



MARATHWADA MITRA MANDAL'S COLLEGE OF COMMERCE

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Research Paper for the Academic Year 2018-2019

Sr. No.	Name of the Author/s	Title of the paper	Link to the website of the Journal
1	Asst.Prof. Dr. Joe Lopez	A study on acceptance of functional foods with reference to Pune city consumers	https://thinkindiaquarterly.org/index.php/thin k-india/article/view/11744
2	Asst.Prof. Dr. Joe Lopez	Communication and customer satisfaction in relationship marketing: A study of select cement customers in Pune city	https://thinkindiaquarterly.org/index.php/thin k-india/article/view/11115
3	Dr.M.D.Lawrence	Objectivity and transparency in the revised assessment and accreditation process	https://www.researchjourney.net/
4	Asst.Prof. Gauri Jadhav	Objectivity and transparency in the revised assessment and accreditation process	https://www.researchjourney.net/
5	Asst.Prof. Nidhi Satavlekar	Objectivity and transparency in the revised assessment and accreditation process	https://www.researchjourney.net/
6	Asst.Prof. Dr.N.B.Shaikh	Role of NAAC in promoting quality in higher education	https://www.researchjourney.net/
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9	Asst.Prof. Dr. Mukti Bapna	An analysis of students' role in the NAAC Accreditation and assessment process	https://www.researchjourney.net/
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11	Asst.Prof. Teja Dighe	A study of Assessment and Accreditation basic and benefits to higher education Institutes	https://www.researchjourney.net/
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14	Asst. Prof. Sushil Gangane	Impact of research innovation and extension on student empowerment- A case study	https://www.researchjourney.net/
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16	Asst.Prof. Dr. Ganesh R. Patare	Gender Empowerment - A realistic alternative to gender equality	https://www.researchjourney.net/
17	Asst.Prof. Dr. Ganesh R. Patare	A Study of Startup Initiatives in India	NA

THINK INDIA JOURNAL

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Dr. Joe Lopez

has been awarded Certificate of Publication for research paper titled

Published in Vol-22-Issue-10-November-2019 of THINK INDIA JOURNAL with ISSN:: 0971-1260

*"A Study on Acceptance of Functional Foods With Reference To
Pune City Consumers"*

UGC Care Approved International Indexed and Referred Journal

Impact Factor 6.2

Indexed with Crossref and DOI <https://doi.org/10.26643/think-india>

S. Sharma

Editor, Think India Journal



“A Study on Acceptance of Functional Foods With Reference To Pune City Consumers”

Mr.Arvind L. Burande

Research Student

Dr. Joe Lopez

Research Guide

Research Centre: Sinhgad Institute of Management, Pune

Abstract: This study carried with the purpose of identifying the acceptance level of Customers of functional foods in Pune city. To understand the awareness of it and relation between demographic factors buying behaviour data has been collected. Literature review was carried out with the help of previous few research papers. Hypotheses were developed and were tested after collection of the data. Descriptive research methodology was used. Total 140 respondents were approached to collect the information. Structured questionnaire was utilised. After the analysis both the hypotheses were tested and subsequently both were accepted.

Key Words: -Health claim, Perceived knowledge, Enhanced foods, Anti-oxidant, Benefit claim etc.

Introduction:-

All foods are functional foods because they provide nutrition, taste, and healthiness. But from last two decade the word “Functional food” becoming buzz word as consumers are giving more attention towards the food which are healthier in nature and its consumption does not have any side effect. According to various definition on functional foods Functional foods can be considered to be those whole, fortified, enriched or enhanced foods that provide health benefits beyond the provision of essential nutrients (e.g., vitamins and minerals), when they are consumed at efficacious levels as part of a varied diet on a regular basis.

Today both the word i.e. health and food go parallel. Consumers want those products which will gives better opportunity to lead healthy and qualitative life. Indian consumers becoming more health conscious so, increasing interest for functional foods in India gives more opportunities for



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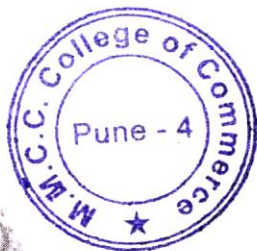
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**Communication and Customer Satisfaction in Relationship Marketing: A
Study of Select Cement Customers in Pune City**

Nitin Paliwal¹,
Dr. Joe Lopez²,
Dr. Manisha Paliwal³,

Abstract:

Relationship marketing is a marketing approach that acknowledges the importance of both the buyer and the seller in the marketing process. The core concept is to build long-term relationships with customers. Relationship marketing views marketing as an exchange where both buyers and sellers help shape the direction and outcome of the product that will be offered to the market.

Cement is one of the core industries which plays a vital role in the growth and expansion of a nation. Cement is considered preferred building material and is used worldwide for all construction works such as housing and industrial construction. Indian cement industry is globally competitive because the industry has witnessed healthy trends such as cost control and continuous technology upgradation.

Customer satisfaction has become relevant in the entire cement industry as it leads to customer loyalty and support. In the current climate, to ensure long-term profitability, cement suppliers need to adopt strategies to ensure customer satisfaction. The major objective of the study was to test if communication influences customer satisfaction in the context of business-to-business relationship marketing in the cement industry. The methodology involved a survey and was quantitative in nature. Data were collected from 114 direct cement customers in Pune region using the face-to-face interview technique. The data collected in the empirical study were analysed using appropriate statistical tools. The empirical results of this study reveal that, there is a strong positive correlation between trustworthy and timely communication and customer satisfaction. Therefore, it is concluded that in order to maintain customer satisfaction, a cement supplier has to invest in ways of enhancing communication with customers.

