**Edited eBook**

Blueprint for Excellence:

HEI Perspectives

A Chronicle of our In-house Thought processes
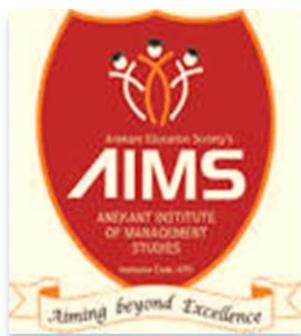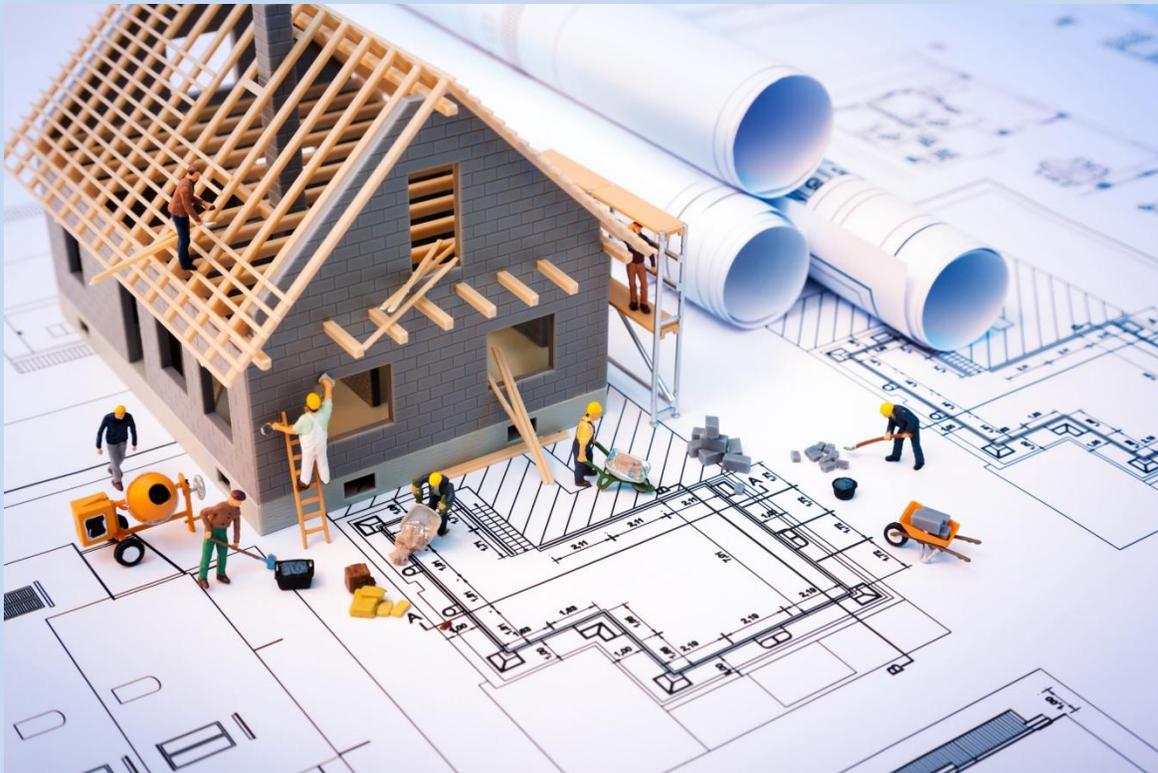
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PREFACE

The shortfalls of Higher Education Institutes (HEIs) could be traced to the year 1984, when the recruitment stopped. The private colleges suffered more than the Government Colleges. Though few of "institutes of excellence" ensured that there is no dilution in the quality of people recruited locally, most of them went back to the decadent system of community based recruitment or the Dutch auction route. Some of them do not have the requisite qualification or quality. Such recruitment is not subject to any regulatory compliance. Though the aided colleges contribute to a major share of the Gross Enrollment Ratio, the Government has not pronounced its policy in concrete terms about the grant-in-aid and private institutes.

At one hand the admission is strictly according to the Government Rules and the other hand private self-financed institutes have to toil hard to mobilize admissions and ensure survival. Only big change to happen in the recent times is the affiliation given to the private colleges to open post-graduation courses particularly in Commerce and management. As it is for augmenting the revenue of the Universities, most of the private colleges run them as parking space of students until their marriage or employment. Only a few colleges offer the post-graduate atmosphere for such courses.

In order to change the scenario, the task is cutout for the institutes, i.e., to strive only for excellence and nothing else. We at AIMS have ardently noted that fostering research inclination among faculty members and students can only resolve innumerable issues concerning the quality of higher education.

Present Edited eBook is an attempt to compile some of our thought processes that are relevant to the contemporary times. There are total eight articles written by our faculty members, covering various criteria of NAAC / NBA Accreditation Process.

Wishing You a fruitful reading…

Regards

Dr. M.A. Lahori
Director, AIMS
Baramati

Edited eBook

Blueprint for Excellence:

HEI Perspectives

CONTENTS

Blue Print for Excellence; Higher Technical Education- Perspective

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ABSTRACT: The *National Assessment and Accreditation Council (NAAC)* and National Board of Accreditation (NBA) have become the abbreviation of *'Quality'* trade mark in the education sector. And gaining better grade leads to reputation and lot of significant among the all stakeholders. As a matter of fact accreditation is an antecedent for capitalizing the psychology mileage of public in general and more particularly the student fraternity at large. Thus accreditation plays a very pivotal role and it denotes the quality of 'Effectiveness and Efficiency' in the functionalities of the Institute.

The term *Excellence* simply expresses the *perfection* in 360 degree with the scale of *speed.* Based on the experience and need one can draw a blue print of the action plan tune with the level of Excellence. The blue print has to have for a period of Five Years (at least) with yearly replenishment to gain the Excellence. Thus, in simple term blue print in education sector is all about the 'Calendar of Five Years' which indicates the activities month and week wise.

With the above backdrop, Blue Print for Excellence in Higher Technical Education is studied as to bring more quality in education sector as well as among teachers.

Key words: quality trade mark, 360 degree perfection, speed, antecedent, effectiveness and efficiency.

SINEWS OF ACCREDITATION: The very meaning of the *accreditation* is that, an Institution is functioning as per the standard norms, which showcase a quality and perfection. Thus, at the outset preparation of action plan in details is known as blue print for action. Now in the *Educational Institutions* the blue print of all activities drawn on the paper, need to be put into action. The determined schedule has to be followed on the allotted time slot without any left out. The behemoth of the work, if not plan effectively always has greater probability of spilling and diluting the work by doing day to day table work. Thus, based on the blue print time has to be allotted and executions need to be assured. In academics, it is observed that, good planning and delightful discussion takes place but it fails most of the time in its execution. The all

higher education sector accreditation authorities in general broadly work for quality enrichment through a blend of self and external quality evaluation, promotion, sustenance initiative and accomplishment. The major suggestive tools to achieve the objectives and value framework are;

a) To undertake periodic time bound assessment of institutions of higher education or units thereof, or specific academic programs or projects.

b) To have congenial academic environment for promotion of quality of teaching-learning and research in Institutions.

c) To cultivate and stimulate the culture of autonomy in the work, innovations, accountability and self-evaluation.

d) To explore the knowledge and experience by undertaking research, consultancy and training programs for quality enhancement.

e) To generate exposure need to have collaboration and linkages with other stakeholders of higher education for quality and skill evaluation and promotion.

The core value and salient feature of outcome based education (OBE) is to achieve the studentship citizen behavior (SCB) in their lives in areas of;

i. Constructive contribution towards to National Development.

ii. Fostering global competencies among students in technical, skill and ethics.

iii. Promoting applied innovation in technology and gaining excellence.

iv. Taking care of Compulsory Family Responsibility (CFR) first along with Corporate Social Responsibility (CSR).

Diagram No. I

Accreditation Value Framework
A Model
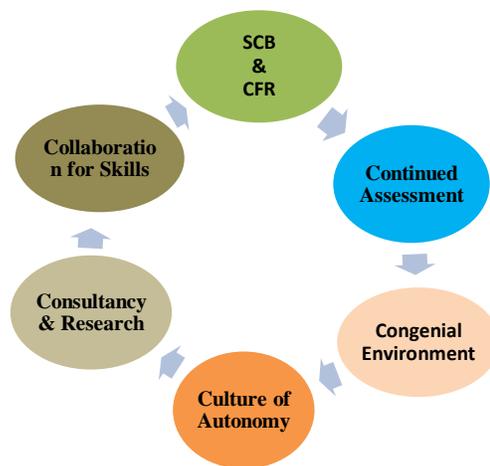
Discussion and Action Points: Of late it has observed that, due to the accreditation guide lines working on quality parameters and further enrichment thereto has become very much workable and achievable. But the silent hassle either prefix and suffix is

the (timely) performing the work well before dead line.

- ✓ **Action Point:** Performing on time or before time is a pathway for quality enrichment. Instead scribble and sluggish to complete the work.

The technological gadgets are indeed useful if it use in right way otherwise it is Pandora box to spills and dilute the work for instance, the search engine, phone calls and other non-relate activities to primary duty/ work. Ultimately it makes us recalcitrant and land in non-completion of work and that will become major weak link in the accreditation process. Thus, a tunnel vision action may achieve the completion of work.

- ✓ **Action Point:** Sticking to primary duty and its allied work with tunnel vision action certainly a path to work commitment behavior. Instead to spills and dilute the work with manmade invasions.

Every single staff/faculty in higher education is well aware of their duties and citizenship engagement in the Institution to up bring the quality in education sector by virtue of the best outcome; this objective is probably possible by continuous learning and evaluation either way, it mean teachers as well as students at large. Thus, Learning

Environment (Research) is essential in the Institutions by way of writing quality research papers, consultancy, predictive strategies, developing linkages etc., it is suggested to invest at least 3 to 4 hrs., in the research work even for the students also.

- ✓ **Action Point:** Working on real quality outcome with slot for continuous learning (updates) and innovations thereto certainly takes the Institute on newer heights. Instead of putting more time in carrying out the monotonous table calendar of work.

Diagram No. II

Action Point Model
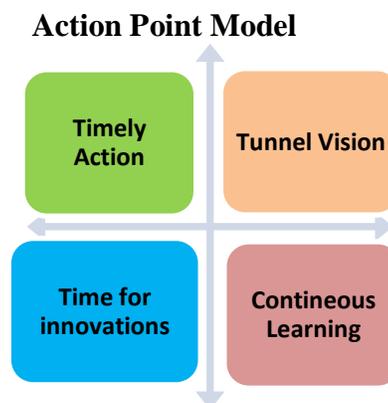
Recommendations: The following are the recommendation to be implemented and carried out. Indeed perfection in the work at source along with effectiveness and efficiency is required. These are intrinsic input to generate the Quality Enrichment. The dedication, commitment and involvement of teachers certainly register

greater level of quality outcome. The Working Model speaks on;

Diagram No. III

Working Model
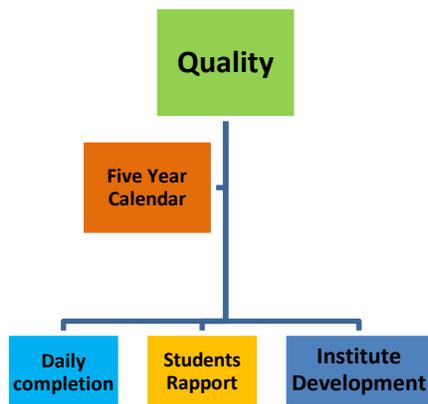
The teachers are recommended to do the followings;

a) Completion of work in full shape on 'Daily Basis' rather pilling up of specified day.

b) Time need to be allotted for 'Quality Enrichment' along with the routine nature of work.

c) Teachers are expected to be up dated in their respective domain by virtue of continuous learning, research work and innovation. Hence a special time allotment is needed.

d) Teachers need to undertake such a projects / assignments whereby 'Institutional Development' should reflect.

e) Teachers' rapport with students indeed plays very significant role to groom 'Studentship Citizen Behavior' (SCB) even it inculcate the philosophy of 'Compulsory Family Responsibility' (CFR). Strictly speaking this is the real outcome PEO viz Program Education Outcome.

f) To make the working more lucid and easy to work on a 'Five Year Calendar' criteria wise plan need to be prepared with necessary break-up into months and weeks. And a periodical review in the subject certainly achieves the desired results.

