



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



**Under  
NAAC Sponsored Seminar Scheme**

**Proceeding**

**11<sup>th</sup> National Conference 2022**

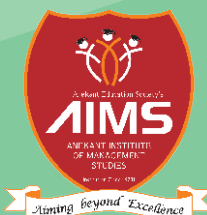
**On**

**“Innovative Practices for Quality Enhancement  
in Higher Education Institutions”  
(Online)**

**7<sup>th</sup> (Friday) & 8<sup>th</sup> (Saturday) October, 2022**

**ISBN : 978-81-947958-1-0**

**QUALITY**



**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@aimsaramati.org | www.aimsaramati.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 of Industries 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 be able to realize the importance of NAAC in the quality of HEI
- ii. Participants will be able to discuss the adopted innovative practices about the quality enhancement in the HEI
- iii. Participants will be able to share the ideas about quality sustenance in the HEI
- iv. Participants will be able to share the innovative practices adopted by HEIs to convert challenges into 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**

	<ul style="list-style-type: none"> <li>✚ Messages</li> <li>✚ National Conference Theme &amp; Subthemes</li> <li>✚ Agenda (Day 1 &amp; Day 2)</li> <li>✚ Keynote Address by the Chief Guest</li> <li>✚ Plenary Sessions</li> <li>✚ Summary of the Paper Presentations</li> </ul>	
#	Title & Author	Pg. No.
1.	<b>Guaranteeing Access to Knowledge: The Role of Libraries in Information Technology Era</b> -Prof. Rajashri Wayal	1-4
2	<b>Quality of Education in Professional Institutes – Hybrid methods a way forward</b> -Dr. M. A. Lahori	5-10
3.	<b>Quality Employees Produce Quality Goods and Services – An Empirical Study</b> By Alok Babelay,	11-13
4.	<b>Overview on Role of Industry Incubation in Engineering Institutional Development</b> -Prof.. Shete Yogesh Shreekrushna,	14-17
5.	<b>A Survey on the Student's Satisfaction towards Effectiveness of Online Tutoring with Special Reference to Higher Education Aspirants of Coimbatore City – Tamilnadu</b> -Dr. A. C. Deepa, & Mrs. B. Priyanka,	18-22
6.	<b>Indian Tax System &amp; Structure</b> -Dr. D. Anitha,	23-28
7.	<b>Values and Ethics in Higher Education in India</b> -Prof. Shrikant Shrishail Kase	29-32
8.	<b>Exploring the need of Physical &amp; Digital Infrastructures of HEI's: A Students' Learning Outcome Perspective.</b> -Dr. Pravin V. Yadav, & Dr. Tanaji V. Chavan	33-37
9.	<b>Effectiveness of Yogic Life Style for Promoting Mental Health and Well-being: Implications for Therapeutic Value and School Health Care Policy</b> -Ms. Ayesha Siddiqua	38-49
10.	<b>Covid-19: A Threshold for Digitalization of Education</b> -Mr. Fazal M. Lahori	50-52
11.	<b>Impact of Industry-Academia Interaction on Institutional Development</b> -Ms. Rekha Naidu	53-56
12	<b>Evaluating Best Practices as Quality Index for Higher Education Institutions in India</b> -Dr. Tanaji Chavan, Associate Professor, Anekant Institute of Management Studies, Baramati	57-58
13	<b>Importance of Indian Values and Ethics in Higher Education</b> -Dr. Niraj Chaudhari & Swati Lakhgaonkar	59-62
14.	<b>Exploratory Study on Service Quality of Private Tour Operators among the Tourists in Udhagamandalam District.</b> -R. Shanthi, & Dr. D. Rajakumari	63-72
15.	<b>E-Governance and its Impact on Quality Enhancement in Administration</b> - Dr. Anand Shrigondekar & Dr. Rajshree Patil	73-78
16.	<b>A Study on Impact of Student Support Services on Student Outcomes in HEIs</b> -Dr. Shriram S. Badave	79-81
17.	<b>A Study of Non Statutory Welfare facility and Job Satisfaction of the employees with Special Reference to Small-Scale Industrial Units in Satara District.</b> -Prof. Vikas Vilasrao Patil, & Prof. Abhijit Ashok Patil, & Dr. N.R .Jadhav	82-85

