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

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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

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
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From AES President's Desk

I congratulate AIMS Baramati for taking up "Innovative Practices for Quality in Higher Education Institutions" as the title for its 11th National conference. I am also happy that the institute is partnering with NAAC in this endeavor.

We envisioned to deliver quality management education to the youth of Baramati, at par with any best institute among the SPP University affiliated institutes! I am happy to note the progress made by AIMS, Baramati.

I believe quality education is one that focuses on the overall development of the student—the social, emotional, mental, physical, and cognitive development of each of them regardless of gender, race, ethnicity, socioeconomic status, or geographic location, preparing them for life, not just for an academic degree. I hope the practical aspects of achieving this wholistic learning shall be deliberated during the present conference.

I am sure the various resource persons and delegates will share their expertise, ideas and thought processes and help the Conference achieve its objectives fully. I wish all the stakeholders of this conference a great success!

With Warm Regards

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

From AES Secretary's Desk

Anekant Institute of Management Studies has again made us proud by hosting its 11th National Conference on the theme "Innovative Practices for Quality in Higher Education Institutions". For last few years, quality over quantity has assumed greater buzz especially in the field of education in the developing countries. A recent report says that developing countries have made remarkable progress in achieving quantitative education targets. Since the turn of the millennium, almost 50 million children around the world have gained access to basic education – and most are reaching completion. But as recent data shows, this is not typically the case for qualitative improvements in education.

Considering the above, impetus to quality in Higher Education has become urgent need of the hour! Therefore, the present theme of the AIMS National Conference assumes greater relevance. Our distinguished speakers nominated by NAAC and identified by our organizing committee shall throw light on the burning issues in this regard and show us a path to follow hereafter. I also wish the delegates coming from various HEIs all over the country shall share their expertise, insights, and research outcomes to better the world of education.

I wish a great success to all the concerned in this wonderful academic event!

With Best Regards

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

From the Desk of Secretary, AIMS

I cordially welcome all our distinguished resource persons, teaching faculty members and the student community to the 11th National Conference. I consider the present theme i.e., "Innovative Practices for Quality in Higher Education Institutions" as most befitting in the ongoing circumstances in the field of education.

Education systems reforms are needed in many countries today in the aftermath of the pandemic which has raised many questions on the sustainability of the present education model. As somebody has rightly said, education must have six necessary components: (1) Assessment, (2) Autonomy, (3) Accountability, (4) Attention to teachers, (5) Attention to student's overall development, and (6) Attention to one's culture. I think Successful education system requires to address these key components.

I hope the present conference shall touch upon these issues and deliver relevant outcomes in this regard.

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

Preface

Greetings and welcome to AIMS Baramati !!!!!!
It is a Great Going at AIMS !!!

We have planned our 11th National Conference on 'Innovative Practices for Quality Enhancement in Higher Education Institutions'. This National Conference is in association and sponsored by NAAC Bangalore.

I am sure you will appreciate the way we have coined the title of the 11th National Conference. We had sequential discussion and intellectual contemplation at length by the AIMS faculty and construed on 'Innovative Practices for Quality Enhancement in Higher Education Institutions' as a title for the 11th National Conference. In real term the quality enhancement in the education sector is need of the hour. The deliberation by the scholars, academia and corporates shall strengthen the stem of quality in education sector.

The digital promo of the 11th national Conference has fetched research papers, case study from PAN India namely Tamil Nadu, Andhra Pradesh, Karnataka, Punjab and Maharashtra, from all sectors like, corporate, education, NGO etc. Research papers are flooded in, and our editorial team to their best on quality parameters like plagiarism check, blind review, relevancy of papers etc., at its depth.

This voluminous work with watertight coordination in the leadership of conference Convener Dr. Prof. T. V. Chavan and Co-Convener Dr. Prof. S. S. Badave.
The team structure was of review & editing of the research papers by learned Prof.Dr.U.S.Kollimath, Prof.Dr. A.Y. Dikshit, Prof.Dr.D.P.More, Prof.S.S.Khatri and Prof.Dr.S.V.Khatavkar have done marvelous job.

The commendable work of various committees for instance; Prof. Dr. Prof. P.V.Yadav did wonderful work in Registration Committee. The Presentation Committee effectively monitored by Prof.D.Hanchate and pulses of conference were perfectly covered by Social Media Committee headed by Prof. S.S. Jadhav.

The entire hospitality was rightly at its place on time under the dynamic role of Mr. Vijay Shinde, Mrs. S.M.Beldar and all the non-teaching staff were live wires for the effective conduct of conference.

Way of doing is QUALITY!!!Happy Learning @ AIMS !!!

Dr. M.A. Lahori
Director, AIMS, Baramati.

National Conference on
"Innovative Practices for Quality Enhancement in Higher Education Institutions"

a) Theme:

Innovative Practices for Quality Enhancement in Higher Education Institutions

b) Sub Themes:

i. NEP preparedness
ii. Revised Accreditation framework 2022
iii. Innovations in Delivery of Curriculum
iv. Innovative pedagogy and its impact on quality in teaching learning
v. Student Satisfaction Survey (SSS) and its impact on quality enhancement
vi. Mechanism for student's feedback and it's analysis
vii. Innovative ICT based practices and its impact on quality in HEI
viii. Use of MOOC in Teaching- Learning
ix. E-content development and its impact on teaching-learning process
x. Impact of Industry Academia Interaction on Institutional Development
xi. Role of IQAC in Quality enhancement and sustenance in HEIs
xii. Ethics and Values in Higher Education System
xiii. Integrating digital technologies to promote inclusive practices
xiv. Need of Academic and Administrative audit
xv. e-Governance and Its impact on quality enhancing in administration
xvi. Role of Library and e-resources on Institutional development
xvii. Institutional Values and Best Practices
xviii. Innovative techniques used by IQAC for quality enhancement

Anekant Education Society's
Anekant Institute of Management Studies (AIMS)
In Association with
National Assessment and Accreditation Council (NAAC)
Under sponsored seminar scheme
11th National online Conference in Oct., 2022 on the theme
"Innovative Practices for Quality Enhancement in Higher Education Institution"
7th (Friday) & 8th (Saturday) Oct., 2022

Agenda Day – 1

Schedule	Program	Details
	Inaugural Program	
10.00 – 10.02 AM	Welcome Note	Anchoring Team
10.02 – 10.04 AM	Saraswati Vandana	Prof. S.S. Jadhav ,Social Media Desk
10.04 – 10.07 AM	Glimpses of Preceding Conferences	Social Media Desk
10.07 – 10.10 AM	Event Briefing	Anchoring Team
10.10 – 10.13 AM	Making of Conference	Social Media Desk
10.13 – 10.23 AM	Directorial address	Dr.M.A. Lahori, Director, AIMS, Baramati
10.23 – 10.25 AM	Online Release of Conference proceeding	Dr. U.S. Kollimath
10.25 – 10.35 AM	Secretarial address (Chairman of the program)	Hon. Vikas Shah Lengarekar
10.35 – 10.40 AM	Chief Guest Introduction	Anchoring team
10.40 – 11.20AM	Chief guest address	Dr. C.V. Murumkar NAAC Nominee Principal T.C. College, Baramati
11.20 – 11.25 AM	Vote of Thanks	Dr. S.S. Badave Co-Convener , NC 2022
11.25– 11.30 AM	***Bio- Break***	
	Plenary Session: I	
11.30 – 11.35AM	Introduction to Speaker I	Anchoring Team
11.35 – 12.25 PM	Plenary Session: I- Title- Modern Teaching Methods in Management	Dr. P. Vikkraman Associate Professor & AC Department of Management Studies, Anna University, Regional campus Coimbatore
12.25 – 12. 30 PM	Q & A session and Vote of Thanks	Dr. U.S. Kollimath
	Plenary Session: II	
12.30 to 12.35PM	Introduction to Speaker II	Anchoring Team
12.35 to 1.25 PM	Plenary Session: II Title: Outcome Based Education: Implementation and latest trends	Dr.Indrajit Nivasrao Yadav-Patil Principal, Sahkar Maharshi Shankarrao Mohite-Patil Institute of Technology and Research, Akluj
1.25 to 1.30 PM	Q & A session and Vote of Thanks	Dr. S. V. Khatavkar
1.30 – 2.30 PM	***Lunch Break***	
2.30 Onwards	**Paper Presentation Sessions**	
	Summary of Presentation	Dr. A.Y. Dikshit
	Vote of Thanks	Prof. P.D. Hanchate

Dr.S.S. Badave
Co convener

Dr. T.V. Chavan
Convener

Dr M.A.Lahori
Director

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Agenda Day – 2

Schedule	Program	Details
Technical Session		
10.00 – 10.05 AM	Glimpses of Day 1	Prof. S.S. Jadhav ,Social MediaTeam
10.05 – 10.07 AM	Introduction – Speaker III	Anchoring Team
10.07 – 10.57 AM	Plenary Session III Title: Innovation in Academic Administration and Governance for Quality enhancement in Higher Education	Prof. Julie Dominic A Little flower College NAAC Nominee Guruvayoor, Kerala, India
10.57-11.07 AM	Q & A session and Vote of Thanks	Prof. S.S. Khatri
Plenary Session IV		
11.07 – 11.10AM	Introduction – Speaker IV	Anchoring Team
11.10- 12.00PM	Plenary Session IV Title: New education policy in Higher Education	Dr. Pavan Patel Professor, Siva Sivani Institute of Management , Hyderabad
12.00- 12.10PM	Q & A session and Vote of Thanks	Prof. S.S. Jadhav
12.10- 12.20	***Bio-Break***	
12.20 - 12.22	Introduction – Speaker V	Anchoring Team
12.22 - 1.15PM	Plenary Session V Title: NAAC- RAF 2022: Opportunities	Dr. Rupendra Gaikwad Principal, Ramsheth Thakur College of Commerce and Science, Kharghar, Navi Mumbai.
1.15- 1.30PM	Q & A session and Vote of Thanks	Dr. P.V. Yadav
1.30 – 2.30 PM	***Lunch Break***	
2.30 – 4.00 PM	Paper Presentation Sessions	Presentation Team
	Summary of Presentation	Dr. D. P. More
	Vote of Thanks	Prof. P.D. Hanchate
Valedictory Session		
4.00 – 4.02 PM	Welcome Note	Anchoring Team
4:02-04:07PM	Conference Summary	Dr. T. V. Chavan, Convener
4.07 – 4.17PM	Chief Guest Address	Dr. Rupendra Gaikwad Principal, Ramsheth Thakur College of Commerce and Science, Kharghar, Navi Mumbai.
4.17 – 4.25PM	Oral Feedback	Dr. P.V. Yadav
4.25 – 4.30 PM	Announcement of 12th National Conference & Vote of Thanks	Dr. P.V. Yadav

Dr. S. S. Badave
Co convener

Dr. T.V. Chavan
Convener

Dr. M. A. Lahori
Director

Keynote Address by the Chief Guest
Dr. Chandrashekhar V. Murumkar

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

The speaker congratulated AIMS, Baramati for choosing a very contemporary issue for their 11th National Conference. The session was focused on three scenarios i.e., Students, Teachers and HEIs. Further, he highlighted the global challenges confronting quality in HEIs such as Enrolment, Equity, Quality, Infrastructure, Political interference, etc. Likewise, he articulated his concerns on Faculty members, Research & Innovation, Structure of higher education, and quality sustenance issues.

Our distinguished speaker touched upon need of redesigning curricula of various programs offered presently by the Universities and emphasized on the importance of self-learning. He pointed out that true learning happens when the students attain emotional, intellectual, and social awareness. Besides, he added the necessity to make students technology-enabled and able to make newer learning platforms.

Further, Prin. Dr. C. V. Murumkar cited examples of Europe and Japan where students from diverse backgrounds are exposed to the learning from their history, economics and culture thereby leading to enrichment of the pedagogy and 360^{o} action plan. Present education system, he said, must be relieved from exam focused pedagogy and needs newer paradigms for teaching quality must be explored so that student-teacher must achieve global standards.

He asked the HEIs to evolve systems to assess impacts of the ongoing structural changes. During his speech, our Chief Guest invoked Swamy Vivekanand and (Late) Dr. A.P.J Kalam, the former President of India, who, as he pointed, separated with a time gap of 150 years, propagated the need of youth transformation for nation-building.

Re-emphasizing the significance of youth power, he enlisted virtues of young Indians as enthusiasm, high IQ, workaholic, tech-friendly and youthful. In line with this, he narrated upon the objectives, functions, projected outcomes vis-à-vis the present status. He exhorted the HEIs to introduce qualities such as professionalism, time management, relationship management, problem solving, resilience, integrity. He further highlighted the major quality concerns of higher education as competition, customer satisfaction, standards, accountability, employee morale, credible image and visibility.

In the keynote address, the Chief Guest also discussed at length, the seven criteria of NAAC to adjudge quality of higher education and it's impact in their transformation. He endorsed the present process as bringing up management of quality at HEIs, polishing various attributes driving their reputation, and guiding them master quality focused at benchmarks.

The keynote address concluded by the speaker asking the HEIs to define success for themselves, and consistently carryout academic audit. He quoted Elizabeth Warren making a point that good education can only create a better future for all.

1st Plenary Session (Day 1) by Dr. P. Vikraman

Dr. P. Vikraman
Associate Professor,
SOM, Anna University,
Coimbatore, TN

The first pleanary session was on the theme "Modern Teaching Methods in management". The distinguished speaker emphatically started with a statement that there is no permanent definition to Management. He said the focus management education broadly is to be problem solving. He drew a clear distinction between the conventional and the modern approach of teaching. The conventional approach made a teacher to assume role of a ladder, in which case he/she focused on gradual improvement is the wards qualitiatively. Whereas the modern approach demanded a teacher to be a lift (or an elevator) so that dramatic and radical changes can be brought about in the students.

The teaching pedagogy, he said, is slowly coming to terms due to the changes happening with the teaching tools as well and said that E Learning / e teaching have become order of the day. Adding the importance of PCs, Laptops, Internet, Smartphones and various applications therein, he elaborated upon the significance of the roles of teachers and peer groups.

While addressing the increased importance of Technology throughout his speech, he enlisted heterogeneous personalities that a teacher must deal with, making the task of teaching interesting at the same time increasing the complexities of teaching profession. He said that the single most complexity of teaching profession being the necessity to deal with the diverse human being in a classroom setting, whereas most of the other professions will be dealing with machines in a manufacturing setting. He emphasized on the continued importance of case studies in the pedagogy and asked to focus on problem solving and matching the theory with practice.

Adding his insights on the relevant tools to adopt in the contemporary management teaching. He claimed that the ideas are pervasive and need to be seriously explored all across the organization. Therefore, brainstorming is an effective tool that must be integral to our teaching pedagogy. Continuing hi discourse on the imperatives of the management teaching, he emphasized the dual and simultaneous importance of planning and implementation.

The session was concluded by the speaker by highlighting multiple roles a teacher must play viz., father, spouse, citizen, facilitator, and a moderator in society. He said that words are the most powerful weapon that a teacher wields and therefore, they be used with utmost restraint and caution. Thus the session was concluded.

2nd Plenary Session (Day 1) by Dr. Indrajit Yadav

Dr. Indrajit Nivasrao Yadav-Patil Principal, SMSMP Inst. of Technology and Research, Akluj

The second plenary session was on the theme "Outcome Based Education (OBE) Implementation and Latest Trends.

The speaker addressed the emerging trends of Indian education at HEIs to adopt OBE. He elaborated on contemporary issues in higher education concerning Accountability, Industry needs, Academic standard, Grants to HEIs and Accreditation. He further touched upon the burning issues of student intake, staff qualification, teaching process, assessment, courses, and facilities.

The speaker dwelt upon the process of Continuous Quality Improvement, highlighting on inputs from HEI's alumni, mission, vision, stakeholders, and advisory committee. He pointed towards the Program Objectives (POs), Program Outcomes and Course Outcomes (Cos) consequent to analysis. He further added that the OBE framework on the premises of Plan, Do, Check and Act focusses on improvement and assessment. He illustrated how the teaching-learning process involves in course objectives, pedagogy, learning process and assessment.

The speaker later laid down the Smart Goals for HEIs viz., Specific, Measurable, Achievable, Realistic, and Time-bound. He advised to start with some kind of goal and eventually evolve the same in to a SMART Goal. He illustrated the concept with an example of generating MoUs.

The session was insightful on the requisites of OBE pyramid such as 5Ps: Paradigm, Purposes, Premises, Principles, and Practices. Further, elaborated on the 3 Ts of OBE paradigmatic dimensions viz., Traditional, Transitional and Transformational. He effectively demonstrated with the help of fishbone models the modalities of delivering quality at industry and education verticals.

The session concluded with a *modus operandi* of rubrics implementation and OBE transformational wheel. The speaker touched upon the minute details achieving OBE such as seating arrangement, assessment, data, feedback, display tools, resources, task assigning, questioning, self-regulated learning and so on. This, the session left the audience with enormous clarity on setting OBE goals, working on them and achieving the desired outcomes at HEIs.

3rd Plenary Session (Day 2) by Dr. Julie Dominic A

Dr. Julie Dominic A
Little Flower College
Guruvayoor, P O
Puthanpalli - 680 103
Kerala, India

The 3rd plenary session to start the day 2 of the National Conference was on the theme "Innovations in Academics, Administration, and Governance for quality sustenance in higher Education. She referred to the flourishing educational and scholastic prospects on account of the global level changes. She mentioned the NAAC vision of promoting quality. Further, the session focused on functions of NAAC on the premises of quality enrichment and maintenance *via* System Assessment and Accreditation.

The session further touched upon the various objectives of NAAC in terms of HEIs self-introspection and inculcating quality consciousness through tracking academic progress and employability of the students of HEIs, their commitment towards skill development and technology progression, promotion of human values, analytical approach towards students, evolving academic systems, infrastructural development and so on.

Further, the speaker established how academic quality enhancement is achieved by harnessing important stakeholders such as students, teachers, staff, alumni, employers, etc., with curriculum, academic processes, research-innovation, infrastructure, governance, best practices, and the uniqueness of respective HEIs. Speaking on academic quality initiatives, the speaker pointed out newly added programs, add on courses, certificate courses, etc. Further referring to distance learning programs. She emphasized on need of student-oriented curriculum. The speaker stressed on the need of *de-elitizing* the ICT in curriculum, hinting at student centricity leading development of intrinsic capabilities of the students.

The speaker discussed at length about the importance of research endeavors including publications at par with the international standards. She underscored the emerging need of building ecosystem for startups and innovation through incubation. Achieving the academic goals by setting necessary digital infrastructure, evolving administrative and governance and coalesce with the relevant stakeholders in this were briefly discussed during the session.

The session was concluded by referring to National Education Policy seeking radical changes in higher education, and several initiatives taken up by the Govt. of Kerala in attaining highest level quality at HEIs. The speaker aptly ended her session by saying *"we are what we repeatedly do. Excellence is then not an act but a habit"* that put in a nutshell the structural, cultural, and attitudinal change that can only bring excellence in higher education.

4th Plenary Session (Day 2) by Dr. Pawan Patel

On the Day-2, the second plenary session was delivered on the theme “NEP in Higher Education Institutions” by Dr. Pawan Patel. He tried to relate the aspirations of (New) National Education Policy with the present status and prospects of the Indian economy.

Dr. Pawan Patel
Professor,
Chairman T&C
Shiva Shivani Institute of Management, Hyderabad

Throughout his session, he pointed out how best, India can leverage her advantages to achieve the top position of global economy in the coming years.

At the outset he set a backdrop of the history of global economy illustrations on oldest business establishments and a series of periodic events of global importance. Further, he connected them with India’s re-emergence as a global power.

Later, he covered various facets of National Education Policy by highlighting the five pillars viz., Affordability, Accountability, Quality, Equity, and Accountability. Reflecting on the purpose of NEP, he said, the present policy would ensure new skills and upgradations in HEIs to suit the contemporary needs. The session threw light on the NEP goals such as increasing GER, inculcating spirit of truth and promote economic growth.

His session elaborated the HEI strategy to stay relevant. He emphasized the need to change the Inside-Out approach into Outside-In approach. Speaking on the imperatives of the NEP and role of HEIs, he focused on the role of MSMEs in shaping up India to be a US$5 Trillion. He hailed MSMEs as the one contributing in terms of value-added activities, innovation and inclusive growth to an economy. He added that MSMEs have driven special attention from policy makers as they influence our exports. He enlisted specific sectors such as mobile phones, electronic components, medical devices, automotives, pharmaceuticals, special purpose steel, telecom software/hardware, solar equipment, semi-conductors etc., as the thrust areas in this direction. Referring to the Mercers 2021-22, & 2025 a global Recruitment and HR trends, the speaker drew contrasting skill needs from employees and employers’ perspective. He weighed in the skillsets such as innovation and design thinking shall sustain whereas many contemporary interpersonal skills shall pave way to modern skills like design visualization and entrepreneurship will gain importance.

The session concluded by visualizing the next 10 years journey of jobs and skills, articulating some of new age job profiles. Thus, the session effectively linked the timely introduction of NEP to generate futuristic manpower.

5th Plenary Session (Day 2) by Dr. Pawan Patel


Dr. Rupendra Gaikwad
Principal,
Ramsheth Thakur College of Commerce and Science,
Kharghar, Navi Mumbai

The 5th and last plenary session was delivered on the theme "NAAC: RAF 2022 – Opportunities". The speaker clearly articulated the objectives of NAAC viz., Quality Establishment for Cycle1, Quality Sustenance for Cycle2, Quality Enhancement for Cycle 3 and Quality Enrichment for Cycle 4.

The session reiterated the core values of NAAC that are National Development, Global Competencies, Value Systems, Use of Technology, and Excellence. The session effectively generated a *birds eye-view* on the NAAC SSR preparation. He elaborated on KIs, qualitative/quantitative metrices, illustrating distribution of the same in affiliated colleges.

The session minutely dealt with the procedural details of IIQA, Self-Study Report, Data Verification and Validation, Student Satisfaction Survey and eventually the Peer Team Visit with time frames. Further, in line with the Revised Accreditation Process (RAF 2022), he dwelt on various sections of the SSR. He advised the audience on subtle details to be considered while furnishing information on Extended Profile of the HEI.

The speaker illustrated avidly on various opportunities that an HEI may grab on account of the RAF 2022. He said, the HEIs have a greater chance to carryout an extensive SWOC analysis and accordingly prepare short term/ long term action plans to establish, enhance, enrich and excel in quality goals. He further added that the institutions when initiate the accreditation process, naturally bring a lot of change in the mind set of the people: the management, staff, students, and alumni alike. As he was explaining the changes that NAAC is bringing in the HEIs, several research opportunities are coming on the way for the teaching staff in terms minor/major research grants, UGC, AICTIE grants, and even the funds mobilized through the management, etc., so that the faculty and students can actively involve in serious research activities that create a win-win situation to the institution and society at large.

In the concluding remarks, our speaker highlighted the fact that NAAC accreditation process has brought remarkable discipline among the HEIs in terms of processes, pedagogy, and overall working of the people. The speaker took several questions from the audience regarding HEIs priorities, practices, and procedures while gearing up for NAAC accreditation at various cycles.

National Conference on
"Innovative Practices for Quality Enhancement in Higher Education Institutions"

Summary of the Paper Presentations

We processed 40 research papers on the basis of research quality and relevance of the topics for publication in the proceeding of the conference. However, due to time constraints, we could only arrange paper presentations of 12 researchers.

Following are the brief details of the papers presented on day 1 (7th October 2022):
1. "Overview on Role of Industry Incubation in Engineering Institutional Development" by Mr. Shete Yogesh Shreekrushna.
2. "Best Practices in Schools" by Dr Iltiza Begum
3. "Blended Learning Environment Among MBA Students In B School" by Prof.Niranchana Shri Viswanathan.
4. "Digitalization of Financial Product of Services: A Research & Study on Tracking and Evaluating the Synchronization of 'Digitalized Literacy" by Prof. Dr. Sanket L. Charkha et al.
5. "A Study of Quality Enhancement Practices and challenges of Indian Educational Institutes" by Dr. Archana Wafgaonkar
6. "Guaranteeing Access to Knowledge: The Role of the Libraries in the Information Technology Era." by Ms. Rajashri Wayal
7. "Exploratory Study on Service Quality of Private Tour Operators among the Tourists in Udhagamandalam District" by Ms. R. Shanthi
8. "Ethics in Higher Education: Comparison Between Personal Ethics and Professional Ethics" by Ms. Nancy.

On the day 2 (8th October 2022) following papers were presented:
1. Efficacy of Academic and Administrative Audit as a tool of Evaluation and Improvement by Dr Seemantini Chaphalkar
2. Teaching Learning of Mathematics in Competence-Based Education by Mr.Sajuddin Saifi
3. Impact of Industry Academia Interaction On Institutional Development by Prof. Rekha Naidu
4. A Survey on The Students' Satisfaction Towards Effectiveness of Online Tutoring With Special Reference To Higher Education Aspirants Of Coimbatore City – Tamil Nadu by Prof. B. Priyanka.

Thus, the conference could mobilize diverse points of contentions on the matter of quality in higher education specifically and enhancing the same in general. There was Q&A after each presentation leading to deliberations benefitting the paper presenters as well as the audience.

Guaranteeing Access to Knowledge: The Role of Libraries in Information Technology Era

Rajashri Wayal
SPVM's Institute of Management
Malegaon BK.

ABSTRACT: *We know the Library is a gateway to Knowledge; libraries play a cardinal role in the community. The resources and services they offer create facilities for learning, support literacy and education, and help shape the new thought and perspectives that are central to a creative and innovative society. It would be difficult to take advanced research and human knowledge or survive the world's cumulative knowledge and heritage for future generations if the Libraries do not exist. The purpose of the article is to describe the role of the library in the digital era, library laws in the information age, marketing of information products and services and the need for information technology in libraries.*

Keywords: *Information and Technology, Role of Library, Information Services, Library.*

INTRODUCTION: The development of computer and network technology is changing the education pattern and transforming the teaching and learning process from the traditional physical environment to the digital environment. No community is completed without Library. Books are the vehicle of Knowledge, wisdom and creating a creative mind. In this regard, the library is playing important role in the technological era. There is the basic essentiality of information technology to manage the huge collection of the library. It is indispensable to use modern technology to make library services faster. Tremendous development has been seen in the field of Library & Information Science due to the faster growth in technology. Information and technology affect each literate and illiterate person in every possible setting- education, public service, and even in entrepreneurship. The information collected and disseminated by libraries decides the quality of the teaching and learning process in a college. In the words of S.R. Dongerkery, "A well-stocked and up-to-date library is a sine qua non for every modern educational institution". The libraries of modern educational institutions have to plan, develop and organize their library resources and services in such a way that it should facilitate the retrieval of the desired information as quickly as possible and save the time of the users. The purpose of a library is to provide suitable information to a suitable user at a suitable time in a suitable form.

ROLE OF LIBRARIES IN THE DIGITAL ERA: Once upon a time libraries were just regarded as a storehouse of resources. But now due to information and technological revolution, the library scenario is changing at a faster speed. Nowadays, libraries are functioning under constantly changing environment and face a variety of complex challenges like information explosion.

The role of a library in the education process at any level, particularly at the college level the overall development of students such as personality, skill communication, career and creativity is very significant. So, a well-organized library is necessary for the teaching-learning process done in college, particularly when the emphasis is shifted from the classroom teaching–centered process. The quality of education is greatly linked to Libraries.

Over the last three decades, new technologies have helped the early visualizations of digital libraries to become a reality. Digital libraries are becoming a vital part of the digital learning age. Their vital role is increasingly becoming a measure of the library's part in the revolution and development of society and the nation at large.

Table 1: Changes in the Role of Library in New Information Era

From	To
Information resource in one medium.	Information resource in multimedia.
Library has its own collection.	Library without wall.
Library has its own collection.	Procurement of information resources through consortia.
Service in good time.	Service just in time.
In-sourcing of all activities.	Out sourcing of all activities.
Local reach of resources.	Global reach of resources through networks.
User's want print resources.	Users want print, non-print, online resources.
Users goes to library.	Library come to users.
Local users.	Universal user.

Source: International Journal of Library and Information Science

LIBRARY LAWS & SERVICES IN INFORMATION AGE:

In 1995, Crowford and Gorman identified the following:

1. Libraries serve humanity.
2. Respect all forms by which knowledge is communicated.
3. Use technology intelligently to enhance service.
4. Protect free access to knowledge; and
5. Honor the past and create the future

(Crawford & Gorman, 1995)

The use of computer technology is a means to save manpower and time. While computer technology contributes to meaningfully spreading knowledge and information and provides facilities such as administration, cataloguing, acquisition, lists, circulation, serials control, OPAC, etc., Due to the development of better management and information retrieval, increased operational efficiency, quality, speed and services are improved. Available resources in the library develop information storage and retrieval system, time and manpower savings with quality services, and human resources have played an important role in the development of library networks, resource sharing systems, library cooperation, and coordination. Many libraries are ready to provide facilities access to information easier to find and save time as well as users of remote areas have the opportunity to take advantage of library services. Information stored in library computers is not only books but also includes employees' and users' personal information, financial information, agreement of vendors, etc.

Marketing of Information Products and Services: Information is power and libraries and information centres are the reservoir of this power. Librarians must rethink access tools, develop intelligent databases and redesign their organizations to enable them to face the challenge of ICTs.

1. Information Product Categories:

   Periodicals, Magazines, Newspapers, Newsletters, Bulletin Boards, Professional Journals, Encyclopedias, Manuals, Dictionaries, Directories and Databanks, Project Reports, Patents, Conference Proceedings, Fiction & Non-Fiction Books, Textbooks, Published Reports from Government and Other Agencies, Corporate Reports-Technical and Business, Videos, Music CDs, DVDs.

2. Others Services:

   a) Information Services

   b) Document Delivery and Inter-Library Loans Services

   c) End-User Training

d) Market Research Agencies
e) Alerting Services
f) Helpdesk Services
g) Consultancy Services
h) Financial and Business Information Services
i) Web-Based Library Services

Design: Marketing Strategy

Source: Secondary Data

Need for Information Technology in Library: The American Library Association (ALA) Council (2009) has identified "Technological Knowledge and Skills "as one of the ALA's Core Competencies of Librarianship. The ALA report indicated that librarians need competencies and skills related to technologies concerning information, communication, and assistive, affecting the resources, service delivery, and uses of libraries and other information agencies. They need to know how to apply these technologies in a library context. Other skills include assessing and evaluating the specifications, efficacy, and cost efficiency of technology-based products and services.

Information technology (IT) is for better management and exchange of information, for more efficient communication and ultimately for the benefit of the people using IT(Bryson, 1990). Information is dynamic and unending a resource that affects all disciplines and all walks of life as it supports education, research and development. As libraries and information centres deal mainly with information, the majority of their technical applications will be in the collection, handling, storage, and dissemination of information or information technology. Technologies, especially computer and telecommunication technology have highly revolutionized the field of library and information services. To serve as a vehicle of social progress, Information technology plays a vital role. IT literacy facilitates library professionals to analyze and get the appropriate information for their users. IT literacy assists library professionals to make effective utilization of information resources efficiently.

Conclusion: The libraries of the 21st century provide a welcoming common space that encourages exploration, creation, and collaboration between students, teachers, researchers and scientists in a modern community. They bring together the best of the physical and digital to create learning hubs. Ultimately, libraries will continue to inspire users to construct new knowledge and meaning from the world around them. The science and technology sector is more than the architect of knowledge-sharing, as we are coming to know it today; it is an essential part of knowledge creation. Digital library will also, facilitate resource sharing of educational resources within an institution. The digital library provides the opportunity for users at different institutions to work on joint projects or experiments, perhaps sharing and adding to the same data set and its analysis.

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Quality of Education in Professional Institutes – Hybrid methods a way forward

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Abstract: *Basically, the whole crux is the QUALITY of education, which is very dynamic, volatile and rapidly changing in 365 directions. Further the learning process in the Elementary education (primary schools) Intermediate education (graduation colleges) and Final level (postgraduates and masters) not benefiting to the society, community and industry at large. The depth analysis put forth that, the education system as a whole missing the values, real knowledge and skill part. The explosion of online and digital learning during pandemic covid-19 has indeed opened up great gate way. The information is flooded on the internet which makes people to read, write and talk easily but actual application and fixing the problem is totally missing. The present learning environment is machine based and by Apps.*

Keywords: *quality in professional education, changing environment, missing real knowledge and skill to fix problem, explosion of online and digital learning*.

INTRDUCTION: When we talk about quality in professional Institute more particularly in the management schools. The author has two famous quotes,

> 'Quality is like baby, fun to conceive (talk) but hell to deliver (perform)'
>
> 'Quality product never go out of market rather command price'

Surprisingly, now everybody talks about QUALITY of education, product, services and what not. It is bottom line truth that, quality makes them to sustain in the competitive market and buoy up the demand and acceptability across the globe.

Now the big and million-dollar question is what is quality in real term?

Quality is the totality of features and characteristics of a product or service that bears ability to satisfy given needs, stated by the American Society for Quality. Thus, quality is an inherent or distinguishing characteristic, a degree or grade of excellence. Further the quality is defined as, 'quality itself has Fundamentally relational. Quality is the ongoing process of meeting specifications, sustaining relationships by anticipating and fulfilling stated and implied needs. Precisely, quality means meeting the specification and needs to satisfy with happiness.

Now second question is, what is the 'Quality of education in professional Institutes'

After understanding the meaning of quality, now let us move to have better clarity on the 'Quality Education in professional Institute'. In present scenario education has tall-talk of all symposium and ministerial daises, perhaps used carelessly. The overview of literature pertaining to education read as,

Renowned scholar, R.S. Peters said, education as the transmission of what is worthwhile to those who are committed to it either children or adults.

Another educator and philosopher, Brameld saw stated that, education is the greatest power man has not yet subdued.

Okpala in his lecture stressed that education is a process of tendering, nurturing and nursing the individual so as to make him a full-fledged member of the society to which he belongs.

Thus, education is all about transmission of what is worthwhile (productive), education is the greatest power, nurturing and nursing the individual to be beneficent to the society at large.

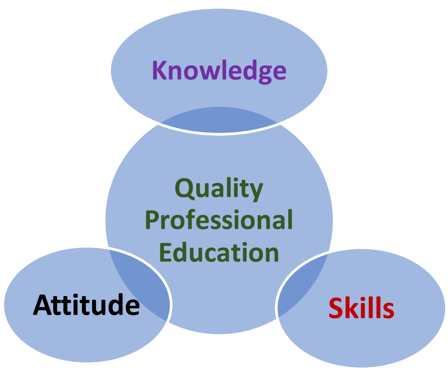
Now having greater level of clarity on quality and followed by education, let us now make a point to understand what the Quality of Education in Professional Institutes'. In common concourse we understand that Quality of Professional Education means **placement** only and least bother for the values, ethics and etiquettes.

Placement has become quality mark of education in the professional Institute. It is observed that, lots of fiasco is being happing in the term of placement in the professional Institute. The Memorandum of Understanding (MoU) linkages and collaborative activities has commercial tags that ultimately bog the issue.

Despite the modern education is compound of creative thinking, critical thinking, analytical approach and problem-solving strategy. But the missing link is the Knowledge, Skill and Attitude. It means deep learning is missing, lack of know-how and dereliction of human values.

Fig. No.1

Stature of Quality Education in Professional Institutes



Source: Primary

The above three words, knowledge, skills and attitudes is very much comprehensive and deep in its real meaning, for instance, **What to do**-is attitude, value and ethics in real sense, in our reference what to produce, what to sell etc. **How to do**-is the knowledge and skills, that should ensure natural acceptance in doing. This is a real quality of education in professional Institutes. Most of the management schools now by and large focussing their learning process on **'Management By Values and Acceptance'.** Thus, in any sector values plays important role, the use of knowledge and skill tune to that (values) creates quality in the education.

Let us understand what a hybrid learning method is, why it needs and how it brings quality of education in professional Institutes.

The sea change in education sector by using Information and Communication Technology (ICT), which strengthens learning process as a whole and students are benefiting. Further the ICT intensified by internet and other online teaching pedagogy / Apps / smart mobiles. As per the study the better and improved teaching methods are of hybrid mode.

Hybrid mode basically include, online mode, filliped class mode, remote learning, distance learning, blend learning and all kind of digital form of learning. These modes really give better edge of learnings in the professional Institute due to the advantage of infra.

OBJECTIVS:

a) To review the hallucination image of quality of education by professional Institutes.
b) To analyse the pertinent quality of education in professional Institutes.
c) To examine the hybrid methods in professional Institute for quality of education.

STATEMENT OF THE PROBLEM:

Covid-19 pandemic made every person more familiar and acquaint with digital working and its applications. And the education was not exceptional, they too in the same ferry.

Education sector had thought that, delivering lecture online by use of laptop / smart mobile phones and cameras on the free educational platform like google meet, zoom, MS Team etc., is hybrid mode or perfect digital learning mode. It is not so. Further it was observed that, only delivery of lectures and class session was taking place during pandemic time. But real level of learning by the students at large was not happening. The hybrid mode of education has the answer to all the issues. And it denotes the tag of quality in professional education.

RESEARCH METHODOLOY:

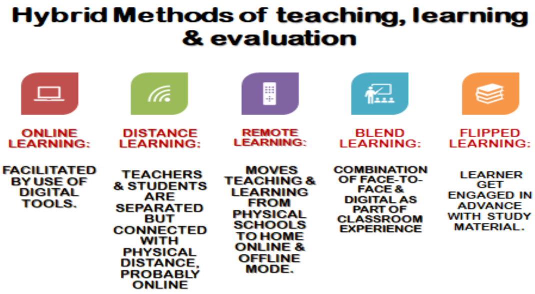
The reflection of study is totally an experiential driven. The author is associated with professional management Institute. Author has hand-on-approach working with hybrid mode of learning process. The first-hand information is personally sprouted and fetched by the author's experiential (primary data) and the secondary data from the sources of journals, internets, review of literatures, books, and other relevant discussion. The study is totally conceptual and experiential reflection.

DISCUSSION- Hybrid methods a way forward…

In other side of Covid-19 pandemic phobia with the three rules, social distancing, mask and stay at homes (SMS), was blessing in disguise. During this time we were in realm of digital revolution and practiced lot of digital things on our own go. The ultimate move was of survival and subsistence. Yes, it is right said that necessity is the mother of invention.

Education sector took lots of digital mode to reach students fraternity for their educational needs. Teachers really deserve lots of appreciation for their commendable performance in Covid-19 **HATS OFF** to them. The digital mode adopted in pandemic made us to deliver the lectures and conduct classes, but interaction with students was seldom took place. But in hybrid methods of leanings makes things happen better (interaction with students).

Fig. No.2:



Source: Primary Data

Basically, hybrid learning methods are basket of above all and or anyone of the above, but necessarily Institute should have to have an infra. The student may physically visit Institute or may not. The wholesome of hybrid methods are, the students are at centric point. Students may go for any one of method of leanings;

- Online learning on digital gadgets
- Distance learning, students and teachers on distance place, probably have online connect.
- Remote learning students may prefer to learn at home either physically or online mode.
- Blend learning few students will understand only in face to face class. Hence it is mix of all teaching, blend kind.
- Flipped learning where the study material provided to the students in advance and engaged them into the study, classes may be on off or online mode.