Conclusion: *Accreditation* means working in quality norms and enrichment thereto is better grading. A blue print of Five Year Calendar and an effective evaluation on performance gap with remedial measures if any, certainly takes the Institution on new heights. Hence the role of teachers along with all stakeholders plays very pivotal role in bringing Best Grade to the Institute.

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2. Empirical on board study and survey from January, 2019 to May, 2019.

3. NBA manual

Study of Dimensions of NAAC Criteria I "Curricular Aspects" As Per NAAC Manual

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Abstract:

This Criterion seeks information on the policies, practices and outcomes of the institution, with reference to curricular aspects. Curricular Aspects are the spine of any higher educational institution. The institute, a teaching unit has the roles and responsibilities in this regard which vary depending on its administrative standing. Institute has its engagement with curricular aspects is predominantly in its implementation. This article broadly examines the study of dimensions of curricular aspects of criterion I. The objective of this paper is how an Institution can improve its curriculum for the advancement of students and improves the quality of higher education. This paper will give comprehensive study about curriculum design and development, curriculum planning and implementation, academic flexibility and feedback system. A decent curriculum gives output in generating knowledge and ensures its application into a life through acquisition of various skills.

Introduction:

Purity of personal life is the one indispensable condition for building up a sound education.

- **Mahatma Gandhi**

Famous quote gives an insight of importance of education in human life. One cannot forget the significance of quality in the area of education at all levels. In order to enhance the quality of education the government set up National Assessment and Accreditation Council (NAAC) which provided ranks to the educational institutions on the basis of infrastructure, educational facilities, educational tools used for imparting knowledge, quality of teachers, etc. This paper tries to get comprehension into Criterion I of NAAC process in educational institutes and is NAAC accreditation undertaken by the institutes.

The NAAC continues with its focus on quality culture of the institution in terms of Quality Initiatives, Quality Sustenance and Quality Enhancement, as reflected in its vision, organization, operations and the

processes. Experience has echoed that these can be ascertained either by on site observations and/or through the facts and figures about the various aspects of institutional functioning. The NAAC Manual places greater confidence as reflective of internal institutional processes.

Objectives of the study

1. To study overview of Criterion I

2. To understand the types of Key Indicators

3. To emphasis on distribution of weightages across Key Indicators

4. To analyse the Data Templates/Documents of Criterion I

Research Methodology

The research paper is a conceptual research, based on the secondary data sourced from various research journals and articles.

Theoretical background

An Overview of Criterion I Curricular Aspects

The Curriculum Delivery is the primary role of Institute's Academic process. Essentially, Institute is a teaching unit affiliated to University and follow its legal framework for legitimizing academic and administrative processes. Criterion I pertains to the practices of an institution in initiating a wide range of programme options and courses that are in tune with the emerging national and global trends and relevant to the local needs. Apart from issues of diversity and academic flexibility, aspects on career orientation, multi-skill development, feedback system and involvement of stakeholders in curriculum updating are also gauged. The major focus on the issues of student diversity and curricular delivery mechanisms which has academic flexibility, career orientation and multi-skill development. The institutes in its system of effective curriculum delivery which include a robust feedback system and involvement of stakeholders in preparations for curriculum updation and teaching-learning methods. Institute Academic policy focusses on holistic development of student.

Generally in every institution academic session starts with academic committee meeting coordinated by academic coordinator. The meeting comprises the point's course allocation, time tables, contents of course file, evaluation schedules, teaching diary and workload allocation. The focus point of the practice of Academic Calendar helps the institution in operationalize the curriculum and visualize the way the curriculum has to be carried out – activities, who, how, when etc. In professional management institutions, the

program has a credit system and student has choice of subjects in the curriculum. Institute follows a cafeteria approach as mentioned in some university syllabus by providing choice of subjects in curriculum.

Types of Key Indicators

The focus of Criterion I is captured in the following Key Indicators:

KEY INDICATORS

1.1*(U) -Curriculum Design and Development

1.1*(A) - Curriculum Planning and Implementation

1.2 - Academic Flexibility

1.3 - Curriculum Enrichment

1.4 - Feedback System

*(U) - applicable only for Universities and Autonomous Colleges *(A) - applicable only for the Affiliated/Constituent Colleges

1.1 (A) Curricular Planning and Implementation

The Affiliating/Constituent Colleges have relatively insignificant role in curriculum designing and development. Institutes adopt the curriculum overview provided by the respective universities. Each institute operationalize the curriculum within the overall frame work provided, in one's own way depending on its resource potential, institutional goals and concern and so on.

1.2 Academic Flexibility

Academic flexibility refers to the freedom in the use of the time-frame of the courses, horizontal mobility, inter-disciplinary options and others facilitated by curricular transactions. Supplementary enrichment programmes introduced as an initiative of the institute, credit system and choice offered in the curriculum, in terms of programme, curricular transactions and time-frame options are also considered in this key indicator.

1.3 Curriculum Enrichment

All-inclusive development of students is the main purpose of curriculum. The HEI is expected to have provision for added courses and activities which may not be directly linked with one's discipline of study however it contribute to sensitizing students to cross-cutting issues relevant to the current pressing concerns both nationally and internationally such as gender, environment and sustainability, human values and professional ethics, development of creative and divergent competencies. The institute would provide a wide range of such "value-added'' courses for students to choose from according to their interests and inclinations.

1.4 Feedback System

The process of revision and redesign of curricula is based on recent developments and feedback from the stakeholders. The feedback from all stakeholders in terms of its relevance and appropriateness in catering to the needs of the society, economy and environment helps in improving the inputs. The institute with the feedback system in place will have an active process of not only collecting feedback from all stakeholders, however analyzing it and identifying and drawing pertinent pointers to enhance the learning effectiveness.

Distribution of Weightages across Key Indicators of Curricular Aspects

Accreditation is based on the key indicators. In Criterion I Curricular Aspects following key indicators exists and its distribution of weightages across key indicators given below.

Key Indicato	Unive rsities	Auton omous	Affiliated/C onstituent
1.1 *(U)Curr	50	50	NA
1.1. *(A) Curricula	NA	NA	20
1.2 Academi	50	40	30
1.3 Curricul	30	40	30
1.4 Feedbac	20	20	20

Total	150	150	100

* In case of HEIs who exercise to opt for the weightage of ≤5% of Non-Applicable Metrics, the total score will vary accordingly.

(U) - *applicable only for Universities and Autonomous Colleges*

(A) - *applicable only for the Affiliated / Constituent Colleges*

NA - Not Applicable

These Key Indicators (KIs) are further delineated as Metrics which actually elicit responses from the HEIs.

The key indicator 1.1 which is Curriculum Design and Development applicable for university ; the weightage is 50 for universities as well as autonomous colleges where as it is not applicable for affiliated/constituent colleges.

The key indicator 1.1 which is Curricular Planning and Implementation not applicable for university as well as autonomous colleges where as it is applicable for affiliated/constituent colleges with weightage of 20.

The key indicator 1.2 which is Academic Flexibility applicable for university with weightage of 50, for autonomous colleges with weightage of 40 and for

affiliated/constituent colleges with weightage of 30.

The key indicator 1.3 which is Curriculum Enrichment applicable for university with weightage of 30, for autonomous colleges with weightage of 40 and for affiliated/constituent colleges with weightage of 30.

The key indicator 1.4 which is Feedback System applicable for university with weightage of 20, for autonomous colleges with weightage of 20 and for affiliated/constituent colleges with weightage of 20.

For key indicators of Curricular Aspects, the total weightage applicable for university is 150, for autonomous colleges with weightage is of 150 and for affiliated/constituent colleges with weightage is of 100.

Data Templates/Documents - Qualitative Metrics (QlM) and Quantitative Metrics (QnM)

The data templates/documents of Qualitative Metrics (QlM) and Quantitative Metrics (QnM) is as follows.

1.1 Curricular Planning and Implementation

1.1.1 The qualitative metrics , the institution ensures effective curriculum delivery through a well-planned and documented process

1.1.2 Number of certificate/diploma program introduced during the last five years

1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years

Year I	Year II	Year III	Year IV	Year V

1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic

Year I	Year II	Year III	Year IV	Year V

1.2 Academic Flexibility

1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years

1.2.1.1 How many new courses are introduced within the last five years

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented

1.2.2.1 Number of programs in which CBCS/ Elective course system implemented

1.2.3   Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add on programs as against the total number of students during the last five years

1.2.3.1   Number of students enrolled in subject related Certificate or Diploma or Add-on programs yearwise during the last five years

Year I	Year II	Year III	Year IV	Year V

1.3 Curriculum Enrichment

1.3.1   The qualitative metrics , Institution integrates cross- cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum

1.3.2   Number of value added courses imparting transferable and life skills offered during the last five years

1.3.2.1   Number of value-added courses imparting transferable and life skills offered during the last five years

1.3.3   Percentage of students undertaking field projects / internships

1.3.3.1 Number of students undertaking field projects or internships

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2)Teachers, 3)Employers, 4)Alumni and
    5)Parents for design and review of syllabus-Semester wise/ year-wise

A. Any 4 of the above
B. Any 3 of the above
C. Any 2 of the above
D. Any 1 of the above

1.4.2 Feedback processes of the institution may be classified as follows:

A. Feedback collected, analysed and action taken and feedback available on website
B. Feedback collected, analysed and action has been taken
C. Feedback collected and analysed
D. Feedback collected

Discussion:

NAAC accreditation is playing a foremost role in ensuring quality in higher educational institutions and colleges. NAAC accreditation should not aim at just getting higher grades, however should aim at quality education in actual sense. NAAC's main aim is to uphold the quality of higher education in the country. It requires a hard work with the help of use of management and its principles it becomes easy and effective. For effective implementation of NAAC criterion I Curriculum Aspects, the accreditation process requires automatic improvement in the quality of higher education in India. The purpose of curriculum is not restricted with what the

student learns in institute however it should be focused towards overall personality development of students and enriching the learning process. The objective of higher education is to prepare the students for a career which gives students self-fulfillment while at the same time provides the nation with responsible citizens who have social sensitivity, gender neutrality and upholding values of equality and mutual respect.

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Role of Internal Quality Assurance System in Higher Education

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Abstract

In pursuance of the National Action Plan of the National Assessment and Accreditation Council (NAAC), for performance evaluation, assessment and accreditation and quality up-gradation of institutions of higher education, the NAAC proposes that every accredited institutions, on establish an Internal Quality Assurance Cell (IQAC) as a post-accreditation quality sustenance measure. Since quality enhancement is a continuous process, the IQAC will become a part of an institution's system and work towards realizing the goals of quality enhancement and sustenance. The prime task of the IQAC is to develop a system for conscious, consistent and catalytic improvement in the performance of institutions. The IQAC will make a significant and meaningful contribution in the post-accreditation phase of institutions. During the post- accreditation period, the IQAC will channelize the efforts and measures of an institution towards academic excellence. This particular paper aims at to analyze the impact of IQAC over the performance of professional education system. This is an attempt to explore whether it influences the quality of professional education which could meet the growing needs of modern industries. (Yadav, 2016)

Introduction

The system of higher education in India had always achieved success in meeting the targets set in the current competitive scenario. Couple of decades ago, when the Indian higher education system was severely criticised as it had allowed the mushrooming growth in the number of institutes which resulted in compromising the quality of education they offer. Number of initiatives were taken by the Ministry of Human Resource Development (MHRD) and the University Grants Commission (UGC) to restore the standards of higher education. As a result, the National Policy on Education (1986) rigorously put emphasis on upholding the quality of higher education in India. In 1994, UGC established the National Assessment and Accreditation Council (NAAC) as an autonomous body to assess and accredit institutions of higher education and its units thereof, with its headquarters at Bangalore (Prasad&Stella, 2004).