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² Management Faculty, Pune

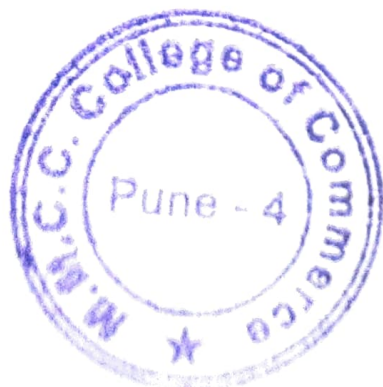
³ Professor, VAMNICOM, Pune



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40700	भारतीय आधुनिक शिक्षा	UGC	Arts & Humanities	एन.सी.ई.आर.टी., दिल्ली	09725636		India
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40702	Akshargatha	UGC	Arts & Humanities	Dr.M.M.Jadhav Nanded		09762957	India
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40704	Samaj Prabodhan Patrika	UGC	Arts & Humanities	Prof. Ashok Chausalkar, Kolhapur	09732845		India
40705	Research Journey International E Research Journal	UGC	Arts & Humanities	Swatidhan Pub. Yevla		23487143	India
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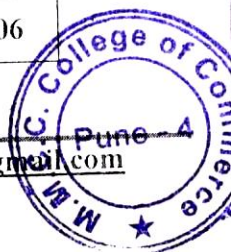
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Opportunities of Revised NAAC Assessment & Accreditation Process



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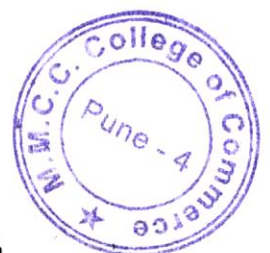
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SWATIDHAN PUBLICATIONS



Objectivity and Transparency in the Revised Assessment and Accreditation Process

1. Dr. M. D. Lawrence

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2. Asst. Nidhi Satavleker

IQAC Coordinator, MMCC

3. Asst. Prof. Gauri Jadhav

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Abstract:

The new revised assessment and accreditation process of NAAC recently introduced was a sudden change in the academic world and created a lot of shock, anxiety and fear amidst the academic fraternity specially those college, universities which were either not at all accredited or those colleges which were due for reaccreditation either in 2nd or 3rd cycle. Such reactions, responses are but natural. However one has to accept change and get adapted to the new process fortunately as of now the academic fraternity and most of the colleges have come out of the academic shock and fear and now are preparing most of the colleges are in the process. This paper examines the old process and compares with the revised accredited process with a view to examine and ascertain if the new process is factually objective as well as transparent.

Keywords: assessment and accreditation, academic fraternity, Objectivity and Transparency

Objectivity and Transparency in the Revised Assessment and Accreditation Process :

Introduction:

The new revised assessment and accreditation process of NAAC recently introduced was a sudden change in the academic world and created a lot of shock, anxiety and fear amidst the academic fraternity specially those college, universities which were either not at all accredited or those colleges which were due for reaccreditation either in 2nd or 3rd cycle. Such reactions, responses are but natural. However one has to accept change and get adapted to the new process fortunately as of now the academic fraternity and most of the colleges have come out of the academic shock and fear and now are preparing most of the colleges are in the process. This paper examines the old process and compares with the revised accredited process with a view to examine and ascertain if the new process is factually objective as well as transparent.

Comparative factual Analysis of the old NAAC process with new one :

The old process comprised of seven criteria which were fully qualitative in nature, form and content which each college was expected to furnish details descriptively. In contrast the new revised process defers although there are seven criteria into distinct ways. The names of some criteria's have been modified and also in each criteria some key indicator (KI) are introduced.

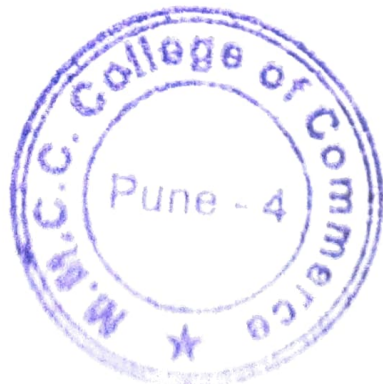
Secondly, in each of the criteria there is demarcation on the basis of quantitative metrics and qualitative metrics. The quantitative metrics of each of the criteria's for the last five years comes under a new process of uploading with the Data Verification and Validation (DVV) application. Which brings in the objective assessment aspects and transparency element very evidently. In the old process in the absence of DVV application without any proper format of guidelines the colleges used to completer SSR with various criteria with incomplete data.



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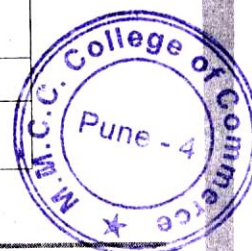
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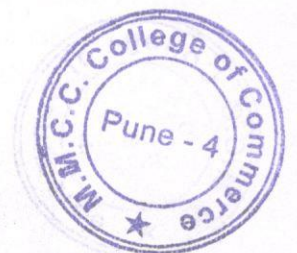
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Core Committee and DVV
In-charge of NAAC

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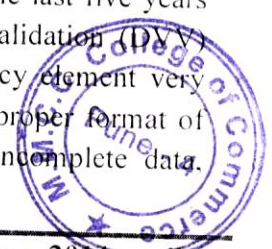
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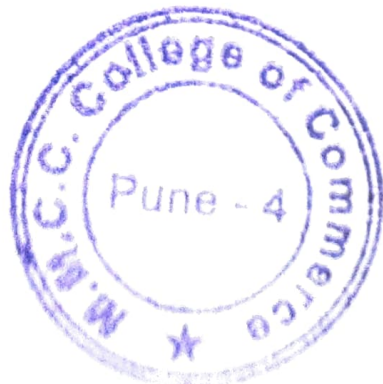
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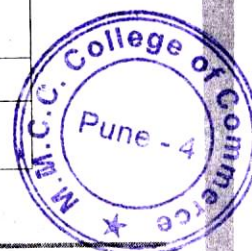
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SWATIDHAN PUBLICATIONS



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2. Asst. Nidhi Satavleker
IQAC Coordinator, MMCC

3. Asst. Prof. Gauri Jadhav
Core Committee and DVV
In-charge of NAAC

Marathwada Mitramandal's College of Commerce, Pune, (M.S.) India

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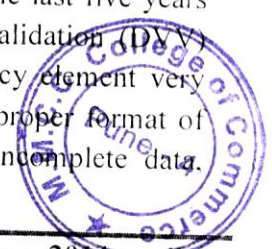
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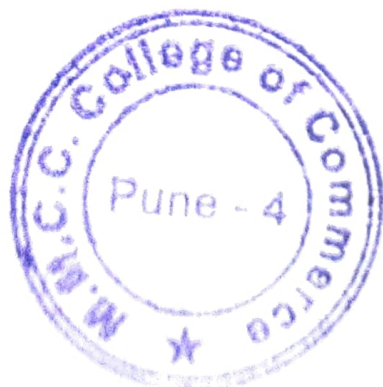
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Role of NAAC in Promoting Quality on Higher Education

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Abstract:

NAAC is an autonomous institution established by the UGC with the prime agenda of assessing and accrediting institutions of higher learning with all objective of helping them to work continuously to improve the quality of education. The purpose of this research paper is to focus upon the role of NAAC in ensuring the quality in defining the element of Higher Education in India through a combination of self and external quality evaluation, promotion and sustenance initiatives. This paper makes a systematic study of the measures taken by NAAC to stimulate the Academic environment for promotion of quality of teaching-learning and research in H.E. Institutions. And also to understand the level of awareness and improvements in many aspects of such H.E. Institutions post NAAC accreditation It is important to encourage self evaluation, accountability, autonomy and innovations in the Higher Education and undertake quality related research studies, consultancy and training programs and also collaborate with other stake holders of Higher Education for quality evaluation, promotion and sustenance.. In this context NAAC insists for the quality and excellence in its vision of every Higher Education institution and advocates the Best practices, benchmarking approach for quality enhancement in Higher Education.

