Anekant Education Society's
Anekant Institute of Management Studies (AIMS), Baramati

Under

NAAC Sponsored Seminar Scheme

Proceeding

11th National Conference 2022

On

"Innovative Practices for Quality Enhancement in Higher Education Institutions"
(Online)

7th (Friday) & 8th (Saturday) October, 2022

ISBN : 978-81-947958-1-0

NAAC Accredited | Permanent Affiliation to SP Pune University | Approved by AICTE, New Delhi | Recognized by DTE, Government of Maharashtra | MOE Certified IIC

AES Campus, Near T.C.College, Baramati, Dist. Pune (MH.) - 413 102
Phone: 02112-227299 director@aimsbaramati.org | www.aimsbaramati.org

PATRONS

Shri. Jawahar Motilal Shaha (Wagholikar)
President, Anekant Education Society, Baramati

Shri. Milind Rajkumar Shah (Wagholikar)
Secretary, Anekant Education Society Baramati

Shri. Vikas Shashikant Shah (Lengarekar)
Secretary, AIMS, Baramati

PROVOST

Prof. (Dr.) M.A. Lahori
Director, AIMS, Baramati

EDITORIAL ADVISORY BOARD

Dr. C.V. Murumkar
Principal, T. C. College, Baramati

Mr. Alok Babelay
Chief General Manager, Co-Optex, Chennai

Dr. Mohsin Shaikh
Professor, ASM's IPS, Pune

Dr. S.S. Bhola
Associate Professor K. B. P. I. M. S R., Satara

Dr. Avinash Ganbote
Associate Professor, S.V. P. M's I.O.M, Malegaon

Prof. Sayed Peerzade
Associate Professor and H o D- Com. Anjuman College, Vijaypura

EDITORIAL REVIEW PANEL

Dr. A.Y. Dikshit

Dr. D.P. More **Prof. S. S. Khatri** **Dr. S.V. Khatavkar**

Dr. U. S. Kollimath

CONFERENCE COMMITTEE

Dr. T.V. Chavan	**- Convener**
Dr. S.S. Badave	**- Co convener**
Dr. P.V. Yadav	**- Registration**
Prof. S.S. Jadhav	**- Social Media**
Mrs. P.D. Hanchate	**- Presentations**

Anekant Education Society

Anekant Education Society is established in 1961 under the able guidance of Late Shri Fulchandji Gandhi, Education Minister of the Former Hyderabad State.The founder President of the Society Late Shriman Seth Lalchand Hirachand Doshi,founder President of Premier Automobiles Ltd., and Walchand Group ofxIndustries was determined on attracting the best talent to institutions operating under the auspices of AES. The society has chosen the Jain concept of"Siddhirnekantat" and "Anekantvad" in the nomenclature of the Society. The Society started Undergraduate Programs in Baramati in the year 1962. The college eventually was renamed as Tuljaram Chaturchand College. In a span of about 5 decades of its presence, Anekant Education Society has touched upon the lives of almost every household in and surrounding areas of Baramati.

Anekant Institute of Management Studies (AIMS), Baramati

Anekant Education Society has added another feather to its cap by starting AIMS to provide MBA course. AIMS is certainly working beyond excellence in all the accreditations, affiliations and Certifications of the nominated authorities. The initiative is to develop management professionals with a view to excel in the corporate world as well as take it to new heights. The need is to nurture the talents and hone their skills which are achieved only through AIMS. Since its inception, AIMS is providing quality education and in a period of few years the Institute has made its mark on academic, cultural and social environment of Baramati.

About the 11th National Conference

The aim of proposed conference is to enhance the quality of HEI by adopting various innovative practices. The expected outcomes of this conference are as follows:

I. Participants will able to realize the importance of NAAC in the quality of HEI
ii. Participants will able to discuss the adopted innovative practices about the quality enhancement in the HEI
iii. Participants will able to share the ideas about quality sustenance in the HEI
iv. Participants will able to share the innovative practices adopted by HEIs to convert challenges in to opportunities

© Anekant Institute of Management Studies, Baramati

No part of this publication should be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording and/or otherwise without the prior permission of the editors/authors

Note

AIMS does not take any responsibility for any mistakes/errors incorporated in the article of the authors, either in setting, grammatical, printing of text or visuals.