In India, till date being "recognized" was the only mode of certifying post-secondary institutions. The evaluation of the institutes whether it meets the standards and basic norms was done by the recognised agency wherein, agency checks the quality on various fronts. It was one time process (K.S.Subramanian, 2013). Higher education accreditation is a process where quality assurance is evaluated by an external body to determine whether the services and operations of post-secondary educational institutions or programs are, if applicable

standards are met. If standards meet the set target, then accreditation status is granted by the agency". The accreditation status in case of Higher Education signifies that the particular Higher Educational Institutions (HEI) – a College, a University, or any other recognized unit therein, achieves the standards of quality as set by the accreditation agency on grounds of performance, linked to the educational processes and outcomes, covering the programme, teaching-learning, evaluation, faculty, research, infrastructure, learning resources, organization, governance, financial well-being and student services (Website:http://www.naac.gov.in/). The performance of higher education institutions is a growing concern now days. The pressure for quality assurance positions a major challenge for higher education as in case of many developing countries including India. (Gholap, 2019)

Review of Literature

The IQAC plays a role of a support system or a backbone for quality education of the institution. Therefore, each institute must value IQAC and provide necessary requirements for its effective functioning. Government and Grant in aids colleges are supported by the central government for sustaining quality whereas private institutions are having challenge for its effective functioning and communication. Generating ideas becomes more easy than executing ideas as execution requires more physical and administrative support (Darji, 2019)

The establishment of Internal Quality Assurance Cell (IQAC) by any college after

its first cycle of accreditation is a major step in promoting quality enhancement and quality sustenance. IQAC performs the role of auditor in any higher education institution for conducting the audit of its academic and administrative activities. The IQAC of the college actively works for the planning and introducing the several quality assurance strategies and processes during the post accreditation period. Developing quality culture in the higher education institution should be the mission of IQAC. Hence, the role of IQAC in maintaining quality is significantly important. Being a kernel quality monitoring agent, indeed IQAC is accountable for ensuring quality of higher education.(Fulzele, 2020)

IQACs of Government colleges are functioning better than non-government-aided colleges. The institutional management was found positively associated with regularity in functioning of IQACs in different components. Future challenges of quality higher education needs to be linked with the proper functioning of IQACs which can sustain and enhance institutional quality.(Giri, 2018)

A crucial aspect for thought-leaders in management education to delve deeply into this aspect of achieving high quality and growth. It is useful to first understand the dynamics of a business school in a holistic manner. This involves understanding of the elements and the relationships among them. A somewhat detailed dynamic functional model of a business school can be demonstrated as in Figure 1.

IQAC: A Kernel Quality Monitoring Agent

1. Curricular Aspects
2. Teaching, Learning and Evaluation
3. Feedback System
4. Research, Extension and Collaborations
5. Infrastructure and Learning Resources
6. Student Support and Progression
7. Capability Enhancement and Development Schemes
8. E-governance
9. Perspective Plan and Quality Initiatives
10. Green Initiatives
11. Best Practices Benchmarking
12. Maintenance of Records and Proper Documentation

Conclusion

In a nutshell, it can be said that IQAC plays a crucial role in maintaining quality in teaching, research and extension. It has undoubtedly acted as catalyst to set quality benchmarks for the college since the inception of NAAC. It not only devises a plan of action to be followed by college but also checks the progress of that plan. Better and best quality indicator is what IQAC stands for. Although IQAC has to face many challenges for establishing quality culture in the colleges but it is instrumental in ensuring quality of higher education. (Fulzele, 2020)

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Research Inclination: The Highway for the HEIs to reach Excellence from Mediocrity

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Abstract:

In order to "bridge the gap" between where an HEI (Higher Education Institute) is now and where it would like to be, the important stakeholders of the HEI must first have a goal. This goal should be as specific as possible. The more specific a goal is (as a research suggests), the better is the chances of reaching it. Earlier times, HEIs served the purpose of their existence, if they produced a bunch of graduates who were eloquent, had a patience to adhere to 9am - 5pm schedule, and were happy with a monotonous 'Yes Boss' culture. But, organizations of modern times are becoming more demanding in terms of skillsets, attitude, temperament, etc. This is happening across the industry verticals. Therefore, HEIs need to re-strategize their pedagogy and make it more contemporary, dynamic and flexible.

The present article ponders the importance of research mindset among the faculty members and students to come out of the 'shackles of mediocrity' and reach the excellence. Taking cues from various 'institutes of excellence' which thrive on the demand for quality higher education, the article proposes customized approach for ordinary institutes / colleges, especially in the rural India to achieve excellence in their own capacity.

1. Changing scenario for Higher Education Institutes (HEIs)

All Universities, colleges, and further education institutions offering and delivering higher education come under the category of HEIs. Include traditional universities and professional-oriented institutions, which are called universities of applied sciences or polytechnics. An educational institution in any state that admits as regular students only persons having a certificate of graduation from a school providing secondary education and is legally authorized within such state to provide a program of education beyond secondary education; provides an educational program for which the institution awards a bachelor's degree, or awards a degree that is acceptable for admission to a graduate or professional degree program, subject to review and approval by the Secretary; and is a public or other non-profit accredited institution.

India has a rich and glorious tradition of higher education from ancient times. Nalanda, Takshashila, Vikramshila and Vallabhi were some of the important and well-known universities of ancient India and they occupy a special place in history of higher education in the country. However, in guise of modernization our education system, the colonial educationists overhauled our traditional approach to

education. Some changes were certainly required to make education open to all. But some changes produced radical changes to the peril of the very socio-economic fabric of the subcontinent. Such changes have dome more damage than the good to our education system.

In India, the system of higher education has grown in a remarkable way, particularly in the post-independence period, to become one of the largest systems of its kind in the world. But the system has many issues of concern at present. We are living in a society dominated by change. The technical, economic and social evolution has shaped people's way of living and thinking. The global markets and technological revolution are transforming the modern economy into a ' knowledge based society' in which new ways of organizing the work are governing the world, demanding a perpetual build-up of competences, a rapid spread of high performance technologies, solid knowledge and increasing responsibility.

Over a period of about 200 years, Indian education system has developed some strange paradoxes. For instance:

1. English language, introduced by the British Raj as the medium of instruction in HEIs has certainly helped us open to the world of innovations and opportunities. At the same time, the language has done irrevocable damage to our ancient and indigenous languages as well as proprietary literature and knowledge of the country.

2. Scientific temperament boasted by the British Educationists has definitely cleaned our educational system of caste based biases, nepotism and superstitions. But, our youth have lost pride and trust in its own legacy of superior knowledge.

3. Modern HEIs have made education accessible and affordable to the deprived. But have miserable failed to equip them with an ability to explore and acquire the opportunities.

The above observations are based on the discussions of the author with many principals, teachers and students of HEIs, especially in the rural India. After these deliberations, the author has traced one vital element among all the HEIs which has a far reaching influence on the future of the education system and the institutions, i.e., research inclination

As Dr. Aithal, Sreeramana discusses in one of his research paper "Institutional Ranking in higher educational institutions became common practice and business schools are highly benefited by announcing worldwide or national level ranks based on various ranking criteria. Ranking of higher educational institutions which have already accredited with minimum required infrastructure, innovative curriculum design, should depend on their ability to produce new knowledge as output of the institutions." New knowledge creation is possible only if both students and faculty members are involved in research activities and publish the new knowledge periodically for the benefit of the society and industry. Hence the effectiveness of higher education institutions should be measured based on the research productivity of the institution. The measure of new knowledge creation ability of the institution is usually done by studying

the research publications of the faculty members individually or with their students. The measure of institutional research productivity will also give insight for institutional ranking for a given year in a given country or at world level. Thus the productivity of higher educational institutions which are already accredited for their minimum required infrastructure, innovative curriculum design, and comprehensive placement support should depend on their ability to produce new knowledge in the form of publications using their active resources as output of the institutions.

2. Role of research in academic institutions

In a rapidly changing world, the role of research in academic institutions is significant for its survival and growth, and it is imperative to have knowledge-driven growth based on innovation. The quest for knowledge is the basic principle behind research. The quality of research work directly translates to the quality of teaching and learning in the classroom, thereby benefiting the students, the society and the country. The promotion of research in a huge and diverse country like India will help the nation evolve as a knowledge reservoir in the international arena.

Our education system faces a number of constraints and challenges—quality research is one of them. Barring few prestigious institutes, most display a dismal picture in terms of quality and quantity research. Not many institutes have mandatory research goals for individual faculty, and most do not have adequate systems or infrastructure for

quality research. The lack of an encouraging academic environment, ill-equipped libraries, labs and equipment, inadequate infrastructure, lack of funds, faculty crunch, etc, are some of the factors contributing to the dismal picture of research in Indian academic institutions.

It is well-accepted that academic research has contributed enormously to find solutions to many problems faced by our society and industries. There have been multiple instances when industries have turned to academics for finding solutions to vital issues. The need for sharing knowledge between research institutions and industry has become increasingly evident. The emerging importance of interdisciplinary fields has given rise to institutional collaborations that allow knowledge to be pooled together. Often, it is industry which is the ultimate beneficiary. Research provides basic inputs that can be used for planning and policy decision-making. Needless to say, academic research is an integral part of global development.

At this juncture, it is pertinent to develop an inbuilt research mechanism in our higher education system. The system needs to commit itself to both research and teaching excellence. In view of the fact that India possesses globally-acclaimed brain-power, the need of the hour is to create an encouraging environment for academic research in all centers of higher learning. All this leads us to have the right policy framework, which is missing as of now, to be able to develop an appropriate research mechanism for finding solutions to multifarious issues facing our society.

3. How to foster Research Culture at HEIs?

The HEIs can foster Research Culture at the workplace and everyday work life of their faculty members and students by adopting an approach discussed below:


Image source: https://www.emerald.com
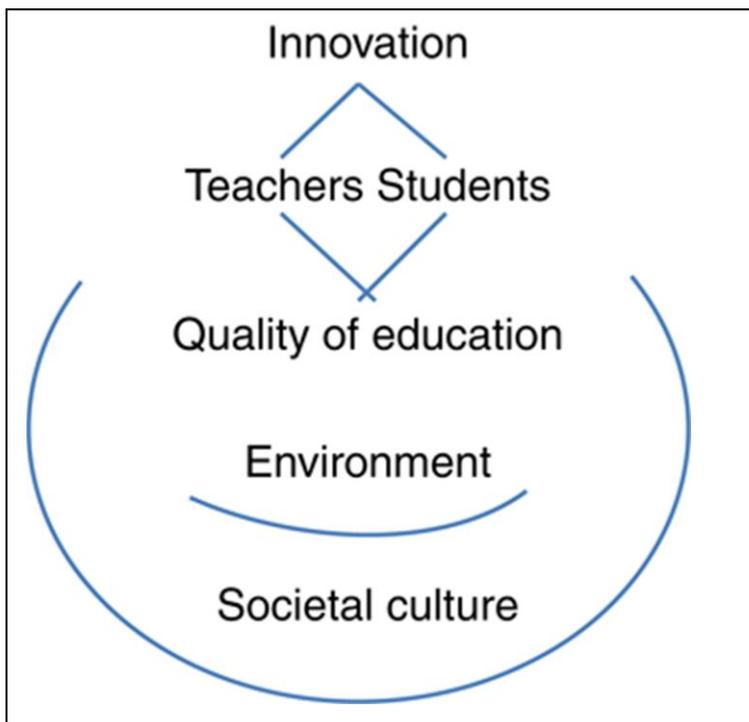
Innovation: It is the mantra for the HEIs to excel. Innovation in pedagogy, content, tools and techniques, mentoring, etc., is need of the day. Innovation must be the guiding principal of everyday transaction between the teachers and students of HEIs. This can only rescue our present HEIs obsession with marks/grades/academic results to instill outcome based research culture.