Key words: NAAC Accreditation, Higher Education, efficiency

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, adapting and spreading knowledge in all disciplines and subjects. Higher education is a powerful tool to build knowledge for an information based society. 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 (quality) and demand (quantity). Higher education is the backbone of any society .

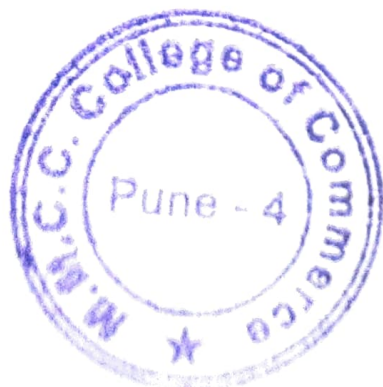
There has been a dramatic progress in establishment of Higher Education Institutes (HEIs) both under the public and private sectors. Higher Education Institutes offers variety of programmes through on and off campuses, adopt different strategies of teaching and learning, enroll heterogeneous groups of learners in diverse discipline and engage themselves in multifarious activities of teaching, research and extension services. The concern for quality assurance has therefore acquired paramount significance. The National Policy on Education (1986) and the plan of Action (1992) responded to this concern by initiating action. Accordingly, the colleges and universities were encouraged to make a self-assessment of their performance primarily on the basis of the self-assessment. This led to the establishment of NAAC in 1994 with its headquarters at Bangalore and its major function includes



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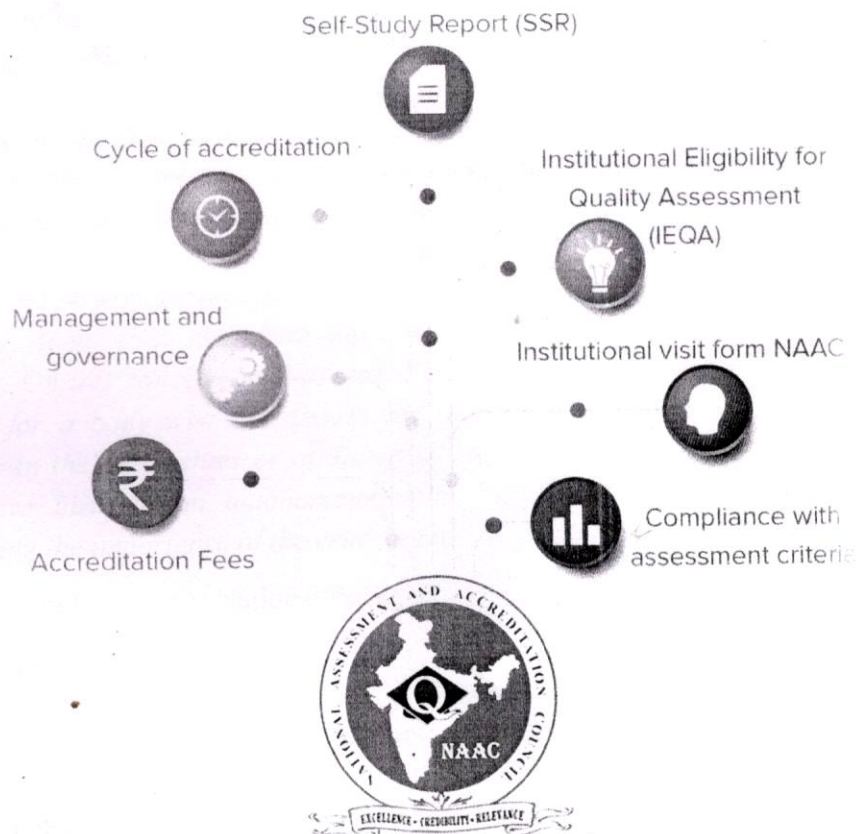
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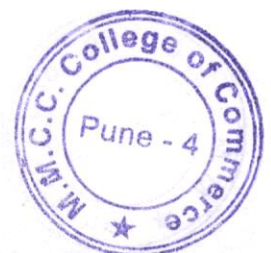
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SWATIDHAN PUBLICATIONS



A Study of Importance of Criterion I "Curricular Aspects" in NAAC

Dr. Ashwini. R. Parkhi

Marathwada Mitra Mandal's College of Commerce
Pune -411004, (M. S.), India
Mail id: - ash.parkhi@gmail.com

Abstract:

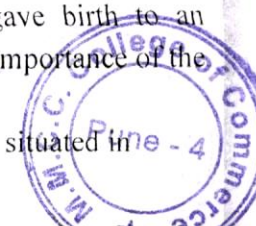
The development of the nation is highly dependent on the quality of higher education. India's higher education system is the third largest in the world next to United States and China. The history of Indian education is as old as 1000 B.C. The British government used university as tool for higher education. In the year 1857 three universities were started in Calcutta, Mumbai and Madras. All three were based on the structure of University of London focusing more on humanities. In the India's higher education system after passing the government of India Act 1935 which gave the "Indianisation" to the higher education in India, the importance was given to physical and vocational education. In the year 1956 the UGC was formally established as statutory body of government of India through the act of parliament for maintenance of standards for higher/university education in India. The need for the higher education was increasing. At the same time there was a need and concern for quality and relevance of higher education. On this concern the National Policy on Education and Program of Action spelt out the need for a body who will assess the quality of education or will grade the quality of education in the universities or affiliated colleges, or any department or center of universities which gave birth to an autonomous body NAAC. The researcher through this paper is contributing the importance of the criteria One "Curricular Aspects".

Keywords:-Indianisation, National Policy on Education, Program of Action.