LAY OUT OF HYBRID TEACHING METHODS:

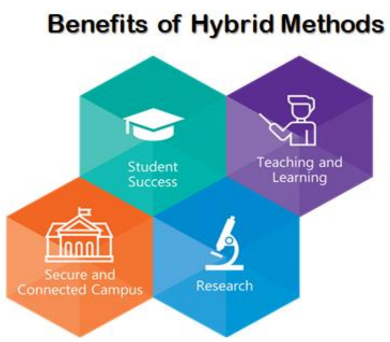
Hybrid is mix of all methods of teaching, learning and evaluation. It may be offline, online, at the behest of the learner. The standard layout of the hybrid classroom would be;

1) Full fledge studio
2) Presenter (teacher)
3) Collaborator (to handle questions)
4) Engager (for poll & quiz)
5) Content Developer

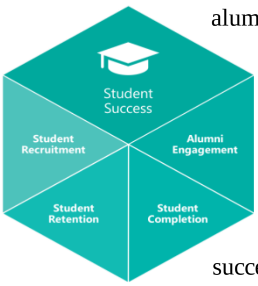
6) Technical person

In hybrid mode hundreds of students may be addressed at one go that too beyond the walls of the Institutes. Students always have a choice to opt for the mode in hybrid methods vis, online, offline, flipped class etc. The standard requirement of the hybrid classroom would be a **full fledge classroom** viz foolproof ambience of recording, camaras, seating etc. **Teacher** of the subject shall be the presenter, who handles the session on hybrid mode. To handle the questions and messages on chat box a **Collaborator** shall do during session itself as to avert the time lag in understanding process. The class is in mass or thousands of learners at one go. Thus, **Engager** keeps them active and live by polls and quiz on the teaching. Powerful **Content Developer** is essential to do right sizing of the material fit into the ppts and delivery contents. Finally, to confluence all the sources to its optimum we have to have a **Technical Person** to handle and to see the smooth functioning without any flaws.

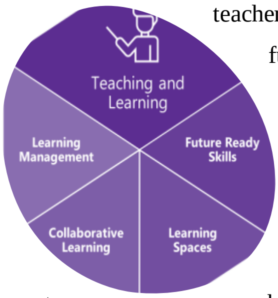
Fig. No.3:



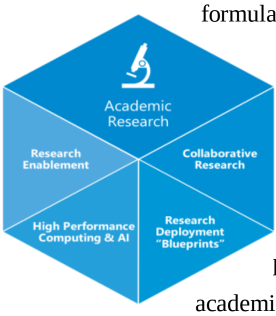
Source: Education Transformation Framework https://edujourney.microsoft.com/hed/etf-hed/



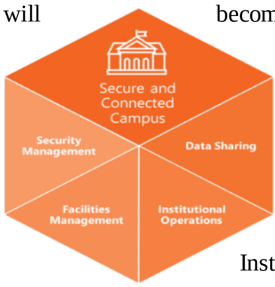
Student's Success: The real student's success is on alumni engagement, student completion, student retention / recruitment should be on impulse mode. This kind of process and student success is naturally possible in hybrid methods. This generates and drive students connect for lifelong relationships.



Teaching & Learning: In hybrid way of methods teacher and students shall have full autonomy to adopt any mode of learning methods. This builds positive learning culture that empowers academics to do their best at work. It emphasis on future ready skills for the students, gives learning space to the student (flipped class model), will focuses on collaborative kind of experience learning from the industry and corporates. Students have better hand on the learning management skill of ITC etc.



Academic Research: The Collaborative research formulates the blueprint and turn-key-project. Latest techno-know-how like AI, machine learning etc., will be at ease in hybrid learning. Thus, positive and constructive academic research needs enablement.



Secured & Connected Campus: Institute campus will become vibrant and dynamic by way of buzz of activities, data sharing, facilitating students on their safety and Institutional information updates. And at the same time the overall safety of both students and Institute has to be taken care off.

The innovative teaching methods easily can be incorporated in the hybrid leanings. The latest innovative professional teaching methods are,

a) Demonstration Method.
b) Team Teaching Method.
c) Problem Solving Method.

d) Inductive & Deductive Method.
e) Case method
f) Business game
g) Role play simulation
h) Project Management simulation
i) Virtonomics
j) Keller plan
k) Z to A approach

Any other upcoming method also can be retrofit without any hassle. Let us discuss few methods.

Virtonomics: The term virtonomics is combination of 'virtual economics' which is a browser multiplayer economic game. Virtonomics basically business simulation game for the management students. It focuses on formulation of strategy in tough / sluggish and competitive market environment to survive and succeed.

Keller plan: In this plan the learning is split into 14 to 16 units. At initial teachers provide syllabi and reference books and journals, websites etc., to the students. Now students are expected to study the split units in succession on completion of a particular unit student approaches teacher for the exam. The student has to pass the exam / test to proceed for the next units other student shall repeat the same. This how student gets space for the self-learning.

Z to A approach: Under this approach teacher explained in detail the application (benefit) part of a concept first to the students. For instance, doing constructive and goodwill building work for the organization may leads to promotion and perks, on top of that knowledge enhancement.

FINDINGS:

1. In market and education sector more particularly, the professional Institute has given greater illusion on Quality of Education just by way of placement. But we have missing link of KSA (Fig No.1). Anyway that is the irony of professional education and its quality.
2. The study reveals that, placement too has lots of jargons and just bait. Thus seldom we find quality of education in professional Institutes.
3. Of late AICTE has made mandatory to teach the subject of Universal Human Values in all technical colleges. It is very much pertinent for quality of education in professional Institutes.
4. The Fig. No.1 describes the Stature of Quality Education in Professional Institutes by KSA concept. **What to do (**attitude, value and ethics) and **How to do (**use of knowledge and skills to ensure natural acceptance & happiness).
5. Hybrid methods of teaching, learning and evaluation shall be the main stay in future and cynosure. Because the education will be beyond walls of the Institute and Hybrid is indeed answer to it.
6. Hybrid methods are student centric process of learning. It is very efficient, effective and economical in due course of time.
7. To have leap forward with quality in education as per the study the Hybrid methods are timeless methods and a way forward.

CONCLUSION:

Apparently, the hybrid methods of teaching certainly ramp-up the quality in education and shall have propel growth in all facets. The concept of KSA in professional Institutes shall bring quality of education.

It is noted that, hybrid methods of teaching and learning is very much flexible, assimilative, and accumulative in real practice. It develops interest among learner and creativeness among teacher as per the Fig. No.3.

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7) *Access Microsoft Learn for best Asynchronous Learning platform - https://learn.microsoft.com/*

End

Quality Employees Produce Quality Goods and Services – An Empirical Study

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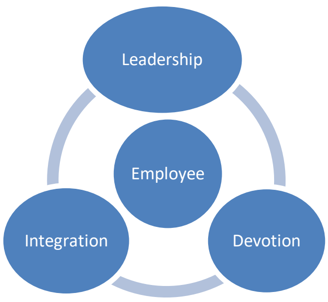
Abstract: *It is a universal truth that the best and most qualitative employees always produce quality goods and services, regardless of the type of the organization, maybe the service sector, manufacturing sector, health sector, tourism, education sector etc. Now the million-dollar question is, how do we define the 'Quality Employees'? It is a firsthand empirical study on Quality Employees who Produce Quality Goods and Services. This study has an efficient approach because of its empirical nature. Being in the actual execution field, this study brings many more fruitful results and tips for efficient working.*

Keywords: *Firsthand Empirical, Quality Employees, Efficient Working*.

INTRODUCTION: In this current business environment, an organization is a learning unit, wherein it needs to build its intellectual properties through patents, innovations and much more new happenings. This is possible when the organization has quality employees. The study and the firsthand approach indicate that Quality employees should possess the following characteristics:-

Diagram No.1: Characteristics of Quality Employees



Source: Secondary Data

OVERVIEW: In general, a quality employee, for instance, should have three fundamental characteristics, namely, Leadership quality means being sportive, being an initiator, accepting both responsibility and authority, working on the floor and accepting short, if any, instead of shooting on the subordinates and making them scapegoats. Devotion is the highest level of dedication, commitment, and contribution towards the mission and vision of the organization while leading from the front. It is a superlative performance by keeping the organization before you. Employees should have the quality of integration of various organizational functions, like technical, administrative, and business goals, and a team of go-getters to meet objectives. This is essential for the betterment of all and the organization's progress. Further, it was revealed that employees are a base and a platform at which all things are hovering. Thus, quality employees certainly produce quality results.

RESEARCH METHODOLOGY

1. Objectives: The simple but core objectives of the study are,
   a) To study the behaviour of employees towards “Quality” concept.
   b) To analyze the factors required for Quality Employees.
2. Significance of the Study: The conference's core theme is all about QUALITY, particularly in the education sector. It means that quality teachers (employees) have to have quality results. Hence, quality, irrespective of `industries, maybe education, service or manufacturing, matters most and for that ', Employees' are the fulcrum or a core element.
3. Statement of the Problem: It is noticed that most organizations have lethargic and inactive employees. They are not a part of the organizational development but rather a problem child and a bottleneck in the

organization's growth. This study made an earnest effort to address this burning issue.

4. Approach of Study: This paper is practically oriented, something like a white paper with firsthand data and self-experience to add to the study. It is a descriptive paper.
5. Scope and Limitation of the Study: This study pertains to a specific textile marketing organization. Hence, this cannot be generalized to other units and sectors. Hence, the scope of the study is confined and limited.

WHAT IS THE QUALITY (BEHAVIOURAL): If an employee tends to run by their rules at the workplace, then maybe not share anything in quality, and that employee is not qualitative. On top of that, employees shall also lose self-esteem and self-worth in the organization and team. Such employees will be ignored and lose their importance since they are not contributing to the organization. Such derelictions in the workplace showcase the following signals:

1. Always miss deadlines: Generally, such employees have abysmal time management and do not understand the importance of work. Time management tells us to prioritize the job based on its urgency and importance. Actual quality employees certainly have the action plan to do the work daily, and they work on that without any left out.
2. Improper and not perfect work: When we talk about quality, it has to be perfect to its best. Employees should not seek pardon and excuse for doing incorrect work. We know quality is the process of the work right from the first step of the appointment. Better not to drag the work; if you find any problem, share it with the teammate and talk to the primary controlling point.
3. Buck-passing the assignments: In a growing organization, work dynamics and nature may differ. Employees may generally get more surprise assignments than routine work. In such a situation, don't complain and grumble; instead, welcome and complete the project. The denial may label you as a poor ethical employee at the workplace.
4. Gossip and Instigate: This is essentially part and parcel of 'Petty Politics' at the workplace. Employees are in the habit of scooping and cathartic with other employees. This habit is later characterized by instigating and passing misinformation for its benefit. This may lead to a loss of respect among your peers.
5. Self-assessed competent employee: Some employees assume they are brilliant, more thoughtful and work-knowing employees, but they forget to understand they are still part of a team and s/he need to work as a team. This type of employee in the organization implicitly does not respect the corporate hierarchy and land in trouble in due course of their career.
6. Keep at bay the organization's mission and values: A poor quality employee generally doesn't respect and follow the mission and values of the organization due to the pretext of various reasons. The regularly passing comments on values and mission may cause a problem. These employees lose their self-respect among other staff and are labeled bad employees.
7. Noticeably less productive: This is the primary yardstick to judge the QUALITY of employees. Regular and frequent follow-ups, reminders and assistance from other staff are considered less effective employees. An organization wastes its productive time and money by keeping such employees, which amounts to an organization's parasite.
8. Colleagues don't enjoy working with you in a team: In the organization, we need to work in a group for various projects, events, assignments and sometimes an information feeder. If other colleagues are not comfortable with you for multiple reasons, you shall be categorized as a bad team player, and no one desires to work with you. Thus, you may lose the tag of a quality employee, and no one wants to deal with you.

9. Regularly apologize for the delay in work and non-attending the client on time – but others are doing it on your behalf: As per the study, these types of employees are hazardous, and the organization may lose the market goodwill. It is a person's appraisal; hence they should be attentive to their primary duties and simultaneously fulfill the organization's goals and objectives. The timely tested system is to plan your day and execute it to its best.
10. Don't be a troublemaker: In official discussions and meetings, ideas, suggestions, and opinions that align with the agenda may be carried forward. Always is a constructive contributor, arguing on your points when all have agreed on other issues. You need things to let go of for the sake of the team. Better avoid gossip on the same topics as part of defending yourself after the meeting and discussion are over. Even don't do it at lunch hours (this is a real-time of gossip and instigating others).
11. Raising hackles at work: An excellent and qualitative employee always coordinates the work to achieve the set outcome by being in the team. If an employee creates hassles and criticizes, he is labeled a hackler. And such kind of employee never is a quality employee of the organization. Rather s/he should be a go-getter and part of the project and mission.
12. Don't be a Suggestive Box: Often, it is noticed that few employees never work and are already labeled as bad employees. But intelligent enough to give a tall-talk suggestion, sarcastic comments and many more negative moves. Thus, quality employees show their work in the field instead of being a suggestion box.

Thus, to determine their QUALITY, employees should show positive behaviour and approach to solve the issue rather than aggravate it.

FINDINGS: This study can be concluded with the following findings, which are directly synchronized to the study's objectives.

1. Quality Employees squarely should have leadership quality, devotion in the real sense and integration in the right spirit of the organization. These are narrated in the above diagram No.1.
2. Quality Employees always have positive behaviour and keep organization as the priority.
3. Quality Employees always contribute constructively to the development of the organization.
4. Quality Employees certainly showcase nozzles of goodness and are a worthy resourceful asset rather than a burden.
5. Quality Employees take the organization to new heights by h/his innovative approach.
6. Another staff member enjoying working with you is a quality employee's first sign.
7. Accepting the challenges of the new assignments or additional work also poses the employees as a mark of quality.
8. Delivery on time with the correct specification is a Quality Mark.

CONCLUSION: It is a universal truth that the best and most qualitative employees will always produce quality goods and services, regardless of the type of organization, which could be in the service sector, the manufacturing sector, the health sector, the tourism sector, or the education sector, amongst other possible examples. The topic that is now of the utmost importance is, "How do we define the Quality Employees?" It is a first-hand investigation of the relationship between quality workers and the production of quality goods and services. Because it is empirical in character, this research makes use of a method that is both effective and efficient. Due to the fact that this research was conducted in the real area of execution, it has many more useful findings and suggestions for making work more efficient.

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Overview on Role of Industry Incubation in Engineering Institutional Development

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Abstract: *In order to generate synergies, engineering institutes and industry are quickly advancing toward one another. The ongoing evolution of engineering paradigms in response to the modern industrial environment's increasing complexity has made it necessary for these two to interact more. Finding ways to further boost Industry-Institute Collaboration is necessary due to overlapping demands and a mutually reliant relationship (IIC). Understanding the importance and function of the business hatching focus in the designing foundation is the primary purpose of this study. In India, there are several strategies and initiatives presented to the public authority setting to provide exceptional opportunities for foundations to collaborate with businesses. Understanding corporate demands and what society expects of these organizations is essential, especially when creating engineering institutions. This paper focuses on the many initiatives now available on the market to recommend to the designing institution how to get a higher degree of serious worth in the field of education especially in engineering stream.*

Key Words: *Industry Incubation Center, Engineering institutes, start-up ideas, promoting ideas, overall development*

INTRODUCTION:

What is an Industry Incubation?

Offices known as incubators are designed to support young, start-up businesses. The assistance includes providing suitable space, cooperative workspaces and management services, as well as training, market research, and usually access to some assistance. According to Hackett and Dilts, business incubation is a cycle in which the incubator provides resident organizations with oversight, business training assistance, controls, and connections to resources to aid in the advancement of new endeavors while minimizing the cost of their anticipated failure. The process of starting a business incubation starts with acceptance into an incubator and ends with graduation in several countries. Following confirmation, businesses go through a process of incubation; 80 percent of the organizations that are incubated are expected to last long enough to ‘move on' from the incubator, move into their own office, and continue developing, gaining position, and expanding the expenditure base [1].

What is need of Industry Incubation?

Students, Employees (Faculty and Staff), Industry, Government, and Society are the many partners involved in constructing the educational system. By working on the nature of training in designing organizations through Manpower improvement, R&D, Continuing schooling program, Consultancy, and so on which thereby works on the skill of labor force, increments advancements, items and cycle, refreshes the labor force, and provides

Mechanical arrangements, agricultural nations like India are feeling the need to bring industry and foundation into closer relationship with one another now than ever before. According to all accounts, in this environment, the typical scenario is one of growing awareness and enthusiasm to commit to the important obligation with regard to companies, and growing limit and prestige on the foundation side. Such a viewpoint states that one can anticipate building a supportable advantage from such collaborative efforts, especially when the public authority drives are accessible. The ongoing evolution of engineering paradigms in response to the modern industrial environment& increasing complexity has made it necessary for these two to interact more. Finding ways to further boost Industry-Institute Collaboration is necessary due to overlapping demands and a mutually reliant relationship (IIC) [2].

Additionally, there can be little doubt that without the constant excitement provided by research, whether it is fundamental or applied, we cannot have a functioning inventive invention. The foundation and industry need to work together more closely since schools are often where the majority of research is done and businesses are where most innovations are made [3].

Categorization of Factors to assess the positive impact of Industry Incubation

No single metric can capture the full range of industry-institute collaborations because they involve a wide range of activities and produce a wide range of outputs, so the success of these collaborations depends on a number of different factors, including the participation of industrial personnel in seminars, involvement in curriculum design, summer training for students in industry, industrial problems as projects, consultancy to industry, and involvement in interdisciplinary research [4].

This opens up many opportunities for expanding Industry-Institute Collaboration, which helps to bridge the gap between theory and practice. This has caused a favorable movement in thinking toward greater engagement with industry, but the Industry-Institute Collaboration Cell is required to build a brand and so improve the students' marketability [2].

Type of Industry–Institute Collaboration	Parameters
Category 1 General Collaboration	1. Participation of industrial personnel in workshops 2. Participation of industrial personnel in conferences 3. Participation of industrial personnel in seminars 4. Participation of industrial personnel in guest lectures 5. Participation of industrial personnel in committees
Category 2 Academic Level Collaboration	6. Participation of industrial personnel in teaching process 7. Conduction of continuing education for industries 8. Involvement of industrial personnel in curriculum design 9. Joint publication of papers with the industries 10. Representation of industrial experts as external examiners for students
Category 3 Institutional Support Type Collaboration	11. Participation of industries in research fellowships 12. Contribution of funds to attend workshops by the industries 13. Donation of instructional resource materials by the industries 14. Donation of laboratory equipments by the industries 15. Contribution for infrastructure development by the industries
Category 4 Service Type Collaboration	16. Utilization of specialized laboratory equipments of the institute by the industries 17. Conduction of training programmes for the industries 18. Participation in consultancy assignment of the industries
Category 5 Cooperative Type Collaboration	19. Participation in joint project with the industries 20. Participation in joint research with the industries 21. Participation in joint patent with the industries
Category 6 Student Level Collaboration	22. Participation in industrial visits 23. Participation in industrial project works 24. Participation in summer trainings 25. Participation in internships 26. Sponsor of medals and rewards 27. Contribution of funds for co-curricular activities

Table 1: Categories for Assessment of Impact of Industry Incubation

INITIATIVES FROM INDIA'S INSTITUTES AND INDUSTRY

Confederation of Indian Industry (CII) Initiatives

It was introduced during the CII Education Summit, which took place on May 14, 2007. In order to improve India's human resources, CII has taken the initiative to provide a platform for productive cooperation between academics and business. The effectiveness of the faculty, accreditation, the solution of industrial problems by universities, the development of need-based curricula in collaboration with industry, the exchange of resource people for training and teaching, scholarships, funding for research, internships for students, and improvement of publication work with industry assistance were some of the key areas identified to collaborate.

AICTE INITIATIVES

Industry–Institute Partnership Cell:

The IIP Cell's goal is to achieve a synergy between industry expectations (practice) and academic offers (theory) by directly involving business. Answerable to effective yearly performance, the AICTE grants pecuniary sustenance to the elected institution to shelter the maximum recurrent cost of Rs. 5.00 lakhs of the IIPC for up to five complete operating years.

TEQIP

The Technical Education Quality Improvement Programme of Government of India (TEQIP), a World Bank initiative, aims to scale up and support enduring stabs by the GOI to convalesce technical education excellence and strengthen current institutional aptitudes so they can become dynamic, demand-driven, and receptive to the precipitous economic and technological elaborations taking place both at the national and international levels.

NAFETIC

The construction of national facilities in cutting-edge engineering and technology fields by collaboration with industry was the ambition of the National Facilities in Engineering and Technology with Industrial Collaboration (NAFETIC) program. The program offers radical knowledge and know-how to industry in the up-to-the-minute vicinities of consequence through short-term training / continuing education programs, and it creates an effective link between business and academic institutions for sponsored research and consulting. The program also provides industry with sophisticated testing, instrumentation, and design facilities in specialized / emerging areas of engineering and technology. An academic institution or university must undoubtedly recognize the vicinities where a national facility is to be established in collaboration with industry, bearing in mind its own strengths in terms of the availability of expert workforce and physical assets inside the institution.

BENEFITS OF INCUBATION

The diversity of components that make up this application has several advantages. The important partners are students, teachers, the institution, industry, and the country, as was previously said. In this chapter, we are talking about the advantages of each partner.

To Student:

- Acquisition of experimental practices in real life
- Pushing theoretical knowledge into practice.
- Amendment of writing and verbal abilities.
- Formulating a decision on an occupation.
- Pre-employment imbursement.
- Retrieving more advanced instruments.
- Comprehending how different industries operate.

To Faculty

- It provides a solid grasp of the sector and aids in the development of insightful case studies to raise the standard of upcoming instruction.
- It offers the capacity to recognize research initiatives with industrial significance.

To Institute

- Increased production of resources.
- Increased faculty caliber.
- More suitable instruction.
- Better student placement
- Improved use of skills and facilitated business.

To Industry

- It may have access to the most recent managerial and technical advancements.
- Through refresher courses and other training programs offered by the institutions, industry may maintain its employees up to date in terms of skills and knowledge.
- It has access to young, technically skilled workers.
- Institutions may help industry with its research needs while saving money on R&D.
- Cost savings in recruiting.
- Efficient productivity.
- Improved contact with the higher education center.
- Opportunities for group research.

To Nation

- Operative exploitation of national resources, abilities, and expertise.
- Augmented indigenousness and self-reliance.
- An increase in funding for institutions and R&D groups.
- R&D employees are employed more often.
- Fostering a sense of national pride among Indians throughout the world by presenting top-notch research findings.

CONCLUSION

Over the past several years, numerous industrial groups and government organizations in India, including CII, NASSCOM, DST, and AICTE, have undertaken a number of projects in collaboration with academia and the government. These programs aim to improve the engineering educational institutions in India, but a fruitful Institute-Industry Collaboration depends on a number of variables, including resource people, their propensity for collaboration, a supportive environment, infrastructure for industries' minimal needs, and clear policies and guidelines.

Faculty members should be specifically urged to develop acceptable outside connections with the industry. These extracurricular activities not only assist students have greater educational chances and experiences, but they may also give the particular faculty member experience and information useful for teaching and research. The administrators of the institution are in charge of establishing the necessary standards and guaranteeing the presence of a free-flowing atmosphere for ideas. For the effective institutional involvement in tests and studies that result in the spread of knowledge or in improved teaching efficacy, a minimal infrastructure for the needs of companies should be built.

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A Survey on the Student's Satisfaction towards Effectiveness of Online Tutoring with Special Reference to Higher Education Aspirants of Coimbatore City - Tamilnadu

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ABSTRACT: *Online tutoring plays a major role during COVID 19 pandemic situation to the higher education students. Majority of students in Coimbatore city has interested to equip their life and waiting for their transformation into magnificent level of the life. In this scenario, the students especially the college students are doing their higher education along with their degree programmes. Even most of the colleges are providing the services to students for their further development in their own work station like offering labs with fast internet facility and so on. Accordingly the researcher prepare proper structured questionnaire and collects the primary data around 128 respondents from selected colleges in the Coimbatore city of Tamilnadu and using Percentage analysis and one way ANOVA and POST HOC TUKEY TEST for this study.*

Keywords: *Online tutoring, COVID 19 pandemic, Higher educations, CA, ACS, CMA, Effectiveness.*

INTRODUCTION:

Online tutoring is practiced using many different approaches for distinct sets of users. The distinctions are in content and user interface, as well as in tutoring styles and tutor-training methodologies. Definitions associated with online tutoring vary widely, reflecting the ongoing evolution of the technology, the refinement and variation in online learning methodology, and the interactions of the organizations that deliver online tutoring services with the institutions, individuals, and learners that employ the services. This Internet-based service is a form of micro publishing.

NEED FOR THE STUDY

While many students pursuing higher by enrolling in free MOOC (Massive Open Online Courses). One-on-One online tutoring programs are much opted to learners of University and Professional courses. Most of the instructors for professional courses (ACS, CMA, CA) TNPSC, UPSC, TET, NET etc., are provides web-based services through online tutoring. Many of the private companies like IT Companies have also launched online tutorial services with object to improve their own skills.

OBJECTIVES

1. To examine Survey on the student's satisfaction towards effectiveness of online tutoring with special reference to higher education students in Coimbatore city.
2. To Study the Satisfaction and experience towards online tutoring.

STATEMENT OF THE PROBLEM

Online tutoring requires a reliable and also fast interest connection. Online tutoring needs a computer that should be fast enough for handle memory-intensive applications such as virtual classrooms and video conferencing and so on. Education is a fundamental tool for enrichment of citizens in India. The online tutoring among the higher education students were unavoidable and essential during the COVID-19 pandemic situation, it helps to good online community practice in a multicultural and global virtual room. The students also have a stress to estimating the correct time convenience for the different learning activities. Student's can utilizing and developing their personal, social presence and also build a social environment in online.

RESEARCH METHODOLOGY AND SAMPLE SIZE

In this study the researcher had taken 128 respondents of the higher education students and adopting snowball sampling method. The respondents are belongs to selected colleges in Coimbatore city.

RESULTS AND ANALYSIS:

Null hypothesis H_0: There is no significance difference age of the respondents (pursuing higher education students) and satisfaction & experience towards online tutoring.

Alternative hypothesis H_1 : There is significance difference age of the respondents (pursuing higher education students) and satisfaction & experience towards online tutoring.

ONE WAY ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Learning at own place with more comfortable	Between Groups	9.372	3	3.124	4.870	**.003**
	Within Groups	80.179	125	.641		
	Total	89.550	128			
Situational challenges are not suitable	Between Groups	14.664	3	4.888	13.114	**.000**
	Within Groups	46.591	125	.373		
	Total	61.256	128			
Learn better and uninterrupted network	Between Groups	7.524	3	2.508	3.800	**.012**
	Within Groups	82.491	125	.660		
	Total	90.016	128			
Distracted activities at home viz TV., Chattings etc.,	Between Groups	37.177	3	12.392	11.673	**.000**
	Within Groups	132.699	125	1.062		
	Total	169.876	128			
No distraction mentally and personally but interrupted network connectivity	Between Groups	54.691	3	18.230	17.489	**.000**
	Within Groups	130.301	125	1.042		
	Total	184.992	128			

The P Value of the variables namely learning at own place with more comfortable (.003), Situational challenges are not suitable (.000), Learn better and uninterrupted network (.012), Distracted activities at home via TV, Chatting (.000) No distraction mentally and personally but interrupted network connectivity (.000) are less than 0.05% level of significance. Hence Null hypothesis for the variables are rejected. It concludes that there is significance difference between the age of the respondents and variables.

MULTIPLE COMPARISONS - POST HOC TUKEY HSD TEST

Dependent Variable	(I) age	(J) age	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Learning at own place with more comfortable	18-20 yrs	20-30	.13962	.19432	.890	-.3664	.6456
		30-40	.07875	.19998	.979	-.4420	.5995
		above 40	-.58895*	.18711	.011	-1.0762	-.1017
	20-30	18-20 yrs	-.13962	.19432	.890	-.6456	.3664
		30-40	-.06087	.23140	.994	-.6634	.5417
		above 40	-.72857*	.22038	.007	-1.3024	-.1547
	30-40	18-20 yrs	-.07875	.19998	.979	-.5995	.4420
		20-30	.06087	.23140	.994	-.5417	.6634
		above 40	-.66770*	.22538	.019	-1.2546	-.0808
	above 40	18-20 yrs	.58895*	.18711	.011	.1017	1.0762
		20-30	.72857*	.22038	.007	.1547	1.3024
		30-40	.66770*	.22538	.019	.0808	1.2546
Situational challenges are not suitable	18-20 yrs	20-30	.21132	.14813	.485	-.1744	.5970
		30-40	.20263	.15244	.546	-.1943	.5996
		above 40	-.68868*	.14263	.000	-1.0601	-.3173
	20-30	18-20 yrs	-.21132	.14813	.485	-.5970	.1744
		30-40	-.00870	.17639	1.000	-.4680	.4506
		above 40	-.90000*	.16799	.000	-1.3374	-.4626
	30-40	18-20 yrs	-.20263	.15244	.546	-.5996	.1943
		20-30	.00870	.17639	1.000	-.4506	.4680
		above 40	-.89130*	.17181	.000	-1.3387	-.4439
	above 40	18-20 yrs	.68868*	.14263	.000	.3173	1.0601
		20-30	.90000*	.16799	.000	.4626	1.3374
		30-40	.89130*	.17181	.000	.4439	1.3387
Learn better and uninterrupted network	18-20 yrs	20-30	.04377	.19710	.996	-.4695	.5570
		30-40	.03856	.20284	.998	-.4896	.5667
		above 40	.60377*	.18979	.010	.1096	1.0980
	20-30	18-20 yrs	-.04377	.19710	.996	-.5570	.4695
		30-40	-.00522	.23471	1.000	-.6164	.6060
		above 40	.56000	.22353	.064	-.0221	1.1421
	30-40	18-20 yrs	-.03856	.20284	.998	-.5667	.4896
		20-30	.00522	.23471	1.000	-.6060	.6164
		above 40	.56522	.22861	.069	-.0301	1.1605
	above 40	18-20 yrs	-.60377*	.18979	.010	-1.0980	-.1096
		20-30	-.56000	.22353	.064	-1.1421	.0221
		30-40	-.56522	.22861	.069	-1.1605	.0301
Distracted activities at home via TV., Chatting etc.,	18-20 yrs	20-30	-.61057	.24999	.074	-1.2615	.0404
		30-40	-.53404	.25727	.167	-1.2039	.1359
		above 40	-1.41914*	.24072	.000	-2.0459	-.7923
	20-30	18-20 yrs	.61057	.24999	.074	-.0404	1.2615
		30-40	.07652	.29769	.994	-.6986	.8517
		above 40	-.80857*	.28351	.026	-1.5468	-.0703

	30-40	18-20 yrs	.53404	.25727	.167	-.1359	1.2039
		20-30	-.07652	.29769	.994	-.8517	.6986
		above 40	-.88509*	.28995	.015	-1.6401	-.1301
	above 40	18-20 yrs	1.41914*	.24072	.000	.7923	2.0459
		20-30	.80857*	.28351	.026	.0703	1.5468
		30-40	.88509*	.28995	.015	.1301	1.6401
No distraction mentally and personally but interrupted network connectivity	18-20 yrs	20-30	-.39245	.24772	.391	-1.0375	.2526
		30-40	-.09680	.25493	.981	-.7606	.5670
		above 40	1.42183*	.23853	.000	.8007	2.0429
	20-30	18-20 yrs	.39245	.24772	.391	-.2526	1.0375
		30-40	.29565	.29499	.748	-.4725	1.0638
		above 40	1.81429*	.28094	.000	1.0827	2.5458
	30-40	18-20 yrs	.09680	.25493	.981	-.5670	.7606
		20-30	-.29565	.29499	.748	-1.0638	.4725
		above 40	1.51863*	.28732	.000	.7705	2.2668
	above 40	18-20 yrs	-1.42183*	.23853	.000	-2.0429	-.8007
		20-30	-1.81429*	.28094	.000	-2.5458	-1.0827
		30-40	-1.51863*	.28732	.000	-2.2668	-.7705

*. The mean difference is significant at the 0.05 lev.

Post Hoc- Tukey HST Test is used to test the significant difference between the groups based on mean difference. Above 40 Yrs respondents have more mean difference compared with 20-30 Yrs, 30-40 Yrs and 18-20 Yrs respondents. It concludes that Learning at own place with more comfortable to aged respondents than youngsters. Above 40 Yrs respondents have more mean difference compared with 20-30 Yrs, 30-40 Yrs and 18-20 Yrs respondents. It concludes that Situational challenges are not suitable to aged respondents than youngsters. Above 40 Yrs respondents have more mean difference compared with 20-30 Yrs, 30-40 Yrs and 18-20 Yrs respondents. It concludes that Learn better and uninterrupted network to youngsters was very much compared than aged respondents. Above 40 Yrs respondents have more mean difference compared with 20-30 Yrs, 30-40 Yrs and 18-20 Yrs respondents. It concludes that Distracted activities at home via TV, Chatting etc., to aged respondents greater than youngsters. Above 40 Yrs respondents have more mean difference compared with 20-30 Yrs, 30-40 Yrs and 18-20 Yrs respondents. It concludes that no distraction mentally and personally but interrupted network connectivity to aged respondents was very much compared than youngsters.

FINDINGS

1. Majority of the respondents are belongs to female respondents – 64.5%.
2. Majority of the respondents are belongs to the age group of 18- 20 Years.
3. 71% of the respondents completed their graduation.
4. Majority of them not married.
5. Majority (71.7%) of the respondents are belongs to nuclear family.
6. Majority of the respondents are having 4 members in their family belongs to 58.1%.
7. Majority of the respondents (32.3%) are comes under within Rs 20000 salary group.
8. 71% of the respondents utilizing the online tutoring sometimes only.
9. 90% of the higher education students prefers Google meet for online tutoring.
10. Majority of the respondents (54.8%) are engaged to learn online tutoring since one year.

SUGGESTIONS

Online tutoring is necessary to all type of respondents categorize in age groups and also the higher education is plays vital role for the enrichment of the society as well as our country. So, betterment have to be made by the government to facilitate magnificent internet options along with any small subsidies to the higher education students not only to the Coimbatore city all over the country as well.

CONCLUSION

Online tutoring helps to all for making the betterment of their carries at their own place. It helps to students, youngsters, professional courses aspirants, UPSC & TNPSC aspirants, NET & TET exam aspirants especially to house hold woman and so on. And particularly mentioned that age is a not a problem to determine the development of the individual. Accordingly each and every person takes the responsibility to encourage their members of the family, friends, relatives, neighbors to do higher education. Because this not only good for them, this is like kicking for the drive of India development.

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Indian Tax System & Structure

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Abstract: *Taxes are one of the most important sources of government revenue and at the same time one of the decisive parameters of economic growth. The main purpose of this article is to assess the impact of both direct and indirect taxes on India's economic growth. Taxation is the only tool that ensures growth and economic development in the long term of any country, and it is very important to understand the components of the tax, which should be guided by in order to achieve economic growth. The government needs money to maintain law and order in the country and take certain welfare measures to ensure the balanced development of the state.*

Keywords: *decisive parameters, economic development, welfare measures, balanced development*

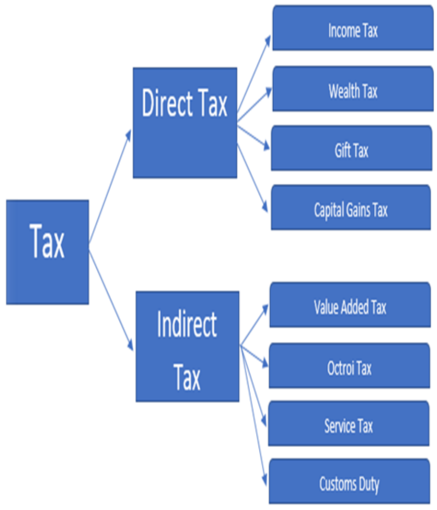
INDIAN TAX SYSTEM - AN OVERVIEW

The tax structure in India is a three-tier federal structure. The central government, state governments and local municipalities make up this structure. Article 256 of the Constitution states that "No tax shall be levied or levied except by law." Therefore, every tax collected must be supported by an appropriate law. Interestingly, the tax system in India goes back to prehistoric texts such as the Arthashastra and Manusmriti. As suggested in these manuscripts, the taxes paid by farmers and artisans in that era would be in the form of agricultural products, silver, or gold. Based on these texts, the basis of the modern tax system in India was conceptualized by Sir James Wilson during the British rule in India in 1860. However, after independence, the newly established Indian government formed a system to promote the country's economic development. Since then, India's tax structure has undergone many changes. India has a well-developed tax structure with clearly demarcated powers between the central and state governments, as well as local governments. The central government levies income taxes (other than agricultural income tax, which may be levied by state governments), customs duties, the Central Goods and Services Tax (CGST), and the Integrated Goods and Services Tax (IGST).

State Goods and Services Tax (SGST), stamp duty, state excise, land income, and occupational tax are levied by state governments. Local governments have the right to levy a tax on property, oktroy and utilities such as water supply, sewerage, etc.

The Indian tax system has undergone massive reforms during 2017. The new Goods and Services Tax, which was introduced on July 1, 2017, included numerous indirect taxes. With the introduction of the tax on goods and services, almost 17 types of indirect taxes were abolished, which greatly simplified and eliminated the bureaucracy of compliance with indirect taxes. In 2017, the government introduced the Goods and Services Tax (GST), which is the most important tax reform in independent India to date. Previously, governments levied various state and central taxes on the provision of various services or the purchase of various goods. Taxation was complex, and conflicting rules allowed some people to evade taxes through loopholes in the system. After the introduction of the tax on goods and services, a larger percentage of those checked got into the tax zone, and it became more difficult to evade taxes. In addition, tax rates have been streamlined and tax laws have been simplified in recent years, resulting in better compliance, easier tax payment, and better enforcement. In India, the process of streamlining tax administration is ongoing.

The tax system in India allows for two types of taxes—Direct and Indirect Tax.



The tax system in India has long been complex given the length and breadth of India. With the introduction of the Goods and Services Tax, which is one of the largest tax reforms in India, the process has become much smoother. It serves as a comprehensive indirect tax, helping to eliminate the cascading effect of the tax as a whole. It is simpler in nature and has resulted in improved logistics efficiency.

INDIAN TAX SYSTEM - TYPES

1. Direct taxes

In the case of direct taxes (tax on income, tax on transactions with securities, etc.), the burden falls directly on the taxpayer. Direct tax is levied directly from individuals and legal entities. This tax cannot be transferred or paid by anyone else. Examples of a direct tax include income tax, property tax, gift tax, capital gains tax.

Income tax is the most popular tax in this section. Individuals are charged income derived from different tax blocks depending on their income level. The term "individuals" includes individuals, Hindu Undivided Family (HUF), company, firm, cooperatives, and trusts.

Income tax

Under the Income Tax Act 1961, every person who is a taxpayer and whose total income exceeds the maximum exemption limit is subject to income tax at the rate or rates set forth in the Treasury Act. Such income tax is paid on the total amount of income for the previous year in the relevant reporting year.

A taxpayer is a person to whom (any tax) or any other amount of money is due under the Income Tax Law and includes:

a) Every person in respect of whom any action has been taken under the Income Tax Law to estimate his income or the income of any other person in respect of whom he is subject to estimation, or the loss suffered by him or such other person, or the amount compensation due to him or such other person;

b) each person who is deemed to be a taxpayer under any provisions of the Income Tax Act;

c) Every person declared insolvent under any provision of the Income Tax Act.

Income tax is an annual tax levied separately for each tax year (also called tax year). The assessment year starts on 1 April and ends on 31 March. A person's total income is determined based on their residence status in India. For tax purposes, an individual may be a resident, non-resident or non-resident.

Resident

A person is considered a resident for a year if he is in India:

1. Within 182 days within a year or;
2. For 60 days during the year and 365 days for the previous four years. Persons who meet any of these conditions are not residents. (The rules are slightly more liberal for Indian citizens living abroad or leaving India to work abroad.)

Resident, but not an ordinary resident

A resident who has not been in India for 730 days in the previous seven years or has not been a resident in nine of the previous ten years is considered a non-resident.

Non-residents

Non-residents are taxed only on income that is derived in India or arises or is deemed to arise in India. A person who is not ordinarily a resident is taxed as a non-resident but is also taxed on overseas income if connected to an Indian controlled business or a profession established in India.