Quality of Education: Quality of the HEIs is not so much about the processes as much it is about the outcome those processes. Every HEI must have autonomy on its processes.

At the same time, there must be clearly defined benchmarks on the outcomes. This will provide much needed elbowroom for the institutions to innovate on their processes, wherein, instead of copying the western models of education, indigenous models (perhaps many ancient, time-tested) of education may be researched!

Environment: Blind following of western HEIs models have also been responsible for making our socio-economic think tank less sensible to the environment concerns. Lately, even though, there are lessons/courses on sustainability in many programs of higher education such as MBA. But they need to be incorporated in all UG/PG programs of the Indian Universities/Institutes in a very comprehensive manner. Our graduates of HEIs must develop clear thought process on the country's socio-cultural values, economic frugality, technological prudence, and political sensibility. This will ensure sustainable growth models to be researched for the institutions and businesses.

Societal Culture: As generally understood, the culture of a society compromises the shared values, understandings, assumptions, and goals that are learned from earlier generations, imposed by present members of a society, and passed on to succeeding generations. Culture results in a basis for living grounded in shared communication, standards, codes of conduct, and expectations. Often held within a region or nation, this may be liberal in some countries where as some other countries, it can be excruciatingly rigid and harsh. India needs to restore its ancient, liberal social values,

where diaspora of multiple ethnicities, races, skin color and languages have lived harmoniously from time immemorial. Our society must have infinite freedom to research across disciplines.

4. Conclusion

Thus, the author wishes to emphasize on the need to explore and reinvent (if necessary) our own heritage knowledge on imparting higher education which was far more intuitive, insightful, inclusive and futuristic. An honest focus on research in HEIs can only deliver in the long run and not the contemporary 'eyewash' research efforts which are only intended to rally around impact factors, indexed journals, citations, etc., rather than the real purpose of the academic research i.e., upliftment of our society.

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Infrastructure & Learning Resources of Educational Institute- A Higher Technical Education Perspective

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Abstract:

Higher Education Institutions cater to the physical and digital infrastructure requirements of building knowledge. They essentially define the teaching and learning environment. Physical assets for education comprise land, building and furniture and it include physical facilities for teaching spaces and for ancillary rooms. The development of physical assets and facilities in higher education is complex and cost intensive and to ensure their quality and maintain world standards is very challenging. The present study is intended to create awareness on achieving excellence in this context.

Keywords: Physical assets; facilities; higher education; quality and performance evaluation; built environment; knowledge

Introduction:

The ever increasing Real estate prices have made it an important component of educational excellence. The Infrastructure & learning resources are two important ingredients of higher education institute. The physical asset and facilities environment give educational institutions their appropriate shape and atmosphere for teaching and learning. Physical assets and the facilities environment also represent the quality of the educational institutions. The physical assets and facilities development in higher education is complex and cost intensive. Thus to ensure their quality and maintain global standards is very challenging. The physical assets and facilities development in higher education involves provision of buildings, classrooms, hostels, staff quarters, workshops, laboratories, ICT centres, libraries, health centres and sports facilities. Provision of stimulating learning environment and safety is also a major consideration in physical assets and facilities' development. Maintenance, renewal and innovation are other determinants of the quality of the physical asset and facilities development effort of the institutions that will attract the students, staff and foreigners to the institutions. The aesthetics of HEIs enforces

the confidence of stakeholders (read as Parents, students, Industry, etc.) in the outcome of the Institution and its communities. Quality assurance of these facilities right from their planning, to development and utilization will ensure effective realization of set goals and objectives in higher education institutions.

Objectives of the Study:

1. To study the determinants of infrastructure at Higher Educational Institutes.
2. To explore the impact of infrastructure **on the quality of higher teaching /learning.**

Scope of the Study:

The study focuses on various determinants of infrastructure facilities namely Physical infrastructure and IT infrastructure of higher educational institute. This study also explores the effectiveness of infrastructure facilities for effective teaching & learning in the higher educational institute.

Defining Educational Infrastructure:

The elements of educational infrastructure include examinations, curricula or curriculum frameworks, teacher education, inspection systems or other means to observe and improve instruction, and a teaching force whose members succeeded in those curricula and exams as students. Some national Institute systems have all of these elements while others have different subsets; a few U.S. subsystems have a few of the elements. In some cases the elements are deliberately aligned, while in others they appear to be somewhat independent. Teachers who work with such infrastructure have instruments they can use to set academic tasks that are tied to curriculum and assessment. The framework can help them to define quality in students' work and provide valid evidence of instructional quality. Teachers can develop a common vocabulary to aid them in working together to identify, investigate, discuss, and solve problems of teaching and learning. They thus can develop occupational knowledge and skill that are held in common and communicated within the occupation and over time. Such knowledge and skill can inform standards of quality work in education, as they do in plumbing and electrical work. Individual Institute systems with such infrastructure also may have the means to influence instruction more broadly. The mere existence of infrastructure does not ensure excellent or effective education; that depends on how well the infrastructure

is designed and used. Design deals with the scope, content, and organization of curricula; the nature of assessments; the organization and content of teacher education; and the links among these elements. The design of infrastructure also influences use, both through the extent to which the instruments are made intelligible and accessible to practitioners and by the existence of agencies and procedures that monitor and improve use. Use can be influenced by the presence or absence of time and procedures for collective work on teaching and learning, by standards for entry to the occupation, by requirements for education and training, and by criteria for promotion; in some national systems, for example, promotion and tenure depend on the demonstration of competent classroom practice.

Determinants of infrastructure:

There are two determinants of infrastructure & learning resources such as Physical Infrastructure and IT Infrastructure.

1. **Physical Infrastructure:** Buildings, classrooms, laboratories, and equipment- education infrastructure - are crucial elements of learning environments in Institutes and universities. There is strong evidence that high-quality infrastructure facilitates better instruction, improves student outcomes, and reduces dropout rates, among other benefits. Physical infrastructure performance measurement would bring value added to the educational institution whether in infrastructure and organization activities. This continuous improvement has been described by Bon et.al. (1994) as a feedback loop which opens the door for continual incremental improvement. The goal of physical assets and facilities performance measurement is merely to improve the physical assets and facilities delivery process into the education activities. Physical assets are those characteristics that the building and facilities must bear or possess to guarantee their attraction to users and ability to enhance utilization for the achievement of the predetermined goals for which they are being provided. Eneahwo (1999) insist that the quality assurance of the institutional physical assets and facilities can only be guaranteed if basic conditions and guidelines are

followed. Basically this means that infrastructural development must make provision for adaptability or alteration probability, flexibility in user demands, accessibility to students, staff and society and due regards for aesthetic and clean environment (Enahwo,1999; Stevenson, 1987). Sallies (2002) has developed a quality indicator checklist which shows what the physical environment and facilities in higher educational institutions must require both in qualitative and quantitative terms. These include availability of infrastructural development programmes which is facility provision, adequacy of the facilities in terms of currency and relevance to purpose. Students friendliness and centeredness of the infrastructural facilities which is attractive to students and suitable for their needs and regular maintenance of the facilities and renewal of the dilapidated ones. The infrastructural development must be of international standard to attract foreign students, staff and recognition; and must be environmentally safe and of high sanitary standard.

2. IT Infrastructure:

Following are the other important modes in which digital technology has been transforming the delivery of educational content in Indian Institutes in recent times.

ICT Labs/Multimedia Centre

State-of-the-art ICT laboratories/multimedia labs can play an enabling role in harnessing the use of technology for improving the learning outcomes for students. These also serve to create opportunities for latest styles of learning, and ways to create and collaborate on cutting-edge IT-backed paradigms.

Interactive Whiteboard

With the use of interactive whiteboards, a teacher can now project any subject on the touch-sensitive whiteboard surface with the help of a projector and a computer, they can conduct lessons using their finger or with a pen or stylus. Thus, whiteboards have replaced the whole idea of a traditional blackboard nowadays.

Interactive Projector

The interactive projector, which is a portable solution, helps to convert any surface

(existing projector screens, whiteboards, or wall surface) into an interactive surface. Along with it, an interactive pen which can be used to draw, point or click just by touching the screen directly is now becoming popular in many Institutes across the country.

Big Interactive LED/LCD Panels

These days many Institutes are implementing big Interactive LED/LCD Panels to help enhance the digital learning endeavours of their students. Since digital learning often involves audio and video presentations, 2D and 3D animations, graphics etc. a smart classroom that is digitally equipped with big interactive LED or LCD panels come very handy for this specific cause.

Digital Podium

A digital podium is a modern-day lecture stand that comes equipped with various media components/devices that enable an uninterrupted learning session. Some of its sub-components are a public addressing system fitted with amplifier, speaker and mic etc.

Digital Library and Automation of Libraries

Digital libraries and e-books have facilitated access to a wealth of knowledge available online that can now be accessed with the help of a mobile phone, tablet or laptop, anywhere, anytime, with an Internet connection.

E-diary: Connecting Parents and Institute

Such an online portal which is available 24 hours a day, keeps parents up-to-date with their children's activities and progress, and also in touch with the teachers concerned.

Educational Games

In many instances, games as a means of teaching, especially video games have been found to help develop students' creative thinking, their ability to deal with complex situations and their successful resolution, as well as help enhance their critical thinking. These days, a number of Institutes are using such tools to enhance students' learning capabilities.

Classroom Activity Management Software

Introduction of such software facilitates the teacher-student communication, because it makes it easy for the teachers to see on their

computers what the students are doing on their devices, or share their screen with them and vice versa. Along with this, an SMS notification system, usually connected to the e-diary, provides the parents with the possibility of receiving timely information on their children's performance, activities. This bolsters the communication process between parents, students and teachers too.

Home Assignments and Review Software

This software makes it easy for teachers to assign tasks, keep a record on them and of each student's performance, while at the same time enabling students to organise their activities, do their assignments and submit them to the teachers – all of this can now be carried out via internet.

Wi-Fi Campus

To increase the access of digital content among students, a number of educational institutions these days are transforming their campuses into Wi-Fi Campuses that not only enhances the e-learning habits in students but also gives them an option to access Massive open online courses (MOOCs), Google

Classrooms, Video (Skype/Zombie) Conferencing, etc.

Cloud-based E-learning Initiatives

To expand the horizon of sharing knowledge with students and teachers on the same online education platform, cloud-based systems offer the perfect environment for a digital/virtual classroom as they offer seamless access to information, easily shareable data and foster a means for tracking multi-user collaborations. Besides, there are a host of benefits that a cloud based system offers. Firstly, since cloud based applications run on web browsers and are compatible with most mobile devices, there is no need for expensive hardware and Institutes and students need not own specific computers or laptops to access material. Even a cheap smartphone can allow students to access relevant academic applications. Furthermore, there is no need to invest in external storage devices since there are several platforms available that offer free cloud-based storage services.

Bio-metric Attendance System

Thanks to a bio-metric attendance system being implemented across many modern-day Institutes, much ease and transparency in the

attendance system of not only students but also teaching and non-teaching staff is now being achieved. Given the very important role being played by digital technology in speeding up learning in Institutes and in transforming the delivery of educational content across Institutes and the phenomenon's subsequent growth and acceptance across Institutes, it could certainly be said that Institutes that successfully join the bandwagon now and harness the technology for their advantage, hold a greater chance of enjoying the early-mover advantage in this segment.

The impact of infrastructure on educational quality

A review of the most recent literature indicates that investments to improve Institute infrastructure has effects on the educational quality at least in the following three dimensions:

1. **Attendance and completion of academic cycles**. According to UNESCO, the Institute drop-out rate in Latin America is 17 percent, and greater in rural areas. Several studies have found that the physical conditions of Institute buildings positively affects Institute completion and cycle completion

rates, and increases registration. For example, in Peru the World Bank found that investments in Institute facilities had a very significant positive effect on students' attendance rates.