Introduction:

The development of the nation is highly dependent on the quality of higher education. India's higher education system is the third largest in the world next to United States and China. The history of Indian education is as old as 1000 B.C. The British government used university as tool for higher education. In the year 1857 three universities were started in Calcutta, Mumbai and Madras. All three were based on the structure of University of London focusing more on humanities. In the India's higher education system after passing the government of India Act 1935 which gave the "Indianisation" to the higher education in India, the importance was given to physical and vocational education. In the year 1956 the UGC was formally established as statutory body of government of India through the act of parliament for maintenance of standards for higher/university education in India. The need for the higher education was increasing. At the same time there was a need and concern for quality and relevance of higher education. On this concern the National Policy on Education and Program of Action spelt out the need for a body that will assess the quality of education or will grade the quality of education in the universities or affiliated colleges, or any department or center of universities which gave birth to an autonomous body NAAC. The researcher through this paper is contributing the importance of the criteria One "Curricular Aspects".

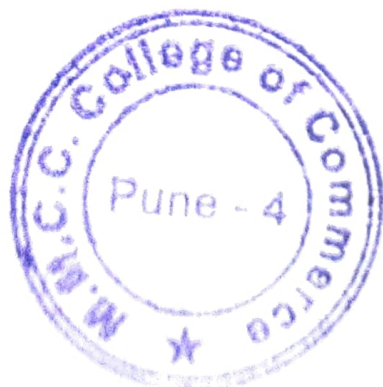
NAAC was established in the year 1994 as an autonomous body of UGC situated in Bangalore. The objectives of the NAAC:-



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40699	Bhasha Ani Jeevan	UGC	Arts & Humanities	Marathi Abhyas Parishan, Pune	22314059		India
40700	भारतीय आधुनिक शिक्षा	UGC	Arts & Humanities	एन.सी.ई.आर.टी., दिल्ली	09725636		India
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40702	Akshargatha	UGC	Arts & Humanities	Dr.M.M.Jadhav Nanded		09762957	India
40703	लीलाटांस	UGC	Arts & Humanities	प्रयास संस्थानए चुरु		23941421	India
40704	Samaj Prabodhan Patrika	UGC	Arts & Humanities	Prof. Ashok Chausalkar, Kolhapur	09732845		India
40705	Research Journey International E Research Journal	UGC	Arts & Humanities	Swatidhan Pub. Yevla		23487143	India
40706	नव सृजन	UGC	Arts & Humanities	डॉ.आशीष सिसोदिया, शिवम 114, गणेश नगर, पहाड़ा विश्वविद्यालय मार्ग उदयपुर राजस्थान 313001	23478012		India
40707	संस्कृति समन्वय	UGC	Arts & Humanities	डॉ.आशीष सिसोदिया, 1 माधव निकेतन, न्यू महावीर नगर, विद्या निकेतन स्कूल के पास, 100 फीट रोड़, हिरण मगरी से 4, उदयपुर राजस्थान	23476265		India
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40709	प्रज्ञा एवं हिमालयीय संस्कृति	UGC	Arts & Humanities	सेन्ट्रल इन्स्टीट्यूट ऑफ हिमालयन कल्चर स्टडीज़, दाहंग, अरुणाचल प्रदेश	23478535		India
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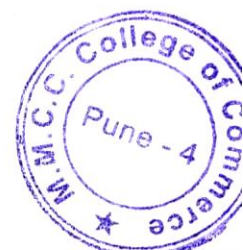




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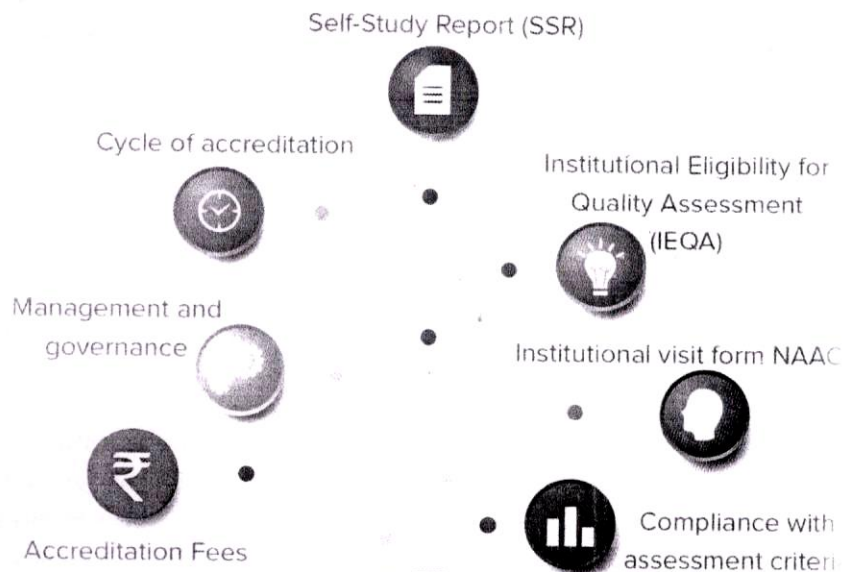
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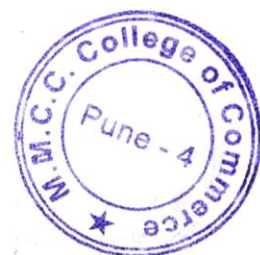
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SWATIDHAN PUBLICATIONS



Role of National Assessment and Accreditation Council in Higher Education in India

Dr. Shilpa Kabra

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Abstract:

India is world's second largest country in providing higher education. Quality higher education is need of the hour to sustain in this competitive era. Higher education is key to get success at international level. The Quality human resource depends on the quality of higher education. To enhance and promote quality higher education the autonomous body called National Assessment and Accreditation Council (NAAC) established under University Grants Commission (UGC). The significant contribution of NAAC is quality assurance to promote higher education in the area of higher education is to implement new methods of accreditation having recognition at international level due to increasing international competitions. It is envisaged that NAAC plays a larger role in internalizing and institutionalizing quality assurance. It is a continuous process and a relentless pursuit to achieve academic excellence. It is an ongoing, dynamic and life-long endeavor of any institution. The vision and mission statements are guiding principles to function in the area of higher education. The benefits of assessment and accreditation by NAAC are also focused. The Internal Quality Assurance Cell (IQAC) is functioning smoothly to develop a system for conscious and consistent improvement in the overall performance of institutions. In the end the various means to enhance quality of higher education are also provided in this paper.

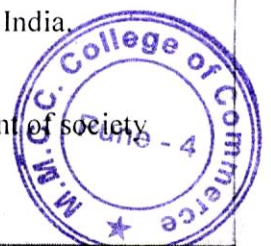
Keywords: NAAC, Quality Higher Education in India, IQAC.