Non Resident Indians (NRIs) are not required to file a tax return if their income consists of interest and dividends only, provided that taxes on such income are deductible at source. Non-resident Indians can benefit from these special provisions even after they have become residents under certain procedures established by Income Tax Law.

Status	Indian Income	Foreign Income
Resident and ordinarily resident	Taxable	Taxable
Resident but not ordinary resident	Taxable	**Not** Taxable
Non-Resident	Taxable	**Not** Taxable

Personal Income Tax

Personal income tax is collected by the central government and administered by the central direct tax board of the Ministry of Finance in accordance with the provisions of the Income Tax Law.

2. Indirect tax

Goods and Services Tax (GST)

The introduction of the Goods and Services Tax is a very important step in the reform of indirect taxation in India. By merging a large number of central and state taxes into a single tax and allowing original taxes, he mitigated the disastrous effects of cascading and paved the way for a common national market.GST is a value-added tax levied at all stages of the supply chain, subject to the offset of any tax paid on the source material purchased for use in the creation of the offer. It will apply to both goods and services comprehensively, with minimal exceptions. Under India's federal constitution, GST in India is levied by the Center (CGST) and the states (SGST) at the same time. While both central and state governments charge a base fee, other important design features are common to CGST and SGST in state-specific SGST. Both CGST and SGST are charged on an attribution basis. Thus, exports have a zero rate, and imports are taxed in the same way as domestic goods and services. Interstate deliveries within India will be subject to Integrated Goods and Services Tax (CGST and SGST of destination state).

GST was conceived as an efficient tax system, neutral in use and attractive for distribution.

GST has three components:

- CGST-Central Goods and Services Act. The central government collects this tax on the domestic delivery of goods or services. (In Maharashtra)
- SGST: There is a state goods and services tax. The state government collects this tax on the domestic delivery of goods or services. (In Maharashtra)
- IGST: stands for Goods and Services Tax. The central government collects it to sell goods or services between the states.

The advantages of Indian GST are:

- Expansion of the tax base necessary to reduce tax rates and eliminate classification disputes.
- Elimination of multiple taxes and their cascading effect.
- Rationalization of the tax structure and simplification of compliance procedures
- Harmonization of central and state tax administrations, which will reduce duplication and compliance costs.
- Automation of obedience processes to reduce errors and increase efficiency

GST has replaced most indirect taxes such as:

- Central excise duty
- Excises (drugs and toilet products)
- Additional excise duties (goods of special importance)
- Additional excise duties (textiles and textile products)
- Additional customs duties (commonly known as CVD)
- Special Additional Customs Duty (SAD)
- Tax Service
- Central surcharges and charges, if they relate to the supply of goods and services.
- State VAT
- Central sales tax
- Luxury tax
- Entry tax (all forms)

- Leisure and entertainment tax (except when they are collected by local governments)
- Advertising taxes
- Purchase tax
- Taxes on lotteries, betting and gambling
- Government surcharges and surcharges, if they relate to the supply of goods and services.

Tax Rates under GST

TYPE OF GOODS / SERVICES	RATE OF TAX
All essential commodities	5%
General rate of Tax for other goods	12%
Services	18%
Demerit Goods / Luxurious Goods	28%

Value Added Tax (VAT)

VAT was a multi-stage tax on goods, which was levied at various stages of production and provided on credit, subject to payment of tax at each stage of value addition. As of July 1, 2017, liquor for human consumption is limited to VAT.

Excise Duty

The Central Excise Tax is an indirect tax levied on goods manufactured in India. Excisable goods were defined as those which were defined in the Central Excise Tax Law as subject to excise tax. With the introduction of the GST from July 1, 2017, the scope of the excise tax is limited to a very few goods that are not within the scope of the GST, namely high-speed diesels and petroleum products.

There are three types of central excise taxes in India, namely:

Basic excise Duty

This is the duty levied under section 3 of the Central Excise and Salt Act, 1944, on all excisable goods, except salt, which are or are manufactured in India at the rates shown in the table of the Central Excise Act, 1985.

Additional excise Duty

Section 3 of the Supplementary Excise (of Special Importance) Act 1957 authorizes the levying and collection of goods listed in the Schedule to this Act. It is levied in lieu of a sales tax and is shared between the central and state governments. They are charged in accordance with various regulations, such as medicines, toilet preparations, sugar, etc., and the development of other industries, etc.

Special excise Duty

Under section 37 of the Treasury Act 1978, a special excise duty was levied on all excisable goods that are subject to the base excise duty under the Central Excise and Salt Act 1944. Since then, the relevant provisions of the Treasury have been applied. Every year. The law establishes that a special excise tax is to be collected or not to be collected and not to be collected during the respective financial year.

Customs Duty

Customs or import duties are levied by the central government of India on goods entering India. The rate at which customs duties are levied on goods depends on the classification of goods determined in accordance with the customs tariff. The customs tariff generally follows the Harmonized System of Nomenclature (HSN).

Taxation

1. Personal Taxation

Additional surcharge on income beyond of INR 2 crs

- Surcharge for an increase in the effective tax rate of approximately 3 percent for individuals with taxable income between Rs 2 and 5
- Surcharge for an increase in the effective tax rate of approximately 7 percent for individuals with taxable income of Rs 5 or more

Deduction on interest paid on loans for the purchase of e-vehicles

- An additional tax deduction of Rs 1.5 million on interest paid on loans taken for the purchase of electric vehicles; in the amount of about Rs 2.5 lakh over the life of the loan for taxpayers who take out loans to buy electric vehicles

Capital gains exemption for investing in startups

- Extending the capital gains exemption associated with the sale of a residential home for startup investment until March 31, 2021 and easing some of the conditions associated with this exemption

Interest deduction for affordable housing

- Additional deduction of up to INR 1.50,000 on interest paid on loans taken before March 31, 2020 to purchase an affordable home worth up to 45 lakhs.

Contribution to the national pension system (NPS)

- Benefits Additional benefits for NPS subscribers

Expansion of the Black Money Act

- The definition of "Taxpayer" in the black money law has been extended to include non-residents and non-residents who were residents in the year in which the undisclosed income/asset was received/acquired.

2. Corporate tax

Increased turnover threshold for tax rate 25 percent.

- ✓ The current lower tax rate of 25 percent applies only to companies whose annual turnover is up to Rs 250. This annual turnover threshold is proposed to be increased to 400 rupees.
- ✓ 9.30% of companies will now be eligible to claim a tax rate reduction of 25%.

Parity between banks and NBFCs

- Interest on certain bad and doubtful debts that are taxable as a result of the acceptance of deposits and systematic significant non-deposit transactions of NBFIs only in the year in which such interest is received.

Prevention of tax abuses

- Companies Listed companies are also required to pay an additional 20 percent tax on share buybacks, as is currently the case for non-listed companies.
- It is proposed to deregister trusts or institutions using section 12AA in certain situations for violation of legal provisions.

Gifts for non-residents

- Gift It is intended that a gift of any amount of money or property located in India to a person resident in India, to a person outside India (not otherwise present) shall be deemed to have been accrued or originated in India on or after July 5th, 2019.

3. Changes related to TDS

TDS taxable payments from life insurance companies

- It is proposed to establish that the tax will be withheld from the taxable payment from life insurance companies on a net basis at a rate of 5 percent instead of 1 percent on a gross basis (as currently).

Online application for deduction from u/s 195

- It is proposed to provide an online application by the person making the payment to a non-resident who requests the determination of the amount of tax deductible at source.

Non-deductible tax u/s 195

- If a non-resident has filed a tax return, paid taxes on such income and submitted the required certificate from an accountant, a person who does not comply with article 195 is not considered a tax evader. Amounts paid without TDS should also not be prohibited.

TDS from consideration on real estate

- Section 194-IA requires a deduction of 1 percent from the amount of compensation for the purchase of real estate. Reimbursement is currently expected to include other fees such as club membership fees, parking fees, electricity and water fees, service fees, down payment or any other fees of a similar nature associated with the purchase of a property.

Payments by individuals or forints

- Individual or HUF tax to deduct withholding tax of 5 percent on payments to contractors and resident specialists.

4. Simplification and procedurally

Interchangeability of PAN and Aadhaar

- Those without a PAN will be allowed to file tax returns based on their Aadhaar number.
- Aadhaar can be specified wherever a PAN is required.

Pre-Filled Tax Returns

- Taxpayers will be provided with pre-filled tax returns that will contain details of wages, capital gains from securities, bank interest, dividends, etc. and tax deductions.
- Information on these earnings will be collected from relevant sources such as banks, stock exchanges, mutual funds, EPFOs, and government registration departments.

Faceless e-assessment

- Step by step to put into operation the faceless assessment scheme in electronic form without human participation.

Digital payments

- TDS of 2 percent is charged on cash withdrawals exceeding INR 1 crore per year from a bank account.
- Businesses with an annual turnover of more than INR 50 crore must offer their customers low-cost digital payment methods (BHIM, UPI, UPI-QR code, etc.).
- Customers and sellers should not be charged any fees or seller discount rates. The costs are covered by banks and RBI.

SUGGESTIONS

While paying taxes may not be a very pleasant feeling, it is nonetheless sensible to understand that the tax paid by each person contributes to the government of the country and the resources needed for its economic progress.

- It encourages savings as well as investment. If a person makes a certain set of investments, part of it will be exempt from tax, allowing him or her to pay a reduced amount of taxes.
- Paying tax also serves as proof that you not only file your tax returns with discipline, but also help you apply for a loan. This is because when purchasing a mortgage, the bank needs proof that the applicant has filed their taxes regularly.

CONCLUSION

A goods and services tax with an integrated IT-based tax mechanism is likely to generate significant revenue for the government. Illegal tax theft activities are expected to be drastically reduced under the GST regime, benefiting both governments and consumers. In fact, this extra income that the government expects to generate will come from reducing tax fraud, not from the pockets of consumers. While the GST structure may not be perfect, once implemented, such a tax structure would make India a better economy for foreign investment. GST to avoid multiple central and state tax rates.

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Values and Ethics in Higher Education in India

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Abstract: *The teaching system of most crucial innovation is to all humankind. The language was also a product of his upbringing, so that, the main than his utensils, engines, spaceships, medicines, arms, and the discovery of the linguistic world. Even uneducated people can live like animals. Education has transformed humans from ordinary "two-legged animals" to humans. Knowledge is a continuous cycle that goes from the uterus. Superior knowledge is a source for the 360-degree development of a person, and ignoring every aspect of the human character can be very detrimental without instilling morals and good things in the grasping system. So humanity's progress is unfinished.*

INTRODUCTION: Schooling is the most crucial innovation of all humankind. The language was also a product of his upbringing, so the main thing than his weapons were different varieties of tools, spaceships, medicines, and even the invention of language. Even uneducated people can live like animals. Education has transformed humans from mere "two-legged animals" to humans. Education is a lifelong process that goes from the uterus. Education is a tool for a person's overall development, and ignoring every aspect of the human character can be very detrimental. Without instilling values & ethics in higher education, humanity's progress is unfinished.

STANDARDS & BELIEFS: Schooling is the most crucial innovation of all humankind. The language was also a product of his upbringing, so that's why the main thing is that his weapons were different varieties of tools, spaceships, medicines, weapons, and even the invention of language. Even uneducated people can live like animals. Education has transformed humans from ordinary "two-legged animals" to humans. Knowledge is a continuous cycle that goes from the uterus. Knowledge gives power to all people and ignoring every aspect of the human character can be very detrimental. Without instilling ethics and values in education, humanity's progress is unfinished. The knowledge power system is the most crucial innovation of all living things. The language was also a product of his upbringing, so the source of his machinery, spaceships, medicines, and the invention of Language. Even uneducated people can live like animals. System of knowledge has converted into humans after mere to humans. Knowledge is a continuous cycle that goes from the uterus. Superior knowledge is a source for the 360-degree development of a person, a person, and ignoring every aspect of the human character can be very detrimental. Without instilling humanity, progress is unfinished. It can be said that principles highlight the given problem.

- Define quality time.
- Explain rights as well as accountabilities.
- Explain good/evil.
- What is good and what's terrible? Explain in detail.

(VBE) significances collective, good things, integrity and more. It enhances the quality of one's humility, Positivity and kindness. Value-based education is the only way to guide our youth in the right direction. India needs a value-based education system.

HIGHER EDUCATION IN INDIAN SOCIETY: India's upper power system of knowledge is the 3rd biggest in the universe. After the China and England. India's more excellent teaching structure devises tremendously, especially during the post-independence period. Hindustan is the universe's biggest independent nation with inhabitants of over 1.39 billion, with 45 central universities, 290 state universities, and 95 accredited universities, 12 IITs, 12 IIMs and 2 IISc under state law. There are 13 nationally important universities, excluding five universities established in India and about 37,204 universities, including 2,401 women's universities in India. Will a mere extension of the informative groundwork create decent societies deprived of leading in them the elementary beliefs, principles and advantages supported by the pundits, Sufis, the pundits of olden cultures? Without ethics, values and virtues, can we create effective managers, technocrats, politicians and entrepreneurs? Indians are most often fulfilled in their professional responsibilities of integrity. Despite all the disadvantages, all do their job through filled commitment. Indian mothers & fathers for education, Indian engineers go to the software industry, Indian surgeons aimed at patients, and Indian professors for learners stay role copies in the world. We must have a pleasant-sounding philosophy and a healthy arrangement among all creatures. But all the steps of life, especially in higher education, so many deviations and deviations undermine professional excellence, peace and harmony among young people in India. Nevertheless, coordinating sophisticated instruction consumes various current concerns, such as programmer funding and management, health awareness, values, ethics and quality of higher education, and institutional evaluation and accreditation.

The emphasis is on elementary and junior high college tutoring, somewhat developed tutoring. Nevertheless, uncertainty, quick enlargement and globalization, and civilization pose additional challenges to the country's education system; it will be of value when political penetration into the academic perimeter is at its highest level, and the adverse effects of the media are increasing. Education must be fixed in higher education in thinker's young people, and eyeless struggle require misleading human race view, we all need college I feel it. To save the entire education system and humanity, we must address more fundamental questions about the group, plus the proper significance of tolerant accomplishments and trendy, sophisticated training.

REASONS FOR MORAL DESCENT IN INDIA'S UPPER LEARNING STRUCTURE:

1. Fraud: Fraud in learning may comprise inducements and criminal bills on behalf of entrance fees and exams. Academic fraud, including withholding professor remunerations, priority promotions plus placements, textbook procurement, food provision, and illegal activity in infrastructure.
2. Denationalization of scholastic associations: Denationalization of didactic institutions exists as an extra chief basis of diminished virtuous value in the edification method. Supplementary reserved institutions cannot generate complete "human capital" with ethical standards.
3. Deficiency of Lecturers/Professors: Lecturers are student role models and are the most educated and respected people in most rural areas. Lecturer nonappearance creates an unhealthy environment & declines in knowledge.
4. Shortage knowledge program: A good source of information in the elementary school syllabus then also in adulthood, one of the soft levels for developing signs of adolescents; the source cannot find a place. Moral education.
5. Learning Pedagogics does not properly intrude in teaching methods: Scholastic stress and a routine reminder of knowledge are designed by small gathering subjects plus issues from university plus curriculum. Collecting or presenting data is not sufficient to determine quality educational standards.
6. The link between the sage and disciples disappears: There is more to argue, the disciple ought to acquire admiration for the pundit (orator), and the specialist would teach shisha (disciple) arbitrarily. Today, the bond between

Guru and Shisha is lost. UGC (2003) states that the need for time is "to teach university students human values such as the quest for peace, observance of truth, the right to act, nonviolence, concepts, tolerance and love."

7. Respect for living things: Respect for the glory of the homeland and his ethos as well as customs, in mandate towards sponsor public plus accountable nationality mentioned.

IMPORTANCE FOUNDATION:

1. Tasks and Advances: According to critics, survival is based on advanced education, which is "precious." In their opinion, principles remain a non-operational spiritual principle besides are no longer relevant voguish the 21st era. Yet again, several developed needs to promote values learning now wisdom inside toward protecting democracies and their values. Modern worldly matters include honesty, equality, respect for others, collectiveness, and democracy. However, there are problems at the implementation level as well. The questions that come up are:

- Uncertainty values instruction stays involved in the education structure; which values should the curriculum prioritize?
- What is the importance of religious values developed primarily?
- What are the active policies for communicating significance in college?

Table 1: Tasks and Advances

Specific values	Improvement of human qualities	Educational activities
1. Aesthetic values	Love. Beauty	1. Development of art such as painting, music, reading
2. Spiritual value	Spirit	1. Development of games and sports 2. Practice yoga and meditation. 3. Introducing the gymnasium.
3. Moral values	ethics Honesty, integrity, self-control, discipline, independence	1. The NCC program must be effectively activated. 2nd curriculum
4. Social Value	Responsibility and Contribution to Society.	1. We attach great importance to the NSS program. 2. Second national holiday, birthday of a dignified personality. We need to celebrate our founding anniversary. The 3rd Environmental Club established to make learners aware of the environment.

These tasks have led us into the vague realm of how values education is implemented in universities, even if they feel urgent. But whether or not there is a system of values education, growing humans will increasingly permeate some values. Individuals cannot grow in a vacuum. Even an individual has a position or some negative values in front of him. If some positive values are not introduced at this stage of learning, the learner gets useless values. It will impact the progress of a healthy society. This proposes a way to convey values and ethics directly and indirectly in a university in a binding manner. All of these are teaching principles then beliefs to higher education pupils. Selected straight means of introducing value-based education can be taken by those authorized by submitting essential treatises on "values" at the bachelor's and master's levels. The National Assessment of Accreditation Council (NAAC) also attaches great importance to all these criteria and calls them "sound practices." According to NAAC, the quality of higher education institutions will not improve without this sound practice.

2. Anthropological Improvements: Ethics education aims to bring youth knowledge, build skills, develop the spirit of tomorrow's young entrepreneurial managers, and provide insights and clarifications about business concepts. This allows young managers to avoid business fraud and have a high level of integrity and moral and social awareness to make decisions after handling trade dilemmas.

3. Ethical Growth: Our generation needs a moral education & its methods to bring

various benefits to youth today. Some of them are:

- Honest growth.
- Traditional progress.

- Reworking and adjustment to the situation.
- General combination and domestic progress

CONCLUSION: The teaching system is the most important innovation for all of humanity. The way he spoke was also a result of how he was raised. Because of this, the most important thing he did was find out about the world of language. Even people who don't know much can live like animals.

Humans are no longer just "two-legged animals" because of education. Knowledge is a circle that keeps going around and around. Superior knowledge is the source of a person's development

- Enlargement of a well and stable behaviour.
- Establishment of decent nationality.
- Studio.
- Preserve harmony and coherence.

in every way, and ignoring every part of a person's character can be very bad if you don't teach them morals and good things. So, people are still making progress.

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Exploring the need of Physical & Digital Infrastructures of HEI's: A Students' Learning Outcome Perspective

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Abstract: *Higher Education Institutions cater to building knowledge's physical and digital infrastructure requirements. They essentially define the teaching and learning environment. Physical assets for education comprise land, building and furniture and it includes physical facilities for teaching spaces and for ancillary rooms. In the education sector, infrastructure is crucial. The layout of the classroom, auditoriums, laboratories, campus, etc., is important components of the learning environment. The development of physical assets and facilities in higher education is complex and cost-intensive and ensuring their quality and maintaining world standards is very challenging. The present study is intended to create awareness of 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. Infrastructure & learning resources are two important ingredients of higher education institutes. 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, ensuring their quality and maintaining global standards is very challenging. The physical assets and facilities development in higher education involves the provision of buildings, classrooms, hostels, staff quarters, workshops, laboratories, ICT centres, libraries, health centres and sports facilities. The provision of a 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 the 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 create opportunities for the latest learning styles 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 that can be used to draw, point or click just by touching the screen 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

The introduction of such software facilitates 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 screens 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, and 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.

   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.

3. DISCUSSION & CONCLUSION:

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. Poor physical conditions, particularly at higher education institutions, can negatively impact students' learning outcomes. Examples include dark classrooms with inadequate ventilation, broken furniture, leaking restrooms, unkempt cafeterias and pantry areas, and a disorganized library arrangement.

One of the best indicators of a student's success is the classroom environment, where the physical setting and architectural features of the building have a big impact on how well students do in school. A useful resource for every educational setting is the library. It plays a significant part in both teaching and learning. Libraries must be adaptable enough to embrace modern technology like e-books, digital books, campus-wide libraries, and access to the central library. E-libraries and digital literature are essential in light of the recent outbreak of the coronavirus. There should be designated reading and conversation areas because this encourages students to work together more. Another essential part of the educational infrastructure is the playground. It promotes a student's physical and mental well-being and fosters a healthy environment on campus. Playgrounds must be versatile, adaptable, and secure. It must also have adequate room to accommodate multiple sports at once.

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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Effectiveness of Yogic Lifestyle for Promoting Mental Health and Well-being: Implications for Therapeutic Value and School Health Care Policy

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Abstract: *This research was conducted against the backdrop of sparse research on health-promotive value of Yogic lifestyle, in particular among adolescents and rudimentary objective and coverage in and also inadequacy in research design of available studies to account for relationship between Yogic lifestyle and comprehensive aspects of mental health and wellness among adolescent s. The study was conducted in a residential school using Between-Within Group Design. The students were divided into two groups-one serving as a control group (n =50) and the other intervention group (n = 50). The participants in the intervention group were persuaded to adopt Yogic lifestyle through a theory-guided psycho-education programme. The data, analysed by using SPSS 16.0 indicated that the adolescents who underwent positive changes in lifestyle behaviours (i.e., dietary habits, food intake, sleep habits, and practicing yoga) reported increase in self-reported health across physical, social, psychological and spiritual domains. In view of above findings, this research paper sketches out important implications for therapeutic relevance of Yoga in school Counselling and charts out some important policy measures for incorporating Yogic lifestyle in school health education.*

Keywords: *adolescents, lifestyle behaviours, psychological, Counselling*

INTRODUCTION

Yoga has emerged as a major holistic approach popular for promoting health and well-being throughout the world. The significance of Yoga in daily life can be understood from the recent declaration by UNO regarding observance of International Yoga Day on 21st June with the support of more than one hundred forty countries. Recently, in a speech to the U.N. General Assembly, Prime Minister of India observed that that yoga can bring a change in our lifestyle and create awareness in us. In contrast to popular perception of it being identified with a set of postures and breathing practices, Yoga, has been practiced and preached by Indian seers as a part of daily life.

In Yoga Sutras, Patanjali outlined an eightfold path which mentions importance of postures, breath regulation, dietary change, use of sacred sounds etc. for increasing wellness at different levels of being. Several experiential accounts of Yoga practitioners demonstrate that holistic changes in life related to diet, sleep, and daily routine can alleviate multiple physical, emotional and social sufferings (Balkrishna, 2007; *Gita*, 6/17; Ram, 1987; Ramdeo, 2006). In view of plasticity and suitability for change in behaviours, induction of Yogic lifestyle has been favoured during adolescence in many indigenous perspectives in India (Koller, 2006, p.97).

In current scenario, while living choices and engagements among adolescents seem to be increasingly and heavily influenced and swayed by plethora of living choices (i.e., fast foods, cold drinks, alcohol, drug, and unhealthy leisure time use etc) offered by persuasive media and market interfering with mind-body functioning, Yogic lifestyle has become increasingly relevant. It deserves special scrutiny in view of its promising potential to address mental health concerns and social problems such as aggression, violence, suicide, sexual crimes, which are difficult to resolve through main stream medical model either due to its inability to do so or due to limited availability of expertise and human resources to address the same

(Antaramian, Huebner & Valois, 2008; Hans, 1994; Sharma & Misra, 2009; Planning Commission, 2000; Sharma & Sharma, 2008; Singh, 2010; Singh & Misra, 2012; Verma & Saraswathi, 2002; Yarcheski, Mahon, & Yarcheski, 1997). Several scholars have expressed need for inducting such interventions in school setting. Perry and Jessor (1985) have speculated about effectiveness of school-based preventive interventions on differential but interrelated domains of health: psychological health (subjective sense of well-being), social health (role fulfillment and social effectiveness), personal health (realization of individual potential), and physical health (physical-physiological functioning). Yarcheski, Mahon, and Yarcheski (1997) argued for need of such programme for improving physical health, cognitive ability, academic achievement, social interaction skills, and various indicators of motivational and emotional functioning. Tiwari, Agarwal, Kumar, and Pandey (2007) expressed their presumptions for relevance of behavioral interventions to get rid of unhealthy behaviors and promotion of wellness. Many practitioners and famous writers have observed that culturally sensitive and contextually relevant eastern religio-spiritual practices can be considerably more effective than existing traditional psychological practices in promoting multiple aspects of health (Kakar, 2003; Parashar, 2000; Rao, 2000; Roy, 2000; Sharma & Sharma, 2008).

After considerable neglect, Yogic notions of lifestyle, causes of illness, suffering, mediators of well-being, and wellness practices recently have started getting attention from psychologists (Dalal, 2001; Kapoor, 2002; Misra, 2005; Sinha, 1990). There are studies which have utilized some key elements of Yogic life style for reducing addictions (Kissen & Kissen, 2009; Woolery A, Myers, Stemliebm, Zeltzer, 2004), depression (Pilkington, Kirkwood, Rampes, Richardson, 2005), low back pain (Gatantino et al., 2004), symptoms of cancer (Carson et al., 2007; Ragvendra et al., 2007;), treatment of arthritis (Kolasinski, Garfinkel, Tsai, Matz, Dyke, Schumacher, 2005) managing stress (Arora & Bhattacharjee, 2008; Granath, Ingvarsson, von Thiele, Lundberg, 2006), cardiovascular disorders (Bharshankar, Bharshankar, Deshpande, Kaore, Gosavi, 2003; Oken et al, 2006), improving sleep quality among cancer patients (Cohen, Warneke, Fouladi, Rodriguez, Chaoul-Reich , 2004) in adults or elderly segment of population.

However, research on the effect of Yogic lifestyle on mental health and well-being among school adolescents is sparse and segmented in conceptual repertoire. Majority of the related studies, which have been conducted among patients or in hospitals, are either rudimentary in their objective or inadequate in their research design to account for relationship between Yogic lifestyle and adolescent well-being. Some previous studies have noted significant change in some health-related outcomes within a short period of one or two weeks. In one of the prospective controlled studies conducted at Integrated Health Clinic, AIIMS, Delhi significant improvement was noted in subjective well-being of normal and diseased sample in age-range of 21-70 years after a brief Yoga based lifestyle intervention only for 10 days

(Sharma, Gupta, & Bijlani, 2008). In another study on Yogic lifestyle intervention for a period of two weeks, which included practice of asanas, pranayama, meditation and consumption of yogic diet, significant reduction was noted in anxiety and depression in persons suffering from gastrointestinal disorder (Mishra & Sinha, 2001). Rani and Rao (2005) noted significant decrease in depression participants of an intervention programme which included some elements of Yoga (including postures, breathing practices, cleansing activities, physical gestures). Broota et al. (1995) compared the efficacy of three relaxation techniques: Broota Relaxation Technique, Jacobson's Progressive Muscle Relaxation and a Yogic relaxation practice (Shavasana) in reducing symptoms of hypertension and found that Yogic relaxation technique was most effective. The promising possibility of effectiveness of Yoga with behaviour therapy in treating obsessive compulsive disorder has also been subsequently noted (Datta & Broota, 2000). Recent empirical evidence have noted multiple positive effects of postures in reducing anxiety, stress, and psychological disorders (Rani, & Rao, 2005; Rao, 1995; Rao, 2000; Roy, 2000). Hamilton, Nelson, Stevens & Kitzman (2007) reported positive relationship between regular sleep and psychological well-being based on the findings of a study among community residents (N= 502). While there is abundance of work on risk behaviours (i.e., unprotected sexual activity, drug abuse, alcohol use, violence) there are only few reviews suggesting the possibility about religiosity as an important protective factor for adolescent well-being (Cotton et, al., 2006; Verma & Saraswathi, 2002). The efficacy of many other Yogic lifestyle practices such as dietary habits and regularity in sleep in protecting and promoting health and well-being remain unexplored.

Thus, against the backdrop of lack of studies and potentials of Yogic lifestyle in promoting positive well-being, the present study was aimed at assessing the impact of positive lifestyle changes on adolescent self-reported health. It was assumed that holistic lifestyle changes introduced through YLSIP would promote perception of improvement in all the domains of health. Accordingly, YLSIP was designed to assess the effects of lifestyle changes on adolescent well-being.

Module of Yogic Lifestyle Intervention Programme (YLSIP)

The intervention programme consisted of an integrated module of Yogic lifestyle based on the insights from research literature, personal experiences, and encounters with adolescents in schools. The module was prepared with the following objectives: (a) to create an awareness that health and well-being can be enhanced by changing the lifestyle, (b) to induce adherence for dietary change, (c) to administer Yoga training programme feasible in the setting to reduce health risks and enhance well-being, and (d) to evaluate the efficacy of YLSIP in enhancing health and well-being among adolescents. During planning of YLSIP some of the practical issues related to capability of the participants to adhere with YLSIP, school routine, availability of adolescents for Yoga training programme was taken under consideration. The progression of YLSIP was based on insights derived from theoretical models of behavioural change. It was undertaken in three stages (i.e., preparation, introduction, and implementation). Table 1 shows the details of strategies, activities, processes and goals during the different stages of YLSIP. The first stage aimed at preparing the adolescents to participate in LSIP. To this end, they were acquainted to the investigator who was providing the intervention. The participants were provided inputs during the second step of stage 1 through an interactive session about the risks of practicing unhealthy habits and benefits of practicing positive lifestyle behaviours.

Table 1 Details of Strategies, Activities, Processes and Goals during the Different stages of YLSIP

Stages	Steps	Strategy	Activities	Process	Goal
Preparation	(i) Rapp				
	(ii) Creating	Providing inform	Interactive session dealing	Creating cognitive	Making the participant
Introduction	(i)Persu	Observ	presentations of role	Mode	Persuading adolesc
	(ii) Planning	Intentional change	Addressing the pros and cons of the benefits and barriers of changing life style,	Reasoning and planning	Inducing the readiness for change in the life style

Implementation	(i) Training	Reward for change and encouragement	Giving positive personal feedback	Reinforcement	Compliance for change
	(ii)Persistence	Approval	Video recording of last session, participation of principal and teachers of the school, praise by principal	Recognition	Continue with change in the life-style

It was assumed that this would create a cognitive dissonance among them. The second stage aimed at creating readiness among adolescents. Taking cues from social learning theory (Bandura, 1977), first step of the introduction stage of LSIP included a power point presentation and a film about practicing of some components of LSIP by some of the popular role models (film, sports and public life). Deriving ideas from theory of reasoned action and the observation that people process information thoughtfully only when they perceive it as personally important (Ajzen & Fishbein, 1980), the second step of introduction stage involved addressing the pros and cons of changing lifestyle.

The participants were encouraged to talk freely about their individual concerns. In the third stage of intervention i.e., implementation a training programme was run for about two weeks. In the first step of implementation, the participants were reinforced by giving personal regards for changing their lifestyle after each Yoga training programme so as to create compliance for life style change.

Each day of YLSIP began with a Yoga session of 45 minutes specially designed for this study on the basis of expert advice, feasibility and relevance to concerns related to academic competence. It included practices related to Yoga i.e., *Asanas*, *Pranayama*, *Shavasana* and chanting of Mantras (i.e., Om, Allahoo, and O Christ) included from different religious traditions. Besides, intervention group participants were engaged in positive change of their dietary habits, avoid unhealthy food items, and follow proper sleep habits and perform Yoga for two weeks.

OBJECTIVES

1. Important implications for therapeutic relevance of Yoga in school Counselling
2. Important policy measures for incorporating Yogic lifestyle in school health education.
3. To Understand how this Improves Quality Of Education.

HYPOTHESIS

The adolescents who adopted Yogic lifestyle through a theory-guided psycho-education programme underwent positive changes in lifestyle behaviours (i.e., dietary habits, food intake, sleep habits, and practicing yoga) reporting variations in self-reported health across physical, social, psychological and spiritual domains which helps increase their Performance in Academics.

METHODOLOGY

Research design experimental research where we used a scientific approach towards manipulating one or more control variables and measuring their defect on the dependent variables. Quantitative research method is used were we deals with numbers and statistics; Quantitative methods allow you to systematically measure variables and test hypotheses.

Subjects and Methods:

A sample of 100 adolescents (50 boys & 50 girls) enrolled in senior secondary classes in a residential school in Bangalore participated in the study.

The participation in the study was based on two criteria:

(1) participants should not have been exposed to the contents of LSIP during the last three months, and

(2) they should not be suffering from any disease (e.g., physical disability, chronic diseases, fever etc.) which may impair adherence to the YLSIP.

There was equal number of adolescents in intervention and control groups. The mean age of the participants in the intervention group was 14.5 years (SD=1.89). In the control condition, the mean age was 14.4 yrs (SD=1.89).The two groups were matched for gender, age and grade.

MEASUREMENTS & QUESTIONNAIRE

For measuring self-reported health, a questionnaire was developed by present researcher using relevant items of existing measures. It consists of 61 items measuring 14 components related to the following domains: bodily illness, insomnia, digestibility, physical fitness, body image, self-esteem, depression, anxiety, goal clarity, adjustment, alienation, and empathy. The items for evaluating *illness* were adapted from the **PGI Health Questionnaire (Wig& Verma, 1978)**. These included common physical complaints such as headache, allergy, constipation, diarrohea, absence in school due to illness and limitations in performing daily routine activities. The *insomnia* subscale was related to difficulty in sleeping. The items related to *digestion* dealt with the items of hunger and appetite. The *fitness* dimension measured physical stamina, lack of fatigue and freshness after sleep.

The items related to *negative body image* were adapted from **Body Image Avoidant Questionnaire developed by Riva & Molinari, 1998**. It has items related to concerns for appearance and addictiveness for beauty products. The *self-esteem* items dealt with self-confidence and enthusiasm in life. The *anxiety* related items referred to the feelings of embarrassment, irritation and lack of concentration. The *depression* related items dealt with loneliness, guilt and shame. *Clarity of life goal* was assessed by asking about accurate perception of ones' life goal. The *adjustment* related items dealt with familial relationships. The *empathy* component dealt with ability for identifying others concerns and developing trust in the relationships. *Alienation* was measured with the help of **anxiety scale of MMPI**. It dealt with cohesiveness with social group and ability to share own feelings and thoughts.

The respondents were asked to report their functioning and concerns in different areas of life and rate every item on 5- point scale varying from 'never', 'rarely', 'sometimes', 'usually', to 'always' based on their experiences. The items of illness, insomnia, neagative body image, depression, anxiety, and alienation were negatively scored so as to denote presence of these negative aspects of health. The items related to digestion, fitness, self-esteem, clarity of life goal, empathy, and adjustment were scored positively. The internal consistency of the scale was found to be satisfactory computed by Cronback Alpha=0.89 (N=100).

***Lifestyle Change Inventory*:** The compliance on multiple components of LSIP during follow-up was assessed through a self-report inventory on 7-point rating scale. The respondents were asked of reporting their adherence to the changes during a usual week in last one month.

RESULTS

Table 2 shows performance on the measures of self-reported health. It suggests that 6 negative aspects of health (i.e., illness, insomnia, negative body image, depression, anxiety and alienation) were reduced and 12 positive outcomes of health (i.e., digestion, fitness, self-esteem, goal clarity, adjustment, and empathy) were enhanced in the intervention group. Among control group participants, illness, insomnia, and alienation were increased among boys but reduced among girls, negative body image scores were reduced among control group boys and increased among girls, and depression was reduced among all the control group participants. The scores of digestions, fitness, self-esteem, and empathy were increased among control group boys but decreased among control group girls. The scores of goal clarity, and adjustment were reduced among all the control group participants.

Table 2 *Means and SDs of Scores on the Measures of Health and Wellbeing by Type of Group, Gender and Testing Occasions*

Measures	**Intervention Group**				**Control Group**			
	Boys (n = 25)		Girls (n = 25)		Boys (n =25)		Girls (n =25)	
	Pr	Post-	Pre-	Post-	Pre-	Post-	Pre-	Post-
Illness	12.80 (3.02)	8.68 (2.60)	11.04 (2.65)	7.96 (2.20)	10.92 (3.17)	11.12 (2.90)	10.32 (2.80)	10.16 (2.71)
Insomnia	4.44 (1.80)	2.88 (1.01)	4.16 (1.77)	3.00 (1.35)	4.04 (1.56)	4.20 (1.77)	4.08 (1.91)	3.84 (1.67)
Digestion	5.96 (2.18)	7.52 (2.02)	7.20 (1.63)	7.36 (1.70)	6.72 (2.11)	7.28 (1.81)	6.88 (1.92)	6.56 (1.82)
Fitness	9.56 (2.98)	12.48 (2.12)	10.52 (2.66)	12.04 (2.73)	10.40 (2.92)	11.36 (1.86)	10.80 (2.25)	10.44 (2.27)
Negative body image	9.72 (3.15)	6.64 (1.86)	8.60 (2.81)	6.44 (2.12)	9.04 (2.85)	8.84 (3.15)	7.64 (2.70)	9.12 (3.05)
Self-esteem	10.56 (2.81)	12.00 (2.08)	10.40 (2.43)	12.52 (1.53)	10.28 (2.42)	10.36 (2.09)	10.80 (2.39)	10.48 (2.70)
Depression	7.68 (2.24)	6.72 (1.54)	7.68 (1.65)	7.60 (1.15)	8.32 (2.15)	7.72 (2.01)	8.16 (1.92)	7.96 (1.61)
Anxiety	9.16 (2.88)	6.56 (2.87)	8.00 (2.53)	6.40 (1.60)	8.00 (2.90)	7.24 (2.81)	8.04 (1.81)	7.64 (1.93)
Goal Clarity	6.32 (2.13)	7.84 (2.26)	6.56 (1.68)	8.00 (1.80)	7.00 (1.97)	6.24 (1.78)	7.40 (1.84)	6.88 (1.56)
Adjustment	11.16 (2.57)	13.24 (1.92)	11.68 (2.17)	13.00 (1.73)	11.76 (2.61)	11.64 (2.53)	12.12 (2.27)	12.00 (2.06)
Alienation	7.64 (2.48)	5.72 (1.94)	7.96 (2.07)	5.76 (1.92)	7.16 (2.73)	7.76 (3.47)	7.20 (1.95)	7.08 (2.21)
Empathy	6.48 (1.89)	8.04 (1.56)	6.20 (1.80)	7.76 (1.61)	6.56 (1.60)	7.00 (1.60)	6.20 (1.44)	6.08 (1.65)

Note: Standard Deviations in parenthesis.

Subsequently, normality distributions of variables were checked. It was found that variable distributions were somewhat normal, with skewness coefficients ranging from .48 to -.78. After that, separate mixed 2 (type of group) x 2 (kind of gender) x 2 (testing occasions) ANOVAs were conducted on mean scores obtained on various scales. The 2X2X2 analysis partitioned variation due to differences between groups into each pair of independent variables as well as the main effects. All analysis were evaluated at alpha levels of p<.05, p<.01 & p<.001. Table 3 displays main effects of the type of group, gender and testing occasions for different scales of self-reported health.