2. **Teacher motivation**. Evidence in Bangladesh, Ecuador, India, Indonesia, Peru, and Uganda indicates that teachers in Institutes with good infrastructure have, on average, 10 percent less absenteeism than teachers in Institutes with deficient infrastructure. In fact, the study found that infrastructure had a greater effect reducing absenteeism than teacher salaries or the effect of the administrative tolerance for absences.

3. **Learning results.** Studies carried out in the United States, such as the one conducted by 21st Century Institute Fund in 2010, found positive results which are statistically significant between Institute infrastructure and standardized tests to measure learning processes in many parts of the country. With lower student socio-economic levels, the results were higher.

Empiric evidence indicates that there **is a direct relationship between Institute infrastructure and educational performance**, and that investments in educational infrastructure contribute to improve the quality of education and the economic performance of countries.

Rivera explains "To optimize investments in education **it is essential for authorities to observe the significant role of infrastructure** interacting with other essential educational inputs to be able to undertake comprehensive proposals that together, improve the quality of education, thus promoting greater equality of opportunities and contribute to reduce inequalities and advance toward a real productive transformation in the region".

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Achieving Operational Excellence in Accreditation Process:

A Blueprint for Management Institutes

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Abstract:

Higher Education Institutes are essentially dedicated to the pursuit and dissemination of knowledge, to the study and clarification of values, and to the advancement of the society where they are operating. To support these goals, institutions of higher education must put concerted efforts by building a professional association devoted to educational improvement through accreditation. This calls for enormous application of learning curves effects, knowledge sharing and collaboration in order to achieve mutual growth and development of competencies.

Accreditation is the means of self-regulation and peer review adopted by the educational community. The accrediting process is intended to strengthen and sustain the quality and integrity of higher education, making it worthy of public confidence and minimizing the scope of external control. The extent to which each educational institution accepts and fulfills the responsibilities inherent in the process is a measure of its concern for freedom and quality in higher education and its commitment to striving for and achieving excellence in its endeavors.

The present article looks into the possibilities of such achieving excellence in accreditation process by concerted efforts among Management Institutes in the proximity of Baramati.

Introduction:

India has one of the largest and diverse education systems in the world; with 48 central universities, 399 state universities, 126 deemed universities and 334 private universities. Privatization, widespread expansion, increased autonomy and introduction of Programmes in new and emerging areas have improved access to higher education. While the rapid expansion made higher education accessible and affordable, it has also led to serious concerns among the stakeholders, on the quality and relevance of the content and peagogy. To address these concerns, the National Policy on Education (NPE, 1986) and the Programme of Action (PoA, 1992) spelt out strategic plans for the policies, advocated the establishment of an independent National accreditation agency. Consequently, the National Assessment and Accreditation Council (NAAC) was established in 1994 as an autonomous institution of the University Grants Commission (UGC) with its Head Quarter in Bengaluru. The mandate of NAAC as reflected in its vision statement is in making quality assurance an integral part of the functioning of Higher Education Institutions (HEIs).

Besides, the National Board of Accreditation (NBA), India was also established by the AICTE (All India Council of Technical Education) under section 10(u) of AICTE Act, in the same year, in order to assess the qualitative competence of the programs offered by educational institution from diploma level to post-graduate level in engineering and technology, management, pharmacy,

architecture and related disciplines, which are approved by AICTE.

Benefits of Accreditation Process:

A typical Accreditation Process should help an Institution of Higher Learning to know its strengths, weaknesses and opportunities through an informed review process. Following are the explicit benefits one must look for from an on-going accreditation process:

- To identify internal areas of planning and resource allocation.

- Enhances collegiality on the campus.

- Outcome provides funding agencies objective data for performance funding.

- Initiates institutions into innovative and modern methods of pedagogy.

- Gives institutions a new sense of direction and identity.

- Provides society with reliable information on quality of education offered.

- Employers have access to information on the quality of education offered to potential recruiters.

- Promotes intra and inter-institutional interactions.

The Peer team of the NAAC offers accreditation status to the institutes that fulfill the criteria of the Council. If the score of a particular institute is more than 55% then it is considered for accreditation. The accreditation status is offered to the respective institute in the form of grades viz. A, A+, B, B+ etc.

Initially, NBA accreditation used to be based on 'input – process – output' model with major emphasis on availability of resources / facilities and the outputs thereof. In the year 2009, NBA aligned its methodology with international benchmarks and started accreditation on the basis of outcomes. It believes that educational quality must be measured by outcomes rather than inputs, because inputs do not necessarily correlate with quality outcomes. Outcomes are dependent not only on inputs but also on the processes followed by an institution to convert inputs into defined outcomes.

Thus, the accreditation entrusted by these bodies at our national level puts a stamp of approval on graduates qualifying the programmes. It authenticates the attainment of certain attributes expected by the corporate world. The accreditation indicates that graduates would be ready with certain skill sets to be implemented at a certain level as per the desired need. It enables the educational institutes to develop their self-definition and self-reflection, and ensures inclusion of feedback from all stakeholders to make the educational process more robust and holistic in approach. The institutes thus get an opportunity towards continuous improvement, which is an essential part of any quality assurance. Though it speaks of attainment of certain graduate skills but that does not stand as a guarantee of professional success of an individual candidate. It acts as a necessary condition to establish the legitimacy of the attainment of standard.

Currently, in the field of management studies, a "Triple Crown" is considered to be a dream aspiration – being accredited by AACSB, AMBA & EQUIS.

The Association to Advance Collegiate Schools of Business (AACSB) is an American professional organization which was formerly known as The American Assembly of Collegiate Schools of Business, and was founded as an accrediting body in 1916 by a group of seventeen American universities and colleges. The first accreditation took place in 1919. For many years the association accredited only American business schools, but in the latter part of the twentieth century it advocated a more international approach to business education. Today, many business school across the globe are accredited by this prestigious body.

The Association of MBAs (AMBA) is awarded to the best programmes internationally and denotes the highest standard of achievement in postgraduate business education. Students, business schools, graduates and employers all recognise it as a gold standard. There are large number of MBA qualifications available globally, but only a small percentage can achieve accreditation from AMBA.

The EFMD Quality Improvement System (EQUIS) is a management accreditation system run by the European Foundation for Management Development (EFMD). EQUIS accreditation is one of the most comprehensive institutional accreditation system for business and management schools.

With such accreditations, a management institute shall be able to create a mark of trust among existing as well as prospective students, industry, MoU partners/associates, staff and government bodies, thereby, making the institutes courses seem more legitimate.

Prerequisites of an Accreditation Process

The present article identifies following standards as important yardsticks while preparing for any of the accreditations discussed in the above section:

Standard 1: Mission and Goals

The institution's mission clearly should define its purpose within the context of management education and indicate clearly the audience, institution serves and what it intends to accomplish. The institution's stated goals, must be consistent with the aspirations and expectations of management education, clearly specifying how the institution will fulfill its mission. The mission and goals are developed and recognized by the institution with the participation of its members and its governing body and are used to develop and shape its programs and practices and to evaluate its effectiveness.

Standard 2: Planning, Resource Allocation, and Institutional Renewal

A rigorous and ongoing planning and resource allocation based on institute's mission and goals must be taken up. It should pave way to evolving the achievable objectives leading to utilization of the resources. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality.

Standard 3: Institutional Resources

The human, financial, technical, facilities, and other resources necessary to achieve an institution's mission and goals are to be made available and accessible. In the context of the institution's mission, the effective and efficient uses of the institution's resources are analyzed as part of ongoing outcomes assessment.

Standard 4: Leadership and Governance

The institution's system of governance clearly defines the roles of institutional constituencies in policy development and decision-making. The governance structure includes an active

governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with the mission of the institution.

Standard 5: Administration

The institution's administrative structure and services facilitate learning and research/scholarship, foster quality improvement, and support the institution's organization and governance.

Standard 6: Integrity

In the conduct of its programs and activities involving the public and the constituencies it serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support for academic and intellectual freedom.

Standard 7: Institutional Assessment

The institution needs to develop and implement an internal self-assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards.

Standard 8: Student Admissions and Retention

The institution ideally should seek to admit students whose interests, goals, and abilities are congruent with the institute's mission and seeks to retain them through the pursuit of the students' educational goals.

Standard 9: Student Support Services

The institution should be able to provide student support services reasonably necessary to enable each student to achieve the institution's goals for students.

Standard 10: Faculty

The institution's instructional, research, and service programs are to be devised, developed, monitored, and supported by qualified professionals with adequate insight/foresight, experience and commitment towards development of Management Education.

Standard 11: Educational Offerings

The institution's educational offerings display academic content, rigor, and coherence appropriate to its higher education mission. The institution must identify student learning goals and objectives, including knowledge and skills, for its educational offerings.

Standard 12: General Education

The institutions must have freedom so that curricula are designed to enable students in acquiring and demonstration of advanced -level proficiency in general education and essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency.

Standard 13: Related Educational Activities

The institution's programs or activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship meet appropriate standards.

Standard 14: Assessment of Student Learning

Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution's students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals.

Conclusion:

In India, besides 20 IIMs, there are approximately 3000 business schools offering Post Graduate programs such as MBA/PGDM,

etc. Most are affiliated to a state or central University. Some of them are autonomous. However, there is a visible gap between the skill set required versus available in the job market. Companies are eagerly looking at top business schools around the world to get the right people who are job ready from day one.

It is a big challenge for prospective students and parents to shortlist the best business schools to invest their time and money. Companies are also investing huge time to pick excellent business schools for their recruitment. n this scenario, it is very important to choose the business school, which can satisfy the need of the hour. Students, Parents, and Companies are looking for various benchmarks to shortlist the business schools from among the thousands of business schools in the country.

One possible solution for this burning problem is proper accreditation from the national or internationally reputed bodies such as the National Board of Accreditation (NBA), Association to Advance Collegiate Schools of Business (AACSB), European Quality Improvement System (EQUIS) and Association of MBAs (AMBA) etc. Accrediting bodies expect highly rated standards related to curriculum, pedagogy, student quality and diversity extra from the business schools. Accredited schools assure that the offered programs fulfill the minimum standards required to offer a program.

Moreover, the accreditation process ensures that graduating students from the accredited business school is undoubtedly suitable for highly competitive roles and responsibilities in the corporate world. Thus, bridging the skill gap.

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Best Practices Blueprint for Institutional Development

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Abstract:

MBA institutes are playing a significant role in shaping the entrepreneurship and managerial domains of businesses today. The students are at epicenter of all round development. The practices which are adopted by MBA Institutes play a significant role in harnessing the talent of the students and make them globally competent. The yearly reports of Apex accrediting agencies of HEI viz. National Assessment and Accreditation Council (NAAC) and National Board of Accreditation (NBA); put a case for research into best practices that are most suitable for self/privately funded MBA institutes at rural locations. Blueprint is an effective tool for ensuring Institutional development on a correct track. When an MBA Institute creates a blueprint of its activities and best practices, it acts like a self-check mechanism for timely development. The roadmap is created for achieving excellence. In this chapter, the focus is on best practices. MBA Institutes which are privately funded are considered in its sample. The data has been obtained from secondary sources of NAAC accredited Institute websites. The relevant best practices have been studies from published literature by NAAC. The best practices have been found using meta-analysis of secondary data. On this basis, 10 Best practices have been identified. Identification has been done with the logic of strength of parameters. Five year plans have been recommended as blue prints with respect to each practice. Thus, a total of 10 plans are created and recommended for wholesome growth of MBA Institute. The purpose of this chapter is to throw some light on the ways and methods to achieve academic excellence. It is intended with the objective of churning the thought process of all Institutional development. The recommendations can act as advisory for plan of action to be adopted by private MBA Institutes in rural areas of India.

Keywords: Blueprint, Academic excellence, Best practice, MBA Institute

Introduction to Study:

Growth in vibrant economies of the world has been fuelled by innovation, disruptive business research, and product development, which have roots in state of the art technical higher education institutions. Such institutions are strategic assets of a nation, contributing to both, national prosperity and grass root rural developments. Successful institutions have strong links with local communities and industry, and contribute to the city, the region and the nation's development and growth. It is recognized that business education has a major role in transforming lives. Creating an enabling ecosystem for innovation and entrepreneurship is thus a key activity for progressive MBA institutes. The Institutes need to prepare a strategic plan in this context.