Introduction:

India is a country where education has given prime importance since olden days. Education has its own significance to govern interests of the members in the society. Education plays vital role in shaping and all round development of the society. In this era competition higher education has got prime importance. The various institutions are come into existence to impart higher education in India. In India quality education is required as educational institutes are running various courses in higher education. In India the colleges and Universities are established to provide higher education. If the quality of such education is poor as compare to international institutions no institute will sustain in the era of globalization. Therefore, an autonomous body must be there to assess the quality of higher education. The quality of higher education leads India towards global economic power. The institutions like NAAC though their various committees eying on educational intuitions to achieve goal of quality higher education in India. Therefore, role of NAAC is remarkable to promote quality higher education in India.

Objective:

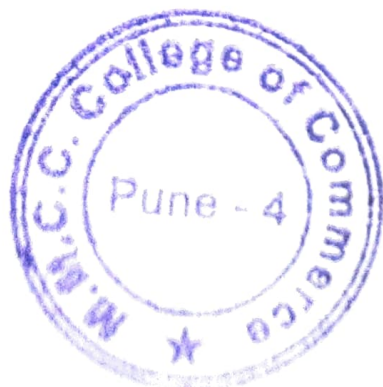
- To focus on the means to achieve quality in higher education for the betterment of society at large.



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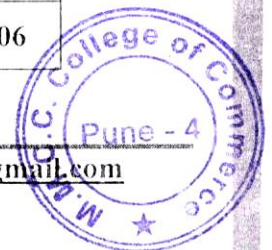
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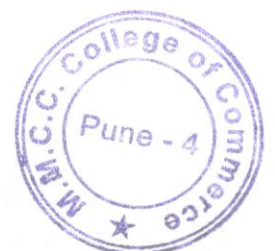
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SWATIDHAN PUBLICATIONS



An Analysis of Students' Role in NAAC Accreditation and Assessment Process

Dr. Mukti Bapna

MMCC, Deccan Gymkhana, Pune-04, (M. S.), India

Email- muktibapna@gmail.com

Abstract:

India has the second largest academic system with in the world. The principal role of NAAC in institutional accreditation is to provide the information needed to improve the experience of the 'learning communities' i.e. students. It is anticipated that NAAC plays a larger role in internalizing and institutionalizing quality assurance. Towards attaining this goal, the participation and involvement of student participation in the processes is vital, crucial and invaluable. In this research paper based on secondary data, I tried to analyze the role of the students in NAAC accreditation and assessment process.

Keywords- Alumni, Assessment, Accreditation, Criterion, Student Satisfaction Survey (SSS)

Introduction:

Qualitative improvement in higher education, to realize the desired dimensions of human resource development necessitated the establishment of the premier Quality Assurance Agency – NAAC – by the UGC, in 1994, to assess and accredit the country's Colleges and Universities. It is a continuous process and a relentless pursuit to achieve academic excellence. It is an ongoing, dynamic and life-long endeavor of any institution.

Recently the National Assessment and Accreditation Council (NAAC) have revised the Assessment and Accreditation Process launched in July 2017. The Higher Education Institutions (HEIs) will now be assessed with the new process whose online submission has started from 9th November 2017. The new process presents an explicit paradigm shift making it ICT enabled, objective, transparent scalable and robust.

In view with the changing trends in higher education and aligning the reforms and rapidly transforming global education scenario, NAAC has embarked in revising the several metrics to bring in enhanced participation of scholars and alumni within the assessment process. The National Assessment and Accreditation Council (NAAC), which will give 20% weightage to online student satisfaction survey (SSS) while offering accreditation.

The involvement of students in the processes is invaluable, because of the following:

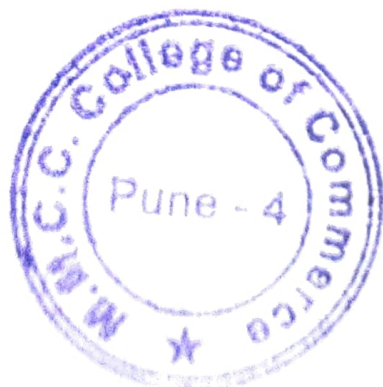
- Students are in majority in any educational organization, and therefore are the main stakeholders who have a much stronger voice, experience than any other stakeholders.
- Students are quite well informed, committed, participative, motivated and curious, and this provides for valuable contributions.
- The several dimensions of student participation often surpass the four walls of the institution and other academic frontiers, following the trend that induces or obliges the institutions to open up to the society.
- There is a wide and positive attitude towards increased student influence in higher education governance including the role of student activism in social changes.



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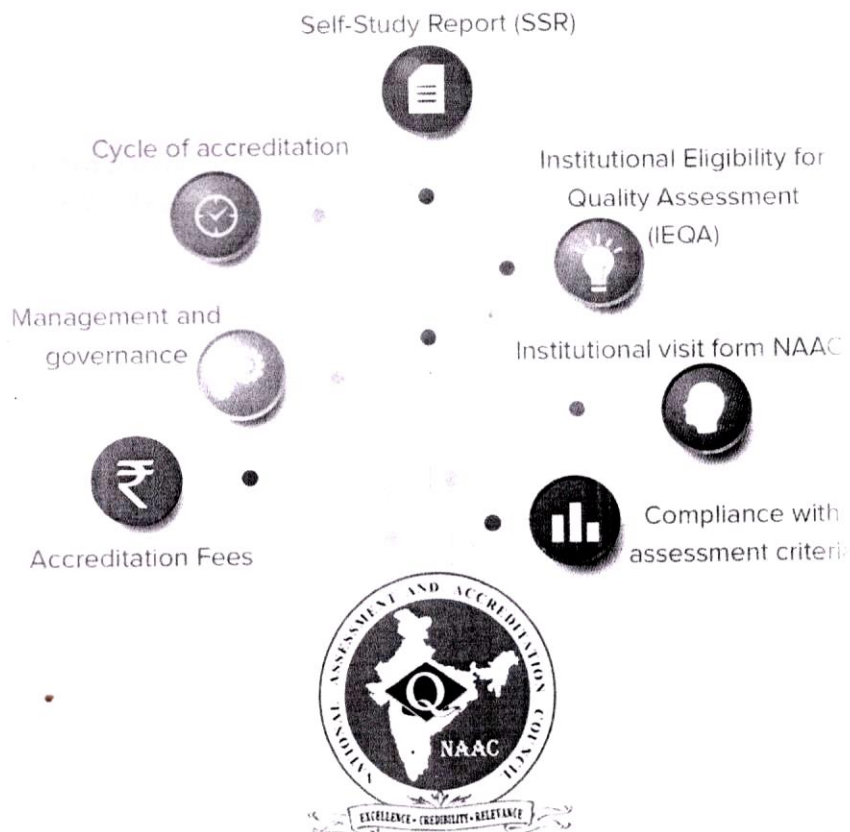
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Opportunities of Revised NAAC Assessment & Accreditation Process