Table 3 Summaries of Main Effects of Type of Group, Gender and Testing Occasions Performed for Measures of Self-reported Health (N=100)

Variables	**Type of Group**				**Gender**				**Testing occasions**			
	INT	CON	MS	**F (1,99)**	B	G	MS		PRE	POST	MS	
Illness	20.24 (4.33)	21.26 (5.25)	13.00	1.15	21.76 (5.02)	19.74 (4.43)	51.00	4.52*	11.27 (3.02)	9.48 (2.86)	160.20	38.75***
Insomnia	7.24 (2.39)	8.08 (2.98)	8.82	2.37	7.78 (2.77)	7.54 (2.69)	.72	.19	4.18 (1.74)	3.48 (1.56)	24.50	15.2***
Digestion	14.02 (2.97)	13.72 (3.55)	1.12	.21	13.74 (3.45)	14.00 (3.10)	.84	.15	6.69 (1.99)	7.18 (1.85)	12.00	6.27*
Fitness	22.30 (3.95)	21.50 (3.96)	8.00	1.00	21.90 (3.99)	21.90 (3.96)	.00	.00	10.32 (2.72)	11.58 (2.36)	79.38	17.23***
Negative body image	15.70 (3.93)	17.32 (4.94)	32.80	3.27	17.12 (4.54)	15.90 (4.45)	18.60	1.85	8.75 (2.94)	7.76 (2,85)	49.00	9.509**
Self-esteem	22.74 (3.61)	20.96 (4.13)	39.60	5.17*	21.60 (3.90)	22.10 (4.05)	3.12	.41	10.51 (2.49)	11.34 (2.31)	34.44	10.39**
Depression	14.84 (2.89)	16.08 (3.33)	19.22	3.90	15.22 (3.54)	15.70 (2.74)	2.88	.58	7.96 (1.99)	7.50 (1.65)	10.58	6.17*
Anxiety	15.06 (4.15)	15.46 (4.25)	2.00	.22	15.48 (4.92)	15.04 (3.33)	2.42	.27	8.30 (2.58)	6.96 (2.39)	89.78	26.91***
Goal Clarity	14.36 (3.29)	13.76 (3.01)	4.50	.89	13.70 (3.54)	14.42 (2.70)	6.48	1.29	6.82 (1.93)	7.24 (1.98)	8.82	4.04*
Adjustment	24.54 (3.54)	23.76 (3.94)	7.60	1.06	23.90 (3.97)	24.40 (3.53)	3.12	.43	11.68 (2.40)	12.47 (2.15)	31.20	10.25**
Alienation	13.54 (3.51)	14.60 (4.64)	14.04	1.63	14.14 (4.62)	14.00 (3.62)	.24	.03	7.49 (2.32)	6.58 (2.59)	41.40	14.08***
Empathy	14.24 (2.76)	12.92 (2.71)	21.78	5.87*	14.04 (2.72)	13.12 (2.84)	10.58	2.85	6.36 (1.67)	7.22 (1.76)	36.98	20.94***

Note: *SD*s are in parenthesis. **p*<.05, ***p*<.01, ****p*<. 001

The ANOVAs revealed that the intervention group displayed greater mean scores on the measures of self-esteem, and empathy than control group. In regard to gender, it was noted that boys had higher level of illness than girls. The scores for illness, insomnia, negative body image, depression, anxiety, and alienation were significantly higher at the pre-test than post-test. The scores for digestion, fitness, self-esteem, goal clarity, adjustment, and empathy were consistently greater at the post test than pre-test.

The results also indicated interactions that qualified the main effects stated above. The type of group x testing occasions interaction was found significant for illness ($F_{(1,96)}$ = 39.62 , p <.001), insomnia ($F_{(1,96)}$= 13.51, p <.001), fitness ($F_{(1,96)}$= 9.99, p <.01), negative body image ($F_{(1,96)}$= 25.77, p <.001), self-esteem ($F_{(1,96)}$= 13.62, p <.001), anxiety ($F_{(1,96)}$= 8.65, p <.01), goal clarity ($F_{(1,96)}$ = 25.73, p <.001), adjustment ($F_{(1,96)}$= 13.6, p <.001), alienation ($F_{(1,96)}$= 22.49, p <.001), and empathy ($F_{(1,96)}$= 13.87, p <.001). Gender x testing occasions interaction was significant for digestion ($F_{(1,96)}$= 8.49, p<.01) fitness

($F_{(1,96)}$= 5.02, p<.05), and negative body image ($F_{(1,96)}$= 4.09, p<.05). It shows that reduction of illness, insomnia and negative body image was significantly greater in the intervention group than the control group participants. As a result of intervention, there was significant improvement in the intervention group while control group remained at the same level. Also, the scores of negative body image and anxiety were reduced significantly among intervention group participants than their control group counterparts. On the other hand, fitness (c), self-esteem(e), goal clarity (g), and adjustment (h) were enhanced significantly among intervention group participants. It is evident that alienation decreased, and empathy has enhanced among the intervention group respondents.

Follow-up -

A follow-up of the adolescents who participated in the intervention was undertaken after a period of 1 months. To this end, the participants were asked to report the extent to which they were observing the various aspects of lifestyle change which were introduced during the two weeks of LSIP. The compliance was noted for some of the behaviours comparatively more than others after three months of LSIP. Gender was found to be insignificant for compliance of lifestyle behaviours. Most lifestyle behaviours were observed in practice by adolescents (72.7% avoiding water during meals, 100% avoiding fast foods, 93.2% avoiding tea, 78.6% getting up before sun rise, 72.7% sleeping before 10 p.m., 72.7% doing Yoga, 91.9% reciting mantras) for at least once a week. However, a low percentage of adolescents engaged with different other lifestyle behaviours (40.9% avoiding water during meals, for seven days a week., 90.9% avoiding fast foods, 36.4% avoiding fast foods, 72.7% getting up before sun rise, 43.2% sleeping before 10 p.m., 38.6% doing Yoga, 47.7% reciting mantra) for five to seven days a week.

DISCUSSION

The Purpose of present study was to evaluate effect of Yogic lifestyle on self-reported health among adolescents. The conduct of study included theoretically oriented and culturally-sensitive Yogic life style intervention among adolescents in which one group was exposed to life style counseling and another group was engaged in a general dialogue for the same duration. The results suggest holistic effect of YLSIP in reducing several health problems and enhancing positive aspects of health and strongly effect on a range of health concerns including illness, insomnia, negative body image, anxiety, depression, alienation and enhances digestive capacity, physical fitness, and self-esteem, clarity of life goal, adjustment, empathy and academic competence. The effect of intervention was similar among boys and girls. The follow-up results indicated that the effect continued and persisted even after three months. A higher proportion of adolescents reported about compliance with multiple aspects of changes introduced during intervention.

The findings of this study are congruent with results of previous studies on role of Yoga in amelioration of anxiety and depression (Aminabhavi, 1996; Khumar, et al. 1993) hyperactivity, attention deficit and improving general health (Abadi, Madgaonkar, & Venkatesam, 2008; Palsane, 1998; Priyadarshini, 2001; Verma, 1997); effectiveness of relaxation training in reducing frequency and intensity of some ailments (i.e., headaches, abdominal pain) (Carr, 2007); impact of breathing exercises, visualization, autosuggestion on controlling arousal, stress, and managing anxiety (Davis et al., 1995; Madders, 1997; Sarafino, 2002).

CONCLUSION:

1. The present findings have broadened scope of relevance of Yogic lifestyle. It has validated notions of health as a ‘reserve stock’, to be invested in by adopting health behaviour, or diminished by self-neglect or unhealthy behaviours (Blaxter, 1990; Herzlich, 1973) and sociological proposition that wellness can be increased by improving lifestyle (Antonovosky, 1979).
2. It has affirmed positivistic view of individuals as having resources to solve their own problems in a practical immediate way and wellness as a

way of life toward optimization health at physical, mental and spiritual level (Gladding, 2009; Myers, Sweeney & Witmer, 2000). It has further identified role of positive sleep habits as a causal factor, which was previously noted as a correlate by Hamilton, Nelson, Stevens & Kitzman (2007). Regarding to the role of religiosity, it has also provided evidence for religiosity as an important protective factor for adolescent health (Cotton et, al., 2006).

3. There is need to realize about how such holistic change could have taken place among the adolescents and what could have been exact psychological procedures adopted for lifestyle change. In view of success of a range of theoretical elements used in previous intervention studies, the present study utilized techniques of reinforcements, recognition by teachers, self-monitoring, peer support, and perceptions for positive value of lifestyle behaviors (Pandey & Subbakrishna, 2000). During design of effective intervention module, attention was paid to developmental and psychological aspects of adolescent lifestyle. A web of factors such as group participation, plasticity due to age of participants, self-monitoring perception of health needs could have made successful to the programme. A review by Spear & Kulbok (2001) has particularly evinced the relevance of gender, age, peer pressure, attitudes, values and perception of health needs for successful lifestyle interventions.
4. While the content of *LSIP* was decided on the basis of relevance of particular lifestyle components for health; methodological conduct of intervention was based on an eclectic and integrated module designed carefully to create awareness about relevance of lifestyle for health and well-being, introduce positive changes, facilitate voluntary participation and maintain inculcated changes subsequently.
5. Although, the effects of separate lifestyle practices and role of life style in cure of disease were not examined in the present study, the study has provided an impetus for emergence of new field of life style counselling for curative, preventive and protective roles (Datta & Broota, 2000; Rani and Rao, 2005; Rao, 2000). A group of four case studies provided deeper revelation about holistic contribution of positive lifestyle change. It was interesting to note that one of the participants of the study during introspective observations of participants in video recording session conveyed about improvement in symptoms of a chronic disease, ulcer, created scope for role of lifestyle change in management of several other diseases. Although currently lifestyle interventions limited to management of cardiovascular diseases and diabetes, this important revelation with other finding of this study is a pointer for immense potential imbued in life style for cure, prevention, protection from illnesses and also improving our wellness.
6. Although, the findings of present study extend the previous research in many ways; it had some limitations and therefore the results need to be interpreted with caution. The participation in the study was voluntary and those who were willing to join were recruited in the intervention group. Also, they apparently got special treatment in the school context. This might have raised their motivation for participation. So, it can’t be said that random assignment of participants was done. Also, the data were self-report, behavioural, and observational. Despite this limitation the study does point towards the need for school wide lifestyle intervention for adolescents.
7. It has demonstrated the usefulness of a psycho-social intervention in the lives of adolescents in a residential school setting. It encourages for extension of such intervention on a broader scale with suitable modification as per the requirements of the specific settings. The involvement of peers and teachers in the programme works as a source of motivation and support. Being a collectivistic culture, the impact of such intervention increases if the

changes take place in group context. However, a close scrutiny of the programme revealed that its goals may be attained more effectively if the parents and teachers too are addressed and their attitude toward lifestyle and health are changed.

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 ISBN: 978-81-947958-4-1

Covid-19: A Threshold for Digitalization of Education

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Abstract:

Purpose: *The very definition of this paper is to understand the impact of the novel Corona Virus Disease popularly known as Covid-19, on the education sector. Covid-19 has drastically and adversely impacted the globe; it has dislocated humanity and the economic process. Studies indicate that Covid-19 took everything in its whirlpool, namely, the health sector, career, financial crisis, survival of the business, education sector and a lot more. Precise, these papers deal with the digitalization of the education sector in India during Covid-19 and the quality of education.*

Approach: *This paper deals with the methodology of teaching, learning and evaluation systems adopted in the education sector during Covid-19. The study randomly covers private and government schools in rural and urban India. This study is empirical and on a convenient methodology. It holds reality in the presentation of facts.*

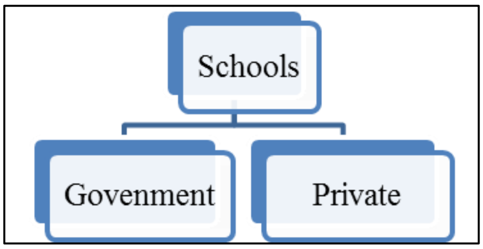
Problem: *None of us, even in a dream, thought of such a significant force majeure. How the quality of the physical mode of education transmits into digital mode was a herculean challenge.*

Outcome: *The study depicts the findings and conclusion on the use of digitalization in the education sector and its impact on the quality of education. The role of a teacher is encircling to reach the students through the*

INTRODUCTION: Education is an essential requirement of our lives. Through education, we develop and open up the thought process. Further, education ignites the discovery of the latent capability and talent to generate sources. Pandemic Covid-19 has taken the world by surprise, and there is no book, no report, no models or data which can tell us what to do in such a crisis. The only possible answer is the change management, flexibility and analytical approach to deal with a particular situation.

RATIONALE: The Covid-19 pandemic has not spared anybody; everybody was under its clutches and dictums. This pandemic dislocated many organizations and a few completely out of gear, namely, small and medium-scale businesses, mom-and-pop shops, hawkers, airlines, travel and tourism, logistic, the education sector and many more. However, this natural calamity was unplanned, with unknown forces and no time to rectify and take corrective steps; however, despite all the problems, the education sector took a leapfrog to accept and adopt online teaching and learning mode. The lightning speed integration and leveraging with technology may be on trial and error basis has given fruits. Thus, the education sector was quick to the adept digital mode for delivering the lectures and conducting classes for their teaching, learning and evaluation pedagogy. Education patterns and models which are much popular are;

Diagram No.1: Popular Education Patterns



Source: Secondary Data

The levels in the schooling may be 10+2+3+2 viz primary up to 10, 2 years for the pre-university, three years for the graduation, and two years for the post-graduation. The central bottleneck during the pandemic was the primary school pupils, most of the time not having a soft hand to handle the device, and some time device itself was unavailable. Private schools took the lead and started online classes on zoom, Google meets, WebEx, MS Team etc., and platforms. The delivery of content was taking place, but reaching the students was a big question. Whereas the government schools suffered in the Covid-19 pandemic, teachers made efforts by holding open classes under the tree, etc., and sometimes home visit teaching was also done. The analysis reads that parents of the private school students took interest and effort, whereas this spirit among the parents of government school students was missing.

The study shows that the UG and PG students were, to some extent, better in the process of online learning than the school students. Further, students from cities and metros were better at digital learning than students of rural India. The apparent reasons may be n-number, like connectivity issues, availability of devices, dedicated place, methodology of teaching etc. The real crux is the rural student because India has six lakhs villages, and around 69% population lives in the villages. The significant schooling of the rural student depends on the government schools. The schooling pattern is shown below,

Table No.1 Administrative Hierarchy of the Schools

Geo-Level	Admin- Head	Functional Head	Execution Head
State Level	Ministry of Education-State Govt.	Secretariat / Directorate of Education	Department of school Education Research & Training
District Level	Zilla Panchayat	District Education Office	District Institute for Educational Training
Taluka / Block Level	Taluka Panchayat	Block Education Office	Block / Cluster Resource Centers
Sub-Taluka / Block Level	Gram Panchayat	Head master	Teacher

Source: Secondary Data Adapted from Jha, Saxena & Baxi (2001)

WHY THIS STUDY: Being associated with Kala's Research Skill and Training Organization, we have been hosting many educational programs like educational workshops, conferences, panel discussions and other student development activities. But during the Covid-19 pandemic, we had different and indifferent experiences altogether. Digital platform delivery took place, but reaching the students was a big challenge and concern of QUALITY IN EDUCATION. Hence it stimulated me to write the paper titled, "Covid-19 A Threshold for digitalization of education". It was a begging after which we needed to develop the quality using perfect digital models.

SOLUTIONS AND REMEDIES: Our major problem is how the quality of the physical mode of education transmits into digital mode. Because we have almost six lakhs villages and about 69% population lives in villages. The primary or only sources of schooling in villages are the government schools. Further, the infra and other issues like devices etc., remain a constant problem in the towns compared to the metros and cities.

The experience indicated the following possible solution to the issue.

1. We have the best practices by the profit-making companies of CSR-Corporate Social Responsibility. The companies eligible to spend 2% of the profit on CSR should play a vital role in addressing the education issue in rural India.
2. Based on the geographical area, eligible (CSR) company may adopt the schools and their enrolled students of that village. Companies may develop essential infra and provide all digital gadgets to the school and students with moral responsibility and accountability.
3. To make it more result-oriented, a month-wise review may be designed that covers the critical points. The optimum use of devices, students' progress and achievement in learning, proper maintenance of the gadgets by schools, and overall quality in teaching, learning and evaluation process. All the shorting whatsoever

may be addressed by training to the teacher, parents and students. This may boost their interest and pathway to quality education in digital mode.

4. The continuation and outcome of the CSR on the particular school and enrolled a third party should strictly audit students.
5. The parent and student feedback shall be a base parameter to judge the quality of education in digital mode.

FINDINGS:

1. Schools have to have intranet infra. This means only a circle of students, parents, and school can operate and view.
2. Schools can have independent apps. This should show class-wise and subject-wise, and teacher-wise information. The details of other communication among the students and school also can be notified.
3. A review of the complete infra and the reach to the students must be analyzed, and any shortcomings must be addressed as a top priority. This is a vital tool to create a sense of quality in education.
4. Teachers, parents and students meeting and training on the use of the devices and gadgets are also essential to bring quality digital education.
5. Teachers' workaholic culture and commitment to the profession also add to the concept of quality in education.

CONCLUSION: The crux of this paper and experience is the digitalization of education particularly in rural India. The best way is to adopt the schools by CSR companies and the enrolled students in that school. A periodical review and maintenance of the digital system shall undoubtedly bring consistency, which may lead to quality. As a whole, the digital modes should be in continuous use with proper up gradation of ICT. An audit by a third party on the digital learning platforms needs to be done. This process is essential to have a quality education. Further, genuine and honest feedbacks from students' parents and even from teachers need to be sought for improvement. Finally, a fact-finding and improvement process will bring quality education rather than fault finding to create a problem.

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Impact of Industry-Academia Interaction on Institutional Development

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Abstract: *A developed society is characterized by innovations to improve and challenge the current status. Progress cannot be achieved without innovation. Innovations are critical to economic development and prosperity; hence current emphasis should be on promoting innovations, and research is an excellent long-term strategy, and every effort has to be made by all stakeholders to ensure that it stays on course. The role of colleges in developing innovative capacities is recognized. That can be accomplished through the creation and dissemination of knowledge, the success of which depends on the types and extent of interaction between (HEIs) and industry. This paper investigates the scope of the role of Indian institutions in cooperating with industry.*

Keywords: *Determinants of collaboration, Entrepreneurial institutions, Innovation system, Interaction with industry.*

OVERVIEW: Industry academia interaction helps link the industry's needs, expectations, and academic aspirations. Interactions between universities, research institutions and the private sector are discussed in a growing body of different issues and collaborations. The literary world is creative, and the industry has the expertise in commercializing ideas. A productive interface between industry and academia in the present knowledge economy is a critical requirement. This research paper examines industry interaction with universities' objectives, challenges and benefits. The primary purpose of this research paper is to highlight the benefits and popular ways of tying up the industry-academia interface through the efforts of educational institutions. In conclusion, research has been conducted among Students and teachers of Management colleges and Universities. A constant productive interaction in the present times of a knowledgeable economy is a critical requirement. A structured and frequent interface between industry and academia is necessary for formulating curricula in technical schools, colleges and universities to ensure that the education imparted in such institutions leads to the creation of expertise and skills that would meet the industry's specific requirements. The primary role of an institution of higher learning is to create and propagate knowledge. This can benefit not only the educational institutions but also the company. Companies are increasingly moving beyond the conventional role of merely absorbing talent; they are also actively participating in the process of shaping it. Presently human talent is the most valuable asset for the industry.

OBJECTIVES OF INDUSTRY-ACADEMIA INTERACTION:

1. To provide unique opportunities to educate the students professionally.
2. To enable students to comprehend and understand the complex environment and handle their assignments independently, competently and effectively.
3. To enable students to develop high proficiency in interpersonal social, and communication skills.
4. To help students develop a holistic and integrated approach
5. To provide students with social and moral values and pride in national heritage.
6. To initiate team spirit, group learning and cross-cultural heritage.
7. To help the students acquire the abilities, attitudes and personalities to be developed into professional and responsible citizens.

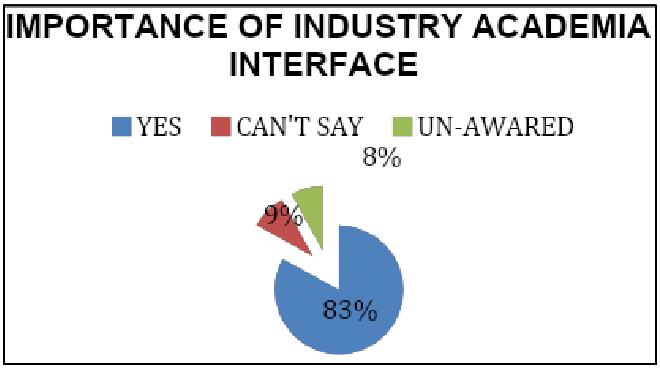
8. To equip students with required conceptual, analytical and descriptive abilities.
9. To strengthen the decision-making skills of the students.

RESEARCH METHODOLOGY:

1. Sample Size: 100,
2. Sampling Technique: Random Sampling,
3. Population: Finite,
4. Data Collection Instrument: Questionnaire,
5. Demographic: Students and Teachers of Private Management Colleges or Universities & Corporate peoples,
6. Geographic Location: Bangalore. INDIA.

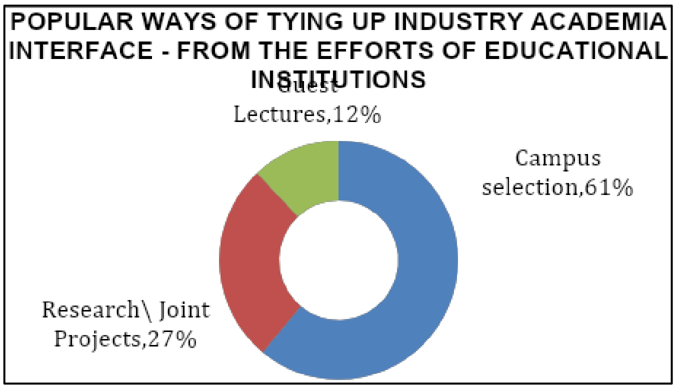
DATA ANALYSIS & INTERPRETATION:

Graph No.1: Importance of Industry and Academia Interface



Source: Primary Data

Graph No. 2: Ways of Tie-ups



Source: Primary Data

Interpretation: The Industry academy's interface helps bridge the gap between the job requirement and the training imparted at educational institutions. The main aim of this paper is that industry-academia engagement should not be tentative and ritualistic but real. Industry-Academic tie-ups are sure a win-win situation for both parties. Management students should think about entrepreneurship and utilize the human talent available in the country for the growth and prosperity of the nation.

FINDINGS

1. Students and Teachers of Management Colleges or the corporate guys agreed that there is great importance of Industry-Academia Interface, showing the favorable 83% while 9% says that they do not agree and the rest 8% were innocent over the issue.
2. Most Self-financing colleges, Autonomous and non-autonomous colleges are of the view that popular ways of tying up, the Industry-Academia interface will be by On Campus Placements which would be around 65% and 20% through Research Joint projects and the remaining 15% through guest lectures.

3. The main focus was on Campus placement as a student would benefit from getting jobs in branded Companies.
4. As per the subsequent opinion, it was found that Research Joint Projects can enable the collection of data and analysis of the same for discovery or solution to problems.
5. Some have expressed their opinion that Guest lectures can also be good as inane horror so one can brief about the reality of the Corporate World.
6. Presently, Corporate managers have discussed the popular ways of tying up Industry and Academic is by Campus selection having 68%,19% have said through internship opportunities and rest 13% believed through Awards for Academic Excellence. Most of the corporate managers prefer Campus selection as they know the psychology of students, some of them agreed on internships as before giving appointment the students can be trained well to meet the requirements of their jobs they can prepare students for a particular period.
7. The company does their work while teaching by paying those stipends which will cost less than giving salaries to the employees. Some managers have said that there can be Awards for Academic Excellence, which will make their company name popular among students and ultimately help them to fetch quality-oriented students for the jobs in their companies.

SUGGESTIONS

1. Management Colleges or Universities should try to develop relations with the Corporate Managers through Research \ Joint Projects, and Guest Lectures so that there can be more Campus Interviews leading to more healthy placements.
2. In turn, the Corporate Managers should also come forward with the Internships Programmes, Awards for academic excellence and above all, Campus Interviews, which will help them to get a correct profile of candidates for whom they are looking for different vacancies.
3. Such techniques will help the Management Colleges or Universities to familiarize themselves with the other companies and the products and services they are dealing with; likewise, the students can be trained.
4. There are chances of clashes between academic people and corporate people, so the best possible technique is to ignore the controversial areas and issues, and we should be busy with our responsibilities and obligations rather than others.
5. This means that the Management College or University Teachers should teach and develop the students with their best efforts.

RECOMMENDATIONS FOR INDUSTRY-ACADEMIA INTERFACE

1. Talented candidates can be made available at one college: The need to groom talent early on is keenly being felt by the corporate sector as many organizations these days are tying up with educational institutions. Companies are moving beyond the conventional role of merely absorbing talent, but they are also actively participating in the process of shaping it. For companies today, human talent is the most valuable asset. The companies can find an immediate talent pool from the Management Colleges or Universities without wasting precious time. Corporate managers are also busy with their tasks and are not interested in wasting time. They feel there would be wastage of time and money in training the candidates once appointed, so they are not in view to spending time on training people. This means that when they hire people, they like to have job action. Here there is a lot of time-saving.
2. Educate the students taking into consideration present need of industry: The platform of Industry-Academia Convergence endeavours to bring together higher education institutions and employers to evolve modalities for

collaboration to meet India's medium and long-term skills and business needs for the 21st century. There are two crucial things which are occurring first is to bring about more excellent professionalism in the administration of education, and the second is for education to begin to look for good practices outside its confines to improve its efficiency image. The grooming and education can be given as per company requirements. Besides, much time is saved. In the long term, an organization's talent pool becomes familiar with the company's culture and code of conduct plans and develops skills per the company's requirements. Such things, in the long run, become an asset to an organization, .and money in

3. Appointments: University also felt the need to fetch appointments to at least 15% of staff members from the industry to enable them to impart some practical knowledge from industry.
4. Saves time: Students always study to utilize their academics at work. If they learn what they are supposed to do at work, their investment of 4–6 years in education gets fully used, and they are also assured about their placements. Simultaneously the time of corporate managers is also saved as they do not have to spend much on educating management students about market trends and issues. They will be getting readymade food to eat for the fulfillment of their requirements. This time saving can help the corporate managers to do some other tasks which can be more profitable and hence lead to profitability.
5. Research oriented institutes: Research also plays a significant role in shaping individuals to the utmost level. Based on studies and results, situations can be altered as per the situation to yield the best results.

CONCLUSION: We find Private sector and not the Government has emerged as a primary provider of new jobs. As such, it's essential that education would increasingly need to be application-specific. To facilitate this, academia and industry would have to interact regularly. Implementation of new education policies and employment opportunities becomes essential as time changes, and there is a need for change in the mindset of our education system.

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Evaluating Best Practices as Quality Index for Higher Education Institutions in India

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Abstract: *The best practices of the Educational Institutions are becoming the strength, uniqueness and core competencies for such an institution. The vision of the AICTE, UGC, NAAC, etc. is focusing on the development of Quality Index and sustenance of such a quality practice. The stakeholders of the education's institution are advocating the quality education from the institution. Simultaneously, institutional Vision is also focusing the on the quality benchmark. Now its need to identify the best practices by each Institution and these practices must be disseminated in the interest of global institutions.*

Keywords: *Quality Index, Benchmarks, Higher Education Institutions, NAAC, AICTE, etc*.

INTRODUCTION

The best practices of the institute add value to the quality of education they provide. The quality and excellence must be the vision of every educational Institution. The benchmarks for each process should be standardizing for all. The meaning of quality is changes institutions to institutions. This leads lack of understanding about the quality practices.

REVIEW OF LITERATURE

As per the All India Council for Technical Education (AICTE), the collection of best practices has plays vital role in the Quality Index of the educational Institutions. AICTE has selected thirty best institute and published the report.

Best Practices can be from various areas as follows:

1. Curriculum
2. Academic
3. Research
4. Infrastructure
5. Student Support
6. Governance
7. Social Values

BEST PRACTICES AS INSTITUTIONAL QUALITY INDEX

The practices of education lead to certain level of benchmark. The performance of practice sustains at certain level of benchmark. This leads to higher performance and efficiency. The authorities of the India like, AICTE, UGC, NAAC, NBA, etc. are focusing the benchmarking of each best practices for institutes.

The intention and objectives of benchmarking of the best practices is as follows:

1. To develop understanding of the fundamentals, lead to success
2. To focus on continuous improvement efforts
3. To manage overall change process to bridge the gap between an existing practice of the institution and that of the top institutions

RESEARCH METHODS

The researcher has used the secondary data which is already published by authorized bodies of India as well as some newspaper editors' opinions are collected for this article.

RESEARCH GAP

As we know, the quality in higher education is the prime focus of all institutions, and every Educational Institution have their own uniqueness, strengths and core competencies. Such a competencies can be speeded among the globe for implementation. One institution needs to publish and disseminate such a strength among all in the interest of society and global community. As a researcher it is found that, there is scope to develop the best practices and disseminate among all institutions to have benefits at the global level.

OBJECTIVES OF THE RESEARCH

This research is conducted to fulfill the following objectives:

1. To understand the structure of the best practices
2. To evaluate the importance of the best practices
3. To develop strategies for dissemination of best practices

DATA COLLECTION AND ANALYSIS

This research article is based on the data published by the AICTE and NAAC of the India. The published data is used and evaluated to fulfill the objective of the research. One Care can be taken to avoid general descriptions and focus may be on concrete practice.

The NAAC has suggested the standard format for presentations of the best practice as bellow:

1. Title of the practice
2. The context that required the initiation of the practice (100 – 120 words)
3. Objectives of the practice (50 – 60 words)
4. The Practice (250 – 300 words)
5. Obstacles faced if any and strategies adopted to overcome them (150 – 200 words)
6. Impact of the practice (100 – 120 words)
7. Resources required
8. About the Institution
9. Name of the Institution
10. Year of Accreditation
11. Address
12. Grade awarded by NAAC
13. E-Mail
14. Contact person for further details
15. Website

DISCUSSION

Any procedure in the education institute will leads to revise as per the changes needed. Such revisions will diminish when the process is near the fit for serving the purpose. Such a process will give standard performance. Once, any process delivers higher level performance and sustenance of such process will leads to benchmark. Now such a benchmarks process is the strengths of the institution. There is need to identify such a practice and need to draft as per format. Such a practices are the best practices of institutions.

Now its time to disseminate the best practices and share for global interest. This will lead to benefit in the interest of stakeholders at global level.

RECOMMENDATIONS

As per the discussion the dissemination model suggested by NAAC can be implemented with following strategies:

1. Identification of best practices
2. Implementation of best practices
3. Institutionalization of best practices
4. Internalization of best practices
5. Dissemination of best practices

CONCLUSION

The best practices are tools for setting the benchmarking and making it as quality indicator for institutions. The leads to benefit of stakeholders and continuous improvements in the practices of quality educations. The five-stage model leads to disseminations of best practices among the global level institutions. These practices lead to fulfil the PO attainment as well as mission and vision attainment.

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Importance of Indian Values and Ethics in Higher Education

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Nashik

Abstract: *Education is an essential part of human life. It's more important than medicine, industrial development, spacecraft, weapons and even language because language comes from education. A man without education is not imaginable because, without education, a man is like an animal. Education is a lifelong continuous process Education is a key to the complete development of humans; without considering ethics and values in education, human development will be incomplete. Education opens doors of the mind, cleansing the soul and realizing the self. We, as Indians, do have rich and vast volumes of spiritual heritage.*

INTRODUCTION TO VALUES AND ETHICS

Values: Value comes from the Latin word "Valere", which means to be worth, to be strong, utility and indicates importance or degree of excellence. Values occupy a central place in one's life and give sense and strength to a person's character, influencing their thoughts, feelings and actions. Values are excellent directions and indicators for a person to do the right things and avoid doing what is wrong and against nature. Human values help a person to be morally sound.

Ethics: Ethics is a branch of philosophy. The word ethics comes from the Greek word "Ethos", which means character and from the Latin word "Mores", which means customs. It can be defined as fundamental moral values, rules, or best governing the conduct of a particular group of institutes, and professional and cultural ethics co-exist. Together they influence the set of values. They are being personally ethical means acting by one's code of ethics. Aristotle was one of the first great philosophers to study the subject.

Ethics covers the following topics

1. How to live a good life?
2. Human rights and responsibilities.
3. The language of right and wrong considerations
4. Moral decisions-What is good and evil?

REVIEW OF LITERATURE: Homann (1996), in a dissertation entitled "A multiple case study examining ethics teaching and learning models in baccalaureate nursing education programs", supported this study by conducting an in-depth inquiry into nurse educators who teach the baccalaureate nursing curricula and perceptions of ethics. Three areas of ethics training in baccalaureate nursing education were explored:

1. How moral philosophy and ethics principles were integrated into curricula
2. How teaching strategies were used in ethics teaching
3. How educational leadership impacted ethics teaching in baccalaureate nursing education

Yen & Kristján, K (2011) saw the dispute of peculiar dynamics that distress education, specifically, the problem of professional mistrust among educators and its effects on philosophy. Their concentration is on educators' emotions and distrusts in particular. Adalbjarnardo'ttir, (2010) submit a two-way movement between students' interactive awareness and educators' professional improvement that can encroach destructively upon this process. David Carr (2007) says teaching is an occupation where professional effectiveness in classroom discipline is greatly enhanced by the exercise of moral and emotional dispositions that have little to do with technical skills. Ideally, a good teacher is an excellent ethical role model for students. Buzzelli and Johnston (2001) examined the relationship between authority, power, and morality in classroom interactions. They believe that teaching is a moral action and that teachers are moral agents. According to The World Economic Forum Report, India was ranked 8th in 2007 and 12th in 2008, and this further declined in 2009; this showed the importance of quality management education.

RESEARCH METHODOLOGY

1. Philosophy of Research: Empirical
2. Nature of Research: Descriptive
3. Approach: Cross-sectional Descriptive and Positivist
4. Data Type: Secondary
5. Data Collection Method: Survey
6. Participants: Higher Education institutes
7. Sampling Method: Convenience Random Sampling

Research Question: What are the critical issues about Indian Values and Ethics in Higher Education?

Research Area: The present study examines the critical issues faced by higher educational institutes in Maharashtra, India.

Research Objectives: Broadly, three aspects are examined;

1. To study the importance of Indian Values and Ethics
2. To analyze the Higher Education in India
3. To explore causes of ethical deterioration in Indian higher education institutes.
4. To explore improving the system of higher education with Indian values and ethics:

Data Collection: The data is obtained from a secondary source. Three secondary sources are referred to:

1. Reports from UGC
2. Report of Higher Educational Institutes
3. Various articles/research papers on present topic

Research Design: For the present research, the time frame for collecting secondary data is two years. The accounting Year starts from 2020 to 2022. Researchers have identified two critical factors from the literature review: Causes of ethical deterioration in Indian higher education institutes and Suggestions for improving the system of higher education with Indian values and ethics: These factors are identified as impact factors leading to inconsistency. A purposive approach to research is followed.

HIGHER EDUCATION IN INDIA: Indian higher education systemic is the third largest in the world. The higher education system in India has grown remarkably, particularly in the post-independence period. India is the largest democracy in the world. It has a population of over 1.39 billion people, with well over 678 universities and university level institutions, including 45 central universities, 290 states universities, 95 deemed universities, 12 IITs, 12 IIMs, 2 IISc, five institutions established under the state act and 13 institutions of National importance apart from around 37,204 colleges including 2,401woman colleges in India.

Educational infrastructure always shapes good human beings with ethics, values and virtues as the Hindu saints and gurus of an ancient Indian culture produced good managers, technocrats, politicians and Entrepreneurs.

Indians are popular with professional ethics. Indian always performs their work and responsibility with complete dedication. So in the world, Indian parents, Indian engineers, Indian Doctors, and Indian Teachers are models for the global—Indian harmonious culture amongst all entities.

Value education is a prime important topic of education in India. But more focus on value education is given to primary and secondary school students than young students in higher education institute colleges. But when the fast development of civilizations in the world and the impact of digitalization is additional influence on the education organization of India, value education needs to be inculcated in higher education institutes, when political involvement at the highest level and adverse impact of media is increasingly perceived on the minds of youth, consumerism and blind-competition have distorted the outlook of humanity, we urgently feel the need of value education in a Higher education institution. To save human value with education, then mainly focus on the social and moral values of unorganized activities in Higher Education Institute.

CAUSES OF ETHICAL DETERIORATION IN INDIAN HIGHER EDUCATION INSTITUTES

1. Corruption: Educational corruption starts from illegal fees for admission and examination, various events organized by schools and colleges and demand irregular and illicit expenses for these events, scholarship fraud, student intake fraud, Teacher salary fraud, Infrastructure fraud, Private coaching classes by professors for extra income, students harassments by teachers in forms of the economic point of view
2. Privatization of Educational organizations: Privatization of Educational institutes is mainly responsible cause for the declining ethical values in schools and colleges. In India, about 90 % of private educational organizations are run directly and indirectly by Indian politicians from commercial and political points of view. Government is nothing serious about this issue because this politician runs the government.
3. Teacher's absenteeism: Teachers play a vital role in students' life, mainly in the ruler area of India. However, due to the government's job no burden on teachers about their presence in class, and not many teachers from higher education are absent from grace, one of the most severe ethical declining of schooling.
4. Approval & Non-Approval Teachers: In the same higher education institute, there are two types of teachers working one Approval Teacher and the other is a Non-approval teacher. Approval teacher salary per government norms is much more than non-approval teachers, which impacts teacher performance when studying human values and ethics.
5. Lack of value education in the curriculum: Our education system lacks values because it's observed that value education focuses on primary education, not on higher education. It is mainly needed for adult students, so our adult students become less valuable in society.
6. Education systems are not innovative: Our education system is not innovative. We are not changing the syllabus for many years and have not introduced new research and innovative concept in the syllabus
7. Moral Issues: Nowadays, young Indian students are very aggressive about changing lifestyles due to social media, movies, and foreign cultures. Due to this, students' social morale decreased daily.
8. Cast system in education: All over India, students are divided by their cast. Students' tuition fees are also based on form due to the caste system of India, which motivates students about cast discrimination.
9. No Project-Based Strategy: When we focus on the Indian higher education system, it is observed that there are no practical project base approaches in the syllabus structure.

SUGGESTIONS FOR IMPROVING THE SYSTEM OF HIGHER EDUCATION WITH INDIAN VALUES AND ETHICS:

1. Need to inculcate Indian values and ethics in the best way in higher education
2. Follow the Indian scientific syllabus.
3. Higher educational institutes must improve quality and reputation and establish credibility through student mindset.
4. Collaborate Indian higher education institute with foreign education institute and teaches Indian cultures to foreign students

5. Focus on Indian values and ethics promotional activity all over the world
6. Arrange the international conference from which to identify various aspects of Indian values and ethics and their benefits for the human being

CONCLUSION: Our main motto in higher education is Sustainable Development with the stability of humanity, and this happens only when we inculcate Indian Ethics and values in Higher Education. Therefore value education in Higher Education Institutes should be given the most priority in reshaping the existing education policies. Only then can we think of a better tomorrow in our nation. There is a strong need to add training/ workshops/conferences/ social projects/ and other social contribution causes to the existing system to make the coming managers ethically sound and stable, strengthening our corporate world and society.