Review of Literature:

IIT Bombay has developed a strategic plan of 5 years [1]. A literature review of this plan states that in addition to the broad range of activities that IIT-B carries out in pursuit of its mission, the following goals have been identified to be given special emphasis in the strategic plan:

1. Enhance engagement with society and industry
2. Broaden educational areas

3. Improve internal support systems
4. Enhance student experience
5. Broaden funding base
6. Attract international students and faculty
7. Advance frontiers of knowledge
8. Enhance diversity
9. Enhance alumni engagement
10. Develop a cleaner and greener campus

The researcher follows this approach and integrates the learning of goal centric methodology in its research design.

A large number of privately funded young MBA institutions have not been successful in providing cost effective quality education.

The two main reasons are:

1. They have not been able to follow the best practices of the top ranking institutions.
2. As they have not been able to fulfill the expectations of stakeholders: their seats are not filled to the full capacity. [2]

Blueprinting is the systematic search for best practices: innovative ideas: and highly effective operating procedures. In this study: an attempt has been made to identify and summarize the best practices adopted by top ranked privately funded MBA institutions located in India.

Objectives

1. To identify core areas of Institutional development where best practices are observed.
2. To rate and rank the best practices of selected MBA institutes as graded by NAAC.
3. To suggest blueprint of best practices for next 5 year on Institutional Development.

Research Methodology

MBA Institutes that are interested in knowing their position in with respect to accreditation and assessments approach NAAC. NAAC also publishes the list of best practices adopted by MBA Institutions along with its grade on its website.

The research design adopted for this study is threefold:

1. Higher Educational Institutes (HEIs) which offer MBA program are studied.
2. HEIs which are privately owned and self-funded are studied.
3. HEIs institutes which are accredited by NAAC under 4 grades i.e. A++, A+, B++ and B have been studied.

These MBA institutes have uploaded and published their Self Study Reports (SSR) on their websites. The SSR are the literature samples selected for this study.

Equal Proportionate sampling of 10 MBA Institutes from each category of above grades have been referred to depending upon the availability and access to data on respondent website.

Thus a secondary data comprising of 40 SSRs has been studied

Furthermore, the "Best practices submitted under Criteria 7 of NAAC" adopted by these institutions are studied under six strata.

1. Institutional Governance and Management
2. Teachers Training and Research
3. Student Academic Indicators
4. Campus Infrastructure and Resources
5. Student Learning levels and Feedback
6. Institutional Collaborations: Outreach and Consultancy

Scope:

The research focuses on Best practices of MBA Institutes. The scope of the best practices include curriculum planning and design, teaching – learning and evaluation, research – innovation and extension, infrastructure and learning resources, institutional governance and management, lastly Institutional distinguishing practices.

Limitation:

The study is based on availability of secondary data in form of SSR of HEIs on their website. Only complete SSRs have been undertaken in sample. Part published SSRs are not considered. NAAC SSR has been studied. Although AICTE recommends NBA accreditation for MBA institutes, it is observed that NBA reports are not available on the websites. Also greater number of MBA institutes is NAAC accredited not NBA. NAAC publishes Best Practices on its website after careful scrutiny. These publications are referred to in secondary data.

**Data Analysis and Interpretation:**

A] Core areas where evidences and imprints of Best practices are observed:

Graph No. 1: Institutional Governance and Management: Top Rated/Ranked Practices
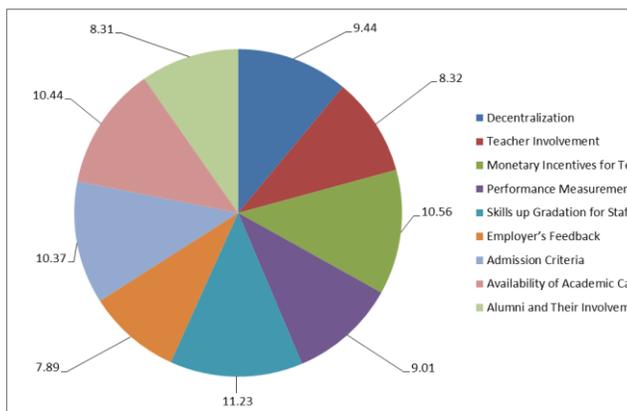
Graph No 2: Teacher Training and Research: Top Rated/Ranked Practices
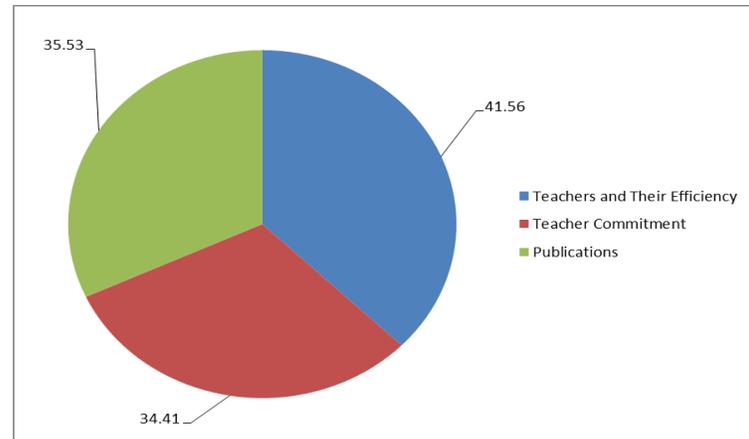
Graph No 3: Student Academic Indicators: Top Rated/Ranked Practices
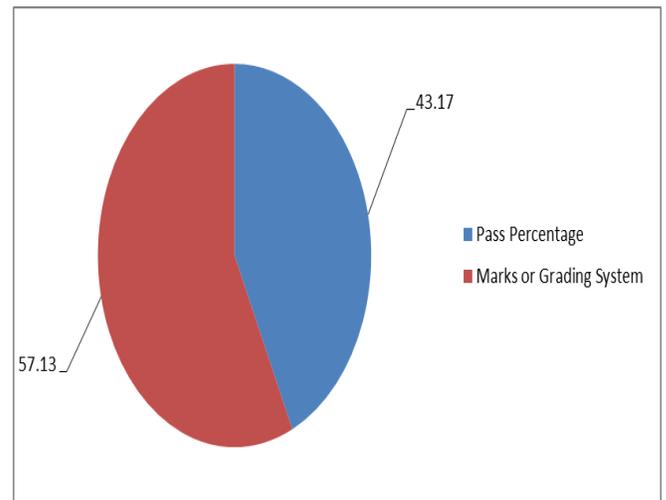
Graph No 4: Campus Infrastructure and Resources: Top Rated/Ranked Practices
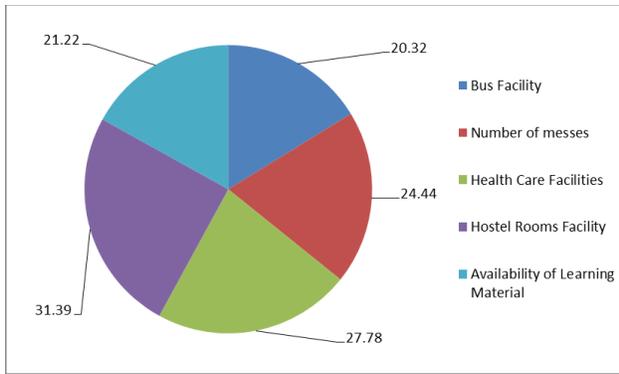
Source: Meta-Analysis of Secondary Data

Graph No. 5: Student learning levels and feedback: Top Rated/Ranked Practices
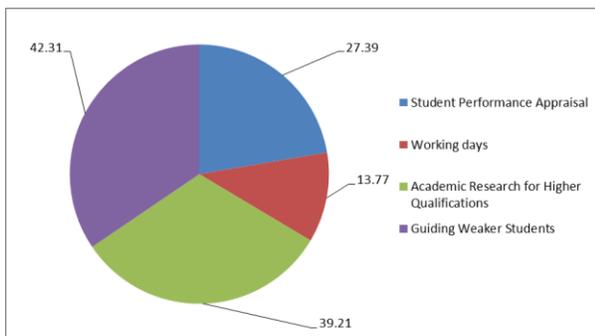
Source: Meta-Analysis of Secondary Data

Graph No 6: Institutional Collaborations: outreach and consultancy: Top Rated/Ranked Practices
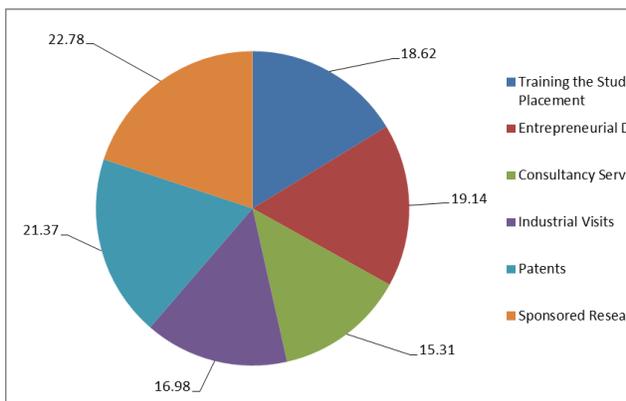
Source: Meta-Analysis of Secondary Data

B] A Review of Best Practices of NAAC accredited Institutes (Grade Specific Categorization):

Graph No 7: NAAC Grade: A++ : Top Rated/Ranked Practices
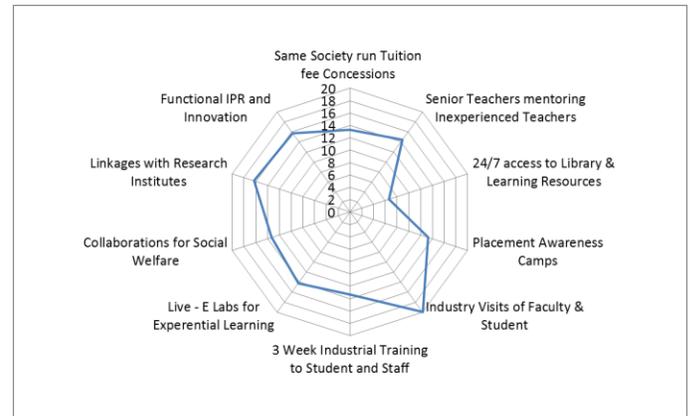
Source: Meta-Analysis of Secondary Data

Graph No. 8: NAAC Grade A: Top Rated/Ranked Practices
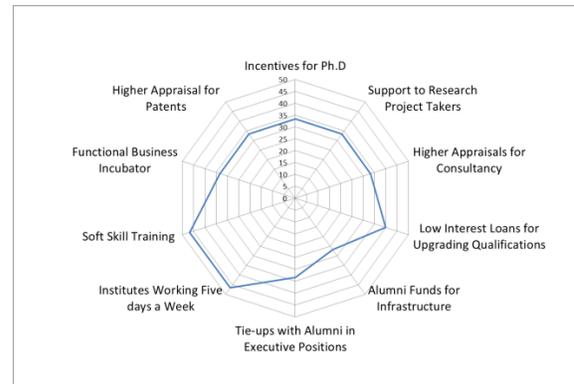


Source: Meta-Analysis of Secondary Data

Graph No 9: NAAC Grade B++: Top Rated/Ranked Practices
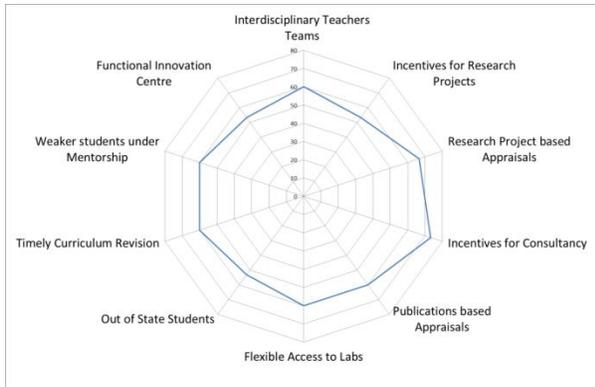
Source: Meta-Analysis of Secondary Data

Graph No 10: NAAC Grade B & B+: Top Rated/Ranked Practices
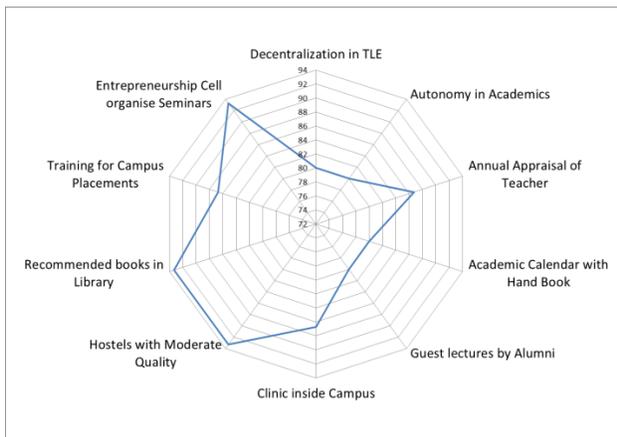
Source: Meta-Analysis of Secondary Data

Findings:

Four core theme indicators have been identified as key benchmarks form the data collected and analysed as above in section A and section B of Data Analysis and Interpretation.