ISBN: 978-81-947958-4-1

Published by:
AES's Anekant Institute of Management Studies, Baramati
Friday, 7th October 2022

Printed by:
Swara Graphics, Baramati

Proceeding
"Innovative Practices for Quality Enhancement in Higher Education Institutions"
ISBN: 978-81-947958-4-1

CONTENTS

	▪ **Messages** ▪ **National Conference Theme & Subthemes** ▪ **Agenda (Day 1 & Day 2)** ▪ **Keynote Address by the Chief Guest** ▪ **Plenary Sessions** ▪ **Summary of the Paper Presentations**	
#	**Title &Author**	**Pg. No.**
1.	**Guaranteeing Access to Knowledge: The Role of Libraries in Information Technology Era** -Prof. Rajashri Wayal	1-4
2	**Quality of Education in Professional Institutes – Hybrid methods a way forward** -Dr. M. A. Lahori	5-10
3.	**Quality Employees Produce Quality Goods and Services – An Empirical Study** By Alok Babelay,	11-13
4.	**Overview on Role of Industry Incubation in Engineering Institutional Development** -Prof.. Shete Yogesh Shreekrushna,	14-17
5.	**A Survey on the Student's Satisfaction towards Effectiveness of Online Tutoring with Special Reference to Higher Education Aspirants of Coimbatore City – Tamilnadu** -Dr. A. C. Deepa, & Mrs. B. Priyanka,	18-22
6.	**Indian Tax System & Structure** -Dr. D. Anitha,	23-28
7.	**Values and Ethics in Higher Education in India** -Prof. Shrikant Shrishail Kase	29-32
8.	**Exploring the need of Physical & Digital Infrastructures of HEI's: A Students' Learning Outcome Perspective.** -Dr. Pravin V. Yadav, & Dr. Tanaji V. Chavan	33-37
9.	**Effectiveness of Yogic Life Style for Promoting Mental Health and Well-being: Implications for Therapeutic Value and School Health Care Policy** -Ms. Ayesha Siddiqua	38-49
10.	**Covid-19: A Threshold for Digitalization of Education** -Mr. Fazal M. Lahori	50-52
11.	**Impact of Industry-Academia Interaction on Institutional Development** -Ms. Rekha Naidu	53-56
12	**Evaluating Best Practices as Quality Index for Higher Education Institutions in India** -Dr. Tanaji Chavan, Associate Professor, Anekant Institute of Management Studies, Baramati	57-58
13	Importance of Indian Values and Ethics in Higher Education -Dr. Niraj Chaudhari & Swati Lakhalgaonkar	59-62
14.	**Exploratory Study on Service Quality of Private Tour Operators among the Tourists in Udhagamandalam District.** -R. Shanthi, & Dr. D. Rajakumari	63-72
15.	**E-Governance and its Impact on Quality Enhancement in Administration** - Dr. Anand Shrigondekar & Dr. Rajshree Patil	73-78
16.	**A Study on Impact of Student Support Services on Student Outcomes in HEIs** -Dr. Shriram S. Badave	79-81
17.	**A Study of Non Statutory Welfare facility and Job Satisfaction of the employees with Special Reference to Small-Scale Industrial Units in Satara District**. -Prof. Vikas Vilasrao Patil, & Prof. Abhijit Ashok Patil, & Dr. N.R .Jadhav	82-85