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Exploratory Study on Service Quality of Private Tour Operators among the Tourists in Udhagamandalam District

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Abstract: *The service quality of the tourism services is hinged more on tour operators' services for the tourist destination. The destination-oriented packages and the cost-friendly operations will help improve the tourists' perception level. Tourism operators are vital in attracting tourists to a site based on their service quality. The study focuses on the applied problems, which aim to assess the potential issues affecting the service quality based on tourists' perceptions. A study that focuses on the service quality of private tour operators plays a vital role in standardizing the destination's image. If it lacks quality, the government can also regulate these private operators based on monitoring which serves as the significance of the study. The study aims to identify the various factors influencing the tourists in assessing the service quality of private tour operators in Udhagamandalam and examine the various problems the tourists face based on touring with private tour operators face. The study is conducted based on primary data collected from the tourists travelling the place based on the private tour operators. The primary data is acquired using the interview schedule comprising various service quality dimensions. The study's sample size is fixed to be 180 tourists who have toured the place of Udhagamandalam.*

The sample was selected using the non-probability sampling technique of Judgment Sampling due to the population's vastness. This sampling was adopted to bring some scientific reason for choosing the sample in the study place of Udhagamandalam. The data collected from the study is analyzed using the Statistical Package for Social Sciences (SPSS 20). The factor analysis and structural modelling were used to assess the dimensions of the study. The study found that the problem areas that affect the tourists while opting for private tour operators are Lack of Prior Information, Cost and Misrepresentation and Time Constraints. Tourists are facing significant problems in the areas of prior information about the pick-up, prices, time, etc. The study concluded that the tourist's perception of the service quality has helped to understand the significance of quality service that has to be rendered by the private tour operators to make the destination tourists friendly.

Keywords: *Service Quality, Problems, Private Tour Operators, Udhagamandalam.*

INTRODUCTION: Service quality is vital for extending the service to survive over a long period and building goodwill among the people. Tourism services deal with visitors' recreation, depending on destination service operators. The services offered have to be precise to meet the demands of the tourist, which will help to create a need for the services provided. The service quality of the tourism services is hinged more on tour operators' services for the tourist destination. The destination-oriented packages, along with the cost-friendly operations, will help improve the tourists' perception level. The role of tour operators is vital for attracting tourists

sites that are not popularly known. Numerous tourist destinations are available in the state, which need large-scale promotion to make them attractive to tourists. Private tour operators have a significant role in promoting tourist destinations with the quality of service they have. The state-operated tourism packages are limited, and a single operating agency operates them. The state government has a significant role to play in the promotion of tourism destination sites. The state's tourism destination is vital to the region's economic development. The flow of tourists helps improve the infrastructural development of tourism destination sites. The popularity among the tourists and their opinions towards the tourism destination sites makes the government think of strategies to maintain the attractions of those sites. The service quality of the tour operators is also under scrutiny from time to time in those places to safeguard the tourists from fleecing operators. The tourism operators are a vital link for promoting the tourism destination sites and re-visits of the tourists. The rates and packages are designed based on the destination sites' availability and nature. The tourism operators consider various variables for making a significant package that attracts tourists to their agency. The service quality is vital for making the tourists stick to the destination visited and make them suggest it to their friends and peers. The role of service quality is essential to promoting the destination and tourism operation at particular sites. This is mainly dependent on the private tour operators to create a sustainable tourism package that meets the demands of the tourists at fair costs. Tourism operators are vital for attracting tourists to a site based on the service quality they offer. The following are some of the research studies related to this broad theme, which were surveyed to identify the research gap.

REVIEW OF LITERATURE

1. Udhayakumar, J. (2020): The study identified the genuine challenges encountered by tourists who visited the Nilgiris in this study. The study involved both primary and secondary data. Preliminary data were acquired using a structured questionnaire and interview schedule method from 440 respondents (tourists) who visited various regions of the Nilgiris. Secondary data were gathered from various publications, magazines, and papers. The study discovered a lack of services, insufficient transportation, and a high price associated with low-quality food, substandard housing/accommodation, and safety. The study recommended that tourists be supplied with appropriate transportation, high-quality food at a fair price, high-quality lodging, and security to satisfy the tourist and increase the number of visitors to the destination.
2. Chauhan, A., Kaur, A., & Medury, Y. (2014): This article aims to analyze the weight domestic tourists place on various information sources and their effect on the perceived destination image. Cluster analysis was used to identify distinct categories of tourists based on a survey of 178 respondents from Ooty, India. The findings reveal that travellers can be categorized according to their relevance to information sources. Additionally, customer segments have varying perceptions of the destination image on various parameters. Further, the demographic profiles of the different tourist categories were analyzed, as well as tourist judgments on the cognitive and emotive elements of the destination image.
3. Kalaivani, R., Madha Suresh, V., Sanjeeve Prasad, S., & Kaleel, M. I. M. (2013): Since increasingly metropolitan regions presented themselves as the most lovely, glittering, or touching places on Earth, urban tourism has been a primary focus of tourist study. Tourism is becoming increasingly important for economic growth, resulting in significant scientific advancements in various business sectors. The study's primary objective is to identify, design, and implement urban tourism policies and strategies in Tamil Nadu.
4. Williams, P., & Soutar, G. N. (2000): Customer value has historically been considered a trade-off between quality and price, a significant predictor of purchase intentions and recurrent buy behaviour for many products. However, this trade-off paradigm, emphasizing functional value and utility, is oversimplified due to services' intangibility, variety, and complexity. Other socio-psychological dimensions of value are anticipated to significantly affect consumer behaviour and decision-making in service experiences such as tourism. Using Sheth, Newman, and Gross's (1991b) consumption value model, this study found several value characteristics associated with a tourism consumer experience. The research identifies various areas for future research in the

functional, emotional, social, and epistemic value dimensions.

5. Kapiki, S. (2012): The current study demonstrates that tourist stakeholders define a hotel's outstanding service as value for money, a comfortable room, courteous staff, and delectable cuisine. Additionally, the poll demonstrates that there is always the potential for improvement in the hospitality industry. Further, the survey's findings indicate that the most critical aspects affecting a hotel's future success are guest happiness, guest retention, and word-of-mouth advertising. To achieve excellence and profitability, the survey's findings suggest a focus on quality service; retention of existing guests through exceeding their expectations; continuous quality improvement; employment, regular training, and empowerment of service-oriented staff; benchmarking for best practices; and, finally, the pursuit of quality accreditation through various schemes.
6. Mason, P., Augustyn, M., & Seakhoa-King, A. (2010): This article claims that while conducting a tourist research study using mixed methodologies, an initial exploratory stage undertaken as part of a sequential research process requires a systematic approach to establish a trustworthy foundation for subsequent examination. Three steps are described in the experimental, qualitative research design process: preparation, development, and refinement. We provide criteria for evaluating the usefulness of qualitative data collection approaches. It is stated that paying close attention to constructing the initial exploratory qualitative stage is a critical requirement for obtaining results that serve as a solid foundation for the subsequent quantitative research sequence.
7. Kao, M. C., Patterson, I., Scott, N., & Li, C. K. (2008): The purpose of this study is to examine the motives of Taiwanese travellers to Australia and the level of pleasure they experienced throughout their visit. The study employs a push-pull approach to identify 17 push incentives for travel and 18 pull motivations. The majority of motivational variables were supplied before and following the appointment. Taiwanese visitors expressed dissatisfaction with the high cost of goods, the destination's lack of value for money, and the lack of variety in the meals. Numerous recommendations were made to tourism managers and authorities in both Australia and Taiwan.
8. Mariutti, F. G., Giraldi, J. D. M. E., & Crescitelli, E. (2013): This article aims to assess Brazil's image as a tourism destination as viewed by US travel agencies and tourism specialists. The research was qualitative and exploratory, involving a review of the literature followed by in-depth interviews with travel agents and tourism specialists in New York, Miami, Orlando, and Atlanta. The findings indicate that, in terms of diversity and ambiguity, images of Brazil have been converging. Reviewing the study's negative and sound characteristics to reduce the bad aspects and emphasize the positive or attractive ones is critical.

RESEARCH METHODOLOGY

1. Research Gap: The research gap explains the scope where there is an opportunity for extending research which does not exist in the literature. Studies on the service quality of the tourism sector are very few. The tourism operators in the various areas have a different set of rules and regulations which have an impact on the tourists visiting a destination. The research is hardly found in the literature, which aims to assess the various factors influencing the tourists in selecting the tour packages and operators. The problems the tourists face while operating with private tour operators are unexplored. The two dimensions of the private tour operators in the study area of Udhagamandalam tourism destination act as the research gap.

2. Statement of the Problem: Tourists face numerous problems in having a tourism plan going according to their plan. Tourism destinations have significant infrastructural issues, making tourists avoid those places. Tourism destinations with better infrastructure facilities have problems with transportation and boarding facilities. Public transportation and tourism packages are very scarce in a tourist destination where the pressure falls on the private tourism operators. The private tourism operators are using these opportunities, and most of them have to meet service quality based on the needs of tourists. The lack of service quality in cost, facilities, boarding services, transportation services etc., will affect the flow of tourists to a particular destination. The destination value and image promoted by the state tourism corporation of Tamil Nadu will get involved based on the service quality of the private tourism operators. The tourism operators' service quality has been a central area that has significant problems which affect the tourists' opinion towards the destinations. The various issues created by private tourist operators can potentially destroy the future of tourism spots. The tourist problems have to be assessed that opting for private tour operators will give an idea about the quality of the service extended by the private tour operators in Udhagamandalam tourism destination. The study focuses on the above-applied problems, which aim to assess the potential issues affecting the service quality based on tourists' perceptions.
3. Research Questions
    a) What are the various factors influencing the tourists in assessing the service quality of private tour operators in Udhagamandalam?
    b) What are the various problems tourists face when touring with private tour operators?
4. Importance of the study: The Udhagamandalam tourism destination is vital in state tourism and the national tourism agenda. This tourism destination is well known across the federal level and possesses substantial foreign tourist arrivals. The area has several tourist places that create interest among tourists. This is one of the major recreational spots for tourists at the state level. The domestic and foreign tourists' arrival in the past three decades has given a significant facelift to the tourism destination with various infrastructural facilities. The potential of the tourist place has been recognized by the state government of Tamil Nadu, which organizes traditional flower festivals and other promotional measures to improve the flow of tourists. The flow of tourists has given a significant fillip to the region's economic development. This region also provides direct and indirect employment opportunities for the local people generating income and improving the standard of living the people. The various measures and benefits can be void if the private tour operators are not providing quality service. Public transportation and other tourism facilities by the government are limited, and private operators play a huge role in maintaining the destination's image. The lack of service quality in this destination by private tour operators will lead to a significant decline in all these benefits. Therefore a study that focuses on the service quality of the private tour operators plays a vital role in standardizing the destination's image. If it lacks quality government can also regulate these private operators based on monitoring which serves as the significance of the study.
5. Objectives of the study
    a) To identify the various factors influencing the tourists in assessing the service quality of private tour operators in Udhagamandalam.
    b) To examine the diverse problems tourists face based on touring with private tour operators.

6. Methods: The study is conducted based on primary data collected from the tourists who are touring the place based on the private tour operators. The study is organized based on the opinions and observations of tourists who have visited the study area of Udhagamandalam. The primary data is acquired using the interview schedule comprising various service quality dimensions. The study's sample size is fixed to be 180 tourists who have toured the place of Udhagamandalam. The sample was selected using the non-probability sampling technique of Judgement Sampling due to the population's vastness. This sampling was adopted to bring some scientific reason for choosing the sample in the study place of Udhagamandalam. The data collected from the study is analyzed using the Statistical Package for Social Sciences (SPSS 20). The factor analysis and structural modelling were used to assess the dimensions of the study.

ANALYSIS AND INTERPRETATION OF DATA

The collected data were analyzed based on the study's objectives, which examine the service quality of private tour operators in the study area of Udhagamandalam, and the following gives the analysis results.

Demographic Details

Table No. 1: Demographic Classification

Demographics	Category	Frequency	Percent
Gender	**Male**	**126**	**70.00**
	Female	54	30.00
	Total	180	100.00
Age group	Below 25 Years	31	17.23
	26 Years – 40 years	**115**	**63.88**
	41 Years – 55 Years	12	6.67
	Above 56 Years	22	12.22
	Total	180	100.00
Status of Education	Illiterate	16	8.89
	School Level	59	32.78
	College Level	**95**	**52.77**
	Others	10	5.56
	Total	180	100.00
Monthly Income	Below Rs. 25,000	25	13.88
	Rs. 25,001 – Rs. 50,000	**98**	**54.44**
	Rs. 50,001- Rs. 75,000	39	21.68
	Above Rs. 75,001	18	10.00
	Total	180	100.00
Marital Status	**Married**	**147**	**81.67**
	Unmarried	33	18.33
	Total	180	100.00
Number of Family Members	**1-3 Members**	**85**	**47.22**
	4- 6 Members	59	32.78
	Above 7 Members	36	20.00
	Total	180	100.00
Touring Members	**Family and Relatives**	**104**	**57.78**
	Peers	35	19.44
	Others	41	22.78
	Total	180	100.00
Toured with Private Tourism Operators	**Yes**	**172**	**95.56**
	No	8	4.44
	Total	180	100.00

Source: Primary Data

Table -1 explains the respondents' demographic classification, which reveals that male is higher in the number of tourists visiting the Udhgamandalam. The age group of the majority of respondents falls in the category of 26 years – 40 years. The respondents' educational status reveals that most tourists have completed college education. The monthly income of the respondents indicates that Rs. 25,000 – Rs. Fifty thousand has the majority of responses which is 54.44 per cent. The number of married visitors to this destination is higher, revealed by 81.67 per cent of responses in that category. The tourists travelling to this destination are with their family and relatives, which has 57.78 per cent of responses. 95.56 per cent of tourists involved in the study have used tourism operations from the private tourism operators. The demographic classification will be helpful for the generalization of the results to similar groups visiting Udhagamandalam

Dimensions for Assessment of Service Quality of Private Tourism Operators

Table No 2: KMO and Barlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.775
Bartlett's Test of Sphericity	Approx. Chi-Square	1144.371
	df	105
	Sig.	<0.000**

Source: Primary Data

The KMO and Barlett's test reveals the normality of the variables used for determining the service quality dimensions for tourism services in Udhgamandalam. The p-value is statistically significant, which indicates the normality of the factors formed.

Table No 3: Communalities

Communalities		
	Initial	Extraction
Tastier Food	1.000	0.369
Highly Safe Accomodation	1.000	0.400
Adventure Places	1.000	0.441
Good quality of Vechicles	1.000	0.694
Passenger Friendly	1.000	0.579
Appropriate Waste Disposal	1.000	0.634
Maintenance of Time	1.000	0.627
Trips to Unknown Places	1.000	0.544
Excellent Guide Services	1.000	0.779
High Level of Utility towards Packages	1.000	0.697
Good Resting Time	1.000	0.550
Information Availability about trips	1.000	0.610
Reflects the places of relaxation	1.000	0.659
Variety of Packages	1.000	0.564
Adequate stops in a programme	1.000	0.688
Extraction Method: Principal Component Analysis.		

Source: Primary Data

The communalities table explains the initial and extraction values of the variables that are involved in the factor analysis and it signifies the role played in the formation of the factor.

Table No 4: Total Variance Explained

Total Variance Explained									
	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	**4.228**	**28.186**	**28.186**	**4.228**	**28.186**	**28.186**	**3.600**	**23.997**	**23.997**
2	**3.290**	**21.936**	**50.122**	**3.290**	**21.936**	**50.122**	**3.547**	**23.646**	**47.643**
3	**1.318**	**8.784**	**58.905**	**1.318**	**8.784**	**58.905**	**1.689**	**11.262**	**58.905**
4	1.030	6.868	65.774	---	---	---	---	---	---
5	0.850	5.665	71.438	---	---	---	---	---	---
6	0.700	4.664	76.102	---	---	---	---	---	---
7	0.655	4.368	80.470	---	---	---	---	---	---
8	0.588	3.918	84.388	---	---	---	---	---	---
9	0.486	3.240	87.628	---	---	---	---	---	---
10	0.446	2.976	90.604	---	---	---	---	---	---
11	0.424	2.828	93.433	---	---	---	---	---	---
12	0.305	2.034	95.467	---	---	---	---	---	---

13	0.260	1.735	97.202	---	---	---	---	---	---
14	0.246	1.643	98.845	---	---	---	---	---	---
15	0.173	1.155	100.000	---	---	---	---	---	---
Extraction Method: Principal Component Analysis.									

Source: Primary Data

The variance table reveals the number of factors formed in the factor analysis, which can be determined using the eigenvalues. The eigenvalues indicate that four elements were developed, and only three were used for the study. The three factors extracted explain 58.91 per cent of tourist opinions towards the service quality of private tourism operators in Udhagamandalam.

Table No. 5: Rotated Component Matrix

Rotated Component Matrix[a]			
	Component		
	1	2	3
Good quality of Vehicles	0.812		
Appropriate Waste Disposal	0.787		
Maintenance of Time	0.762		
Passenger Friendly	0.736		
Adventure Places	0.651		
Tastier Food	0.569		
Highly Safe Accommodation	0.567		
Excellent Guide Services		0.852	
High Level of Utility towards Packages		0.806	
Information Availability about trips		0.776	
Trips to Unknown Places		0.737	
Good Resting Time		0.702	
Variety of Packages		0.562	
Adequate stops in a programme			0.816
Reflects the places of relaxation			0.792
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.			

Source: Primary Data

The rotated component matrix explains that three factors were formed in determining the service quality of private tourism operators, which is extracted from the perception of tourists. The three factors developed are named based on the nature of the variables involved in the study. The following explains the factors formed along with the variables.

Factor – I- Tourist Amenities

This first dimension was formed with the variables that have factor loadings that are above 0.05, and those variables are Good quality of Vehicles (0.812), Appropriate Waste Disposal (0.787), Maintenance of Time (0.762), Passenger Friendly (0.736), Adventure Places (0.651), Tastier Food (0.569) and Highly Safe Accommodation (0.567)

Factor – II- Choices of Tourist Packages

The second dimension is extracted with the variables of Excellent Guide Services(0.852), High Level of Utility towards Packages(0.806), Information Availability about trips (0.776), Trips to Unknown Places (0.737), Good Resting Time (0.702) and Variety of Packages (0.562)

Factor – III- Relaxation Places

The third dimension was formed based on the factor loadings of adequate stops in a programme (0.816) and reflected the places of relaxation (0.792). The dimensions that determine the service quality of the tourism services in Udhgamandalam are determined *Tourist Amenities, Choices of Tourist Packages and Relaxation Places.*

Problems faced by Tourists among Private Tour Operators

The problems faced by the tourists are measured with the help of nine variables, and their dimension is reduced based on the usage of factor analysis, whose results are presented below.

Table- 6: KMO and Bartlett's Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.852
Bartlett's Test of Sphericity	Approx. Chi-Square	525.437
	df	36
	Sig.	.000

Source: Primary Survey

*(**- indicates significance @ 1 % level and *- indicates significance @ 5 % level)*

The KMO and Barlett's test explains that the dimensions arrived from the set of variables used for assessing the tourists' problems while using the private tour belong to the normal distribution, which adds strength to the factor analysis.

Table -7: Communalities

Communalities		
	Initial	Extraction
High Cost	1.000	0.554
Reduction of Time	1.000	0.715
Changing of Trips with information	1.000	0.585
Reduction in Destination Spots	1.000	0.585
Lack of adequate promotion	1.000	0.763
Lack of Transparency about trips	1.000	0.661
Lack of information about pick up spots	1.000	0.752
Less Time to Visit Places	1.000	0.658
Misrepresentation in Vehicle Facilities	1.000	0.703
Extraction Method: Principal Component Analysis.		

Source: Primary Source

The commonalities explain the initial and extracted values of the problems involved in the analysis that was the basis for the formation of the factors that helps to understand the tourist perception.

Table No. 8: Total Variance Explained

Total Variance Explained									
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	**4.051**	**45.007**	**45.007**	**4.051**	**45.007**	**45.007**	**2.140**	**23.779**	**23.779**
2	**1.090**	**12.113**	**57.120**	**1.090**	**12.113**	**57.120**	**2.028**	**22.533**	**46.312**
3	**0.834**	**9.266**	**66.386**	**0.834**	**9.266**	**66.386**	**1.807**	**20.074**	**66.386**
4	0.675	7.495	73.881	---	---	---	---	---	---
5	0.631	7.009	80.890	---	---	---	---	---	---
6	0.566	6.291	87.180	---	---	---	---	---	---
7	0.431	4.793	91.973	---	---	---	---	---	---
8	0.379	4.212	96.185	---	---	---	---	---	---
9	0.343	3.815	100.000	---	---	---	---	---	---
Extraction Method: Principal Component Analysis.									

Source: Primary Data

The variance table explains that the tourist perception towards the problems they faced while travelling with the private tour operators and 66.37 per cent of the opinions the tourists gave are reflected in the factors extracted based on the study.

Table No. 9: Rotated Component Matrix

Rotated Component Matrix[a]			
	Component		
	1	2	3
Lack of information about pick up spots	0.833		
Lack of Transparency about trips	0.779		
Changing of Trips with information	0.523		
Misrepresentation in Vehicle Facilities		0.795	
Lack of adequate promotion		0.751	
High Cost		0.618	
Reduction of Time			0.806
Less Time to Visit Places			0.680
Reduction in Destination Spots			0.621
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.			

Source: Primary Data

Major Problem- I – Lack of Prior Information

The lack of prior information consists of variable that has significant factor loadings, and those variables are lack of knowledge about pick-up spots (0.833), Lack of Transparency about trips (0.779) and Changing of Trips with information (0.523)

Major Problem – II – Cost and Misrepresentation

The cost and misrepresentation problem of tourists is based on the variables of Misrepresentation in Vehicle Facilities (0.795), Lack of adequate promotion (0.751) and High Cost (0.618)

Major Problem – III – Time Constraints

The time constraints problem is formed based on a Reduction of Time (0.806), Less Time to Visit Places (0.680) and a Reduction in Destination Spots (0.621)

The governing problems that affect the private tour operators in the Udhagamandalam tourism destination are *Lack of Prior Information, Cost and Misrepresentation and Time Constraints.*

DISCUSSION: The micro level study, which aimed to assess the various factors of service quality that influence the tourists of private tourism operators, has revealed that *Tourist Amenities, Choices of Tourist Packages and Relaxation Places* are significant areas of service quality. The location of amenities is vital for the tourists to enjoy the destination and substantially impacts the tourist. Tourists are looking for various choices to make their trip memorable, and service quality depends on the package choices. The relaxation places of the tourism package are vital to make them satisfied with the private tourism operators. The problematic areas that affect the tourists while opting for private tour operators are *Lack of Prior Information, Cost and Misrepresentation and Time Constraints.* Tourists are facing significant problems in the areas of prior information about the pick-up, prices, time, etc., These are the areas of previous data that affect tourists in accessing the private operators. The cost of the packages has to be fair, and high costs and misrepresentation of facts are significant problems for tourists. The time constraints involved in completing the tourism packages are vital, and they have to be given adequate time breaks to enjoy the destination, which also proves to be a problem in the study area. The issues can be solved with modifications to the tour packages offered by private tour operators. The government can also monitor private tour operators to safeguard the interest of the tourists. The tourist's perception of the service quality has helped to understand the significance of quality service that has to be rendered by the private tour operators to make the destination tourists friendly.

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E-Governance and its Impact on Quality Enhancement in Administration

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Abstract: *E-governance refers to the practice of utilizing ICT by governmental, non-governmental, and political institutions to interact with and gather input from citizens. The goal is to have a larger group of people involved in running these organizations. Consequently, e-government is a subset of e-governance, and its primary objectives are to increase government efficiency and minimize corruption. The paper's authors discuss how e-government is utilized in India, its benefits, how effectively it is used in India, and how it influences the progress of emerging nations.*

Keywords*: e-Governance, Impact, e-Government, Administrative, Developing countries.*

INTRODUCTION: E-governance, or electronic governance, is the practise of governing through the use of electronic means of communication and administration (Information and Communications Technology). Electronic government (e-government) is a progressive step toward SMART governance, an acronym for "simple, moral, accountable, responsive, and open" administration (Islam &Ehsan, 2015). In the public sector and elsewhere, "electronic governance," or "e-governance," refers to the use of information and communication technologies (ICTs) to enhance government at various levels. Technologies in this category include, but are not limited to, WANs, the Web, and mobile devices. Increasing public and private sector participation in the delivery of government services is a primary driver of the rise of e-services. Therefore, it is crucial to broaden and deepen the involvement of all relevant parties in both decision-making and the rollout of e-governance. However, the widening gap between knowledge-based civilizations and those that aren't is the most pressing issue that needs addressing. Knowing the specifics of e-role government's in bridging the digital divide is crucial from this perspective.

Although the term "digital divide" has taken on different meanings over time, most people today understand it to refer to the disparity in knowledge held by those who have and those who do not participate in today's information society and its associated information and communication technologies (ICTs). It can also be used to describe countries, regions, cities, and companies that have wildly contrasting cultural and economic foundations. Disparities in income, racial and cultural background, gender, and other demographics all contribute to a lack of access to the Internet's infrastructure, information, and possibilities (Kumar et al. 2014). Understanding the root causes of the digital divide is crucial for developing effective strategies to close the chasm. There is a wide gap in access to technology among different groups. The digital gap is strongly correlated with economic inequality.

As a result, bridging the digital divide will depend heavily on efforts to educate the public and alter individual behaviour (Barua, 2012). E-government technologies should be developed and implemented by the government to increase e-readiness, promote the use of ICT, and educate and train citizens to become more proficient in its application. In the past few years, people all over the world have become more interested in the electronic services that governments offer. This is because we need and must make progress in information and communication technologies in the world we live in now. As a middleman, the Internet has been a big part of making sure that all electronic government services have been set up. E-governance is when services and information from the government are given to the public through the Internet. It is a big change from the way things were run before (Gupta et al. 2016).

Good governance is especially important in higher education, because a university is, in many ways, a much more complicated organisation than a business, and governance in higher education must provide a framework for a truly variegated group of stakeholders. Nonetheless, the basic principles of corporate governance find application in higher education governance as well (Board Effect, 2020). "Knowledge is higher education's core business: However broadly or narrowly we define it, knowledge is the material. Research and teaching are the main technologies," as one commentator puts it. Good governance drives performance in the pursuit of knowledge, and manages the risks involved".

SMART GOVERNANCE

1. Simple: It argues that, in order to make the government more user-friendly, government rules and regulations should be simplified using ICTs, and complicated procedures should be minimised.
2. Moral: It entails integrating a new technical system into the administrative and political apparatus to improve government institutions' efficiency.
3. Accountable: It ensures that public officials are held accountable by developing effective information management systems and other instruments for monitoring performance.
4. Responsive: Responsive Streamlining will expedite procedures and increase system responsiveness.
5. Transparent: Putting information in the public domain, such as on websites and other portals clarifies how and what the government does.

LITERATURE REVIEW

1. Impact of E-Governance in Higher Education: Having principles that are analogous to those in business does not mean that leadership in higher education should behave like business people. What it does mean is that good governance structures the way in which leadership pursues its objectives – in any organisation.
2. Good Governance Organises Performance: For a company, corporate governance defines the relationship between shareholders and stakeholders (the principal) and management (the agent). "First, the principal (ministry at system level, or leadership within institutions) cannot know in detail what makes good 'products,' as education and research are credence goods, whose contribution to the principal's utility cannot be fully known even afterwards (Board Effect, 2020). Second, the 'production function' of education and research relies on professionals (teachers and researchers), hence the process is largely under professional control of those professionals, leading to 'bottom-heavy,' fragmented organisations."
3. Good Governance Assures the Quality of Decision-Making: It is the role of good governance to enable universities to manage relations among these stakeholders and to ensure that sustainability is achieved. "Sustainability starts and finishes with governance. A university cannot flourish without adherence to its principles. Good governance informs and facilitates decision-making which, in turn, enables a university to grow and prosper. Coupled with accountability and transparency, governance (as an overarching framework) allows a university to be sustainable in the long-term.

DEBATE AROUND REMUNERATION OF SENIOR STAFF

1. Fairness: The Code sets out the issues that university remuneration committees should consider when deciding the pay of vice chancellors. Factors include external comparisons, levels of experience, and the complexity of the position.
2. Transparency: The Code also stipulates that every institution must publish an annual report in which it sets out clearly the salary of its vice chancellor and the pay multiple showing how their remuneration compares with the median earnings of the institution's whole workforce (Board Effect, 2020). If the multiple is significantly above average – which will be published every year – it must explain why.
3. Independence: The Code states unequivocally that no vice chancellor should be permitted to be a member of the university's remuneration committee. While they may be invited to attend meetings, they cannot be present during discussions about their own pay.

ROLE AND BENEFITS OF E-GOVERNANCE IN HIGHER EDUCATION: E-government expedites procedures and makes public information more accessible. E-governance is also anticipated to increase the effectiveness of services, the quality-of-service delivery, the standardisation of services, the accessibility of services, and the government's accountability. If all of these characteristics are dependent on ICT, a new definition of e-governance will be established (Madon, 2009). Consequently, e-Government combines the characteristics mentioned above with cutting-edge information and communication technology for effective and efficient governance in any sector, ensuring that corruption is kept to a minimum, minority opinions are considered, and the voices of the most vulnerable members of society are heard during decision-making. It is also responsible for meeting society's present and future needs. In an e-government conceptual model, the interactions between citizens, the government, and the information and communication technology-based services citizens receive are described. Next are the essential components of excellent governance.

Adoption of E-Governance in higher education leads to multiple advantages:

1. It simplifies the process of obtaining information for both individuals and businesses.
2. It allows citizens to learn more about any government institution and participate in decision-making.
3. E-government facilitates citizen participation at all government levels, strengthening the foundation of democracy.
4. E-government results in the automation of services, which makes it simple for every person to obtain information about every act of public good and eradicates corruption (Gupta et al. 2018).
5. This completely alters how governments operate, making them considerably more transparent and eliminating corruption.
6. Because information about every government action is readily available, every government agency would be more accountable because they would be aware that everything they do is being scrutinised (Gupta et al. 2018).
7. With the proper use of e-Government concepts, individuals can complete their tasks online and avoid having to visit the appropriate authorities.

E-GOVERNANCE INITIATIVES IN INDIA FOR HIGHER EDUCATION: The objective of the strategy is to establish the foundation and get the ball rolling for the country's long-term expansion of e-government. It was recommended that the appropriate institutional and governance frameworks be established at the national, state, and municipal levels to establish a government environment that prioritises residents and companies (Paul, 2007). The government has given preliminary clearance to the plan, the overall programme, the implementation strategy, and the structure for determining who is in charge. When the plan was approved, it was noted that: the quality and speed of implementation must be considered in the procurement process for IT services; a good way must be found to encourage the states to adopt the plan quickly; citizens should be able to access services through a single point of contact; services should be outsourced whenever possible, and efforts should be made to promote and develop public-private partnerships to maximise the plan's potential. In addition to the action plan, the following projects have been initiated:

1. In 2000, the Indian government passed the Information Technology (IT) Act to establish a legal framework for facilitating online business transactions. This law's primary objectives are to permit electronic filing, recognise electronic contracts, and prevent computer crimes (Kalsi & Kiran, 2013). This law went into force on October 17, 2000.
2. In May of 1998, the National Taskforce for Software Development and Information Technology was formed.
3. Establishing a centre for e-governance to serve as a clearinghouse for information on e-governance, national and international initiatives, and government IT policies, as well as to exchange best practices in the field of e-governance with the federal and state governments.
4. To improve the efficiency of government administration, a High-Powered Committee (HPC) has been established, with the Cabinet Secretary as its chairman.
5. Almost every Ministry and Department have a website with information about their objectives, policies, and decisions, as well as contact information and other details. Some of them have created an electronic newsletter to inform more individuals about their services. They prioritised computerising departments with extensive contact with citizens (Kalsi&Kiran, 2013).

RESEARCH PROBLEM: Any institution's accounting system is viewed as an information system, and the effectiveness of this system depends on how well it supports decision-making processes and other organisational objectives. The old (manual) approach yields results at the end of the financial period, but it is insufficient to meet the management's requirement for accurate information and hinders the decision-making process. Due to the administrative system's lack of capitalisation, the manual system displays the elements of management information that are infrequently provided for planning, evaluating performance, and determining how it relates to goals.

OBJECTIVES

1. To identify the impact of e-Governance in India.
2. To study the role and benefits of e-Governance
3. To evaluate the role of e-Governance initiatives in India

RESEARCH METHODOLOGY: Secondary methodology refers to material derived from primary sources and made available to researchers for their own use. It is a type of information you already possess. The data may have been gathered for one study and then sent to a different researcher for use. As with the national census, human goals take precedence over scientific goals while gathering information (Johnston, 2017). In one study, secondary data may be the most crucial piece of information, while in another; it may be the least crucial. This occurs when the same data is utilised as primary data for one study and secondary data for another.

Some examples of secondary data sources are books, websites, and organisations that work for the government. Secondary data are easier to obtain than original data. Using these sources doesn't take much time or work. Due to the expansion of electronic media and the Internet, it is now simpler to locate secondary data sources.

DATA ANALYSIS: The research has demonstrated that the hypotheses that are implementing an electronic governance system will reduce expenses, time, and effort, as well as administrative and financial corruption in the community, are accurate. It is anticipated that the adoption of the electronic governance system will impact the quality of accounting data (Kalsi & Kiran, 2013). In this instance, the manual system differs from what it was before the implementation of the computerised governance system.

For the simplicity, precision, and swiftness of receiving the instalment, the cashier only requires the student ID number, as the rest of the information is created automatically.

The sums are accurate because the department-specific payments have already been entered into the system. Therefore, the accounting information that is extracted is accurate, unbiased, and unmodifiable.

Another difficulty for the administration is discovering which students have paid the full or partial instalment or have not paid at all.

RESULT AND DISCUSSION: E-government expedites procedures and makes public information more accessible. E-governance is also anticipated to increase the effectiveness of services, the quality-of-service delivery, the standardisation of services, the accessibility of services, and the government's accountability. Effective and efficient governance requires participation, transparency, effectiveness and efficiency, accountability, fairness and inclusion, and the rule of law. If all of these characteristics are dependent on ICT, a new definition of e-governance will be established (Kalsi & Kiran, 2013). Consequently, e-Government combines the characteristics as mentioned earlier with cutting-edge information and communication technology for effective and efficient governance in any sector, ensuring that corruption is kept to a minimum, minority opinions are considered, and the voices of the most vulnerable members of society are heard during decision-making. It is also accountable for satisfying society's present and future requirements. In addition, the government can readily and affordably keep and access its data. Less duplication of effort is beneficial for the government. Data collection, analysis, and auditing procedures are also simplified and streamlined. E-governance also aims to facilitate citizen participation in the administration of their country. Using e-governance effectively, a government may theoretically grow closer to being a pure democracy. As individuals become more environmentally conscious, e-governance has significant advantages. With online government services, fewer paper forms would be required. This would result in significant paper savings, which would benefit the environment.

CONCLUSION: Even though India has challenges like a lack of infrastructure, poverty, illiteracy, the dominance of one language over another, and other problems, it boasts a number of award-winning e-government projects. The success of the Indian government's marketing programmes is a significant factor in its citizens' access to high-quality services. E-government is essential for emerging nations such as India that wish to reduce corruption and provide their citizens with effective, efficient, or high-quality services. Several issues, such as security concerns, hinder the operation of the e-government system. From a technical, social, or political standpoint, these issues make it more difficult to achieve e-governance goals. Electronic governance simplifies administrative and financial responsibilities.

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

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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.

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A Study of Non-Statutory Welfare facility and Job Satisfaction of the employees with Special Reference to Small-Scale Industrial Units in Satara District

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Abstract: *Employee welfare is a comprehensive term which offers service, benefits to the employees in the company. The present study is made an attempt to determine the non-Statutory welfare Facilities adopted by small scale industrial units in Satara districts. It aims to produce a working environment which is stimulating enough to encourage development and interest in the employees. This highlights the employee perception regarding the various non-statutory welfares provided by the company. The company provides the welfare facilities to their employees to keep their motivation level high. These sources are taken from the secondary data. The design of the research is descriptive research. The technique used for this study is census survey. Here the tools used are chi square test. This research paper mainly focuses on the non-Statutory welfare facility of the employee and the job satisfaction. The researcher has selected Small Scale Industrial Units (SSI) from Satara district for their research work. He has set out the well-defined questionnaire and collected the data through it.*

Keywords: *Non-Statutory, Welfare facility, Job Satisfaction*

INTRODUCTION: The basic purpose of worker welfare is to counterpoint the lifetime of staff. The employee welfare facilities in the organization effects on the behavior of the employees as well as the productivity of the organization. Welfare is a broad concept referring to a state of income of an individual or a group, in a needed relationship with the total environment, ecological, economic and social. Employee welfare is an area of social welfare theoretically and operationally. The welfare measures need not be in monetary terms only but in any kind/form. Employee welfare includes monitoring of Social conditions, creation of industrial harmony through infrastructure for health, insurance against disease accident, leaving standards and unemployment for the workers and their families. Employee welfare is an important facet of industrial relations, the extra dimension gives satisfaction to the workers in a way, which even a good wage cannot. With growth of industrialization, it has acquired added importance. The small-scale industrial sector in India has a very important and vital role to play in the economic development of the country.

OBJECTIVES OF THE STUDY:

This study has the following objectives:

1. To study the Non-Statutory Welfare facility in the selected small-scale industries.
2. To study the relation between Non-Statutory Welfare facility of Employees and Job Satisfaction.

METHODOLOGY

This research is descriptive in nature, and it will utilize both quantitative and qualitative data collection tools to collect relevant data. The survey method was adopted for collection of primary data. The relevant information pertaining to the welfare facilities provided to the employees of the small-scale industrial unit has been collected with the help of

i) Well-structured questionnaire and

ii) Interview schedule to be administered to the managers and CEOs of the selected SSI units in the Satara district.

For the present study 342 employees from various Taluks from Satara District has been selected.

Selection of Sample Size and Sampling Method

Simple Random sampling method has used for selecting sample of the SSI units in Satara district using the following formula.

$$n=N/1+Ne^2.$$

Sample selection of Employees: Quota sampling method has used for selecting the sample of employees from each of the selected SSI units for administering the questionnaire and interviews. Therefore 25 employees have been selected by using Quota Sampling Method. Any one of the CEO or Managing Director or Managing Partner and any one of the HR head, HR manager or Administrative Manager or HR officer has been selected.

METHOD OF DATA ANALYSIS

The statistical primary data have been processed on a Personal Computer (PC) with the help of spreadsheet application software like MS Excel to generate tables, charts and graphs.

RESULT AND DISCUSSION

Table No: 1 Non-Statutory welfare facilities (Medical) provided by organisation

Medical Facility	No. of Employees	Percentage
1-Highly inadequate	0	0
2-Inadequate	5	0.29
3-Average	1034	60.83
4-Adequate	651	38.3
5-More than adequate	10	0.58
Total	1700	100

(Source: Primary Data)

Interpretation: From above table and graph it is observed that 0.29 % of employees are inadequate with medical facility provided by organization ,60.83 % of employees have average with medical facility provided by organisation,38.3 % of employee have adequate with medical facility provided by organization and 0.58 % of employee have more than adequate with medical facility provided by organisation

Hence it is concluded that, majority of employees belong to average medical facility provided by organization

Table No: 2

Non-Statutory Welfare Facilities (Education) Provided By Organization

Educational Facility	No. of Employees	Percentage
1-Highly inadequate	417	24.56
2-Inadequate	1278	75.15
3-Average	5	0.29
4-Adequate	0	0
5-More than adequate	0	0
Total	1700	100

(Source: Primary Data)

Interpretation: From above table and graph it is observed that 24.56 % of the employees are highly inadequate with educational facility provided by organisation and 75.15 % of employees are inadequate with education facility provided by organisation and 029 % of employees are average with educational facility provided by organisation

Hence it is concluded that, majority of employees belong to inadequate with education facility provided by organisation

Table No: 3 Non-Statutory welfare facilities (Education) provided by organization

Recreational Facility	No. of Employees	Percentage
1-Highly inadequate	562	33.04
2-Inadequate	899	52.93
3-Average	229	13.45
4-Adequate	10	0.58
5-More than adequate	0	0
Total	1700	100

(Source: Primary Data)

Interpretation: From above table and graph it is observed that 33.04% of the employees are highly inadequate with recreational facility, 52.93% of employees have inadequate with recreational facility provided by organisation,13.45 % of employees have average with recreational facility provided by organisation and 0.58 % of employee have adequate with recreational facility provided by organisation

Hence it is concluded that, majority of employees belong to inadequate with recreational facility provided by organization.