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

# Quality Enhancement in Higher Education: Role of Teacher

Dr. Sandhya V. Khatavkar

Anekant Institute of Management Studies (AIMS)  
Baramati

**Abstract:** Higher education is the mid-point of education that plays a vital role in strengthening education and society. It also helps in national development. The functions of Higher education institutions are to give knowledge, change the culture and bring peace and harmony to the country. Therefore, higher education in the country should be quality based, enhancing the pursuits of truth through knowledge and opening new ways of development and humanism. This will help in building a healthy nation. Teachers, School organizations, Government, and Various administrative departments work together for the quality improvement of higher institutions. This paper discusses the part of the teacher in building the quality of higher education institutions. An exploratory investigation strategy has been received by investigating the existing writing related to the considered topic.

**Keywords:** Quality, Higher Education and Teacher

**INTRODUCTION:** Education helps in enhancing social as well as economic productivity and the process of empowerment and redistribution of resources in a proper way. Higher Education is considered extensive social funding for promoting social concord, cultural development, monetary growth, equity and justice. Indian Higher Education can cope with the demanding global situations by preserving the right balance between the need and demand and channeling teaching and research studies activities. Therefore, the quality of education in higher education depends upon the nice of all the parameters and stakeholders, be it the students, school, teachers, infrastructure etc. As stated by the National Policy of Education 1986, the teacher plays a vital role in society; no one can rise above the level of the teacher. Every change in the school should start with the teacher. The teacher's role is closely associated with the quality of education in institutions. The teacher's role is significant in improving the quality of higher education. Teachers play a multidimensional role in inculcating various subjects in a heterogeneous class of students. The teacher must motivate and inspire students by showing interest in their issues. Teachers are the main ingredients in maintaining and enhancing the quality of higher education.

## ROLE OF TEACHER IN QUALITY

**ENHANCEMENT:** Exploratory research has been adopted by exploring the literature related to the study's title.

1. Instructor's part in quality improvement: Harvey and Green's (1993) quality can help us understand Education, Greatness and standard to begin with lesson progressed instructive organizations. Moment, quality can be characterized as "esteem for cash"- a quality institution in this see fulfills the requests of social accountability. Third, quality could be seen as "wellness for a reason"- the purposeful preparation of an institution to meet the targets. The final definition recorded by Harvey and Green incorporates "changing" as a quality. As demonstrated by this definition, Quality Educating will empower and change students' discernments and how they approach applying their knowledge to veritable issues. Specialist of Knowledge-of-practice: (Cochran-Smith & Lytle, 1999, p. 273) Teachers plays a central part in producing information, making their classrooms and schools proper and interfacing their work in schools with more significant issues.
2. Commitment to the calling: For progressing the quality of higher instruction, a committed and

committed instructor plays a vital part. According to Stephenson (2001), the teacher knows what to educate, how to educate and how to improve with four things learning, their areas, their understudies and teaching.

3. Development of skill: There is a relationship between teachers' know-how and what children learn. Hirsch, Koppich & Knapp (1999) The Commission presented five key recommendations: to illustrate the standard of student and teacher; teacher preparation and professional development; teachers' recruitment; up gradation of teacher knowledge and skill; and reorganizing schools by maximizing student and teacher success. In the current period of liberalization and globalization, there is a great need to develop skills among high caliber students. For preparing students with competencies, the teacher should be skillful and creative. Basavraj S. Nagobaand Sarita B. Mantri (2015), in his thinking, said that it is conceivable to create required abilities by different implies, such as the foundation of collaborations with businesses, social organizations, and organizing with the neighbourhood agencies/bodies. DuFour and Eaker (1998) noted that "virtually all contemporary school reformers call for increased opportunities for teacher collaboration". A collaborative environment represents a significant challenge in schools related to the tradition of teacher isolation.
4. Influence of Abilities: Various research studies have found that an able teacher tremendously impacts students. Instructor with tall caliber produces able understudies. (Kallisson 1986) Organization of subject matter legitimately and arranging the course are vital to understudy learning. (Feldman 1989, Murray 1991) Well-structured introductions, lecture outlines, headings, subheadings and syllabi can upgrade learning outcomes. Perry and Penner (1990) Students' learning depends on the use of

eye contact by covering all the students in the class, making appropriate physical movements, and changing tones when important material is presented in the class. All these factors significantly impact the positive development of Students' academic behaviours, such as attendance to following lectures, amount of homework completed and academic achievement. (Murray 1991) The expressiveness of the teacher's caliber and abilities also increases motivation, which directly leads to better learning.