1. Student Success Core Theme

Institute supports the success of all students in meeting their educational goals through its commitments to open access learning; to offer a portfolio of appropriate and well-chosen educational programs, services, and activities; and to its ongoing attention to student persistence and educational attainment. Key concepts: access, persistence, completions, success initiatives, demographics.

Student Success Priority Initiatives

1. Develop and implement a strategic enrollment management plan that promotes the success of all student populations.
2. Provide academic support and other services to ensure that students are able to set and meet their goals.
3. Offer equitable opportunities: affordability; programs to support success and retention for all student populations; and efforts to close the gap.
4. Provide equitable services through universal design, accessible facilities, and multi-lingual communication.
5. Adopt data-informed strategies to increase persistence and completion.
6. Promote efficient transitions into and through MBA, supporting the complete pre-graduate continuum.

2. Teaching and Learning Excellence Core Theme

Institute prepares and enables excellence in teaching and learning through its commitments to ensure relevance, responsiveness, and inclusiveness of curriculum; to maintain an effective teaching environment by supporting the teaching and professional achievement of all faculty; to provide for the accessibility of quality learning support services; and to monitor the academic and professional success of all students. Key concepts: curriculum, program design, faculty professional development, learning outcomes assessment.

Teaching and Learning Excellence Priority Initiatives

1. Develop and support new initiatives, certificates, credentialing models, and degrees—such as expanded baccalaureate programs—that meet the needs of the region.
2. Encourage faculty, staff, and student leadership in regional, state-wide, national, and international conversations about the future of higher education.
3. Incorporate undergraduate research and experiential learning into the curriculum.
4. Incorporate personal effectiveness—communication, team-building, and leadership—skills throughout the curriculum.
5. Prepare students to succeed in an interconnected and interdependent world through interdisciplinary learning, focused on economic, social, and environmental sustainability.
6. Foster disciplinary and pedagogical currency and innovation through faculty professional development.

3. College Life and Culture Core Theme

Institute values a learning and working environment through its commitments to support a campus environment that is diverse, inclusive, open, safe, and accessible; to model a college community that affirms and embodies pluralism and values collaboration and shared decision making; and to honor and practice sustainability, creativity and innovation. Key concepts: equitable practices, decision-making, efficiency, quality of work life, safety.

College Life and Culture Priority Initiatives

1. Integrate social justice into everyday college operations, providing an equitable environment of non-discrimination, universal design, and accessibility.

2. Support the college's governance system and improve operational decision-making structures.
3. Create uniform and efficient processes based on higher education best practices, including areas such as sustainable planning and change management, onboarding and ongoing training, emergency preparedness, and succession planning.
4. Improve the systems for sharing information.
5. Be the region's college of choice for employment—providing employees with an engaging climate, competitive compensation, and shared value system.
6. Support professional development, advancement, work-life balance, and wellness for all employees.
7. Mitigate inequities experienced by part-time faculty and staff.

4. Community Engagement and Enrichment
Core Theme

Institute strives to be a leader and partner in building a strong and vibrant region through its commitments to collaborate with businesses, industries, local school districts, primary transfer institutions, alumni, donors, and governmental and social services organizations to develop and refine educational programs that prepare individuals for academic success, employment, and lifelong learning; and to provide programs and space for use by the community at large. Key concepts: continuing education, funding, community partnerships, alumni engagement, and college identity.

Community Engagement and Enrichment
Priority Initiatives

1. Develop an educational atmosphere that creates lifelong learning experiences for informed and engaged citizenship.
2. Forge strong relationships with community partners—employers, under graduate higher education institutions, community organizations, service groups, businesses, neighbors—to build and sustain relevant programs.
3. Communicate our identity.
4. Develop and implement a process to listen carefully and respond to community and regional needs.
5. Develop a broad network of engaged alumni.
6. Pursue funding opportunities to mitigate decreased society support.

Recommendation:

Plan of Best Practices for next 5 year on Institutional Development through Quality Improvement:

The Strategic Plan, 2019-20, organizes Best practice initiatives for the next five years around the Institute's four core themes. It honors many of the best-fit initiatives for MBA Institute which are privately funded and established in rural or semi-urban areas. This plan commits itself to: delivering high quality educational opportunities, educating students to be global citizens, promoting social justice in all it does, interacting with the community, rebuilding its foundations, and cultivating its human potential.

Table No. 1: Best Practice 1: Enhance engagement with society and industry

Sr. No.	Best Practice	2018-19	2019-20	2020-21	2021-22	2022-23	Target
1	Enhance Engagement with Society and Industry	Create an Office for Inreach and Outreach with under graduate colleges and local community	Create a Business Development and Industry Interface Office in to enhance Intellectual Property (IP) commercialization, and promote industry interactions.	Develop an ecosystem in the campus to enable and support faculty involvement in the Research Cell.	Set up a business accelerator in the campus and strengthen incubation and Entrepreneurship ecosystem in the campus. Enhance networking and support the Development of Baramati as a startup hub.	Enhance engagement with educational and research institutions in the region with joint workshops and joint research by providing seed funding.	Number of open days: one per year / Number of visitors for open days: 200 per year / Number of external visitors to public lectures/colloquia: 20 per year / Target IP commercialization/licensing: 1 per year / New industries engaged to the Institute: 2 per year / Total number of faculty with industry engagement to: 10 per year / Joint publications/patents with companies associated with Research Cell: 2 per year / New startup companies: 1 per year / Number of city and state problems taken up as research projects: 2 per year / Number of personnel trained from the city and state employees: 10 per year / Number of TEQIP training offerings to people trained: 5 per year; 10 people trained per year / Number of joint research projects with regional institutions: 1 per year

Source: Meta-Analysis of Secondary Data

Table No. 2: Best Practice 2, 3, 4: Broaden Educational Area, Improve Internal Support System and Enhance Student Experience

Sr. No.	Best Practice	2018-19	2019-20	2020-21	2021-22	2022-23	Target
2	Broaden Educational Areas	Create Academic Support Program for identification of new program/ areas and realignment of existing program based on special needs of the city (possibly finance, commerce, entertainment), regional challenges, and faculty Expertise	Initiate new MBA Executive program in existing academic entities.	Initiate Joint Academic program in collaboration with Skill based institutions.	Initiate major curricular revision to broaden education and enhance skill based courses and the liberal arts foundations.	Strengthen ASP to promote Institute engagement with the city and the local government for capacity building and Skill based societal problem	New programs introduced: 3 EMBA, ASP, Up-Skill Periodic review of ASP curriculum: once in every 2 year period New courses introduced: 10 by 2023 New Skill based programs introduced: 5 by 2023
3	Improve Internal Support Systems	Simplify systems and processes with a modern ERP system	Appoint and empower departmental managers to support and co-ordinate purchase, Maintenance and administration.	Service orientation and training for staff, service response and new recruitment rules to attract qualified staff at various levels.	Conduct annual satisfaction survey	Implement Pay Commission based Compensation for all staff	Reduction in average processing times Financial Support through Competitive Salary and Sponsorship for Development/Research/Consultancy Continuous improvement on satisfaction survey scores Improved faculty Development and mentorship: 5 FDPs In-house and 2 MOOCs/faculty/Year
4	Enhance Student Experience	Enhance and revamp faculty advising system to improve interactions Supervised internships for students in industry for longer duration.	Conduct annual student satisfaction survey and setup a complaint redressal system with an Ombudsman.	Enhanced student facilities including food courts, cafeterias, and interaction spaces.	PhD Research Centre of SPPU with Infrastructure support for Teaching and Learning	Support for student participation in international technical competitions, Including academic credit for learning by doing.	Increase percentage of out of state students (exchange students and regular students): 5% of new admissions in 2023 Number of PhD students mentored for Teaching/ Entrepreneurship: 20 per year Number of interaction spaces: 2 by 2022

Source: Meta-Analysis of Secondary Data

Table No. 3: Best practice 5, 6, and 7: Broaden funding base, Attract out of State students and faculty, Advance frontiers of knowledge

Sr. No.	Best Practice	2018-19	2019-20	2020-21	2021-22	2022-23	Target
5	Broaden Funding Base	Create Institute Development & Relations Foundation (IDRF) as a systematic Approach to donations and for enhanced engagement with stake holders.	Increase internal revenue through EMBA course, ASP and Skill based courses.	Improve financial management using ERP and establish methods for costing space, facilities, utilities and managing costs.	Increase research projects from industry (Research Cell, Uchchatar Avishkar Yojana)	Establish Centers of Excellence in Continuing Online Education	Increase Donation receipts: Rs.10 Lakhs per year by 2023 Increase internal revenues: Rs.15 Lakhs per year by 2023 Increase consultancy and industry R&D receipts: 10 Lakhs per year by 2023
6	Attract Out of State Students and Faculty	Create International Relations Office with dedicated staff.	Enhance information availability and specify a data use publicity in target states to attract students. Enhanced link with partner out of state universities by providing dedicated budgets.	Facilitate student exchange and joint-MBA programs	Attract Out of State faculty on long term appointments.	Attract Training and Placement Officers on long term appointments.	Increase percentage of out of state students (exchange students and regular students): 5% of new admissions in 2023 Increase percentage of out of International students (exchange students and regular students): 1% of new admissions in 2023 Increase number of long term out of state faculty: 5 by 2023
7	Advance Frontiers of Knowledge	Establish mechanism to support high impact research through an annual call for proposals and a process for identification of thrust areas and publish it in Institute ISSN Journal	Enable access to data required for research and access policy. This refers to Plagiarism Software Licenses.	Encourage formation of multi-disciplinary research centers in high potential areas and enable cluster SIP hiring.	Proactive and flexible mechanisms to attract high quality PhD student researchers. Encourage and support advanced research and conferences at the Institute.	Departments to set up awards committees to help identify and nominate faculty and researchers for national and international awards.	Research output and impact should continue to increase. This would be reflected by increased publications per faculty, citations per faculty, citations per paper (this would not be specifically targeted, but would emerge as an outcome of enhanced research) Increase in annual research funding: Rs 5Lakh per year by 2023 Establish new multi-disciplinary centers: 2 by 2023 Increase licensing: 1 per year; and patenting:1 per year by 2022

Source: Meta-Analysis of secondary data

Table No. 4: Best Practice 8, 9, and 10: Enhance Diversity, Enhance Alumni Engagement, and Develop Cleaner and Greener Campus

Sr. No.	Best Practice	2018-19	2019-20	2020-21	2021-22	2022-23
8	Enhance Diversity	Recruit Women Faculty and bring ratio 1:1	Increase the size of day care facility so that more staff members and students can use it.	Focused outreach to present women students, alumni, faculty members as role models to school students	Enhance percentage of women students in new admissions	Convey the exciting career opportunities provided by an MBA education to girl students in Baramati
9	Enhance Alumni Engagement	Create an Alumni Centre at the Institute to support alumni activities and engagement.	Initiatives for supporting alumni needs for continued learning and career improvement. Lifelong Learning Modules targeted for Alumni	Multiple interaction modes such as, interaction between alumni and students, mentoring interaction between alumni and faculty, alumni inputs for curriculum development, alumni support for student placements and internships, alumni involvement in Department Advisory Committees and in enhancing the innovation ecosystem at Institute.	Enhance effectiveness of the Alumni Cell to pro-actively identify potential SIP recruiters and prospective faculty and Staff	Engage alumni as adjunct faculty.
10	Develop a Cleaner and Greener Campus	Annual Green Audit	Community Service through Village Adoption	Annual Energy Audit	Environment Protection Award	Involve students in campus planning including green campus initiatives.