Table No: 4 Non-Statutory welfare facilities (Housing) provided by organization

Housing Facility	No. of Employees	Percentage
1-Highly inadequate	268	15.79
2-Inadequate	1129	66.37
3-Average	303	17.84
4-Adequate	0	0
5-More than adequate	0	0
Total	1700	100

(Source: Primary Data)

Interpretation: From above table and graph it is observed that 15.79% of the employees have highly inadequate with housing facility provided by organisation and 66.37% of employees have inadequate with housing facility provided by organisation and 17.84 % of employees have average with housing facility provided by organisation

Hence it is concluded that, majority of employees belong to inadequate with housing facility provided by organisation

Table No: 5 Non-Statutory welfare facilities (Consumer Co-Operative Stores) provided by organisation

Consumer Co-Operative Stores	No. of Employees	Percentage
1-Highly inadequate	915	53.8
2-Inadequate	775	45.62
3-Average	10	0.58
4-Adequate	0	0
5-More than adequate	0	0
Total	1700	100

Interpretation: From above table and graph it is observed that 53.8% of the employees are highly inadequate with consumer co-operative stores, 45.62% of employees have inadequate with consumer co-operative stores and 0.58 % of employees have average with consumer co-operative

Hence it is concluded that, majority of employees belong to highly inadequate with consumer co-operative stores facility provided by organization.

Table No: 6 Non-Statutory welfare facilities (Co-operative credit Society) provided by organization

Co-operative credit Society	No. of Employees	Percentage
1-Highly inadequate	895	52.64
2-Inadequate	795	46.78
3-Average	10	0.58
4-Adequate	0	0
5-More than adequate	0	0
Total	1700	100

(Source: Primary Data)

Interpretation: From above table and graph it is observed that 52.64% of the employees are highly inadequate with co-operative credit society provided by organisation ,46.78% of employees are inadequate with co-operative credit society provided by organization and 0.58 % of employees have average with co-operative credit society provided by organisation

Hence it is concluded that, majority of employees belong to highly inadequate with co-operative credit society provided by organisation

SUGGESTIONS:

- It is suggested that Employees should increase their social condition. It is better to him to get satisfaction which will be helpful to get job satisfaction.
- It is suggested that employees should try to increase the way of money that will be helpful to fulfill at least the basic needs properly.

- There is significant relation between welfare facility and the Job satisfaction therefore it is suggested that employees should enhance the social condition which will be automatically effect on the job satisfaction.

CONCLUSION

There is significant relation between welfare facility and the job satisfaction.

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Quality Enhancement in Higher Education: Role of Teacher

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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.

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Money Insurance Policy: An Insurance Cover for Cash

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Abstract: *Most businesses regularly deal with money. In such cases, Money Insurance is highly recommended if not imperative. Money insurance policy will pay out if we lose cash from our location during or after business hours, as well as if it is stolen while being transported by us or one or more of our authorised employees, as a result of a break-in or robbery, or if it is stolen while being kept on our property in a vault or at the cash registers.*

Keywords: *Money Insurance, Strongroom, Cash Counter, Money-in-Transit, Legal Liability, Electronic Equipment Insurance (EEI)*

MONEY INSURANCE POLICY: AN INTRODUCTION: Any firm must have money and the ability to conduct financial operations! However, there is always some risk associated when dealing with items like cash, checks, draughts, and postal orders, and we are fully aware of it. Maoney Insurance Policy is available 24/7 to assist us in protecting the money in our company because of this.

Let's take the scenario where we are bringing cash from the bank to our factory to pay our suppliers or pay our employees. However, we are stopped and robbed en route, and there is no assurance that the police would intervene.

Without this kind of financial protection, there should be no possibility for us to recover from such a tragic loss. But if we are protected by this insurance, it will assist us in recovering that sum.

We may therefore feel secure knowing that our money will be secured with this coverage from a wide range of losses, destruction, or damages brought on by an accident.

BENEFITS OF HAVING A MONEY INSURANCE POLICY

A money insurance policy is necessary to safeguard us and our company in the event that our money is stolen, lost, or accidentally damaged while it is in a safe or in transit. But why specifically do we need it?

Protect our money when we are carrying it from our office to the bank (or any financial institution).

We can still get our money back through this insurance in the event that our business is robbed and the burglar is never caught.

It covers cash and cash equivalents such as bank drafts, currency notes, treasury notes, cheques, postal orders, money orders and more.

WHAT CAN BE COVERED?

We'll be insured for following with a money insurance coverage:

1. **Money in Transit:** In the event of robbery, theft*, or an accident, we as well as our company will be protected against the loss of cash that is in transit.
2. **Money in a Safe or Strongroom:** If money is stolen during a break-in or other incident from a locked safe or locked strong room on your property.
3. **Money from the Cash Counter:** Reimburses you for any money that is stolen or held hostage while it is in your till or cash counter.
4. **Money on the Premises:** In the event of an accident or other unlucky circumstance, we will be protected against the loss of any additional cash or currency maintained on our premises.

In case you were wondering, the distinction between robbery and theft is that the former refers to when someone takes from another using force (or gives them reason to believe that force would be used), whilst the latter refers to taking someone else's property without using any force. Burglary is when a person breaks into a place without permission in order to steal something from it.

WHAT IS NOT COVERED?

Because we value transparency, we must be aware of specific situations in which we won't be responsible, just to avoid any unpleasant shocks.

- Financial losses brought on by mistakes and omissions, as well as strange and unexplained losses.
- Any losses incurred as a result of the money being entrusted to a party other than the insured, a designated employee, or a licenced transportation company.
- Any type of consequential losses, including loss of revenue, interruption of a business, legal liability, or market loss.
- In the event that there is a loss and the money is kept somewhere other than our business premises (and it is not clearly indicated).
- A theft that takes place after hours on our property, if the money is not put away in a safe or strong room;
- A theft from an unsecured car.
- Any losses or damages brought on by terrorism, war, natural disasters, nuclear acts, or legal seizure.
- Any loss or destruction of property, whether it be ours, your workers', or someone else's.
- Any pain or personal injury.

HOW CAN YOU PICK A MONEY INSURANCE POLICY THAT'S PERFECT FOR YOU?

- Obtain Complete Coverage - The first step is to find a policy that provides the greatest protection against all financial hazards to our company.
- Choose the appropriate Sum Insured - For our Electronic Equipment Insurance (EEI), attempt to choose a policy that allows us to tailor the sum insured based on the nature, size, and equipment types we use.
- Search for a Policy with an Easy Claims Process - Claims are one of the most crucial aspects of any insurance, so search for a policy with a simple claims procedure. This can save us and our company a lot of stress.
- Are there additional service benefits? - Try to find an insurance provider that also provides us with a variety of other advantages, such as 24 x 7 customer support, an intuitive mobile app, and more.
- In order to discover the proper policy for us at a reasonable price, compare various policies based on these aspects and the coverage our company requires. Keep in mind that occasionally low-cost insurance may not be the greatest choice for our company because they may not provide the best benefits!

CONCLUSION

One can never be too cautious in any business that involves money or transactions (which is all enterprises!). Consequently, obtaining a money insurance policy may be a good idea, especially if your company:

- We regularly draw large sums of money for our business's regular operations, such as for the payment of salaries or for day-to-day transactions
- We deal with a lot of cash from consumers in our line of work, which can include theatres, restaurants, and coffee shops.

- Our company keeps money in a secure safe or strong room on the property: Like banking institutions, or gaming venues.

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A Study on Students' Unresponsiveness to Satisfaction Surveys in Higher Education Institutions of India

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Abstract: *The decreasing "response rates" of students undermine the efficacy of student satisfaction "survey research" at higher education institutions in India. The objective of this qualitative research work was to determine the circumstances that encourage survey involvement. In this empirical study, the researcher revealed three themes. Respondents initially saw surveys as "agents" of "institutional change". Subsequently, they perceived surveys as omnipresent objects. Lastly, a student's level of trust significantly impacted how likely they were to participate in a survey.*

Keywords: *Student Satisfaction Survey, Responsiveness, Transformational Education.*

INTRODUCTION: A recent study showed that higher education resources are redirected toward transformational education (Savitha, 2015). Transformational education "places the student at the centre of the learning experience" (Abbiss, 2012). Higher education institutions (HEIs) use student satisfaction surveys (SSS) to measure almost every element of the student experience (Malaviya, 2020), and many HEIs use these surveys annually (Rojas, 2018). Online SSS is a popular data collection technique since it is easy and economical (Best & Krueger, 2004). HEIs prefer using e-platforms such as "Survey-Planet" and "Survey-Monkey" to conduct SSS (Bokonda et al., 2020). Internet survey administration is comparatively cost-effective and can be used repeatedly (Sinclair et al., 2012). But this aspect has a demerit; HEIs use a more significant number of SSS, due to which student response rates (SRR) are falling (Fincham, 2008).

For surveys to be generalizable, certain assumptions and statistical principles must be met (Leung, 2015). A high percentage of nonresponse may contradict these assumptions and regulations, leading to inaccuracy (Jeffrey et al., 2022). The issue of low SSR hasn't received enough attention in higher education. The Indian literature on surveys shows that most nonresponse research has focused on the general population (Singh, 2021). Only a few studies, which were conducted abroad, have explored low rates of response in SSS.

The topic of the present study may lead to an improved "understanding of nonresponse" among learners of Indian HEIs. It can be helpful in the creation of measures to increase response rates for SSS. HEI administrators must investigate who is engaged and why to manage the significant concerns created by growing nonresponse. The current study examines SSS participation characteristics. It answers the burning question about how college students see survey data collection and what influences student survey participation. This study broadens our understanding of nonresponse to SSS by using qualitative methods.

THEORETICAL BACKGROUND: Some people, in general, respond to surveys while others don't, for four reasons. First, "social exchange theory" says a "person's actions are determined by others' reactions" (Cropanzano, 2017). This theory states that factors influencing survey participation are mainly the survey's design and execution. Survey administrators must focus on incentives, lessen apparent "costs", & build "trust" among the governing "authority" and the prospective "participant" to increase participation.

Psychosocial factors are the second rationale for survey replies. It argues people use implicit compliance standards to complete needed tasks (Labott, 2013). A “potential participant” will be keener to involve if similar people are willing.

Third, the “leverage-salience theory” posits that a “single survey design” feature will have distinct "leverages" for different people. The potential leverage is also activated if the survey respondent highlights the quality (Jans & Levenstein, 2010). According to this line of reasoning, it is feasible to counter survey components associated with a low response rate, such as a long duration and a boring topic, by emphasizing pleasant or helpful survey aspects.

The fourth reason is that earlier exposure to the survey technique affects future participation (Starr, 2021). Overexposure to the survey technique has been highlighted as one factor for lower response rates.

METHODOLOGY: The researcher purposefully sampled study participants. Purposeful sampling selects those who are regarded to have meaningful research information. This is a qualitative sampling approach (Palinkas et al., 2015). One of the top business schools affiliated with India's leading public university, Savitribai Phule Pune University (SPPU), provided the sample. In this paper, the top business school providing MBA education will hereafter be referred to as the Respondent Organization (R.O.). R.O. is permanently affiliated to SPPU, runs an approved MBA programme by the Directorate of Technical Education (DTE) Maharashtra and is recognized to provide technical education by the “All India Technical Council for Education (AICTE) – Government of India”. About 25,000 MBA students have received their postgraduate degrees from this HEI. 240 students were pursuing their MBA education when this study was carried out in R.O.

The Internal Quality Assurance Cell (IQAC) and the Institute Ethics Committee (IEC) of R.O. collaborated to administer the qualitative survey for this study. The participant in the survey provided written consent. These participants of the survey hereafter will be referred to as "respondents."

Full-time MBA students between 21 and 26 who had resided in R.O.'s accommodation for at least one year were eligible for this research. Residential students are more easily accessible and regularly questioned than commuters, yielding more information (Vasantha et al., 2016). Only students with at least one year of R.O.'s housing experience were included in the sample to guarantee each participant had been exposed to R.O.'s SSS evaluation and research activities. With the recommendation from R.O.'s IQAC, the author recruited students for this research. IQAC had compiled a “list of eligible students” from the HEI databank. The author sent an “invitation to participate”. The e-mail detailed the study, stated participant expectations and asked interested students to contact the author. Eleven students expressed interest through e-mail. The author got each of these eleven possible students with study details. Only eight out of eleven consented to participate. The final sample included 4 girls and 4 boys. These were the last samples for qualitative study.

The respondents belonged to different states and regions of India. Three respondents were from North India, three from South India, one Maharashtrian, and one Rajasthani. Class standing and years in residence vary across the sample. The current study uses pseudonyms (like Respondent 1, Respondent 2, and so on) to protect respondents' replies. Table 1 summarizes each respondent.

Table 1: Respondent Description

Respondent	Gender	State/Region	Years in Housing
1	Boy	North India	2
2	Girl	North India	2
3	Girl	North India	1

4	Girl	South India	2
5	Girl	South India	2
6	Boy	South India	1
7	Boy	Maharashtra	2
8	Boy	Rajasthan	2
Note: All respondents were provided with anonymity.			
Source: Primary Data			

While sampling, only MBA second-year students who had participated in at least 2 SSS out of the 4 conducted quarterly by R.O. were selected for the study. So, most R.O. students couldn't participate. Further, this research only included students who responded to the invitation e-mail.

As with past research on nonresponse, it's possible that the eight R.O. students who took part in this study had different experiences with SSS than other R.O. students.

Data Collection

This research used face-to-face interviews, consistent with constructivism's methodological principles (Neimeyer et al., 2020). A semi-structured methodology examined students' impressions of the survey process and what impacted their participation. Semi-structured interviews comprise “structured and less-structured questions” (Adams, 2015). This sort of conversation allowed for preset and developing subjects. As a part of the pilot study, three respondents who satisfied the study's inclusion criteria were interviewed to test the interview technique. The respondents offered comments on the process and helped write and revise questions.

Each respondent had a 30-minute interview with the author. The author transcribed each digitally recorded interview. Final protocol interview questions included:

1. Why do R.O. members survey students?
2. How has R.O.'s SSS influenced the student experience?
3. What encourages student participation in R.O.'s SSS?

Data Analysis

The “interview data” were “analyzed” using a “constant comparative approach” (Kolb, 2012). The continual comparative approach analyses data during and between collections. The first step of the analysis, open coding (Linneberg & Korsgaard, 2019), involves analyzing the initial interview transcript and coding relevant areas. This study's open coding assigned over 100 codes. This was followed by axial coding (Scott & Medaugh, 2017). In “axial coding”, the author “grouped codes” that “fit together” into more significant “categories”. Each “code” was “compared” and classified into 26 groups. Some codes were classified as "trust" and others as "benefit". In the second stage of the study, more “interview transcripts” were evaluated; categories were compared across transcripts to create a “master list”. The “master list” of interview “categories” was considered to discover underlying themes. These answered research questions. The "trust" and "benefit" topics encompassed the two elements already mentioned as well as witnessing "outcomes" and "influence". The study highlighted “three themes”: “surveys as agents for institutional change, surveys as ubiquitous artefacts, and trust-promoted participation”.

In “qualitative research”, trustworthiness is “how successfully a study accomplishes its goals” (Lietz et al., 2016). R.O.'s member checks improved the study's reliability. In this study, the IQAC Coordinator of the R.O. was selected as "Member 1". The author sent an e-mail to Member 1. The e-mail was attached with a copy of their “interview transcript, a summary of the results, and directions on how to offer comments on the findings”. Five of eight respondents said the results correctly reflected their views and experiences with R.O.'s SSS. This was validated by Member 1.

This study's reliability was further improved through a "3-step audit trail." An audit trail "describes how data was gathered, classifications were formed, and choices were made" (Golafshani, 2003). In step 1, the author recorded important research choices and actions. He kept all interview transcripts detailing how codes, categories, and topics were created. In step 2 of the audit trail, peer assessment is done. It is done to boost the reliability of the audit trail (Carcary, 2019). In step 3, the author consulted an expert in HEI's survey research to verify the “literature review, data collection, and data analysis”.

The author ensured "transferability." Transferability refers to “how well research can be applied elsewhere” (Coghlan & Brydon-Miller, 2014). The author wrote about the research site, the participants, and the method used in this paper. This was done to make the study more transferable.

FINDINGS: Founded on the “data analysis”, “three themes” connected to the study topics were discovered. First, this study's respondents saw “surveys as agents of institutional change”. Subsequently, they regarded them as pervasive in their “educational” surroundings. Respondents' desire to “engage” in SSS opportunities was also influenced by their “confidence” that the SSS would result in genuine change. These concepts are elaborated upon and validated by participant data.

Respondents examined the SSS's relation to education, policy, residential life, administration, and sports. Respondents described institutional SSS as a tool for gathering student feedback to enhance instruction.

Why do the R.O.'s members survey students?

"So they know what to change or enhance," said Respondent 1.

"They strive to improve R.O.'s performance and student services." Respondent 2 echoed Respondent 1's answer: "To get student feedback on how they're serving them and make any required modifications in the future."

Respondent 1's viewpoint was prejudiced by his participation in a student council. Respondent 2's “experience” was impacted by his participation in “student clubs” and his “part-time job” in the library.

Member 1, being IQAC Coordinator, has been actively involved in R.O.'s various kinds of surveys for students. He identified some parts of the survey procedure that few respondents also placed similarly.

"Our [organization's] premise was that our students would respond," he continued. They'll speak out if they're worried. Then we may get their comments and take action. "You must steer [students] in the direction they all want to go, or you'll have issues".

Member 1's frequent usage of "our" showed his ownership and affiliation with R.O. and SSS administrators.

"If you start rocking the boat, you're in trouble," he joked, showing that students felt the institute should be responsive to their demands. This “nautical metaphor” supported the “belief” that institutional SSS can improve student instruction. Furthermore, according to a member, "IQAC members conduct surveys to make things better for us”.

Respondent 1 remarked, "I've done so numerous surveys I can't recall which ones." Respondent 4 grinned and stated, "Oh my!" Respondent 4's viewpoint was shaped by student clubs, like Respondent 1. Respondent 3, a student-athlete, remarked, "It's everywhere."

Respondent 3 gets "8–10 survey inquiries every month throughout the year".

Respondents saw SSS as a ubiquitous artifact. They remembered getting survey requests during formal teaching, extracurricular programs, and intercollegiate sports events while eating on campus, in the library, through “institutional e-mail, on social networking sites, and in on-campus housing”.

SSS were prevalent, according to all respondents, but they rated their survey exposure differently. Respondent 6 found the survey process engaging and were interested in the survey methodology. He linked his interest to his market research interests. Respondent 6 indicated he "wouldn't mind having a survey every day throughout the previous semester". Respondent 4 said intellectual curiosity drove her to do surveys, like Respondent 6. "I love seeing what people research," she remarked.

While respondents 6 and 4 appreciated receiving questionnaires, other students felt stressed. Respondent 3 called R.O.'s SSS "irritating." "Sometimes you feel besieged," she said of receiving four online requests for the same residential life satisfaction survey. Respondent 3 found R.O.'s survey technique "oppressive" and "invasive," yet she felt obligated to participate as a learning community member. Respondent 5 shared Respondent 3's attitude. She called R.O.'s SSS technique "overbearing," "unnecessary," and "a hassle," but added, "If I were running an occasion, I'd want to know how people felt." Respondent 6 and Respondent 4's evaluations of the survey procedure were impacted by intellectual curiosity, whereas Respondent 3 and Respondent 5 said survey methods were sometimes used unnecessarily. Respondent 3 remarked, smiling, "There are certain things you don't need a survey for." Respondent 5 said, "Sometimes it seems redundant," referring to a survey following a role play in an event.

Respondents 7 and 3 believed regularly polling students was crucial for serving them efficiently, notwithstanding survey fatigue. Respondent 7 called surveys a "necessary evil." Respondent 2 reinforced this assumption. Respondent 2 stated, "It's vital to “over-interview” students since the institute can't help them without constant feedback." "In general, I think we're over-surveyed." Some study participants felt the "proliferation" of SSS on “campus” demonstrated the institute's promise to refining student education. Those who thought this way gave their SSS experience a higher rating than those who didn't know surveys were necessary for general.

Respondents who thought their participation would influence their educational environment were more inclined to complete institutional questionnaires. Respondent 7's statements show this.

"Investment-like If I give my time for nothing, I'll become a number. Fewer people will volunteer if [institute officials] do not state that [a SSS] has changed anything."

For some respondents, questionnaires weren't performing their stated function, leading to disengagement and skepticism. Respondent 5 said, "SSS is pointless if your answers won't be used. If you thought your comments mattered, you'd fill out SSS".

Respondent 5 stated, "Even if I protest about this, that, and the other thing, I feel better because I protested, but I'm not feeling all that much better because nothing is being done." "Nothing has changed since last year," she remarked.

Respondent 3, who gets 8–10 surveys monthly, was disappointed with most of them. "Spending an hour on a SSS that no one would use seems pointless," she said. When queried about SSS polls, her skepticism became clear:

"We regularly hear badminton and basketball players shout-another e-mail! No way. I don't care. Messages are deleted. What's the point and purpose? ""They ask for your ideas to alter or better things frequently, yet nothing changes."

Respondent 3, Respondent 5, and others' suspicion appear to stem from two contradicting views. SSS were viewed as inefficient, worthless devices and change drivers. For people who couldn't think of tangible benefits, SSS surveys were complex, led to mistrust, and made people less likely to fill them out.

Others in the sample were certain that survey chances would lead to positive change, even if they couldn't name specifics. He couldn't say how his involvement affected his studies at R.O., but he was sure it was valuable. He wouldn't have completed the survey if he didn't believe it. Respondent 1 said he answered almost every survey he sent, saving those he thought "wouldn't matter."

He mentioned a research survey on social programs. He thought this poll was useless since prior polls were never evaluated or implemented. Respondent 4

ISBN: 978-81-947958-4-1

couldn't identify her engagement's impacts. She trusted the method.

"Why submit the survey if they didn't care what you thought?"

Respondent 2 said his engagement affected his MBA studies. He asserted that his involvement changed teacher engagement in class and course curricula. He also noted how these changes boosted his confidence in SSS.

He said, "I've probably seen small-scale changes at the institute, so I think they happen. I think [my] and other students' opinions are heard. I'm convinced".

Practical results of respondent 6's engagement boosted his confidence. He described how his engagement influenced his MBA studies in an interview. He narrated a poll on new furniture in the library. He remembers making ideas and seeing the library implement them. This and other events transformed his perspective on SSS and inspired him to participate in future polls. I finished a survey, and... after reading its conclusions, I concluded... wow: housing will listen! Meaningful surveys would make me more likely to participate.

Respondents in this research said that seeing how data has been utilized to improve their educational experiences will boost their involvement in future surveys and promote trust. First respondent: "Before acting, most students want to see change. If students see action, they'll help. "The interview data includes terms showing the respondent's eagerness to learn about SSS data and change. When asked how R.O.'s survey administrators might enhance SSS processes, many respondents said more frequent publication of SSS data would boost response rates. This approach emphasized the importance of openness and participants' confidence in the survey technique.

DISCUSSION: This study's findings complement prior surveys (Menon & Muraleedharan, 2020). Social exchange theory is essential to college students because trust increases engagement. Students are most willing to engage in surveys when (a) the advantages outweigh the expenses and (b) they trust the administrative agency. According to the interviews, students agree on “what constitutes a "reward" and a "cost" for survey participation”. A "reward" is an apparent enhancement in the “educational environment”, whereas a "cost" is “time and effort”. These youngsters have a consistent definition of "trust." "Trust" is the “belief” that SSS data will provide advantages.

Students who "trust" the institute to "use survey data to achieve” personal and/or communal "advantages" are more likely to participate in SSS despite the "boredom". Following this logic, it becomes clear why students who don't see a "reward" are less likely to participate in SSS. They don't think "answering" SSS will yield future advantages.

All respondents believed that SSS should affect change. This shows that students consider SSS as a way to improve their educational experiences. All participants wanted more "direct interaction" from R.O.'s officials about using survey findings to improve. These statistics may explain decreased SSRs.

Students may withdraw from surveys if institute authorities don't offer documentation. These questions underscore the importance of SSS trust and suggest future research subjects. Students' view of SSS as widespread artefacts underlines the growing concern that “college students are overexposed” to surveys. All study respondents recalled many SSS, suggesting a “high level” of survey “exposure”. For the respondents in this study, surveys were a routine part of their institute experience, from instruction to extracurricular events to “campus housing” and “cafeteria services”.

“Interview” results don't match students' perceptions of exposure. The interview data demonstrates that overexposure to the survey technique may reduce student participation. Respondent 3 called the SSS "overbearing," "unnecessary," and "a hassle." High survey exposure deterred this respondent and others from participating. Most people who answered the survey said high exposure was based on trust or interest in a survey opportunity.

The "current study" infers that a "high degree" of survey exposure may be reduced by introducing initiatives to improve trust between participants and administrative agencies and emphasizing essential aspects of the SSS request. This finding is compatible with the leverage-prominence theory, which proposes that unpleasant survey components may be alleviated by highlighting favorable ones (Ibhagui et al, 2018). Further research is needed into the leverage-salience hypothesis at postgraduate institutions.

IMPLICATIONS: The findings of the current study may affect higher education policy and practice. Students may need to be educated by HEI survey administrators on how their participation helps their education. Connecting data to institutional practices may help build trust, explain the advantages of involvement, and raise response rates. As SSS survey usage expands, HEIs may want to create institution-wide regulations. The IQAC of HEIs is well-positioned to develop policies. A policy may establish:

1. A SSS approval process.
2. Who may perform SSS on "campus", and in "what circumstances"?
3. Which "students" can be polled, and how often.
4. The standards for delivering direct feedback to students.

Components may vary from HEI to another, but the goal should be to give administrators greater control over how students are exposed to SSS surveys. Such power may, over time, encourage more student engagement in evaluation and research activities.

CONCLUSION: As accountability demands increase, assessment practitioners of technical institutions and programs in India, like the "National Assessment and Accreditation Council (NAAC) or National Board of Accreditation (NBA)", will continue to find surveys appealing. Declining SSS response rates harm survey research at HEIs. The current study reveals how college students view institutional SSS surveys and what motivates them to participate. Respondents in this study saw surveys as ubiquitous items meant to affect change. Respondents who felt the R.O. would "use survey data" to better their "educational experience" were "more ready to participate". These "findings" set the stage for reevaluating how HEI "officials, students, and the campus environment" promote "survey" participation. The data in this study may help improve campus survey administration. Nonresponse needs further research. This study suggests new research possibilities for understanding this phenomenon.

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Decision Making on Internet Subscription Plan

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Abstract: *Decision making on internet subscription plan is the ability of an individual to be able to make decision of subscribing to a data plan with maximum benefit and minimum cost. To determine the optimal MTN monthly and yearly data plan to subscribe, linear programming was proposed and implemented to determine the optimal MTN data plan with minimum cost and maximum validity 30 days for the monthly plan and 360 days for the yearly plan. This study has shown it is better to subscribe for one daily of 1gb data plan, two days plan for 2gb, one week plan for 6gb and three times one week plan of 1000 naira for 2gb for the monthly subscription and also one daily of 1gb data plan, two days plan for 2gb, one week plan for 6gb and fifty times one week plan of 1000 naira for 2gb for the monthly subscription. This study will assist individuals as well as organizations is making decision of the data plan to subscribe to at a minimized rate. Individuals or organizations can gain insights on how to improve subcription of data plan for a specified period of time and also keeping track of the maximum gigabyte that can be affordable.*

Keywords: *Data Plan, Subscription, Optimization, Gigabyte.*

INTRODUCTION: MTN Nigeria was lunched in Nigeria around august 2001. It was part of MTN group, South Africa. MTN group is a multinational telecommunication company offering mobile communication and related product and services to individuals, businesses and companies. The MTN group operates in three continents, Africa, Europe and Middle East. With a subscription of over 164.5 million. Its market are found in countries like Nigeria, Iran, Ghana and Syria. Nigeria alone has over 41641 million subscribers hence controlling 50% of the market shares. Its major competitors in Nigeria are Airtel, Globalcom, Etislate and Mtel (mtn 2011).

MTN was established in South Africa, dawn of democracy as a leader in transformation. It has rapidly grown to offer voice, data and digital services to retail customers in 21 countries, where the operations have telecoms licenses. MTN brands is among the most widely spread brand in Africa among most valuable brands in Africa. Connecting communities and people across the Middle East and Africa with voice, data services as well as changing lives for the digital world.

There is hardly any successful individual or business in Nigeria that can function well without the use of internet services. Internet access for individuals and organizations to connect to the world, browsing, sending email, trading online and many more using gadgets such as mobile phones, computer, laptops, game consoles and mobile devices in accessing services worldwide and so on. Hence internet services is highly in demand, not only providing a good internet service but a plan that is optimal with regards to cost and also validity of the data plan.

MTN data plans provide internet access and related services to individuals and organizations. It provides more internet services; it provides services such as broadband, Wi-Fi and also data services. It cannot be said to be the best internet service provider In Nigeria, or the internet provider with the cheapest charge.

PROBLEM STATEMENT: With advert exposure and large patronage by customers for MTN services, customer awareness of MTN product and services among its competing internet service providers More so, the challenges of cost, modern technology and signal coverage pose to be the greatest areas that should be addressed in the drive for an internet enabled society in Nigeria.

Over the years there is high demand of mobile internet and has increased substantially. Due to the demand of mobile internet. The data size and validity has become a great concern to individuals as well as businesses using internet connectivity. This research focuses on MTN because it has the largest accessibility in Nigeria in both rural and urban Nigeria. It will be slimed down to only MTN as it is the most effective and accessible in Abuja. The data goes for variety of prices with rage of variability. A major problem is which of the data is most cost effect within the rage of the data. This research applies optimization model to determine which of the data plan is has a minimized cost with maximum benefit.The optimization model will be for a month and also annually.

This research will not say that MTN provides the best data plans but it can be classified as being ok. To enjoy internet facilities in Nigeria it comes with a price in order to get a clearer view of the data plans and deciding on which to go for. MTN has different data plans with its validity and also gigabits, deciding on which of the plans should be done using a procedure that will help in getting a maximized benefit with a minimized price..

LITERATURE REVIEW

Chen, X., Reinelt, G., Dai, G., & Spitz, A. (2019). Addresses a multi-satellite scheduling problem with observation which arises from the necessity of targets on the earth surface using image resources on set of satellites. The problem is formulated using a mixed integer linear programming model with constrains. The proposed model can be applied to different problems with interdependency between time interval and observations. The results obtained has shown the applicability of the proposed model in real life problems seeking optimal solution with reliability with limitation on hospital facilities and infrastructure, lack of qualified medical personnel and shortage of resources. Capacity planning is done I the hospital to enable a balance between the quality of healthcare provided and the cost for providing it. The instrument used for calculations of availability of resources, aimed at calculating the amount of resources needed by a patient to recovery. The concept of the smart health is how to provide quick services to patient within limited available resources, the model proposed by this study is expected to minimize travel cost, service cost and also other cost incurred by the patient while minimizing the time spent (Pardede, A. M. H.,et.al, 2019) Air traffic management measuring the operating procedure to minimize delay cost and scheduling intervention for the control of overcapacity scheduling. The study proposes a models scheduling and operations in airports through optimizing scheduling procedure and ground holding operations in airports. Two-stage stochastic programs were formulated to reduce cost. The proposed approach can be used to enhance airport demand management model for capturing network-wide interdependencies and capturing interdependencies between scheduling and operations (Wang, K., &Jacquillat, A. 2020)

Bakar, E. M. N. E. A., Hashim, Z., &Bidin, S. J. 2018, the study illustrated an application of 0-1 integer programming in forming a discussion group among students. The was developed to ensure that each group has more than four students, with the probability of group having activities and consisting of mixed gender and race as well as putting into consideration set by the class. An optimal solution was obtained using lingo 11. The study suggest the extension of this approach in other classification management problems.

Altun, M., Sonmez, R., &Akcamete, A. (2020). Proposed a mixed integer programming for a multi-objective resource leveling. Efficiency planning is very important in developing a cost-efficient solution, hence a decision maker leveled the project resources with a cost-effective procedures. The decision is to level the resources with respect to the planned project aimed at reducing the cost. Firstly the focus was on each project separately for optimization of the resources according to the objective function of the resources problem level. The project using shared resources where leveled together to achieve an optimal solution. A mixed integer programming was used in this research to minimize the required difference in resource types of multiple project. The results were achieved and compared to the traditional leveling optimization results and the result shows that the proposed method is the best by improving the performances compared to the traditional method.

With limited available resources, (Maijama, B., &Nazri, E. M. 2019) proposed an approach to moderate finances with transparency and quality. The budget was allocated for a better decision making using the preemptive integer programming model. Form the programming model proposed, the marginal analysis was estimated in form of rating each strategy with regards to the amount of money needed on the strategy in the previous year, used as the base year. Optimal result was obtained and compared with previous year budget which makes the proposed model a suitable model for priotizing decision making. This result shows the importance of this method in organizations that are strategically oriented for improved output within limited available resources.

The major objective of optimization is to find a solution for which an objective function is obtained with minimal cost and maximum benefit. Within limited availability of resources, mostly most individuals resort to using trial and error in managing their finances, especially when it comes to purchasing product and services. This study provides LP model using lingo software to determine the most economical data plan mix to be purchased by MTN services providers' hence providing and optimal solution of purchase of data plans Used optimization procedure on energy storage system integrating in residential buildings using solar power generators in compares to the electrical power grid. Using linear programming as the optimization method, the result obtained shows and improvement on individual household self-consumption through the use of the optimal configurationally strategies. It shows that storage system configuration should be increased for independence of independent households

METHODOLOGY

The material needed for this sturdy of optimizing data subscription at a minimized rate will be proposing a linear programming model. The research design…. The population of the study will be the options of data subscription available on MTN data subscriptions platform. Sample and sampling technique used will be all data plans available on MTN data plan with the validity of each subscribed data plan. The data analysis will be done using the proposed linear programming model. Validating of the proposed model will be validated by applying the real life data plans on MTN network and the results from the analysis are presented in the results section.

Table 1: Data Plans Cost, Gigabits And Validity For Each Plan

variables	Cost (naira)	Bites (gigabits)	Validity (days)
1	300	1	1
2	500	2	2
3	1500	6	7
4	1000	2	7
5	1200	2	30
6	1500	3	30
7	2000	4.5	30

8	2500	6	30
9	3500	10	30
10	5000	15	30
11	10000	40	30
12	15000	75	30

PROPOSED MODEL FOR ONE MONTH

Min = 300*x1 + 500*x2 + 1500*x3 + 1000*x4 +1200*x5 + 1500*x6 + 2000*x7 + 2500*x8 + 3500*x9 + 5000*x10 + 10000*x11 + 15000*x12;

01*x1 >= 01;

02*x2 >= 02;

07*x3 >= 06;

07*x4 >= 02;

30*x5 <= 02;

30*x6 <= 03;

30*x7 <= 04.5;

30*x8 <= 06;

30*x9 <= 10;

30*x10 <= 15;

30*x11 <= 40;

30*x12 <= 70;

01*x1 + 02*x2 + 07*x3 + 07*x4 + 30*x5 + 30*x6 + 30*x7 + 30*x8 + 30*x9 + 30*x10 + 30*x11 + 30*x12

>= 30;

01*x1 + 02*x2 + 06*x3 + 02*x4 + 02*x5 + 03*x6 + 0.45*x7 + 06*x8 + 10*x9 + 15*x10 + 40*x11 + 70*x12

<= 20;

PROPOSED MODEL FOR ONE YEAR

Min = 300*x1 + 500*x2 + 1500*x3 + 1000*x4 +1200*x5 + 1500*x6 + 2000*x7 + 2500*x8 + 3500*x9 + 5000*x10 + 10000*x11 + 15000*x12;

01*x1 >= 01;

02*x2 >= 02;

07*x3 >= 06;

07*x4 >= 02;

30*x5 <= 02;

30*x6 <= 03;

30*x7 <= 04.5;

30*x8 <= 06;

30*x9 <= 10;

30*x10 <= 15;

30*x11 <= 40;

30*x12 <= 70;

01*x1 + 02*x2 + 07*x3 + 07*x4 + 30*x5 + 30*x6 + 30*x7 + 30*x8 + 30*x9 + 30*x10 + 30*x11 + 30*x12

>= 360;

01*x1 + 02*x2 + 06*x3 + 02*x4 + 02*x5 + 03*x6 + 0.45*x7 + 06*x8 + 10*x9 + 15*x10 + 40*x11 + 70*x12

<= 240;

RESULT

Table 2 result for 30 and 360 days with 20gb and 240gb data plan respectively.

Days	Gig	x_1	x_2	x_3	x_4	x_5	x_6	x_7	x_8	x_9	x_{10}	x_{11}	x_{12}
30	20	1	1	1	3	0	0	0	0	0	0	0	0
360	240	1	1	1	50	0	0	0	0	0	0	1	2

Interpretation of result as summarized on table 4.1

X_1 is a subscription plan that cost 300 naira with 1gigabyte and validity of one day.

X_2 is a subscription plan that cost 500 naira with 2gigabyte and validity of two days.

X_3 is a subscription plan that cost 1500 naira with 6 gigabyte and validity of seven days.

X_4 is a subscription plan that cost 1000 naira with 2 gigabyte and validity of seven days.

X_5 is a subscription plan that cost 1200 naira with 2 gigabyte and validity of thirty days.

X_6 is a subscription plan that cost 1500 naira with 3 gigabyte and validity of thirty days.

X_7 is a subscription plan that cost 2000 naira with 4.5 gigabyte and validity of thirty days.

X_8 is a subscription plan that cost 2500 naira with 6 gigabyte and validity of thirty days.

X_9 is a subscription plan that cost 3500 naira with 10 gigabyte and validity of thirty days.

X_{10} is a subscription plan that cost 5000 naira with 15 gigabyte and validity of thirty days.

X_{11} is a subscription plan that cost 10,000 naira with 40 gigabyte and validity of thirty days.

X_{12} is a subscription plan that cost 15,000 naira with 75 gigabyte and validity of thirty days.

DISCUSSION OF RESULTS

From the result of the analysis, when subscribing for a 30 days plan with a maximum data of greater than or equal to 20 gigabyte. The amount needed will be 5300 naira only 5300 and the subscription for the minimized cost is 1 gigabyte worth 300 naira valid for one day, 2 gigabyte data worth 500 naira valid for two days, 6 gigabyte data worth 1500 naira valid for one week, and three times 2 gigabyte data worth 1000 naira valid for seven days. This makes a total of 30 days subscription with a maximum of 20 gigabyte data at a minimized cost with a maximized profit.

When subscribing for a 360 days plan with a maximum data of greater than or equal to 20 gigabyte. The amount needed will be 52300 naira only and the subscription for the minimized cost is 1 gigabyte worth 300 naira valid for one day, 2 gigabyte data worth 500 naira valid for two days, 6 gigabyte data worth 1500 naira valid for one week, fifty times 2 gigabyte data worth 1000 naira valid for seven days, 40 gigabyte data valid for 30 days at the cost of 10,000 naira and lastly two times 75 gigabyte data valid for 30 days. This makes a total of 360 days subscription with a maximum of 240 gigabyte data at a minimized cost with a maximized profit.

CONCLUSION

Result from this study concludes that data subscription plan that cost 1000 naira with 2 gigabyte and validity of seven days is most effective with minimized cost and maximized profit. Since it has shown to be subscribed 3 times for the 30 days plan and fifty times for the yearly plan. Generally we can see from the summary result table presented on table 4.1 that the subscription of lower gigabyte and the extreme higher gigabyte are more economical as it has shown for the 20 and 240 gigabyte with 1 gigabyte, 2 gigabyte, 6 gigabyte and 2 gigabyte for both and 40 and 75 gigabyte plan for the 240 gigabyte plan yearly. Hence from this study we can make an effective decision on data plan subscription with minimized cost and maximized profit.