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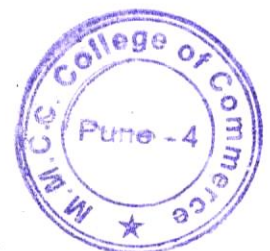
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SWATIDHAN PUBLICATIONS



A Study of Role of NAAC in Promoting The Quality in Higher Education System

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Abstract:

NAAC is an Autonomous body established by the University Grants Commission (UGC) in 1994 to assess and accredit institutions of higher education in the country with all the objective of helping them to work continuously to improve the quality of education. No educational institution can progress without quality. NAAC is consist of Self-evaluation and External Quality evaluation of HEIs (Higher Educational Institutes) for Quality Assessment (QA). Accreditation has become a powerful weapon in the battle for job placement, Advertising for the Colleges and Universities, draw good staff, attracting good students, Improve the Infrastructure, support service, wi-fi campus, library automation, disabled friendly campus, motivating staff and students, Alumni hunt, meet, support, and resource mobilization, etc., are happening on the verge of Accreditation. It helps the institutions to know strengths, weaknesses, opportunities and Challenges through an informed review.

Key Words-NAAC, Accreditation, Assessment, Quality, Assurance, Higher Educational Institute.

Introduction:

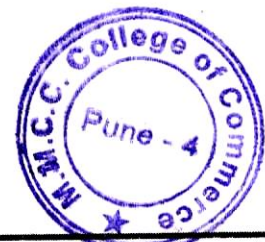
The development of Nation depends on Education and at all levels it shapes the world of tomorrow. Higher education is considered as an important instrument for bringing about social, economic, political and technological progress of any country particularly for a developing country. Therefore it is important to put maximum efforts to develop a sound culture in learning and research. Assuring the quality and desirable outcome of our education is thus very important. The NBA, NAAC etc. are some of the most prominent organisation that does assessments and accreditation in India for quality improvement in Higher Education.

NAAC established by UGC

National Assessment and Accreditation council (NAAC) was established by the UGC on 16th September, 1994 headquarter at Bangalore for the assessment and accreditation of the universities and colleges in the country to maintain excellence in higher education through a combination of self and external quality evaluation, promotion and sustenance initiatives. Assessment means evaluating the performance of HEIs (Higher educational Institutes) and Accreditation refers to the certification given by NAAC which is valid for five years.

On the basis of following seven criteria the assessment and accreditation is conducted in colleges and Institutes and quality of HEIs is decided:

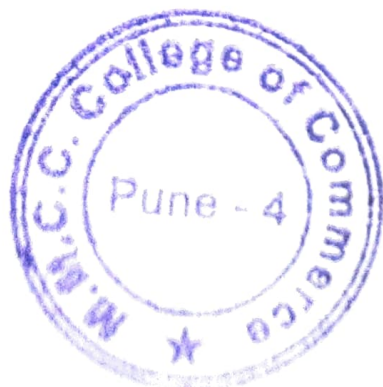
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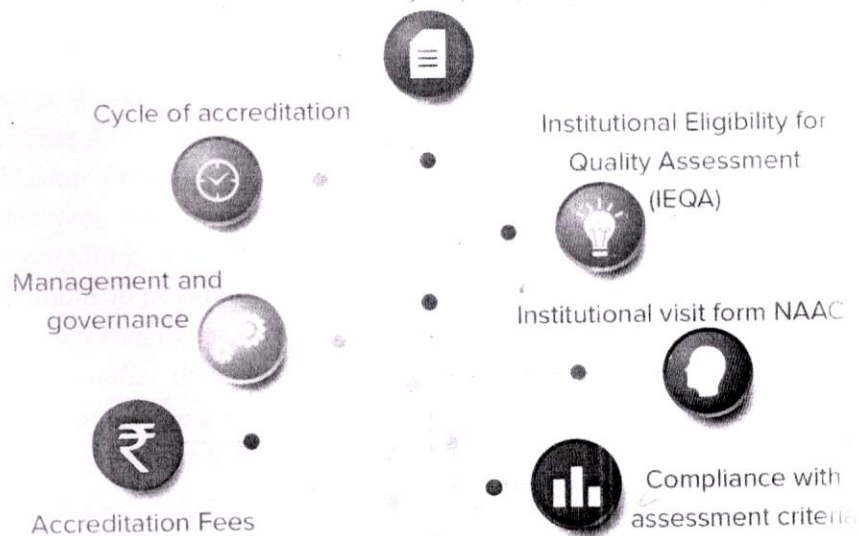
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Opportunities of Revised NAAC Assessment & Accreditation Process

Self-Study Report (SSR)



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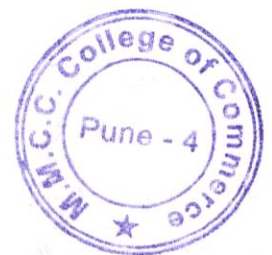
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SWATIDHAN PUBLICATIONS



A Study of Assessment and Accreditation: Basics and Benefits to Higher Educational Institutes

Asst. Prof. Adv. Teja V. Dighe

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Abstract:

Education is a term which we all know is conferred on every citizen of India as a constitutional right. It has played a very prominent role in shaping thousands of workforces for the development of India as well as for the other developed nations. We will first try to understand with the help of this paper the concepts – related to what is higher education and the NAAC assessment and accreditation process. Education since ages is a tool in the hands of the ones who are literate for understanding its necessity for earning or satisfying all the needs as deciphered by Maslow in his 'Need Hierarchy Theory.' These include satisfaction of the basic physiological, to safety, social, esteem and finally satisfaction of the self-actualization aspect. NAAC is a investigating and empowering agency which delivers quality for the higher educational institutions to flourish and prosper for the benefit of innumerable citizens who have right to education conferred by the article of Constitution of India.

In order to visualize these two aspects the methodology opined in this paper deals with researching upon what are the basics and benefits –of the entire NAAC process. From a detailed analysis we may get an answer to this question by convening a study of the importance of higher education in India and the impositions lay down by the agency to cater to the needs of students. This domain of study can help us to identify how perspectives can be categorized to help the students, teachers or rather all the stakeholders who are investors as also beneficiaries in the entire arena.

