carry 20 weights.

Criterion 4: Infrastructure and Learning Resources:

Assessment Indicator 4.1.3

It deals with classrooms and seminar halls with ICT-enabled facilities and carries 10 weights. It is useful both to the students as well as to the teachers. The traditional Lecture method of teaching has lost its relevance in the present scenario. Instead, the participatory and interactive teaching methods have come up as more effective methods in today's classrooms where the students also are equipped with smart phones and internet availability. We, the teachers need to utilize these modern and more effective tools for teaching purposes. Of course, teachers will have to become smart first to deal with all these instruments, and institutions will have to make the available classrooms smart by installing computers, projectors and internet facilities through budget allocations to equip their institutions with these facilities.

Criterion 5: Students Support and Progression:

Assessment Indicators 5.1.3 & 5.1.4

These indicators focus on the capability enhancement and development schemes run by the institution and their result, and carry 20 weights. Almost all the colleges have Career Counseling Cell, Remedial Coaching, Guidance for Competitive examinations, Language Labs, Personal Counseling Cells, Bridge Courses, Soft

Skill Development and such other student-friendly departments through which teachers impart variety of skills and guidance to them. We need to make them result-oriented so that our students will develop their careers and will be able to support their families.

Assessment Indicator 5.3.1

Lot of weightage has been given to the outstanding performance of students in sports and cultural activities at national/international level. This will really instigate the rural colleges to encourage students having sport background to come forward and represent their colleges in various games.

Criterion 6: Governance, Leadership and Management:

Assessment Indicators 6.5.1 & 6.5.2

These two indicators deal with the active functioning of IQAC and its contribution in institutional quality enhancement. Basically, Internal Quality Assurance Cell has become the academic strategy centre of the institution today. IQAC has to channelize all the academic schemes, activities and programmes in the college and supervise them by assessing them at regular intervals. It is going to play crucial role in reviewing teaching-learning process and its outcomes. These two indicators carry 16 weights.

Criterion 7: Institutional Values and Best Practices:

Assessment Indicators 7.1.1 & 7.1.2

These indicators focus on gender equity programmes and gender sensitivity shown by the institution and together carry 10 weights. Many of our routine activities deal with these issues. The need is to entitle them properly so that we may put them in these indicators. The increasing number of girls in higher education, and their regular presence in the college compel us to undertake gender equity initiatives to maintain their majority in our colleges.

Assessment Indicator 7.3.1

This is the last point in the manual carrying 20 weights. It focuses on the distinctiveness of the institution. As every individual is unique and distinctive, so also every institution has its own identity and uniqueness that separate it from other institutions. This distinctiveness should be closely related to the vision statement of the institution. We need to identify that distinctive performance of our institution in one area, and work upon it.

Of course, to grab these opportunities, every stakeholder needs to be sincerely devoted and dedicated towards the cause of institutional quality enhancement. Proper planning, inclusive and sincere participation in execution and regular evaluation are the three-fold ways to achieve academic quality in higher education institutions. Let us take the new accreditation framework as a golden opportunity to impart goal-oriented education to all the aspirants, in general, and to the first generation learners from rural areas, in particular.

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ASST. PROFESSOR
Adarsh Art's & Commerce College
Desaiganj (Wadsa) Dist-Gadchiroli

EFFECT OF ROLE CONFLICT ON THE PRIMARY LEVEL TEACHERS OF BILASPUR DISTRICT

Dr. Prakriti James

Assistant Professor, Department of Education,
Pt.Sundarlal Sharma (Open) University
Chhattisgarh, Bilaspur

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Abstract

The main source of role conflict is insufficient time to perform all the tasks expected to them to meet all their obligations and especially when their paid work demand long flexible hours. The paper underlies need to sensitize family members and employers of women's job. Meshing of work and family can produce strain, thus couple as unit may novitiate an optimal allocation of roles in order to reduce the pressure endemic to their situation. In this way, the proper sharing of household and child rearing responsibilities and study support may enable these professionals to contribute fruitfully and more effectively at home as well as work place. The improvement in physical environmental conditions and psychological changes foe women is necessary to reduce their role conflict.

Key Words - Role Conflict, Primary Level teachers, Work- Family Role Conflict

Concept of Role Conflict

Human beings have many biological, psychological and social needs. When these needs are not satisfied they experience stress. Besides these needs there are many challenges in human life and they all are likely to produce stress. Hans Selye (1978) defines Stress as 'any external events or internal drive which threatens to upset the organism equilibrium'. The studies