RECOMMENDATION

This study can be applied to different networks for data subscription. Keeping into consideration the available data plans available in other networks, similar analysis can be made for a data plan with a maximized benefit of more data and comfortable span for the duration or validity of the data plan and minimized cost.

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Ethics in Higher Education: Comparison between Personal Ethics and Professional Ethics

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Abstract*: The central purpose of this paper is to give a general summary of ethics in the domain of both personal & professional Ethics. It is mentioned in the literature that presently personal & professional ethics is in the growth pattern. Ethics represents the cuprite and wrong standards that describe what should and should not do. It is referred to the moral principles of right and unjust state of concern. This paper mainly attempts to bit the interaction among ethics in the professional and personal worlds. This paper underlines the provisions of equitable treatment of all students to create a spirit of respect which is an essential principle of human moralities.*

Keywords: *Ethics, Personal Ethics, Professional Ethics, Educational Institutions, Higher Education*

INTRODUCTION: The term ethics comes from the Greek word "Ethos", which means personality & the Latin word "Mores", which means duties. Ethics is a subfield of philosophy that deals with morality. The combination of two things helps in the development of 'ethics'. Initial, ethics is concerned with firmly established moral principles that specify what people ought to do. These laws are frequently described as rights, duties, societal advantages, justice, or unique characteristics. For instance, when we discuss ethics, we refer to the moral standards that impose reasonable obligations to refrain from assault, theft, murder, assault, defamation, and fraud. Additionally, ethical norms include those that promote the characteristics of truthfulness, compassion, & loyalty.

The second explanation of ethics is the study and development of one's ethical ideals. Those mentioned above depart from the notion that morality is due to the emotional state, instructions, & colonial settlements that can abandon what is moral. Consequently, it is essential to periodically examine the measures to ensure they are appropriate and well-founded. The most significant human invention is education. It is more effective than the tools, machines, spacecraft, weapons, & even the language to be invented, as the latter was also a result of education. A social institution society has provided higher education, respect, & freedom in abundance. *Education* is a lifetime process that begins in the womb & never ends. Education is a tool for a person's overall growth hence, ignorance of any element of the personality results in a calamitous situation.

The social and moral standards of every civilization around the globe have always been closely related to education. There is no denying that education significantly impacts human society as a whole; any civilization's present and future depend on the type of education it offers its future generations. By the National Policy on Education from 1986, no nation can advance beyond the caliber of its teachers. Additionally, the Kothari Commission asserted in its well-known observations that the nation's classrooms are where the country's future is being fashioned. Thus, it is crucial to take education matters seriously for progress and prosperity to follow proper norms and standards of human behaviour.

Personal ethics is a subcategory of philosophy that describes a person's morality & sense of good & evil. This is typically set apart from professional or legal ethics. These ethical sub-disciplines are not derived from personal conscience but external entities or governments. Individual morals can affect every aspect of life, including relationships, finances, & family. Personal, organizational, & professional ethics altogether affect the required corporate behaviour professionals.

LITERATURE REVIEW: A considerable number of philosophers have followed to support the analysis by contesting the idea that computer ethics is distinctive in some theoretically significant way, according to Kenneth Einar Himma (2007).

Today, digitalization has completely altered how we carry out our daily chores & has become a crucial part of our life. It has fundamentally changed how various industries are run, whether in manufacturing, retail, healthcare, banking & money handling, travel, marketing, farming, or entertainment. It has been demonstrated to increase efficiency (Brynjolfsson & Hitt, 2003), achievement (Melville et al., 2004; Duh et al., 2006), customer satisfaction (Grover et al., 1998), quality (Grover et al., 1998), efficiency (Bardhan et al., 2007), and profitability (Hitt & Brynjolfsson, 1996; Mithas et al., 2012).

The phrase ethics and value education (EVE), according to Curko et al. (2015), refers to all areas of education that openly or obliquely link to ethical measurements of life and can be organized, managed, and observed using the proper scholastic techniques and instruments.

Despite the long-standing tendency to credit interpretations of unethical behaviour to individual characteristics, prior research has demonstrated that context can interact with individual elements to influence moral judgment & significant organizational results (Adams et al., 2001; Dickson et al., 2001; Weber, 1990). In order to research character ethics in the workplace and the classroom, Snow and Bloom (1996) looked at the utility of scenarios. They also created a survey tool to evaluate how ethically people make decisions. They identified specific patterns in the way ethical judgments are made. Once someone has completed the review and evaluated their stylistic preferences, the stage is set for discussion and debate concerning the factors contributing to these tendencies.

According to Peter Serdyukov's (2017) research, innovation can benefit all facets of the educational system, including theory and practice, curriculum, teaching and learning, policy, technology, institutions and administration, institutional culture, and teacher education. It can be applied to any aspect of education where doing so has the potential to enhance student learning, teaching, and both.

OBJECTIVES OF THE STUDY

1. To study the comparison between Personal ethics & Professional ethics.
2. To determine the behaviour while handling several students in educational institutions.

WHAT IS PERSONAL ETHICS?

Personal ethics are typically seen as the fundamental values & morals that guide relationships between people. Practical morality is generally those which positively impact the encounter of others as soon as employed to govern a patient's community or professional behaviour, and at the actual minimum, such morals should not have a detrimental effect on others.

Personal ethics is a significant category of ethics. Personal morals are the branch of attitude that contracts with a person's moral convictions and sense of right and wrong. The community, government, and organizations have no business with it. Personal ethics can impact a person's relationships, wealth, family, and bosom friends. However, academic institutions hardly acknowledge "personal ethics" as a field of philosophical inquiry. It can also describe a person's peculiar principles or behaviours. Even if such appropriate is not philosophically analyzed, it might be used to describe concerns precisely in a particular sector. Personal ethics refers to the moral guidelines a person follows in daily interactions with others and in challenging situations.

Professional Ethics: Not Constantly By Choice: Professional ethics cover individual, administrative, & organizational standards of behaviour that require specialization. Professional ethics refers to the moral standards, principles, & ideologies that govern a profession and the ethics of results. Professionals provide judgments, apply their skills, & give different ideas for the varied situations in contrast to the broader population as they have not acknowledged the necessary preparation.

Professional ethics are the principled models, beliefs, & guidelines that lead an occupation. Professionally acknowledged norms for ethics, morals, & guiding principles in both personal & professional lives. Professional organizations frequently develop codes of conduct. Professional organizations usually create codes of ethics to assist members in carrying out their duties by solid & uniform ethical standards.

1. According to one's means, one should always provide for the needs of one's slaves, including food & clothing. This goes for both employees & labourers
2. Workers should receive the agreed-upon salary & rations, but not less.
3. Do not associate with evil people in work or social settings.
4. Share your knowledge with others.
5. Codes of conduct, social interactions, & penance should all be followed according to one's location, time, age, wealth, caste, & level of skill.

DO PERSONAL & PROFESSIONAL ETHICS DIFFER FROM ONE ANOTHER?

As some are concerned with one's individual private life & only have an emotional impact on their view, Personal ethics & Professional ethics have quite different applications. Perhaps more broadly defined, Personal ethics is merely "practising being an outstanding human being" about other persons & circumstances in daily life with our family, booms friends, community & public). Professional ethics, which is "practising becoming an excellent human being" about people & conditions in professional life, is perhaps more precise with their co-workers, clientele, and contractors, the company).

Professional ethics are unique in that one is believed to have a high standard at work & is required to follow a specific code of conduct by all of the company's employees. However, even though personal & professional lives are very different, it is believed that ethics carry over from one to the other, so the transmission of ethics from one person to another gives them solid moral principles. The exception to this rule is the individual with low personal ethical standards; due to their innately small private ethical principles, this individual is less likely to hold themselves to high standards in their work. Each aspect of life, including family, finances, religion, & social interactions, can be impacted by one's ethics. Professional ethics defines consideration for regulations & laws. Here, the person must fervently adhere to the organization's code of ethics. Although organizational culture can significantly influence it, it cannot change as often as personal ethics. Professionals are also expected to adhere to the code of ethics by being truthful & refraining from any conflicts of interest. If a person attempts to accomplish a personal goal while working in their career, a conflict of interest may result in corruption. Despite the distinctions between personal & professional ethics, it is clear that those with solid personal principles are much more inclined to adhere to professional ethics, putting all disputes to the side. Where one learns personal ethics is a constant source of discussion. Numerous academics have expressed their opinions on the likelihood that a person may encounter personal ethics, including how vital family, neighbors, schools, & other factors are. However, it mainly focuses on one's thoughts, actions, & attitudes.

Similar to this, not every profession is consistent with professional ethics. However, a substantial chunk of personal ethics can be used to establish & reinforce good integrity. It is clear from the numerous theories & techniques for establishing an ethical culture & resolving ethical disputes at work that ethics are a matter of belief & moral principles & cannot be imposed.

PERSONAL VS PROFESSIONAL ETHICS: After defining personal and professional ethics, we move on to the topic that is now being discussed the most in society: the contradiction between both personal and professional ethics. Man encounters situations in daily life where he must decide whether to follow his morals or make professional decisions against them. When there is a contradiction between our personal & professional standards, it frequently gives in to pressure & makes judgments based on our careers rather than our values.

When faced with a contradiction between our personal and professional standards, we often give in to pressure and make judgments based on our careers rather than our values. Many businesses encourage employees to act professionally without first thinking about their morals. The project manager does not halt the project when a large corporation is required to build a factory that will release hazardous waste into the environment and harm the community. The lives of countless people are not of primary importance in this case; the company's overall well-being and financial success are.

FAIR TREATMENT OF ALL THE STUDENTS: Fairness is a social attribute & a crucial component in academic assessment. Fairness in educational assessment has come to be understood more fully as learning theory & measurement have advanced, & it is nowadays broadly acknowledged as a prerequisite for attachment in education. The sociocultural ideas of equivalence, equity, & righteousness, as well as the measuring thoughts of bias, dependability, & rationality, are all strongly linked to, but separate from, equality. By embracing cultural values from many backgrounds, kids may be able to eliminate their animosity against others. It cannot be overstated how vital schools are in educating all children about accepting individual diversity.

The main topics of discussion were the ownership of responsibility for assessment consequences (i.e., test developers vs. users) and the viability of validation for all uses of an assessment, particularly outside of what the developers intended. The definition of validity continues to be a point of contention among measurement and assessment experts, who dispute whether it is merely a measuring notion or an ethical issue. This calls into question how validity, reliability, and fairness are related. These three fundamental attributes are represented by fields on a Network diagram with three circles. These areas can vary significantly depending on the viewpoint or assessment goal. However, for evaluation processes to be effective, key attributes need to have precise definitions. There is currently broad agreement regarding two issues. Fairness is not binary, which implies that it is decided by degree, making it similar to validity and reliability in the first place. In contrast to validity and dependability, fairness is not a technological characteristic in and of itself, but it is influenced by technical excellence. Fairness is a prerequisite for educational assessment to be ethical, which in turn advances social justice more broadly.

CONCLUSION: What is discussed in the specified paper, principles, are they any significant, whether they are personal or professional? However, accomplishing one at the expense of another is bad for both people & society as a whole. People who uphold their convictions are needed in this cut-throat & power-hungry culture—citizens who are aware of their obligations & who exercise their rights. Students who are preserved equally in the schoolroom are more likely to appreciate & get along with one another. Students will pick up social responsibility skills. Even though it has been challenging to teach different students, school activities that bring together students from various cultural backgrounds could help the students connect. All students' fair and equal treatment could improve their understanding of other cultures.

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Need for Academic Audit for Quality Improvement in Higher Educational Institute (HEI)

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Abstract: *Higher Education institutes play a vital role in Nations Buildings because this educational institution is inculcated in their learning outcomes with contributes to the development of quality professionals by improving competence in professional knowledge and intellectual competence, promoting professionalism and employability. Furthermore, it contributes to the learner's emotional and social maturity, healthy personality, keen business acumen, solid scientific temperament, and strategic thinking. This can only be achieved by providing a comprehensive, continuously improved, global, high-quality professional education underpinned by a robust quality management system. A quality policy contributes to the institutionalization of the standard assurance process. Our commitment to providing quality teaching and learning through delivering a clean and structured curriculum using a variety of learning experiences is central to this policy. Several quality assurance processes have been institutionalized to address teacher quality, curriculum design and teaching, research and training, student development, orientation for general personality development programmers and students facing challenges. We focus on a wide range of activities that enable us to take risks. Academic Audit provides feedback on its efficiency. Observations from audits are used for organizational improvement.*

Keywords: *Academic Audit, Quality education, Higher education institutes, Outcome-based education.*

INTRODUCTION: Higher education institutes should be centers of excellence, providing quality education to their students. Society should value these institutions, create a pool of highly employable human resources, staff the institutions, solve local problems, and maintain harmony with the external environment. I will meet that need. This cannot be achieved simply by increasing the number of institutions. Quality matters here. Quality is "the invisible but ubiquitous element that distinguishes one product from another or service from another". Quality is achieved not at once but through the constant pursuit of perfection. Poor quality higher education sacrifices its purpose.

REVIEW OF LITERATURE:

1. Beneish (2008) measured the quality of internal control with the guidance of interior control elements. The researchers believed that the higher the quality of internal control of listed companies, the lower the risk of audit failure faced by auditors. This is helpful for auditors to issue legal audit opinions.
2. Doyle et al. (2007) examined the relationship between internal control deficiencies and the quality of accruals. They found that companies with internal control deficiencies had a lower rate of accruals. There is a direct relationship between earnings quality and audit opinion.
3. Tahinakis P and Samaritans, M (2016) consider that audit opinion has a significant market impact, which includes incremental information, while the size and financial situation of the company can significantly affect the content of cumulative information of audit opinion.

RESEARCH METHODOLOGY:

1. Philosophy of Research: Empirical
2. Nature of Research: Descriptive
3. Approach: Cross-sectional Descriptive and Positivist
4. Data Type: Secondary
5. Data Collection Method: Survey
6. Participants: Higher Education institutes

7. Sampling Method: Convenience Random Sampling

Question: What is the role of Academic Audit in Higher education institutes?

Research Area: The present study examines Academic audits in higher educational institutes in the Maharashtra state of India.

Research Objectives: Broadly, two aspects are examined;

1. To study the importance of academic Audit in higher education institutes.
2. To explore improvements in the quality education of higher education institutes with the help of academic Audit.

Data Collection: The data is obtained from a secondary source.

Three secondary sources are referred to:

1. Reports from AICTE/UGC/Universities
2. Information on Higher Educational Institutes
3. Various articles/research papers on present topic

Research Design: for the present research, the time frame for collecting secondary data is four years. The accounting Year starts from 2019 to 2022. Researchers have identified two critical factors from the literature review: Causes of the importance of academic Audit in higher education institutes and improvements in the quality education of higher education institutes with the help of academic Audit: These factors are identified as impact factors that lead to inconsistency. A purposive approach to research is followed.

Quality Policy in HEI: The higher education institutes provide a comprehensive, continuously improved, and globally high-quality professional education through a long-standing quality management system complemented by the synergistic interaction of the relevant stakeholders. As this is often formulated as a policy and communicated at all levels, this policy contributes to the institutionalization of quality assurance processes in all three of her areas: science, management and infrastructure. Subsequent quality assurance processes are institutionalized.

1. Teacher Quality: Teacher training programs are regularly organized to improve the quality of teaching. Cooperation programs with other institutions are also scheduled to enhance the quality of teachers. Faculty members are encouraged to pursue additional qualifications, research degrees, and certification programs that improve their skills.
2. Curriculum: To ensure effective curriculum delivery, school members prepare work plans, timetables, and course materials for the subjects they teach.
3. Research activities: establish research centres in priority areas to strengthen research activities. School members are encouraged to write articles for publication in magazines and to speak at national and international conferences. This opens the possibility of producing and publishing research papers in both conceptual and empirical fields. The scope of such discussions has been expanded to bring together all the disciplines offered by the Institute under a common thematic umbrella.
4. Personality Development Programs: Student development programs are essential in preparing grantees for career challenges. Value-added programs such as certificate courses are offered to scholars to bridge the gap between the university curriculum and industry requirements. Regular industry visits and industry-academic exchanges are organized to provide practical insight into how the organization works.
5. Orientation Program: Apart from career development, a proper orientation program and positive attitudes will be implemented.
6. Additional academic support to ensure overall development: The teaching of management principles can be made interesting through examples from great epics such as the Ramayana, Mahabharata, Bhagavad Gita, Vedas and Upanishads. I can do it. Spiritual lectures, celebrations of local festivals, and lectures during the observance of important

days such as World Age Day, Mother's Day, and World Environment Day often serve as additional school support.

7. Advanced Skills Development Courses: Corporate Yoga and Mind Control Programs offered to students focus on improving focus, overcoming stress, maintaining a good physical and mental state, and ensuring spiritual maturity. I can.
8. Placement: We can offer a wide range of vocational training, entrepreneurship training and employability skills to enable faster placement and better adaptation to work situations.
9. Prepare for Challenges: Students are encouraged to define their training and development needs and support the needs of students and businesses, and the Institute offers employability. The business world is full of challenges and risks, and education aims to prepare students to face these challenges and take bold risks.
10. IQAC: An internal quality assurance cell can be a permanent and effective mechanism for daily dealing with all aspects of quality. It comprises educational, administrative and administrative representatives and external members knowledgeable and competent in the institution's activities. Through regular meetings, IQAC shares its views and corrective actions. IQAC is based on the premise that quality is perfection and is often achieved slowly but steadily.

The management system supports the development and improvement of educational quality in educational institutions. Various committees set up by the institution constantly serve administrative needs. The Planning Committee and Steering Council are members of the Executive Committee and academia. A versatile course coordinator facilitates the internal management of each department and ties them to the overall management of the Institute under the direction of the Institute Director. **ACADEMIC AUDIT LEVELS:** In higher education institutes, Academic Audit is divided into three levels in the following ways:-

1. Strategic Level: both teaching and non-teaching members make policies, rules and regulations for the smooth and systematic functioning of the institute quality assurance cell.
2. Functional Level: All teachers come together and share their knowledge by discussing the latest trends in the respective areas of their specialization by organizing seminars, workshops, and conferences with coordinators and members of different departments. The office staff is also involved in the nonacademic activity of the Institute, taking into consideration the approval of financial activity to fulfill the requirements for the smooth functioning of the Institute's activities.
3. Operational level: All the Stakeholders are involved in organizing the policies and rules designed by the top management to maintain and achieve the quality standards per the academic audit point of view requirement. Training for all staff to essential for effective implementation of conferences/FDP/STTP/Courses / Workshop / Training gives more thrust on pedagogy. As a result, innovations across the field are practiced in the teaching methodology.

Table 1: Academic Audit for Improvements in Institutional Activities of HEI

Sr. No.	Audit outcome	Improvements in institutional activities
1	Increase inAdmission	a) Data collections about students b) Attractive & Easy Assessable Website c) Value addition programs d) Employability focused courses e) Scholarship schemes for toppers students
2	Improvement in Result	a) More practice test b) More assignments c) Motivations sessions

3	Enhancementin Faculty performance	a) Organizing more FDP's b) Providing more facility to faculty c) Organizing best teacher awards
4	Research publication	a) Improve projects up to publications level b) Separate Researchcell in campus c) Organizing workshop on research paper writing d) Organizing conferences
5	Co-curricularactivities	a) Advanced skills certificate programs b) Industrial projects c) Training & workshop
6	Improving the Placement	a) Separate placementcell b) Personality training c) Industry collaborations d) Organizes placement drives.

Source: Secondary Data

STAKEHOLDERS IN ACADEMIC AUDIT: It is required to take meetings in Higher Education institutes with all its stakeholders to build robust academic audit Systems.

1. Management: Academic Audit is implemented for all Stakeholders, so management involvement must be for every activity under the academic audit committee.
2. Parents: With Parent Meetings, we consider the parent's expectations from the Institute for making the best policy for Academic Audit.
3. Students: Student involvement plays a vital role in academic Audit because all activity and policy-making focus on student-centric approaches for overall outcome base education with result oriented.
4. Alumni: Alumni involvement concerns their experience with skills required by the students to obtain specific employment in the industries or entrepreneurs.
5. Industry: Valuable Suggestions about the curriculum to include new technological knowledge for enhanced quality education
6. University: University audit, which comes to inspect the quality standards maintained by the Institute, are convinced to obtain renewal of affiliation based on academic Audit we efficiently fulfill eligibility of university requirements.

ALUMNI FEEDBACK & SUGGESTIONS: Alumni Feedback is most important in Academic audits because it helps the enhancement the quality of education provided by the institutions. The alums are an essential stakeholder of higher education institutes because they play a significant role in making the best output-oriented teaching & learning policy with outcome-based education, which help them become the best employee and entrepreneur in society. Alums give valuable information about various industries, employers and society. They provide the skills the students require to obtain specific industry employees. So institutes can adopt this skill needed in academic programs.

CONCLUSION: It is concluded that when we study quality education in higher educational institutes with outcome-based education, we must focus on academic Audit. An effective academic Audit must be considered from the admission of students, teaching & learning methods, Co-curricular activities, Research publication, Student & Faculty performance, Attendance, Result analysis, 360-degree feedback systems etc.

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Feasibility Analysis of Patanjali Retail Outlet in Rural Area

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Abstract: *The Patanjali has gained remarkable market share in a very short span in Indian FMCG Market. Targeting the segment with unique positioning of herbal and swadeshi products, Patanjali has become the impulse choice for customers. The net worth of company has crossed 30,000 crores during last financial year. The enormous growth history and favorable positioning in the minds of Customer, Company is expanding its distribution and product availability PAN India. Researcher has taken up this area and studied the feasibility analysis of PATANJALI outlet at semirural and rural areas. The financial feasibility and growth prospects is studies with the help of financial data from collected from existing outlets and primary data regarding future growth prospectus and preferences of customers for Patanjali Products is collected through the survey. Study reveals that starting new Patanjali outlet in rural area is financially feasible and profitable also in long term customers are willing to purchase these products*

Keywords: *Feasibility, growth prospects, investment*

INTRODUCTION:

On January 13, 2006, Baba Ramdev and Acharya Balakrishna founded the Patanjali Ayurveda Ltd. with the goal of advancing the science of ayurveda in agreement and harmony with cutting-edge research and conventional understanding. firm's 92% On January 13, 2006, Baba Ramdev and Acharya Balakrishna founded the Patanjali Ayurveda Ltd. with the goal of advancing the science of ayurveda in agreement and harmony with cutting-edge research and conventional understanding. Acharya Balakrishna owns 92% of the company's shares, and a non-resident Indian couple living in Scotland, Sarwan and Sunita Podder, own the other 8%. A vast variety of ayurvedic products are available from Patanjali, including medications, cosmetics, dental care, bakery goods, and dairy products.

The historical context of the company or project, a description of the good or service, accounting statements, information on the management and operations, marketing research and policies, financial data, legal requirements, and tax obligations should all be included in a well-designed feasibility study. In general, feasibility assessments come before project implementation and technological development. Because a feasibility study assesses the project's likelihood of success, perceived objectivity is a crucial component of the research's credibility with potential backers and lenders. Therefore, it must be carried out with an impartial, objective attitude to produce information on which decisions can be made. The present study focuses on the preference of customer towards the Patanjali products in Baramati municipality. This study helps in identifying the Break -Even point of Patanjali retail outlet, various franchise scheme of Patanjali, also identifying setting up cost for Patanjali retail outlet.

RESEARCH PROBLEM

The aspiring entrepreneurs always seek to know the probability and viability of their business set up. It is often noted that the businesses start and take a good grip in initial phase but off late they struggle to sustain in long run. The feasibility study is a tool for budding and existing entrepreneurship to minimize the risk and to know the profitability and customer acceptance in long rung. This study will be useful to budding entrepreneurs to start outlet of Patanjali and to know the profitability of running

Patanjali outlet & BEP in rupees. Also the research would facilitate the owner of outlet to know the awareness and acceptance level, sales trend of Patanjali products.

OBJECTIVES

1. To study various costs incurred on setting up a Patanjali outlet.
2. To find out Breakeven Point (BEP) for Patanjali outlet.
3. To study the product wise acceptance level of Patanjali Products and future trend for preferences of Patanjali Products.
4. To find out average monthly sales, profitability and return on investment.

SCOPE OF RESEARCH:

Present research is confined to know the financial feasibility and future growth prospects of Patanjali retail outlet in rural area. The financial feasibility is conducted using BEP analysis. The geographical scope is confined to rural area of Baramati tehsil. The required primary and secondary data is collected during financial year 2021-2022.

RESEARCH DESIGN:

The objectives are studies with descriptive research design. The required secondary data related to set up cost is collected from Patanjali website the data pertaining to costs & overheads incurred, monthly sales, profit is collected from books of account of selected Patanjali outlet. The primary data regarding awareness, acceptance and preferences towards Patanjali products is collected from customers using Structured questionnaire. The secondary source has been used to collect information about Patanjali brands, journals, articles and also websites of natural products manufacturing company and online document were investigated to conduct this research. Secondary data related to be collected from shop owner of retail outlet. The customers of Patanjali products are sample unit in present study. Researcher has set sample size of 150 (75 current customers and 75 prospective customers) respondents to collect the required primary data. The samples are selected using simple random sampling method.

FINDINGS:

1) From the data analysis it is observed that, the setting up cost for Patanjali outlet is 1 Cr approx. including cost of interior and design. There are various schemes to start new Patanjali franchisee offered Patanjali.

2) BEP of Patanjali retail outlet is 30,39,940/- it means outlet sales should be is above 30,39,940/- so that outlet can earn profit.

3) Return on Investment of Patanjali outlet is 10.26% this is better return on investment.

4) 36% respondents are between the age group of 25-34. From this, we can say that Patanjali products is more preferred by the youth

5) 72 percent respondents are agreeing for Patanjali product have good quality. From this, we can say that Patanjali products is good quality products.

6) 65 percent customers prefer to buy personal care product. From this, we can say that Patanjali products is more preferred personal care products regularly

7) 68% respondents acquired information about Patanjali products from advertisement. Which reveal that Patanjali products having good marketing strategies.

8) Prospective customer prefers personal care product of Patanjali other than the other products. prospective customer age group between 45-54 .so we can say that prospective is between this group who purchase Patanjali. most of customers strongly agree about Patanjali product are easily available in market .and most of respondents purchase Patanjali product in future.

9) 93 % existing customers are willing to continue buying Patanjali Products in future and 79 % of its prospective customers shown interest to buy Patanjali products

CONCLUSION:

The research has provided a Feasibility analysis of the Patanjali retail outlet. This research provides more accurate and convenient information about setting up costs for a retail outlet, Break- Even point for Patanjali retail outlet. It can be concluded from the analysis of Primary and secondary data that setting up a new Patanjali outlet is profitable and viable. To reach the BEP outlet should Sale for 6 months. This information is helpful to retail outlet owner and also useful for the new business person who wants to start a new Patanjali outlet .and also provide the information about Profitability and Return On Investment of Patanjali Retail outlet.

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‘Mentor- Mentee Dyad: How leads to Holistic Development of Students at Higher Educational Institutions’

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Abstract: *Current educational scenario and impetus to change pose thorny challenges to institutional leaders. Often in higher education circles, quality is talked about. But very few give a thought to it. Students as primary customers (Pereira & Silva, 2003) are at receiving end if quality of an institution is not at par with industry. Students are lured with promises of being employable but are left jobless. It might be not wrong to say that, there are higher educational institutions [HEIs] that try to break this bubble of quality and provide good services. As they say, “Efforts are important than promises”, these institutions lead from forefront and set an example from the rest. The current paper focuses on the teaching learning, and evaluation, especially mentorship which becomes an indispensable part of it. How HEIs are crafting a mentorship program and how mentor- mentee dyad leads to holistic development of student in HEI are the crucial issues to discuss here. One reputed higher education management institute teaching MBA program are part of the study. Cross-sectional descriptive research led to collection of primary data from students of this institute thereby investigating the impact of mentorship program on their holistic development. Findings revealed that there is strong association between mentorship program and holistic development of students.*

Keywords: *HEI, Quality, Teaching, Learning and Evaluation, Mentorship and Holistic Development*

INTRODUCTION

Mentorship is often conflated with coaching, advising, role modeling, and sponsorship (National Academies of Sciences et al., 2019). To some extent, the practice of mentorship in academic settings has focused on career support and development of mentees' skills. However, effective mentorship should also provide meaningful psychosocial support that addresses the ongoing emotional and social needs of mentees (Eby et al., 2013). Mentoring is a natural process, which blossoms from the desire of experienced veterans to give and the thirst of inexperienced novices to grow (National Academies of Sciences et al., 2019). Mentoring relationships provide developmental spaces in which students' skills are honed. It can be considered since mentorship can be so influential in shaping the future workforce, its existence should not lead to idiosyncratic implementation. This study was designed to evaluate the mechanism of mentorship program at the institute and its effectiveness in holistic development of students.

HISTORICAL PERSPECTIVE

The word “mentor” comes from the character Mentor in Homer's *Odyssey*. When Odysseus, king of Ithaca, went off to fight in the Trojan War, he asked his trusted friend Mentor to advise and teach his son, Telemachus. In time, the term mentor came to refer to someone who is a guide and educator, and a mentoring relationship was seen as a relationship between a teacher and student.

OBJECTIVES OF STUDY

1. To evaluate the mechanism of mentorship program at the institute.
2. To study the association between mentorship program and holistic development of students.

SCOPE

The study is confined to only one reputed HEMI in rural Maharashtra. The institute is permanently affiliated to SPPU, Pune. As the study covers only one institute, students of both years viz MBA I & MBA II were included. The criteria-based assessment forms the backbone of A&A process of NAAC. The seven criteria represent the core functions and activities of a HEI. The seven Criteria to serve as basis for assessment of HEIs are:

1. Curricular Aspects
2. Teaching-Learning and Evaluation
3. Research, Innovations and Extension
4. Infrastructure and Learning Resources
5. Student Support and Progression
6. Governance, Leadership and Management
7. Institutional Values and Best Practices

Under each Criterion a few Key Indicators are identified. These Key Indicators (KIs) are further delineated as Metrics which elicit responses from the HEIs.

Considering above description of quality indicator framework (QIF), key indicator teaching learning process (Criterion II) includes student centric methods for enhancing learning experiences, ICT enabled tools used by teachers for effective teaching-learning process, Mentoring and teachers' quality. The present study focuses only on mentorship program at the institute and the relation of it with the holistic development of students at the institute.

MENTORSHIP MECHANISM

The institute under study has a strong and structured mentoring system is in place to deal with students. The Institute practices mentoring to students to nurture their personalized and customized needs throughout the program tenure. The enrolled students are randomly divided into 12 groups and are allocated a faculty who serve as their mentors. Each group consists of 10 students. The allotment is done in the very first semester on the basis of experience of faculty. Each faculty is responsible for mentoring these allotted students. With their professional distinction, they serve as an example and role model for students to achieve in their life. Mentors allocated also serve as a Guide to students for their Summer Internship Projects. Mentors keep a track of the mentees' performance during the Summer Internship by continuous interaction with them. The Mentors try to understand each individual student's difficulty in terms of their comfort level at the Institute, their understanding of subject, peer pressure if any or problems if any that they are facing in the Institute. These students are then accordingly guided and their problems are resolved. Apart from counseling students, the Mentors also keep a track of the student attendance & their performance in the Institute. In case of major absenteeism or poor academic performance by the students, the Mentors ensure that parents are timely informed about the same or engage in home visits by prior communication with the respective parent. These home visits are well appreciated by the parent fraternity as they come to know about their ward's progress and performance. Home visit as a part of mentoring certainly ensures and reflects high involvement of the Institute and faculty in the development of a student. As the case may be, if home visit is required, it is mentioned in the mentorship report of the mentor and necessary decision is taken. At the end of the semester, the mentor has to submit a comprehensive mentorship report thereby giving the detailed activities list along with the outcomes. This also includes a mentorship analysis report whereby a student's competency level is mapped and reported to the academic coordinator. Mapping of competency is based on different levels of competency [Competency Level 1- low order to Competency Level 5-high order] which are defined by 'Pivotal Education- Behavioral Specialist'- UK. For this, different activities are carried out by the mentors for their mentees. The mentorship report is indicative of the transformation that the student makes towards the advanced learning level. Mentoring system at the Institute pinpoints high level of involvement and desire of the Institute and faculty in making the student dynamic as an individual and industry ready.

METHODOLOGY

The current study is related to HEI. The intake capacity of the institute under study is 120. The total number of students in the institute studying in both the years is 227. Students of both years viz. MBA I & II participated in the study by giving their responses. The design adopted here is cross-sectional descriptive as the data collected is at one point of time. Primary data was collected from the students through questionnaire. The close ended questions were drafted in a google form and the same were emailed to the students enrolled in the institute. The number of responses received from the students were 31, making it the sample size of study.

RESULTS

The gender distribution of the respondents per age group was studied. This is reflected in Table 1 & 2. The Fisher Exact test was applied as the sample size of the study was small. The tests revealed no significant gender disparities in the age distribution of the respondents.

Table 1

Gender * Age Distribution

Count

		Age			Total
		20-22	22-24	24-26	
Gender	F	17	4	1	22
	M	6	2	1	9
Total		23	6	2	31

Table 2

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)
Pearson Chi-Square	3.004[a]	3	.391	.572
Likelihood Ratio	3.311	3	.346	.572
Fisher's Exact Test	2.910			.572
N of Valid Cases	31			

a. 6 cells (75.0%) have expected count less than 5. The minimum expected count is .29.

Fisher exact test failed to show significant differences in the gender with respect to age distribution of the participants (p value > 0.05). Significant difference was not observed with respect to age distribution.

Table 3

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Mentorship	31	2	5	4.23	.990
Holistic Development	31	2	5	4.19	.833
Valid N (listwise)	31				

Table 4

Correlations

		Mentorship	Holistic Development
Mentorship	Pearson Correlation	1	.753**
	Sig. (2-tailed)		.000
	N	31	31
Holistic Development	Pearson Correlation	.753**	1
	Sig. (2-tailed)	.000	
	N	31	31

**. Correlation is significant at the 0.01 level (2-tailed).

The relation between mentorship program and holistic development of students was studied using Pearson correlation coefficient- two tailed. It is found that all scale items are valid as the correlation is significant (p< 0.05). Hence, we can say that there is positive association between mentorship program and holistic development of students.

 ISBN: 978-81-947958-4-1

DISCUSSION

This analysis adds to the growing body of research around the influence of mentorship for HEMIs students and sheds light on the mechanism of mentorship at HEMI. The institute under study is engaged in 'home visits' which is rare to see in HEMIs. For mentoring to be effective, it is imperative to understand the psychology of student and his/her emotional quotient. Mere formal mentor-mentee dyad may not lead to the desired results; for some students see this kind of activity as a source of development, few students consider it futile. Nevertheless, it is evident from the analysis that mentorship program is acknowledged as an important tool for the development of students.

CONCLUSION

The analysis highlights the importance of mentorship in the development of students. Further it also pinpoints the desire of the institute and the involvement of mentors in not only improving the academic performance of students but also their emotional quotient. The study reveals that, the mentor- mentee dyad leads to holistic development of student if the relationship is informal and more of working on the emotional quotient of the student. Hence, mentorship programs at the HEMIs can be considered as one of the best ways for the development of students.

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A Study and Analysis of Recruitment Process at DBZ News Baramati

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***Abstract**: The most crucial resource for a company is its human resources. An organization's success or failure largely depends on the calibre of the people who work there; without the positive and innovative input of its workforce, organisations cannot advance and develop. Therefore, in order for a business to achieve its objectives, it must hire individuals with the necessary training, credentials, and experience. While doing so, they must take in mind both the organization's current needs and its anticipated future needs. According to the definition of recruitment, it is "a process to identify the source of manpower to fulfil the staffing schedule requirements and to utilise effective means for luring that manpower in sufficient numbers to permit the selection of an effective workforce." The company must communicate the position in a way that job seekers respond to attract candidates for the open positions. The recruitment process must draw competent candidates and provide unqualified people enough information to self-select out in order to be cost-effective. The study's goals are to examine and comprehend the hiring procedure at a consulting firm, to evaluate the degree of satisfaction of clients and candidates, to pinpoint issues with the hiring procedure, and to provide solutions. This report's preparation used both primary and secondary data. This is an effort to determine how the theories can be used in real-world situations.*

***Keywords:** Recruitment, staffing, satisfaction, staffing schedule*

INTRODUCTION

The entire process of finding, sourcing, screening, shortlisting, and interviewing individuals for positions (either permanent or temporary) within a company is referred to as recruitment. Recruitment can also refer to the procedures used to select people for unpaid positions. Recruiting may be handled by managers, human resource generalists, and recruiting experts, but in some instances, public employment, for-profit recruitment agencies, or specialised search consultancies are utilised to handle specific elements of the process. Artificial intelligence is now commonly used in internet-based solutions that help all facets of recruitment. Employment and Selection are not the same as recruitment. Before choosing qualified candidates for jobs, the management must first identify the locations where the necessary human resources are or will be accessible as well as ways to attract them to the firm. This entire procedure is referred to as recruitment. It is necessary to hire a professional by first comprehending the precise skill set, comparing it with the numerous applicant's resumes, and then shortlisting and screening the candidate who best fits the bill out of the group. recognising deciding elements like education. For hiring or recruiting the correct professional, consider their backgrounds, certifications, talents, and domain type of industry work experience, etc.. Before choosing qualified candidates for jobs, the management must first identify the locations where the necessary human resources are or will be accessible as well as ways to attract them to the firm. This entire procedure is referred to as recruitment. It is necessary to hire a professional by first comprehending the precise skill set, comparing it with the numerous applicant's resumes, and then shortlisting and screening the candidate who best fits the bill out of the group. Consider their backgrounds, credentials, skills, and domain kind of industry work experience, among other things, when hiring or recruiting the right professional. When we discuss the hiring procedure.

We quickly consider tasks like analysing the qualifications for a certain job, luring prospects to apply for it, evaluating the applicants, and choosing from them. The organisation will hire the selected applicants as new hires and integrate them into the framework. Obviously, the primary goal of the recruitment process is to identify candidates who are the most qualified for the open positions within the organisation and who would aid in achieving organisational objectives. But a recruitment procedure is crucial for other reasons as well.

RESEARCH PROBLEM:

HR Consulting is Specialist advice and services provided by a third-party to help businesses maximize the efficiency of their HR operations and implement appropriate new policies and procedures in the best way possible. They are often valued by companies for their ability to bring an outsider's objective view. This paper attempt to answer following research questions

1. What type of recruitment process adopted by the organization?
2. Whether workers are satisfied with recruitment process at workplace?
3. What are the expectations of Candidates towards recruitment process?

OBJECTIVES OF STUDY:

1. To study the recruitment process at **DBZ news Baramati.**
2. To study recruitment policies adopted by newspaper agencies
3. To analyse the level of satisfaction of candidates and clients towards **DBZ News**.

RESEARCH DESIGN

Descriptive Cross-sectional research design. The research design used for this study is the Descriptive Cross-sectional type. Primary data is collected by survey, schedule, interview and interaction with candidates and personal manager of DBZ NEWS. The secondary data is collected from various books, database and journals. Primary data are those which are collected a fresh and for the first time and thus happen to be original in character. In research the primary data collection was mainly done through the questionnaire to Candidates and observation.

- Formal Discussion with company
- guide Observation
- Structured Questionnaire

The instrument adopted for the primary data collection is through "Questionnaires" Through the questionnaire the feedback of the Candidate, client, and consultancy is taken.