18.	**Quality Enhancement in Higher Education: Role of Teacher** -Dr. Sandhya V. Khatavkar	86-88
19	**Money Insurance Policy: An Insurance Cover for Cash** -Prof. Sachin Shrirang Jadhav & Dr. Porinita Banerjee	89-91
20	**A Study on Students' Unresponsiveness to Satisfaction Surveys in Higher Education Institutions of India** -Dr. Abhishek Dikshit	92-100
21	**Decision Making on Internet Subscription Plan** -Bilkisu Maijamaa, & Babagana Modu	101-106
22	**Ethics in Higher Education: Comparison between Personal Ethics and Professional Ethics** -Ms. Nancy, Dr. Parminder Singh & Ms. Harjot Kaur	107-111
23	**Fundamental of Digital Marketing in the Incitement of the Global Business** -Dr. Rakesh Shirase & Dr. Amar P Narkhede	112-119
24	**Inculcating Research Culture in Management Institutes: Need Analysis and Practical Difficulties** -Dr. Umesh S. Kollimath, & Dr. Chetan Panse	120-127
25	**Need for Academic Audit for Quality Improvement in Higher Educational Institute (HEI)** -Dr. Niraj C.Chaudhari, & Sonali N. Chaudhari	128-131
26	**Feasibility Analysis of Patanjali Retail Outlet in Rural Area** -Ms. Harshada S. Khairnar	132-134
27	**Mentor- Mentee Dyad: How leads to Holistic Development of Students at Higher Educational Institutions** -Prof. Smita S. Khatri, & Dr. Vinod N. Sayankar	135-138
28	**A Study and Analysis of Recruitment Process at DBZ News Baramati** -Mr. Akshay Adsul	139-141
29	**An Empirical Investigation of MOOC Users and a Critique of the Development of MOOCS** -Dr. Tushar K. Savale, Priyanka T. Sawale and Prabodhan U. Patil	142-151
30	**Efficacy of Academic and Administrative Audit as a tool of Evaluation and Improvement** -Dr. Seemantini Chaphalkar	152-156
31	**A Study on Innovative Practices in Higher Education: National Assessment and Accreditation Council (NAAC) Perspective** -Dr. M. S. R. Anjaneyulu, & B. Anitha	157-160
32	**MBA Students in B School have a Blended Learning Environment** - Niranchana Shri Viswanathan	161-164
33	**Digitization of Financial Product or Services: A Research & Study on Tracking and Evaluating the Synchronization of Digital Literacy** -Dr. Sanket L. Charkha, Dr. Sachin R. Wankhede, & Dr. Sunita N. Shah	165-173
34	**Teaching Learning of Mathematics in Competence-Based Education** -Sajuddin Saifi, & Dr. Dori Lal	174-180
35	**Research Gap Analysis of Entrepreneurship Development Initiatives at Management Institutes** -Vikrant V. Nangare, Dr. Sachin Ayarekar and Dr. Rishikaysh Kaakandikar;	181-185
36	**Expectations of Rural Students from Higher & Professional Education Institutes** -Dr. D. P. More	186-188
37	**Ethics in Higher Education: A Respectful Discussion of Values and Ethics** -Mamatha Allam and Jyothi Kalyan	189-191
38	**A Study of Quality Enhancement Practices and Challenges of Indian Educational Institutes** -Dr. Archana Wafgaonkar	192-196
39	**Best Practices in Schools: A Case Study** -Dr. Iltiza Begum	197-199
40	**A Study of Impact of Curricular Activities on the Academic Development of Management Students** -Dr. Ashish K. Malani	200-202
	Conference Sequel (Invitation for National Conference 2023) **Outcome and follow up for the Present National Conference** **Glimpses of the Previous National Conferences at AIMS**	

A Study on Impact of Student Support Services on Student Outcomes in HEIs

Dr. Shriram S. Badave
Anekant Institute of Management Studies (AIMS)
Baramati

Abstract: *The systems created by higher education institutions to help their students can significantly affect students' achievements. Support systems include everything from those that offer targeted assistance, such as assistance with course selection, mentoring, orientation programs at the beginning of the study, peer tutoring, and other forms of academic support, to institutional-level behaviors and organizational features that may help or hurt student outcomes. The quality of their educational experience and academic success is influenced by the services and assistance provided to students. Comprehensive and integrated student support services are crucial for students' social, emotional, and character development and the creation of learning environments that support meeting demanding academic requirements. Student support services link students and their families, institutional resources, and community-based and social services. They also promote strong relationships between educators and pupils, which increases students' attachment to their education.*

Keywords*: Student, Support, Services, HEIs, Pupils.*

INTRODUCTION: The researcher conducted a study of 10 HEIS around Baramati. The findings and strategies based on research to achieve student outcomes are as follows.