Source: Meta-Analysis of Secondary Data

Conclusion:

Blueprint is an effective tool for ensuring Institutional development on a correct track. When an MBA Institute creates a blueprint of its activities and best practices, it acts like a self-check mechanism for timely development. The roadmap is created for achieving excellence. In this chapter, the focus is on best practices. MBA Institutes which are privately funded are considered in its sample. The data has been obtained from secondary sources of NAAC accredited Institute websites. The relevant best practices have been studies from published literature by NAAC. The best practices have been found using meta-analysis of secondary data. On this basis, 10 Best practices have been identified. Identification has been done with the logic of strength of parameters. Five year plans have been recommended as blue prints with respect to each practice. Thus, a total of 10 plans are created and recommended for wholesome growth of MBA Institute.

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Role of academic libraries in accreditation process: Best Practices

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Abstract

This paper throws light on various best practices to be followed by academic library. It discusses importance of introducing best practices in academic library for improving its process and activities, optimization of resource utilization and to deliver high quality, efficient services to library users. This paper includes traditional best practices; information communication technology (ICT) enabled best practices like web page, institutional repositories, e-mail alerting services, extension services and general best practices. At present the academic libraries are following best practices to improve quality and professionalism ,this article will be helpful to other academic libraries to get an idea about various methods can be adopt in their respective libraries to render their services effective manner.

Keywords: Best practices, academic libraries, ICT.

Introduction

Recent development in the information and communication technologies (ICT) has impact on the functioning of academic libraries. Library operations and types of services offered to the end user vary from the past practices. Preparing guidelines in a standardized way based on the best practices applied by libraries is significant in enhancing the contribution of academic libraries in the overall development of academic institute.

Definitions

ODLIS (Online Dictionary of Library and Information Science) defines best practices as "In the application of theory to real-life situations, procedures that, when properly applied, consistently yield superior results and are therefore used as reference points in evaluating the effectiveness of alternative methods of accomplishing the same task. Best practices are identified by examining empirical evidence of success."

Oxford English Dictionary describes best practices as "quality of most excellent or desirable type or most appropriate, advantageous, highly improved, outstanding, par excellence services or the customary or expected procedure or 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."

According to **National Board of Accreditation and Assessment** (NAAC) "Best practice may be innovative and be a philosophy, policy, strategy, program, process or practice that solve a problem or create new opportunities and positively impact on organizations. Institutional excellence is the aggregate of the best practices

followed in different areas of institutional activities."

NAAC recommended best practices:

NAAC has listed best practices on its website and assure that regular updating will be made with consultations on contributing institutions. For college and university libraries NAAC has developed the list of best practices that can enhance the academic information environment and usability, which are as below

1. Library Brochure/Dairies /Information Packs.

2. Central Reference Library for the use of constituent and affiliated colleges.

3. A feedback from stakeholders through scientifically designed and analyzed questionnaire, at least twice a year.

4. Compiling and displaying of student/teacher attendance statistics (graphic) on the notice boards of the library as well as in the departments.

5. Communication of current awareness to different user groups.

6. Information literacy programs - Beginning of the academic year with a general presentation - Periodically for need based groups - Teaching library programs

7. Creation of digital Repositories –

Article Repositories

- Publication Repositories

- Question paper Repositories

- Course ware Repositories

8. Displaying new arrivals of books/journals and circulating a list to different departments that use the library.

9. Suggestion box and timely response.

10. Development of a website/web page for the library including all the services and necessary information.

11. Establishing linkage with other libraries and avail free/ nominal fee services.

12. Initiatives for research projects/ turn key projects from the library.

13. Development of electronic environment on the campus and encouragement to e-deliveries.

14. Developing linkage with the functional units of the universities.

- Information Center

- Computer Center

- Department of Computer Science

- Student welfare Directorate/Training & Placement Cell

15. Conducting Exhibitions/Demonstrations/Lectures on Current Issues.

16. Building a Network of College Libraries under the aegis of the University.

Libraries are always trying to provide best services to the users and in doing so it adopts processes and practices that are best in the market. The best practices categorized as following broad areas **A.Traditional Best Practices. :-**

1. **Library Hour: -** Library should start Library hour for students and made compulsory for all the students by adding it in their daily class timetable. The students should visit the library during this period of time and spend an

hour in the library for reading materials. By keeping an hour in their time table students spend an hour in the library it will brings them closer to the reading materials, indirectly it helps to inculcate reading habits in the students.

2. **New Arrivals:** Displaying newly arrived books on a display shelf and circulating list of such books and Table of Content (TOC) of the newly arrived journals through whatsapp and e mail will make the readers aware about the new reading material and accordingly they could demand for those new books & get it.

3. **Library Brochure/Pamphlet:** It is one of the important sources for creating awareness about the library facilities, services & collection among the students .It can be provided at the time of Admission. The information which is to be included in is about the library facilitieslibrary rules & regulations, e resources and its access & online information services etc.

4. **Book Reviews competitions :** Such competitions are organized for students and the participants have to read whole book thoroughly and give his/her review on it. At the end Library should displays best reviews on notice board .

5. **Readers Club :** Library should give its facility to readers other than campus. Library can from a reader club. This club maintain good relation between library & outside users.

6. **Short Term courses :** Such courses for the user community could be conducted to make them familiar about the use of ICT equipments ,resources and to know the mechanics of library. Two to three months duration course can be framed. In this course, data entry of the books, creating reader profiles, generating barcode printing & scanning etc training should be given. **Training to Use E-Resources :** Training programmes should be conducted frequently for student, teacher on how to find out library books by using Library OPAC, use of library consortiums, free online journals (DOAJ), link to various useful websites etc. so that library resources and services can be used utilize more effectively & efficiently.

7. **Indexing & Abstracting Services:** An indexing and abstracting service is a service that provides shortening or summarizing of particular documents and assigning of descriptors for referencing documents.

8. **Staff User Meet :** The libraries may organize activities to staff users, which involving to work & share their ideas with each other relating to the new information services & their requirements. This will help to keep abreast the staff users about the latest

developments & trends in library principles & practices, there by bridging the gap between the staff & users for this arrange various activities such as workshops, seminars and guest lectures.

9. **Best Library user Award :** This practice should encourage students/ staff to make maximum use of library resources & services for every academic year.

10. **Career Guidance Cell :** Library can form this cell to guide the students who are appearing for competitive examinations Library need to maintain rich collection of books on competitive examinations. Library should invite guest lecturer for guiding to students for bright career.

B. ICT based Best Practices :-

1. **Softwares in Library:** Library management softwares are to be used to perform routine activities of the library. Most common software that library have is library automation software. The libraries should have database management software, antivirus software, application software,anti-plagiarism software,data analysis software so that users can avail facilities through the use of these softwares.

2. **Library Website/ Webpage:** A library website/webpage provides at a glance services, facilities and resources available with the library. Most of the library website/webpage provide link to WebOPAC. A library web page or Universal Resource Locator (URL) facilitates single window access to various web enabled resources.

3. **Online Public Access Catalogue (OPAC):** It is the computer form of library catalogue to access materials in the library. It is an online database of materials held by a library or group of libraries. It is a computerized library catalogue available to the public. Most OPACs are accessible over the Internet to users all over the world.

4. **Electronic Document Delivery Services:** Currently, a document delivery service typically involves a combination of paper, digital and electronic media. Libraries are implementing ICT based interlibrary lending system using electronic networks to deliver copies of journal articles and other documents in digital format [mainly in Portable Document Format (PDF)] to library users' desktops.

5. **CAS & SDI Services:** A selection of current-awareness services in the form of Table of contents' (TOC) alerts, List of new arrivals of journals , Books and Press Clippings through social media like Whatapp. Selective Dissemination of Information refers to tools and

resources used to keep a user informed of new resources on specified topics.

6. **Electronic Mail (E-mail):** This medium can also be used to send and receive mails. This is commonly and widely used with the internet facilities. E-mail is very useful for sending messages to and from remote areas with enhanced network. Further, it is also useful in various aspects of library environment. Thus, it may be stated that e-mail may play a significant role in information dissemination services.

7. **Electronic Resources:** The e-Resources on magnetic & optical media have a vast impact on the collections of university libraries. The commonly available electronic resources are accessed mainly through internet as electronic journal, online database databases, eBook.

8. **Institutional Repository:** An institutional repository is an online archive for collecting, preserving, and disseminating digital copies of the intellectual output of an institution. Library should develop institutional repository of Question paper, Syllabus, Research papers, Notes, carrier guidance etc can be made available for user community.

9. **Online Full Text Service:** A full-text database is a compilation of documents or other information in the form of a database in which the complete text of each referenced document is available for online viewing, printing, or downloading.

10. **Online Readers Advisory Services:** Libraries are implementing Web based versions of readers' advisory services and reference services. It helps to find the right information/reading material for the right person at the right time and provide the best information that matches their needs, interests, and reading level.

C. Library Extension Services :-

1. **External Membership Facility :-** To provide service to the society, this facility is useful, in which membership facility for general users can be given for some nominal caution deposit.**ii). Inter Library Loan (ILL):** ILL is a service whereby a user of one library can borrow books or receive photocopies of documents that are owned by another library. The user makes a request with their local library, which, acting as an intermediary, identifies owners of the desired item, places the request, receives the item, makes it available to the user, and arranges for its return.

2. **Document Delivery Service (DDS):** DDS delivers copies of journal articles and book chapters owned by users to request these items and have them delivered electronically to their desktop.

For many campus users this is a free service.

3. **Learn and Earn Scheme** (Internships i.e New books processing, Stock Verification etc.)

4. **Reprography.**

5. **Suggestion Box:** Library users can share their ideas/ views regarding the maintaince of the library, services etc. they can drop their valuable suggestions in this box.

6. **Newspaper clipping services:**

7. **Career Notification**

8. **Feedback register:** It is very useful register for library activities. It covers library collection, library services etc, the library users can write their opinions in this register.

9. **Library Help Desk : -** To Guide the users about Library resources.

10. **Library Security: -** CCTV camera, RFID technology at entry gate, separate property rack

D General Best Practices :- Regular Library Advisory Committee Meeting. Binding of books & periodical Volumes. Inclusive of Library Information in prospects & College Websites.Intercom facility for easy communication among various departments. Pasting of barcode, spine label and stamping in a definite place on the books. Question Paper sets of previous examinations. Library Calendar of Activity & Events.

1. Use of pesticides for keeping away book worm & damage of books.

2. Display of various library charts.

3. Keeping the library premises neat & clean.

Conclusion

The best practices help libraries to improve quality of library services. The best practices adopted in libraries of academic institutes should bridge the gap between library collection & user community for maximum utilization of the resources. Library adopts various best practices in its administration, collection development & services provided by it. ICT based services are essential for providing up-to-date information to user community. The above mentioned best practices if adopted by every library of academic institution will create its own image in the mind of students, faculty & society.

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