Keywords: NAAC, Quality, Assurance and Result, Higher Education

Introduction:

India must transform its universities and other higher technical education institution to world class institutions for getting itself a hold in the world market where developments are an inevitable phenomena leading to progress of the nations and the citizens. India is a country where since ages education was given importance. Education system in India is enriched with the immense contributions of sages who not only described or inculcated the basics of educating and empowering oneself but also strived to build a class who could add success, glories and wealth to the nation.

India with maximum college age-group population aspires to build a knowledge-based society that critically values the need of the hour. International collaborations and global initiatives are critical for developing academic standards and research capacities within our Universities and colleges. While there are significant milestones that the post-independent India has achieved in various sectors both in the economy and society, transformational reforms relating to higher education is an urgent need of the hour.

Objectives of Study:

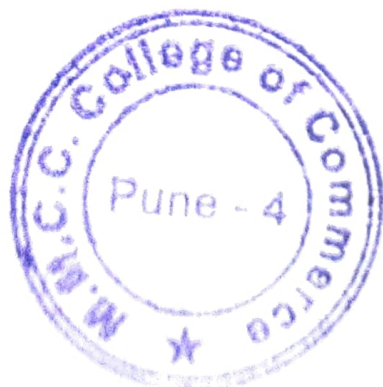
1. To understand current educational scenario



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Impact of Research Innovation and Extension on Student Empowerment : A Case Study

Prof. Sushil Gangane

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Abstract:

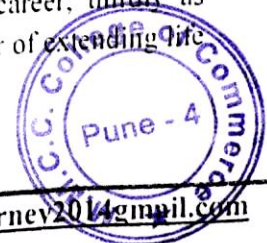
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Keywords: Research, Innovation, Extension, Student empowerment.

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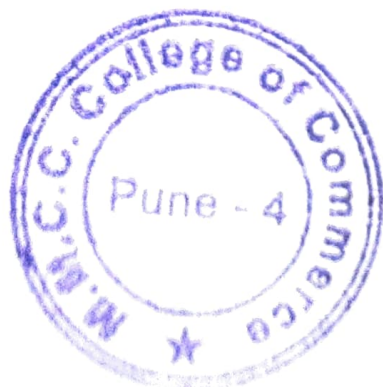
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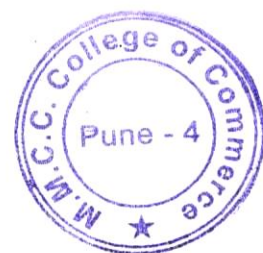




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Process of Student Satisfaction Survey and Factors Involved

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Abstract:

In its efforts to remain relevant and globally acceptable, National Assessment and Accreditation Council (NAAC) has revamped its accreditation framework. The introduction of Student Satisfaction Survey (SSS), onsite assessment -peer review by visiting teams, data validation and verification (DVV) and pre-qualifier score, and introducing system generated scores (SGS) are hallmarks of the revised accreditation framework. Student's satisfactions have a greater say in accreditation for education institutions with the National Assessment and Accreditation Council (NAAC) revising its accreditation framework. The introduction of Student Satisfaction Survey (SSS) is an attempt to engage students who are the main stakeholders in the quality assurance process. NAAC checks the Self-Study Report through an online assessment mechanism/process. The Quantitative metrics in the SSR will be subjected to Data Validation and Verification. If institution clears the Pre-qualifier score of 30% then Student Satisfaction Survey is administered. Towards achieving best goal, while the participation of all stakeholders is essential, the involvement of student participation in the institutional quality enhancement processes is crucial and invaluable. NAAC closely monitors implementation of the new rule. Student-centric reform is welcome as it gives very transparent picture of institution. This paper introduces the procedure of SSS and focuses on factors involved in actual Student Satisfaction.

Keywords: Student satisfaction survey, quality assurance, student-centric,

Introduction:

India has the second largest educational system in the world. Qualitative improvement in higher education, to realize the desired dimensions of human resource development necessitated the establishment of the premier Quality Assurance Agency – NAAC

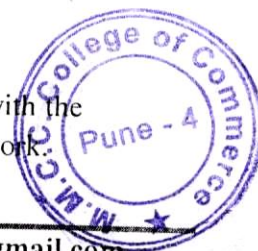
Quality assurance is a continuous process and a relentless pursuit to achieve academic excellence. It is an ongoing, dynamic and life-long endeavor of any institution.

In its efforts to remain relevant and globally acceptable, National Assessment and Accreditation Council (NAAC) has revamped its accreditation framework. The introduction of Student Satisfaction Survey (SSS), onsite assessment -peer review by visiting teams, data validation and verification (DVV) and pre-qualifier score, and introducing system generated scores (SGS) are hallmarks of the revised accreditation framework.

The Revised Accreditation Framework which became operational in 2017, is ICT enabled, objective, transparent, scalable and robust. The new framework is a subtle combination of System Generated Scores (SGS) with a combination of online evaluation (70%) and Peer evaluation (30%) which would usher in high level of transparency.

Discussion and Result:

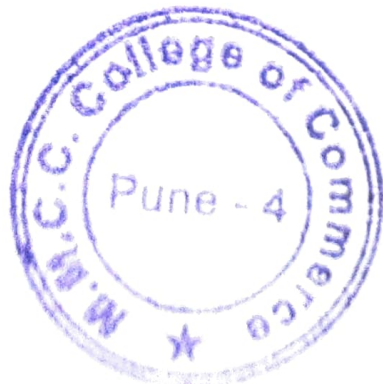
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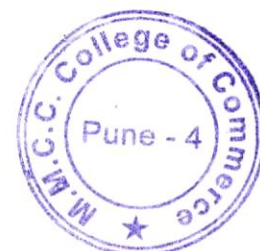
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Impact of Research Innovation and Extension on Student Empowerment : A Case Study

Prof. Sushil Gangane

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Abstract:

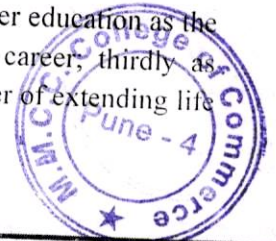
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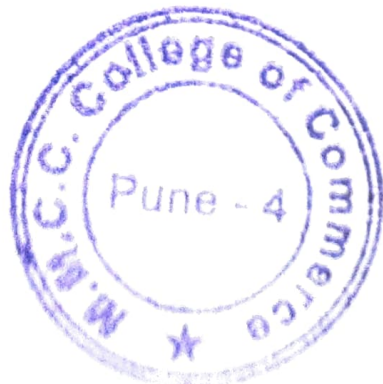
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40710	माध्यम	UGC	Arts & Humanities	हिन्दी साहित्य सम्मेलन, इलाहाबाद	22492844		India
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40712	भाषा भारती	UGC	Arts & Humanities	राजभाषा प्रकोष्ठ, डॉ. हरीसिंह गौर विश्वविद्यालय, सागर	23215704		India

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Design of Hybrid Dual Wide Band Antenna with Notch Band Characteristics

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Abstract : In this article, a novel design of microstripline fed dual band microstrip antenna (MSA) with notch band characteristics is presented. By etching a slot on the radiating patch and by truncating the ground plane the notch-band characteristic is realized. The dual bands are obtained is the frequency range of 1.19 to 8.18 GHz which covers GSM (1.19- 1.54 GHz) and WiMAX (3.19-8.18 GHz) applications. The notch band helps in rejecting the unwanted signal interference between the two operating bands. The proposed antenna is simple in its geometry and fabricated using low cost FR4 substrate material. The simulated and experimental results are demonstrates they are good agreement with each other

Keywords:Hybrid slot antenna, Notch, Wide band, GSM and WiMAX applications.

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I. Introduction

The recent explosion in the communication market has rectified in the emergence of a number of systems appearing at different frequencies, such as wireless local area network (WLAN), Global position Systems (GPS), WiMax etc. The antennas used for these applications are commonly installed separately [1-1]. In this paper, a single hybrid corner truncated monopole rectangular microstrip antenna (HCTRMSA) has been designed and fabricated to operate for both GSM and WiMax frequency ranges. The proposed antenna consists of a single feed monopole with corner truncated on bottom surface of the patch [4-7]. The ground plane has been modified in order to get wide impedance bandwidth. The slot is placed at the center of the radiating patch to achieve a notch band and dual wideband operation [8-12].The antenna is fabricated and tested successfully on vector network analyzer. The performance of the simulated result of the antenna shows a good agreement with measured one. The antenna gives omnidirectional radiation characteristics in its operating bands.

II. Antenna Design

The configuration of the hybrid corner truncated rectangular monopole microstrip antenna (HCTRMSA) is illustrated in Fig 1. The antenna is designed and fabricated on a substrate having dielectric constant of 4.2, loss tangent of 0.02 and substrate thickness 1.6mm. The antenna is termed as hybrid because the rectangular and triangular geometry are designed for the same resonant frequency and are combined together to form a HCTRMSA. On the radiating patch a square type slot is inserted at its center. The antenna is excited through a simple 50Ω microstripline feeding having a width of 3.17 mm and length of 24 mm. A square cut type slot is designed mainly to achieve first band. The appearance and location of notch band is depends on the slot truncated on the ground plane which is placed slightly below the radiating patch. The parameters of the proposed antenna were obtained by using Ansoft's High Frequency Structure Simulator (HFSS) tool and final optimized design parameters of the proposed antenna is as shown in Table. 1. The top and bottom view photography of HCTRMSA is as shown in Fig. 2.

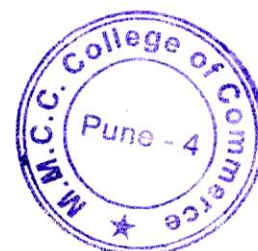
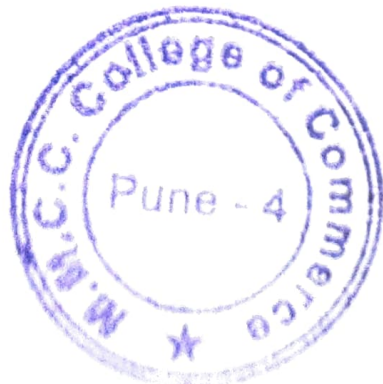


Table: I Antenna Parameters Hctrmsa

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40698	Prajna	UGC	Arts & Humanities	Banaras Hindu University, Varanasi	05549884		India
40699	Bhasha Ani Jeevan	UGC	Arts & Humanities	Marathi Abhyas Parishan, Pune	22314059		India
40700	भारतीय आधुनिक शिक्षा	UGC	Arts & Humanities	एन.सी.ई.आर.टी., दिल्ली	09725636		India
40701	विश्व हिन्दी पत्रिका	UGC	Arts & Humanities	विश्व हिन्दी सचिवालय, स्विफ्टलेन, फारेस्ट साइड, मॉरीशस			India
40702	Akshargatha	UGC	Arts & Humanities	Dr.M.M.Jadhav Nanded		09762957	India
40703	लीलाटांस	UGC	Arts & Humanities	प्रयास संस्थानए चुरु		23941421	India
40704	Samaj Prabodhan Patrika	UGC	Arts & Humanities	Prof. Ashok Chausalkar, Kolhapur	09732845		India
40705	Research Journey International E Research Journal	UGC	Arts & Humanities	Swatidhan Pub. Yevla		23487143	India
40706	नव सृजन	UGC	Arts & Humanities	डॉ.आशीष सिसोदिया, शिवम 114, गणेश नगर, पहाड़ा विश्वविद्यालय मार्ग उदयपुर राजस्थान 313001	23478012		India
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40710	माध्यम	UGC	Arts & Humanities	हिन्दी साहित्य सम्मेलन, इलाहाबाद	22492844		India
40711	उत्तर प्रदेश	UGC	Arts & Humanities	सूचना एवं जनसम्पर्क विभाग, उत्तर प्रदेश सरकार, लखनऊ			India
40712	भाषा भारती	UGC	Arts & Humanities	राजभाषा प्रकोष्ठ, डॉ. हरीसिंह गौर विश्वविद्यालय, सागर	23215704		India

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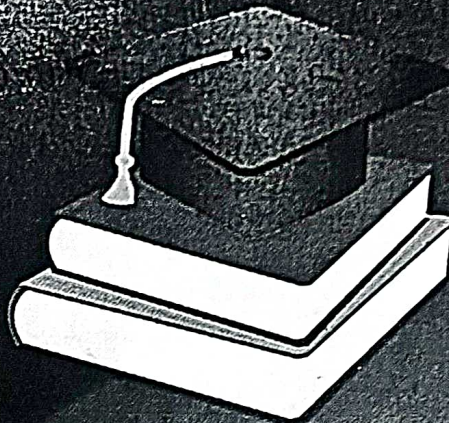


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