THE INSTITUTION'S ATTITUDES, SETTING AND PROCEDURES: The research findings demonstrate that several elements related to an institution's organizational behaviour, environment, and processes can have a favorable or unfavorable impact on student outcomes, including retention and persistence. For instance, enrolment procedures, guidance on money, course schedules, and administrative procedures, in general, might affect how satisfied and persistent students are. When these procedures go well, they may increase retention; nevertheless, if there are problems, students may feel alienated and decide to leave the course. Students need to know what to expect from an institution since those whose expectations are not met are more likely to leave. Institutions should be transparent about their aims, values, and procedures. Additionally, students need to know exactly what a course entails. This might aid them in avoiding making the incorrect choice, which can be a significant reason why students don't finish a course. According to the present research, students are less likely to withdraw from a friendly atmosphere that fosters a feeling of belonging and community, makes them feel comfortable, is free of bias and harassment, and offers a variety of campus activities.

OPPORTUNITY FOR STUDENTS TO CREATE SOCIAL NETWORKS: The data supports the idea that student outcomes are likely to improve if institutions engage with students in ways other than formal academic engagement and are dedicated to their overall well-being. According to several studies, students must integrate into an institution's broader social environment. Students who feel belonging are more likely to succeed academically, maintain their commitment to their studies, and make a smooth transition to higher education. Although the data suggests that being a part of a social network can improve outcomes, excessive socializing may harm academic success. Furthermore, there is no proof that socially isolated students do worse than those with strong social ties. In certain circumstances, such as among senior students who have established their social niche, students may be more concerned with academic success than campus life.

ACADEMIC COUNSELLING: The research shows how students make the wrong decisions due to a lack of academic counseling and pre-enrolment help. Choosing the inappropriate discipline, program, subjects, specialization, or course is just one example of making the wrong decision. A shockingly high number of students enroll in the incorrect subject or field, leading to student withdrawal. Missing out on their first option and enrolling in an alternative in the hopes of transferring to their "first choice" later are two reasons why students make the "wrong choice." Providing accurate, simple-to-follow information regarding choosing specializations, subjects, and courses to students is one way to assist them in making the best decisions.

EASY AVAILABILITY OF TEACHERS FOR ACADEMIC TALKS: According to a recurring theme in the research, results can be improved when students have regular and meaningful contact with teachers, both within and outside the classroom. According to the research, informal interactions between students and professors outside the classroom are associated with students' happiness with the learning process, desires for higher education, intellectual and personal growth, academic success, and persistence. Numerous research also supports the idea that nurturing instructors can increase student persistence and retention, especially among minority students. A beneficial impact on student outcomes can be shown when teachers serve as mentors or collaborate with students in teach communities, which are groups of individuals who work together to improve everyone's learning.

STUDENTS EXPERIENCE GOOD QUALITY TEACHING: Although not all studies investigated it, many pointed to excellent teaching as a contributing factor. The qualities of a good teacher are respect for the students, impartiality, fairness, cultural sensitivity, and approachability. A good teacher will also make themselves available to pupils so that they may interact with them frequently and in a meaningful way. They inspire their students, show enthusiasm and interest in their subject, and grasp it well. They also emphasize students' independence while being highly organized, setting clear criteria and goals, using appropriate assessments, and doing so.

Since many studies have shown that students struggle to acclimate to the independent research required at the tertiary level, teaching strategies can also impact student performance. The impersonal nature of lectures, the fact that they are left to manage their learning, and the absence of assistance with the transition can all be unsettling to students.

PROGRAMS FOR ORIENTATION AND INDUCTION: It has been discovered that formal academic orientation programs run by institutions can aid in preventing student dissatisfaction with course selection and orientation, which lowers student attrition. Numerous studies also found that one of the leading causes of early student departure was a lack of institutional assistance with selecting appropriate academic courses and career pathways. Additional studies on general orientation workshops and classes show that educating students about college, student life, and career options improve their retention. Suggested strategies for successful orientation programs include:

1. Provide opportunities for students to develop supportive personal networks
2. We are organizing integrated, coordinated and holistic orientation programs that involve a range of personnel from various sectors.
3. Connect the programs to subject learning.