5. Therefore, the teacher must update their knowledge continuously and be aware of the latest development in their subject. (Taylor 2007) His research mentions that to enhance the quality of the higher education system, education research is one of the most critical factors. The relationship between education and investigation is essential in characterizing the ordinary nature of the college as an institution. Yair (2007), in his research, mentioned that the memories and experiences of extraordinary teachers often explain that research is the only medium for passionate teachers about teaching. Education research also improves the quality of teaching. It makes teachers aware of the latest findings. So, to improve the quality of the higher education system, research as an instrument must be strengthened.
6. Designing the Curriculum: Teachers play a vital role in designing the curriculum. Therefore, the improving the quality of higher education, teachers must design the curriculum according to the needs of the students and keep in view the demand in the employment sector of society.
7. Academic Development: The teacher performs the primary role and acts as a catalyst for the overall development of the students. So, for the higher education system's success, teachers' academic development is essential. The academic development of teachers depends on

- many factors such as qualitative research, Participation in seminars at the National and International levels, Faculty Development Programmes, and Publications of papers and Books.
8. Professional Ethics: Professional ethics of teachers is an essential issue for maintaining and enhancing the quality of higher education. Teachers' attitudes towards students must be empathic, positive, appropriate, and focused. Teachers should have concern for the safety of the students. The development of professional ethics also helps in fighting corruption.
  9. Student-centered approach: Research points out that quality teaching aims for all students to learn. So, attention should be given to teachers' pedagogical skills, learning environment, students and personal needs, and students should know why they are working.

## CONCLUSION

Education is essential for the progress and development of society. The excellent and quality teacher ensures the quality improvement of the education system. Participation of Quality teachers makes education meaningful and valuable and contributes to the enhancement of the higher education system in the country as a whole. The research aims to increase quality teaching initiatives by using the assumption that Quality Teaching leads students to learn better, i.e., the material should be provided in such a way that students acquire a deep knowledge of the subject. Students' perception is that when having a good quality of teaching material, they will tend to adopt a deep approach to learning and an integrated understanding of the course.

## REFERENCES:

1. Barrie, S.C., Ginns, P. and Prosser M. (2005). "Early impact and outcomes of institutionally aligned, student-focused learning perspective on teaching quality assurance", *Assessment & Evaluation in Higher Education*, Vol.30, No.6, pp. 641- 656
2. Basavraj S. Nagoba, Sarita B. Mantri. *Journal of Krishna Institute of Medical Sciences University*. Vol. 4, No. 1, Jan-Mar 2015.
3. Biggs, J. (2001). "The intelligent institution: guaranteeing and improving the quality of instructing and learning", *Higher Instruction*, Vol.41, No.3, pp.221–238.
4. Ellet, C. Loup, K. Culross, R., McMullen, J. & Rugutt, J. (1997). "Assessing Enhancement of Learning, Personal Learning Environment, and Student Efficacy: Alternatives to Traditional Faculty Evaluation in Higher Education", *Journal of Personnel Evaluation in Education*, Vol.11.
5. Harvey L. & Green, D. (1993). "Defining quality", *Assessment and Evaluation in Higher Education*, Vol.18, pp.8–35.
6. Hirsch, E. (2001). "Teacher Recruitment; Staffing Classrooms with Quality Teachers", *State Higher Education Executive Officers*.
7. Kallison, J.M.Jr. (1986). "Effects of lesson organization on achievement", *American Education Research*. Vol.23, No.2, pp.337-347.
8. Marton F. and Salio R. (1976). "On subjective contrasts in learning, result and process", *British Diary of Instructive Brain Research*, Vol. 46, pp.4-11
9. Murray, H. G. (1991). "Effective teaching behaviours in the classroom", In Smart J. (ed.). *Higher Instruction: Handbook of Hypothesis and Inquire about* (Vol.7), Agathon Press, Unused York pp.135–172.
10. Stephenson, F. (2001). *Extraordinary teachers: The Essence of Excellent Teaching*, Andrews Mc Meel Publishing, Kansas City
11. Yair, G. (2008). *Can we regulate the grant of education? Lessons from exceptional teachers in higher instruction*, *Higher Instruction*, Vol.55

\*\*\*\*\*