STUDENTS PARTICIPATING IN ACADEMIC LEARNING COMMUNITIES PERFORM WELL: Academic learning communities provide collaborative learning opportunities for students. They can take a variety of shapes, from institutions purposefully fostering a homogenous ethos about ethnicity, gender, residence, or religion, to merging courses or forming cohort groups within bigger classes. There is considerable evidence that the utilization of tutorial groups positively impacts student results. Multiple studies revealed that combining students from different courses into

independent learning communities increased perseverance, retention, and academic achievement.

WIDE VARIETY OF INSTITUTIONAL SERVICES AND RESOURCES AVAILABLE: Students' social and academic integration, which in turn promotes their retention and success, is facilitated by institutional services and resources. These services are frequently divided into those focusing on educational and personal, social, and emotional needs. Peer tutoring, mentoring, and Supplemental Instructions are suggested forms of support.

TUTORING AND MENTORING SERVICES: Substantial evidence supports the idea that mentoring enhances students' retention, completion, and academic performance. It might also help the faculty where the tutoring took place to feel more united. Most of the time, returning students offer to tutor and help focus on particular areas. Additionally, it has been applied more broadly to assist new students in adjusting to college life.

THE SOCIAL AND ACADEMIC ATMOSPHERE OF THE INSTITUTION: Students bring a specific cultural capital when they enrol in an institute (defined, for example, as habits, manners, lifestyle preferences, interpersonal skills, culturally specific learning tools, and so on). If a student's cultural capital is appreciated, accepted, or consistent with the institutional culture, they are more likely to integrate. On the other hand, if their cultural capital is not, they will have a more challenging time doing so. Positive student results are more likely in institutions that emphasize diversity and performance, adapt or adjust their institutional culture to better "fit" their students' cultural and social backgrounds, and embrace variances. Culture's social, academic, and institutional aspects must all be impacted by this institution's reform. Changes to faculty appointments, pedagogy, curricula, and assessment are among the changes that must be made, as well as relationships between individuals in all areas and at all levels of the organization. It also entails changing the norms, values, practices, beliefs, and assumptions that govern the behaviour of individuals and groups within the institution.

CONCLUSION: According to this study's findings, institutions can impact their students' integration, retention, and course completion rates by offering thorough and thoughtful support services. However, the environment in which education occurs and the characteristics that students bring to their studies will impact how effective these efforts are. Instead of asking all students to adjust to a uniform set of expectations, more focus should be placed on techniques that adapt to the increasing diversity of cultural and socioeconomic backgrounds of students. This will lead to a cohesive academic environment. Mentoring system prevailing in most of the present-day institutes can be termed at best as primitive. There is an urgent need to have a scientific and objective approach to student mentoring, which can be devised only by the educationists, Psychologists and policymakers collaborating. Lastly, the HEIs need to understand that their student community is distinct from those at schools as they are grown up and possess individual personalities. Therefore HEIs need to have programs aligned to these diverse individual needs.

REFERENCES

1. *Dhillon, J. (2015). What do we mean by student support? Staff and students' perspectives of the provision and effectiveness of support for students. Retrieved from Research gate.*
2. *Tinto. (1993). Leaving college: rethinking the causes and cures of student attrition*
3. *Yorke. (2000). The quality of the student experience: what can institutions learn from data relating to non-completion? Quality in Higher Education*
4. *NAS Adviser, Teacher, Role Model, Friend: Making the Right Moves: A Practical Guide to Scientific Management for Postdocs and New Faculty Howard Hughes Medical Institute. (2006). http://www.hhmi.org/resources/labmanagement/moves.htm*
5. *UW-Madison WCER Research Mentoring website: www.researchmentortraining.orghttp://www.researchmentortraining.org*
6. *National Assessment and Accreditation Council http://www.naac.gov.in/www.education.gov*

****