The secondary data is that which have already collected by some other agency and which have already processed

SCOPE OF THE STUDY

This study is focuses on the existing "recruitment process of the "DBZ News "Baramati, and the company's recruitment service for its client and candidate's. This project's entire views were taken on the primary data collection of the candidates and its client's through the basis of questionnaire. The HRM philosophy of "DBZ News Baramati is to attract the different client's competent personnel with growth potential and expansion capabilities in business environment. This study is related to recruitment process only. Scope of work includes Sourcing, Short listing. first round discussion. Counselling and then coordinating with the client for further recruitment process.

FINDINGS

The company is very particular and selective in respect of recruiting the candidate. The scope of staffing is very wide and broad in respect of choosing very high capable candidates. It is being observed that the newspaper believes in choosing right person at right job and at right time. If a candidate is much capable for a particular post, company. Doesn’t believe in compromises. Recruitment process in DBZ news Baramati is followed with proper procedure and regulations, and it is being seen that they are same at all units of DBZ news Baramati.

- Good image plays vital role for selection of consultants.

- There is a huge competition because of every company have tie up with 4-5 consultants.
- DBZ news Baramati don't charge to the candidates.
- DBZ news Baramati not only focus on the job placement of candidate but also maintain long term relation with candidate.

CONCLUSION

The research on "Study & Analysis of Recruitment Process was indeed a great experience in gaining the project knowledge. The recruitment process at the selected organisation if effective. Organisation use both the internal and external sources for recruitment. Sometimes to fill the key positions in the organisation handpicking is proven as effective option of recruitment.

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ISBN: 978-81-947958-4-1

An Empirical Investigation of MOOC Users and a Critique of the Development of MOOCS

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Abstract: *For this study, a Massive Open Online Course (MOOC) is the original x-MOOC form or, more generally, "an online learning ecosystem incorporating open enrollment and characterized by structured learning routes with or without credit administered through a digital platform." Enrolling in at least one MOOC is referred to as "MOOC adoption" in this context and everyone who does so is referred to as a "MOOC user."*

International MOOC literature contains institutional reports and papers from MOOC providers based on vast amounts of de-identified data about MOOC users and their activity. These reports and documents provide

- *Detailed Macro-Level Insight into the Demography,*
- *Patterns of Action, And*
- *Engagement of Students on Various MOOCS.*

The fundamental reason for this research is the lack of micro-level studies of learner traits, learning preferences, and experiences, particularly in the Indian environment. Additionally, since 2012, India has continuously been among the top three nations in the world for the number of students enrolling in different worldwide MOOCs. However, the final portion of this research was driven by the urgent requirement to examine the worth and potential of MOOCs and the advancements and difficulties in their conception and application in India.

Keywords: *Online Learning, MOOC in higher Education, Blended Learning.*

INTRODUCTION: India, the Asian powerhouse and home to roughly 18% of the world's population, has a unique set of difficulties as it plots its course for growth in the twenty-first century. The attitude toward education and how effectively and quickly the design and delivery of education change throughout time to meet the needs of development are critical aspects of social development in any culture. Due to its consumption-led economic growth, India may be on track to overtake the United States as the third-largest consumer economy by 2025 (Singhi, Jain, & Sanghi, BCG Report 2017). However, one primary concern is the need to scale up quality education to meet the country's population's astronomical demand for higher education. According to Jain et al. (2014), a higher education degree is considered essential to access possibilities in India, where education is seen as a way to advance in life. With more than 26,000 higher education

institutions (504 universities and 25951 colleges), India has the third-largest higher education system in the world (Gupta & Gupta, 2012). Despite this, just 12.4% of Indians who are university-age attend a higher education institution. With a median age of 27 (http://www.worldometers.info/world-population/india-population/), India is expected to surpass China as the nation with the highest number of tertiary-age individuals in 2020. (Heslop, 2014). The Indian government has established several objectives for 2020, including increasing the gross enrolment ratio (GER) to above 30%. As a result, it is sometimes stated that India must construct 50,000 colleges and 1000 universities by 2020 to meet these objectives (Arnoldy, 2012).

1. **Online higher education through MOOCS?** Since a long time ago, it has been accepted that eLearning has the potential to be a practical solution to the problem of delivering information and knowledge in developing countries (Abdon, Raab, & Ninomiya, 2008). One particular eLearning artefact, the Massive Open Online Course (MOOC), was initially marketed by the suppliers as a substantial advancement for expanding instruction in developing nations (Koller, 2012). The MOOC's potential and value were also acknowledged in the Indian setting (Jain et al., 2014). Online HE specialist Pradeep Varma made this observation in an interview with the researcher.
2. **MOOCs used for online higher education?** Since a long time ago, it has been accepted that eLearning has the potential to be a practical solution to the problem of delivering information and knowledge in developing countries (Abdon, Raab, & Ninomiya, 2008). One particular eLearning artefact, the Massive Open Online Course (MOOC), was initially marketed by the suppliers as a substantial advancement for expanding instruction in developing nations (Koller, 2012). The MOOC's potential and value were also acknowledged in the Indian setting (Jain et al., 2014). Online HE specialist Pradeep Varma made this observation in an interview with the researcher.
3. **To what extent has India jumped on the MOOC bandwagon – India vs. China?** The introduction of MOOCs is a recent development in Indian higher education. However, it is well known that since their start, Western MOOCs have generated much interest in India. Coursera, Udacity, and EdX, the top three US-based MOOCs, have a significant proportion of Indian students. India continuously has the second-highest enrollments in MOOCs for the academic year 2013–2014. (Behind the US). Most (about 10%) of the students enrolled in Coursera's English-based MOOCs outside of the US were from India. It was approximately 13% for edX. Similar to Udacity, Bhattacharyya (2013) noted that India was one of the top geographic sources of traffic (Nair, 2013). The large enrollment in MOOCs may have shown a desire to have access to high-quality educational resources that have been "selected" by subject-matter experts (as per Braggs as quoted in Kaveri et al. 2015). The media, academia, and the government all expressed interest and excitement about MOOCs as a result of this widespread engagement. Beyond the initial hoopla, however, we are interested in learning more about India's experience with MOOCs.
4. **Why is it necessary to examine the growth of MOOCs in China and India?** The two Asian superpowers, China and India, together make up about 40% of the global population in the context of the Asian region. Although the two nations' economies are in different phases of growth, they share a concern about the need to expand higher education to meet the rising demand of their respective populations. In addition to sharing this necessity, China and India have a lot in common regarding the proactive steps taken by their respective governments. Governments in India and China have actively supported the policy concerning MOOCs and launched new programmers, either to increase public access to HE generally or to restructure their current HE and lifelong learning systems. The MOE edict 2015 (MOE 2015 b), which comprises a number of policies to encourage MOOCs in China, was released by the China Ministry of Education (MOE) in April 2015. In March 2016, the Indian Ministry of Human Resource Development (MHRD) released guidelines for creating and implementing MOOCs (MHRD 2016). As Kim (2015) pointed out, there is a crucial distinction

between most Asian nations (such as India and China) and Western nations when it comes to MOOCs, particularly the active government activities in the former.

LITERATURE REVIEW: The value of "broad-brush representations of MOOC pedagogy in terms of a cMOOC / xMOOC binary (that) are no longer representative or particularly useful" is disregarded by Bayne & Ross (2014). (p.8) they claim that "MOOCs are multifarious... (having) multiple pedagogic forms and objectives" and further that "an investigation of MOOC pedagogy at a micro level of individual course design is now needed" in order to "improve institutional thinking around MOOCs" (Bayne & Ross, 2014, p.8). There have been several suggested frameworks for examining and categorizing MOOCs (Siemens, 2004; Downes, 2007; 2010; Clarke, 2013; Conole, 2014). Clarke (2013) proposed eight different types of MOOCs based on the pedagogical approach and learning functionality. While Conole (2014) proposed twelve MOOC dimensions, including the degree of openness, amount of use of multimedia, amount of communication, the extent to which reflection is encouraged, the collaboration included, the scale of participation (massification), diversity, autonomy, how informal or formal it is, level of assessment, level of quality assurance, and type of learner pathway, Downes (2010) proposed four criteria: autonomy, diversity, openness, and interactivity. These dimensions make up a superset, and not all of them may develop in a so-called MOOC similarly.

According to Liyanagunawardena et al. (2013), most MOOC research comes from Western nations and writers. They claimed that such studies might not adequately address MOOCs and students in developing nations under various circumstances. In 2016, this geographic skewness was still noticeable; most MOOC research and literature came from North America and Europe. As an illustration, of the 183 empirical peer-reviewed papers on MOOCs that made up the corpus of Veletsianos and Shepherdson (2016) 's study, over 82% had North American and European author affiliations; Asia accounted for only 8% of the author affiliations, with China alone accounting for 5.4 % and India for less than 1%. Gasevic, Kovanovic, Joksimovic, and Siemens (2014) also made a similar discovery when they looked at the distribution of funding applications to the MOOC Research Initiative. Therefore, peer-reviewed MOOC research is not at all a universal phenomenon. The scope of the present understanding of MOOCs may be constrained in light of this uneven geographic distribution of MOOC research. There is a significant gap in the literature on this subject. This vacuum would be filled by more peer-reviewed studies on the MOOC phenomena in Asian nations like China and India and the MOOC learners from these nations.

The main goal of Chatterjee and Nath's (2014) survey of students at a reputable urban college in Kolkata, one of India's major cities, was to learn about their awareness and use of MOOCs in mid-2013. These students were primarily selected from Computer Science-related fields of study to be technologically competent and have a solid academic foundation. According to the authors, only 9% of the respondents had taken at least one MOOC, who found and reported shallow adoption of MOOCs among them. In their study on awareness of MOOCs in the Indian University System, Nagasampige and Nagasampige (2017) discovered that university students and faculty in Tier-1 cities had a higher percentage of awareness of MOOCs, whereas Tier-2 cities demonstrated a lower percentage, indicating low MOOC penetration in Tier-2 cities.

MOOC DEVELOPMENT IN INDIA: In 2012, Dr Gautam Schroff of Tata Consultancy Services (TCS) and an adjunct professor at the Indian Institute of Technology (IIT), Delhi, provided a course that served as the first MOOC experiment in India. The first native MOOCs in the private sector were developed independently in 2012 by Larks Learning (Downes, 2012a) and Sunstone (Sunstone Business School). IIT, Kanpur, created the mooKIT platform in-house in 2014; IIT Bombay, a customized version of the open-source edX platform, debuted in 2014–15; and since 2014, NPTEL content has been distributed using Google Coursebuilder. In July 2017, the Swayam platform was launched. It is yet to be developed and run in India, a reliable and complete MOOC platform with continuously "large" enrollments (above, say, 100,000 registrants in a course). However, it is interesting to note that in recent years, several online learning tool adaptations that incorporate components of MOOCs and mobile learning have appeared on the scene. To mention a few, these programmers include Classle, WizIQ, Simplilearn, Millionlights, Chalk Street, and Vedantu. The significant projects for MOOC development in India are shown in the table below.

Table No 1: MOOC Development in India

Platform/ Provider	**Key Event**
NPTEL (http://nptel.ac.in)	a) NPTEL started out in 2006 as a library of instructional materials like to MIT Open Course Ware. It is one of the biggest OER publishers in existence today. (2009) Krishnan b) In 2014, NPTEL MOOCs powered by the open-source Course Builder platform from Google were introduced. Three online certification courses in the style of MOOCs were originally offered. c) 2015–16: There were 90 MOOCs offered in the second year of 2015 and 47 from January to May of 2016. Following that, 100 MOOC courses with start and end dates were made public by NPTEL (July 2016-December 2016)
mooKIT (http://www.mookit.co/)	a) A portable platform created, planned, and developed between 2012 and 2014 at IIT Kanpur. b) In 2014, this platform was used to launch two MOOCs: MOOC on MOOCs and Architecting Software for the Cloud 10. It attracted about 2300 professionals and students. c) In 2015, an ICT Basics course was introduced, and students and professionals from 47 different nations participated. Using mooKIT, the University of the South Pacific in Fiji successfully developed and delivered a MOOC on "Climate Change and Pacific Islands." d) 2016 saw the introduction of a series of five agricultural courses aimed at agriculture programme students and instructors (mooKIT 2016).
(Indian MOOCs on) edX and Coursera	a) In July 2014, the first Indian MOOC on edX that was intended for a worldwide audience ran and drew over 35,000 students. b) In 2015, more institutions followed IIT Bombay in providing MOOCs on edX and Coursera.
IIT BombayX	a) In 2014–15, this MOOC platform with multilingual support was launched. It is also employed to deliver mixed MOOCs (IIT Bombay 2015).
Ministry of Human Resource Development (MHRD)-recommended MOOC-platform called SWAYAM	a) National Stakeholder Summit in October 2015 to discuss the goals, structure, execution, and accreditation of MOOCs b) The MHRD provided guidelines to universities for the creation and implementation of MOOCs in March 2016. Microsoft was given a contract to construct SWAYAM in June 2016. On July 9, 2017, the SWAYAM site was finally made available.

Source: Secondary Data

The initial pilot course by the IITs on mooKIT was regarded as a relative success due to the substantially higher completion rates than the international MOOCs, even though it was not on the same "massive" scale as some of the more well-known foreign MOOCs (Jordan, 2014). On the other hand, IIT Bombay offers "blended MOOCs," which allow instructors to enrol in a MOOC and subsequently apply it in a blended style at their schools. It enables the IIT's top-notch content to slowly filter down to lesser universities, eliminating the need for highly qualified faculty.

DATA ANALYSIS & INTERPRETATION

Research Objective 1: To micro-characterize the user population and assess the MOOC adoption determinants in the Indian setting.

Methodology: An exploratory study that uses survey data to examine differences between MOOC users and non-users and to identify significant predictors of MOOC uptake based on demographic data and other pertinent factors like Internet proficiency and learning preferences.

1. Literature research of the international and India-centric MOOC literature — Raffaghelli,
2. Cucchiara and Persico's (2015) 's corpus of 60 journal papers on 'MOOCs' published from
3. January 2008 to May 2014 provided an excellent beginning point for our study. In addition to blogs and other online resources, we added and read through a set of 70 additional papers, books, and reports for background research on MOOCs. This made it possible to spot gaps in the literature and aid in choosing study criteria.
4. Current and former students of management and technology institutes in the Nashik District and other respondents in their professional network were surveyed using a self-reported survey questionnaire. The Google form was distributed to potential responders registered as students at these institutions through email and in physical form. The rationale behind choosing the universities mentioned above was based on the researcher's ability to gather high-quality data on these campuses and the possibility that Tier 2 campuses will have more exposure to MOOCs. The initial vital respondents further shared it with persons in their network. The form was also distributed via online channels, including the researcher's professional network on LinkedIn, the 'present' and 'previous' students' Facebook pages, and other relevant Google groups. Overall, 413 unique, usable responses to the survey questionnaire were obtained.
5. The questionnaire had four questions on Demographics, two questions on Internet self-efficacy,
   a) three learner personality-related questions (on perseverance, creativity and inclination for learning new and different things),
   b) two questions for measuring learning motivation (life goal orientation and scheduled and planned approach to learning),
   c) two learning style-related questions (preference for self-directed learning and collaborative learning style) and
   d) one question-related to a preference for educational videos as a medium for learning.

The dependent variable was MOOC usage, coded as a dichotomous (0, 1) variable – 1 for individuals who had enrolled for at least one MOOC course and 0 otherwise. We utilized both discriminant analysis (DA) and logistic regression (LR) as our analysis tools. As both are standard tools for classifying populations or groups using a collection of predictor variables. Since we were primarily interested in studying group differences between MOOC users and non-users and inappropriately classifying cases into these two groups, the DA tool was the first natural alternative to consider. However, inferential applications of DA require parametric assumptions (viz., equality of Variance-Covariance matrices and Multivariate normality) and absence of multi-collinearity, among others.

Insights: Regarding the means of several vital factors of interest, including age, general and communicative online efficacy, desire for self-directed learning, and propensity for learning new and diverse topics, MOOC users and non-users appeared to differ significantly (at the 1% level). Compared to the non-user group, the user group was, on average, older and had greater self-reported levels of these characteristics of interest. A MOOC user is strongly predicted by a person's ability to communicate online. We anticipate an almost 7-fold increase in the probability of using a MOOC for every unit increase in this efficacy, holding other predictor factors constant. Another factor that strongly predicted whether or not students would enrol in a MOOC was their preference for self-directed learning as a learning style. For every one-point increase in this preference, the odds of enrolling in a MOOC are 125% higher than the odds of not enrolling, holding other predictors constant. Males are more likely than females to enroll in MOOCs at an almost 143% higher rate. With all other factors being equal, we anticipate a 29% rise in the probabilities of using a MOOC for every unit increase in age.

Research Objective 2: To categorize MOOC user sub-populations by age, educational level, level of activity, and motivation for enrolling in the course, among other factors.

Methodology: Self-Reported Survey Questionnaire had 28 questions overall including four questions on Demographics (gender, age, education and occupation); three questions on extent of awareness and use of MOOC platforms and courses; one question each to record whether a respondent had paid for any premium service in a MOOC and his/her stated primary reason for MOOC enrollment; three multi-item questions to measure computer efficacy, general online efficacy and communicative online efficacy respectively; four multi-item questions to measure a respondent's MOOC-readiness through their (self-)perceived level of adequacy of prior subject knowledge, experience of self-directed learning, MOOC completion commitment and English language skills; two multi-item questions to measure the perceived quality of MOOC courseware and administration respectively; one multi-item question each to measure Internet quality, perceived usefulness (PU) and perceived Ease of Use (EoU) of the MOOC system, perceived instructor appeal and perceived interactivity of the MOOC in question; four questions to measure a respondent's MOOC engagement, namely, frequency of content engagement, number of hours spent weekly, overall MOOC activity level and final assessment participation and a final multi-item question to measure the perceived overall satisfaction with the MOOC in question.

We needed to carefully weigh our options for the best classification method, especially when deciding between Cluster Analysis (CA) and Discriminant Analysis (DA). We are familiar with the experimental, unsupervised classification method called cluster analysis (CA). This technique is used when patterns or "natural" groups of people need to be found in a dataset. The "best" cluster solution, or grouping of the cases based on their data, is found using a data set. Contrarily, Discriminant Analysis (DA) is a statistical method for creating a prediction model that is then used to categorize items from a dataset according to the features that can be seen on them. The grouping variable, which indicates the group to which an object belongs in this situation, serves as the dependent variable. The discriminant gradient or function should be built up with knowledge of this grouping variable at the outset. In contrast to CA, which may be used to identify the best a posteriori groupings, DA provides sample groups with a priori. DA is viewed as a supervised tool because the parts of the dataset have previously been classified; we train our system using a training set, and the system subsequently classifies the test set or new data set based on the training set's classification. Cluster analysis (CA) is an unsupervised algorithm; no prior knowledge is required for the grouping of cases; instead, we adjust parameters based on the similarity/dissimilarity measures, clustering method, etc., and apply it to our sample to "discover" the "true" grouping pattern underlying the data. Additionally, DA might be seen as a dependence method where a group of independent variables are meant to impact the dependent classification variable. At the same time, CA may be seen as an interdependent technique where a sample of people can be grouped in the best way possible given the variables. No prior groupings or subpopulations of users were provided for the current dataset from our second survey of MOOC users (unlike the first dataset where MOOC users and Non-users were the two a-priori specified groups in the data). Along with data simplification, our primary research goal for this second dataset was to create and describe an exploratory taxonomy (an empirically based classification of MOOC users). Therefore, in our opinion, Cluster Analysis (CA), an unsupervised classification technique, was the most proper technique in our case and Discriminant Analysis (DA) was not. In order to identify subgroups distinguished across many aspects (demographics, technology self-efficacy, prior exposure, learning purpose, etc.) and attitudes (regarding ease of use (PEoU), utility (PU), satisfaction (PS), etc.), we evaluated survey findings with the aid of CA. We could "discover" significant clusters or groups of MOOC participants such that users in a group were more similar than those in other groups. The generated clusters exhibited ecological efficacy and were amenable to meaningful interpretation.

Insights: Using K-Means Clustering and HAC algorithms the following four clusters of MOOC-users were detected:

1. Primary, Committed- highest scores for online communicative efficacy, general online efficacy, prior experience of self-learning and prior MOOC completion commitment.
2. Secondary - These users are different from the usual learners – further investigation, including some follow-up interviews with some, revealed that users here are engaging with the MOOC variously – some for acquiring knowledge in an area of interest/ related to work, some for leisure learning, some just to 'audit' parts of a MOOC, some to satisfy curiosity while still others were teachers of the respective subjects themselves who were interested in accessing and learning the courseware for further teaching their students.
3. Strugglers/ MOOC-unready - characterized by lowest levels of self-perceived computer efficacy; Internet Communicative and General Efficacy; prior MOOC exposure; prior self-learning experience; prior English language skills; and prior subject knowledge.

APPLICATIONS & IMPLICATIONS

1. In order to provide high-quality MOOCs on an ongoing basis, MOOC firms and providers need to experiment with new business models. It is crucial to consider mainstream MOOC revenue models that monetize MOOCs by developing premium services like Specializations, online degrees, and offerings for professional learners. This research found that users who had paid for some premium service in MOOC had, in general, better (self-reported) levels of MOOC content engagement and perceived MOOC satisfaction.
2. We tried to group MOOC participants in the study based on their self-reported survey responses. We found four clusters (primary, secondary, casual, and strugglers) in one of the possible answers. We discovered that these groups had different needs, goals, and profiles. In order to overcome the challenges of a wide diversity of MOOC learners and its implications for all stakeholders, a lack of individualized attention in MOOCs at scale, a lack of student engagement, and low MOOC completion rates widely reported in the literature, it is essential that MOOC-companies and instructional designers design for delivering MOOCs as per the needs of the individual learners. The clusters identified in this study might be the starting point for categorizing all users. Information about present users could be utilized to identify which cluster best fits them. This information could pave the way for creating such "differential" MOOCs. Our results emphasize the factors

instructional designers and MOOC facilitators should consider while creating these diverse MOOCs for different user groups. The MOOC's content and delivery can then be adjusted as necessary. This might be a component of a comprehensive system of individualized MOOC learning facilitation to meet the learning requirements of all types of MOOC participants.

3. The MOOC design needs to be flexible and adaptive in keeping with the needs of individual learners. Thus the next generation MOOC needs to incorporate appropriate technologies to deliver and enable personalized learning. The focus of MOOC companies and providers must, therefore, be to invest in adequate R&D for the appropriate incorporation of artificial intelligence (AI) and machine learning capabilities to create such "smart' MOOCs. Such work is already underway in the West.

POLICY IMPLICATIONS/APPLICATIONS

1. In terms of application, the results of our Study 1 highlight a few learner-level traits and aptitudes (such as online communicative effectiveness and inclination for self-directed learning) that encourage the adoption of online education through MOOCs. Thus, Learners must be e-ready and have a few basic skills to profit from online learning (via MOOCs or other formats). No known, significant limited empirical research has been done on the Indian population's readiness for MOOCs. Based on the research's findings, MOOC preparedness in general and the inclination for self-directed learning and online communication are relatively modest. Therefore, it is necessary to improve the population's readiness for MOOCs through suitable policies. Moreover, system intervention increases the nationwide uptake of MOOCs.
2. MOOCs are frequently suggested to close the 'quality' distribution gap. Indian education differs between large cities and rural areas. However, for this to work, it needs, among other things, a concentrated attempt to close the so-called "digital gap" market manipulation. India has recently made significant advancements in terms of laying the fundamental framework for increased digital literacy through programmes like the National Optical Fibre Network (NOFN), a part of the Digital India (PIB, 2014) umbrella programme, and NDLM (Ghosh, 2014), the National Digital Literacy Mission (IANS June 26, 2016). However, despite India's growing usage of digital technology, there is still a huge "digital divide" that needs to be bridged between urban and rural India.
3. Through clustering, the study improved our comprehension of the many MOOC user types and the novel and varied demands of this diverse MOOC user group (with clusters in a four-cluster solution labelled primary, secondary, casual and strugglers). For policy-makers and MOOC providers, this is the first step in developing and delivering pertinent MOOCs that improve the learning of all types of learners. The fourth cluster of strugglers and MOOC unprepared participants must get immediate remedial assistance and particular facilitation during the MOOC if they succeed. For a developing nation like India, this would go a long way toward delivering on the promise of the MOOC.
4. The study framed the broader conversation about MOOCs in the context of India and is anticipated to have a variety of positive effects on the design and development of MOOCs in India. Conversations that have taken place have shown that the MOOC concept is viewed as helpful for Indian HE systems in several ways. HE institutions in India may look towards MOOCs/blended MOOCs as a method to supplement efforts to increase quality and scale in their systems while sticking with the MOOC technology and making a slight change in pedagogy. MOOCs have a more significant

potential role outside of conventional HE in non-formal and informal education and general development. The Indian government has given support to MOOC policy (MHRD 2016). However, it was discovered that both the creation and delivery of MOOCs in India require more improvement. Based on a small-scale Delphi research, the key concerns there were determined, ranked, and debated. Finally, it is hoped that comparing Indian and Chinese MOOC development since 2013 and identifying priorities for action by all parties involved (academics, private educational entrepreneurs and administrators, and government policy-makers) will guide indigenous MOOC development and implementation programs in the "right" direction and ensure the most pertinent use of limited funds available.

CONCLUSION: Online education through MOOCs has enormous value and potential in higher education and the need for growth in India. However, learners' involvement and completion rates must increase in actual use if MOOCs are to be utilized more frequently as an alternative to or even a complement to traditional classroom-based learning. Suppose the pedagogical, delivery and certification challenges stated earlier are successfully addressed. In that case, MOOCs may be a driving force behind a more comprehensive strategy that expands access and develops competence for anybody to learn effectively what they want or need to study. The policy backing shows that the Indian government appears to have renewed faith in the idea of MOOCs. In March 2016, the Ministry of Human Resource Development (MHRD) released guidelines for creating and implementing MOOCs. However, we think society needs to spend a lot on it in terms of time, resources, labour, employment, commitment, and belief to succeed. In addition to government policy-makers, academics, private educational entrepreneurs, and administrators should consider the development and delivery of MOOCs. To realize the potential and promise of the MOOC to assist our nation in meaningfully educating more people while using resources wisely, it is essential to concentrate on sound design, quality, and accessible delivery, learning support for MOOC students through human and AI teaching assistants and tutors, multilingual facilitation, and efficient regulation of MOOC-credits. The current researcher proposes a grand triple synthesis of MOOC design influenced by learning theory, sociocultural adaptations, and economic viability and utility. On the supply side, we identified at least six desirable modifications and facilitators, including the creation of a MOOC with a vibrant learning ecosystem, Internet access, limited offline/light access to the MOOC platform, the creation of organic MOOCs in regional languages, the provision of credit equivalence, and the use of a blended approach to MOOC implementation that includes flipped classrooms and local facilitators. These requirements must be recognized by the economics and academic officialdom of MOOCs in India. The creation and integration of these components into a superior MOOC ecosystem design, along with learners who can complete a MOOC, would increase the likelihood that our nation will experience "MOOC-Nirvaan," characterized by the "success" of MOOC students and the businesses that cater to them. Additionally, it would aid in the revival of the MOOC concept itself, which has been battling to climb out of the global Trough of Disillusionment on the Gartner Hype Cycle (Linden & Fenn, 2003) to the Slopes of Enlightenment.

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Efficacy of Academic and Administrative Audit as a tool of Evaluation and Improvement

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Abstract: *Academic and Administrative Audit (AAA) is a well-evolved tool to evaluate whether academic and administrative systems work efficiently in Higher Education Institutes (HEI). AAA helps to understand the weaknesses and challenges in the system and suggests measures of improvement. Though there is ample literature about the framework and advantages of AAA, very few post-audit studies can be found, especially in Indian cases. This paper critically looks at the experience of two AAA sessions to discuss the achievements and challenges of the template. Through the description and analysis of the observations, it is clear that the AAA template can be used to improve academic and administrative systems and be manipulated to the institute's benefit. Moreover, the template needs to be domain specific to serve its purpose well.*

The paper suggests that it is necessary to make the template of AAA itself more robust and self-amending to make it more relevant to various domains and disciplines. More sensitization is needed to make the HEIs participative in self-evaluation and self-improvement to avoid the danger of AAA remaining a mandatory yet symbolic exercise.

***Keywords*:** *Academic and administrative Audit, Evaluation, improvement, Higher education, Standards, AAA template.*

INTRODUCTION: The education of the young generation is an essential concern for all living species. This is all the more important in humans as we have primarily modified our lifestyles by applying ever-evolving technology and knowledge systems. Imparting higher education demands better-planned systems to ensure productive teaching and learning processes. Various accreditation protocols require continuous assessment, analysis and re-alignment of knowledge delivery systems to achieve satisfactory outcomes. Academic and Administrative Audit (AAA) is a tool that forever renews the framework, content, and environment of higher education. Academic Audit reviews the quality of education and provides guidance and framework for improvement and quality assurance. In contrast, the administrative Audit evaluates administrative processes for efficiency and effectiveness by delivering initiation and assessment policies, strategies and protocols. These audits are generally expected to involve internal and external peers, and their outcomes relinked to improving efficiency.

REVIEW OF LITERATURE: There is an excellent amount of prescriptive literature as well as audio and video content on the parameters and framework as well as objectives and process of AAA (Nitonde and Jadhav, 2015; Soni, 2016; NAAC Advisory Note 2017; Kumar, 2017; Balasubramanian, 2019; Shirke, 2021; and many others). However, very few post-audit studies on the efficacy of AAA, especially in the Indian scenario. There are ample and earlier studies critically evaluating AAA templates in universities abroad which bring in focus the theory-practice gaps and suggest remedial measures (Blackmore, 2004) and caution against increasing gender imbalance, significantly distorting academic mission and side-lining non-English speaking academics (Welch, 2016). The paucity of critical feedback on regional level AAA exercises underlines the need for sharing experiences on this most critical tool of self-evaluation and improvement for HEIs.

RESEARCH METHODOLOGY

The following are critical points of the research methodology

1. Theoretical Framework: Empirical
2. Nature of Research: Descriptive
3. Data Type: Primary and Secondary
4. Data Collection Tool: Notes diary during the event
5. Data Collection Method: Case Studies
6. Participants: AAA Committee members and stakeholders of participating colleges.

Research Question: How can the Academic and administrative Audit help the institutes evaluate and improve course contents, delivery and overall institutional environment?

Research Area: This paper presents some observations based on the experience of participating as an external review committee member in AAA of two architectural education institutes in a southeastern Maharashtra university.

Research Objectives: Broadly, three aspects are examined after describing observations;

1. The teaching- course contents, i.e. the knowledge delivery
2. The learning – understanding, retention and application by the students.
3. Overall environment generated by an administrative framework

Data Collection: The data is obtained from both primary and secondary sources. Notes were written while evaluating the case studies, especially about the discrepancies in the process, the discrepancies due to defective communication of the AAA exercise and the discrepancies arising from inadequate understanding and lack of preparation of the participating colleges.

Three secondary sources referred to are:

1. NAAC AAA Advisory note 2017
2. AAA formats of various universities.
3. COA Minimum Standards of Architectural Education, 2020

DATA ANALYSIS AND INTERPRETATION

Objective 1: Teaching is at the core of HEIs; most institutes aggressively acquire highly qualified faculty but fail to supervise their work. The Council of Architecture (COA) is responsible for maintaining minimum education standards and has prescribed the spatial, administrative and academic framework within which the education must be imparted. COA revises the standards from time to time after taking feedback from the institutes, studying the ground realities and the advances in the field. The minimum qualifications of the teachers are prescribed thereby, which are challenging to meet. There is variance in the minimum standards prescribed by various universities which creates frequent conflicts and unresolved issues of approval.

The council, however, gives ample freedom to universities to interpret the course contents and write their curriculums according to their vision and in a manner suitable for regional conditions. The colleges also get some freedom to write their syllabus and course plans and devise activities per the institutional vision and mission statement, keeping well within the general framework prescribed by the university and COA. Effectively the delivery of the content widely varies across the nation through the content of architectural education remains more or less similar.

1. **Observation:** In the academic evaluation of institute A, a young institute, it was observed that the content delivery processes were in place, as seen through various other indicators such as students' performance and achievements. However, the documentation of the process was much less than desired. In this situation, it was advised to improve documentation by setting up simple systems. The AAA committee was confident that the advice would be implemented. In institute B, a much older institute, it was seen that the documentation systems were in place, comprehensive documents to verify the content delivery where available. All questions had ready answers with evidence. However other indicators such as students' performance and lack of feedback indicated that something was amiss. Some documents were probably prepared in anticipation

of this Audit. The AAA committee was not satisfied but could not figure out what was missing.

2. **Analysis:** This example shows how the AAA format can be used for sensitizing institutes for documentation; on the other hand, the format can also be used for glossing over inactivity or lack of work. AAA can be helpful for self-evaluation and improvement, provided that the institute is willing to accept the shortcomings and wishes to improve. On the other hand, the institutes which are aware of the lacuna but do not wish to improve for reasons such as shortage of resources or management reluctance shall get an opportunity to paint a rosy picture with the help of AAA. Institutes in the same university can interpret and deliver the curriculum differently, allowing them to create their own identity. However, this could also create issues such as the disparity between the course content in the institutes of the same university. Though there is a general spirit of cooperation and collaboration amongst institutes, there is a perceptible spirit of competition, which is liable to turn fierce in the presence of external factors such as public image and its effect on next year's admissions. In such cases, the institutes may resort to unfair means such as being liberal with internal assessment or setting question papers only considering topics covered by them and so on. AAA format should be robust enough to take into account such cases and keep a check on such practices. It may have questions regarding confirmation or variation from the university curriculum and COA prescription, which would probably stop institutes from taking unfair liberties.

Objective 2: Making the learning experience of students enjoyable and exciting is the most important achievement of the HEIs. Especially in professional courses such as architecture, applying the skill, craft or knowledge gained through the teaching-learning to find a solution to a practical problem is the desired outcome. Various projects, activities and experiments are devised to ensure that such application is practiced. There are numerous national/international design competitions with attractive awards floated for giving students a chance to hone their design skills. The participation of the students in solving practical problems, their involvement, creativity, innovation, presentation and passion are all indicators of the success of the content delivery process, retention and re-production/application ability of the students and the overall environment of the institute in which teaching-learning takes place. Participation and recognition in institute-level competitions earn brownie points not only for the participating students but also for the institutes, as this is the explicit recognition that students can apply the knowledge they gained at the institute. Earning merit in college/ university exams is another yardstick to measure students' acquisition of skills, knowledge, and ability to apply/implement. Often it is also seen that students who succeed in practice in real life are quiet, unassuming students. Hence successful alums also earn prestige for their Alma matter. All these points are considered for measuring the success of content delivery in the current format of AAA, along with feedback from current students and alums.

1. **Observation:** For evaluating the student's responses, samples of students' work in a different field, such as architecture, should also be part of the AAA template. Such samples are included in the inspections by COA. This AAA format did not include samples of students' work, so the evaluators could not assess the understanding and retention of students or their ability to apply. Other responses such as feedback forms, students' participation in co-curricular activities and domain-specific competitions also help assess content delivery's success. However, they are often speaking of enthusiastic and better-performing students. Average and non-performing students generally shy away from other competitions and express themselves in feedback forms. Moreover, very few colleges analyze the students' feedback and link it back to improve course plans. The expectation that students should get special attention and coaching based on their learning aptitudes is at best utopian.

Institutes are aware of this requirement but have not yet developed a system where better learners are offered more challenging tasks, and slow learners are encouraged by the slow pace of teaching. They are also limited by a few students in a single batch. Institute A did not have such a unique coaching system; Institute B claimed that they had such a system of assistance based on attendance and performance analysis but could not present documents of special classes nor samples of improved work of slow learners. Both institutes complained of poor attendance of students at regular theory and practical sessions. They also complained of non-performance and lack of interest in post-Covid time.

2. **Analysis:** The evaluating committee feared that the institutes used the AAA template to create documents as evidence for processes which were only partially conducted or not conducted at all. This can only be remedied by making the template more robust by linking various indicators to assess content delivery and students' progress. Post-Covid, lack of enthusiasm and stress may be genuine in some students' cases, for which counseling can be offered. Generally, the lack of interest and enthusiasm must be treated with renewed and revised activities, mentoring, rethinking, and revising pedagogies. Excitingly delivering technical content is not easy, and the teachers have to make extra efforts to achieve it. On the other hand, lack of interest may point to external factors such as the easy availability of admission to architecture. Availability of scholarships for the entire duration of the course and entire fee amount irrespective of merit or successful completion of yearly exams may be the reason for lack of passion. These factors are more sociological and economical than related to the teaching-learning process. Remedies must be found after discussions on larger platforms such as UGC and the Ministry of Education.

Objective 3: The overall environment of the institute is made up of two components- administrative and academic. The administrative component depends on institutional policies and management's approach and vision. The administrative systems facilitate the academic environment. If the management and administrative set-up are supportive, the overall functioning is smooth, and academics will be free to concentrate on educational concerns. In some cases, the administrative personnel is skeptical or critical of the academic counterpart, which may create some issues, blow some out of proportion and hide some issues to postpone decisions. In the long run, this will generate an environment of distrust and doubt, hindering the healthy growth of academic interests and endeavours.

1. **Observation:** Institute A was part of a larger campus; the administrative mechanism was slow and hindered at every step by a delay in financial and administrative decision-making depending on the board of directors' approval. The resulting environment was slow, unsure and less confident. It delayed processes and created an overall relaxed environment for students who were habituated to delays and extensions of deadlines. On the other hand, the academic wing was utterly independent in taking decisions regarding schedules, activity planning and course outcomes without any involvement from the management. Institute B, a standalone institute, developed a better environment, more confident, prompt and enthusiastic. The administration moved quickly in decisions, which developed trust among the stakeholders and created a competitive academic environment. However, the board of directors took an active interest in the everyday running of the college, which created stress on the academics and wasted their time and energy in explanations and debates.

2. **Analysis:** It is necessary to have a proactive, prompt and sincere administrative wing at the institute which is supportive of the academic wing. The management must keep its role limited to financial supervision and administrative aspects and involve themselves minimally in academic planning and execution. AAA format must include the questions leading to this understanding.

CONCLUSIONS: It was clear from the AAA exercise that institutes were recently awakened to their role as responsible and efficient facilitators of high-quality education who must set up self-evaluation and continuous improvement systems. Their performance will surely improve with more cycles of this exercise.

Though AAA is an excellent tool for self-evaluation and subsequent improvement, it is a two-sided weapon. It may be misused in the hands of some misguided people and institutes or those that run with limited resources and high ambitions and wish to achieve success by taking short routes. The training and sensitization of evaluators to make them aware of such tendencies/ practices are necessary. AAA format should be aligned to domain-specific requirements to make them more relevant. E.g. the AAA formats for architectural schools may have questions regarding samples of students' work. The evaluators should be selected and trained in mind domain-specific qualifications. Linking AAA outcomes with the following years' academic planning is necessary as AAA is established as a yearly protocol. Additional weightage for such linking will incentivize the cyclic processing of outcomes with planning. As institutes get habitual with audits and accreditation protocols, templates' self-amending and ever-renewing nature will enhance with more innovation and participation.

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A Study on Innovative Practices in Higher Education: National Assessment and Accreditation Council (NAAC) Perspective

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Abstract: *Innovation in higher education management and leadership has witnessed a tremendous continuous demand worldwide. It is mainly due to the emergence of events like the COVID-19 pandemic and the adoption and implementation of this principle by many institutions as needed. The use of business models in education, theories and methods known as Education Management Information System (EMIS) has allowed making decisions suitable to match with present needs of the society. This article aims to describe the innovative practices in teaching and learning associated with higher education, particularly regarding NAAC. Innovative approaches in teaching and learning in Higher Education will positively impact the performance of students' diversity and match with current industry needs. The main aim of this article is to discuss various practices which had to be incorporated into teaching and learning associated with higher education, which is considered innovative.*

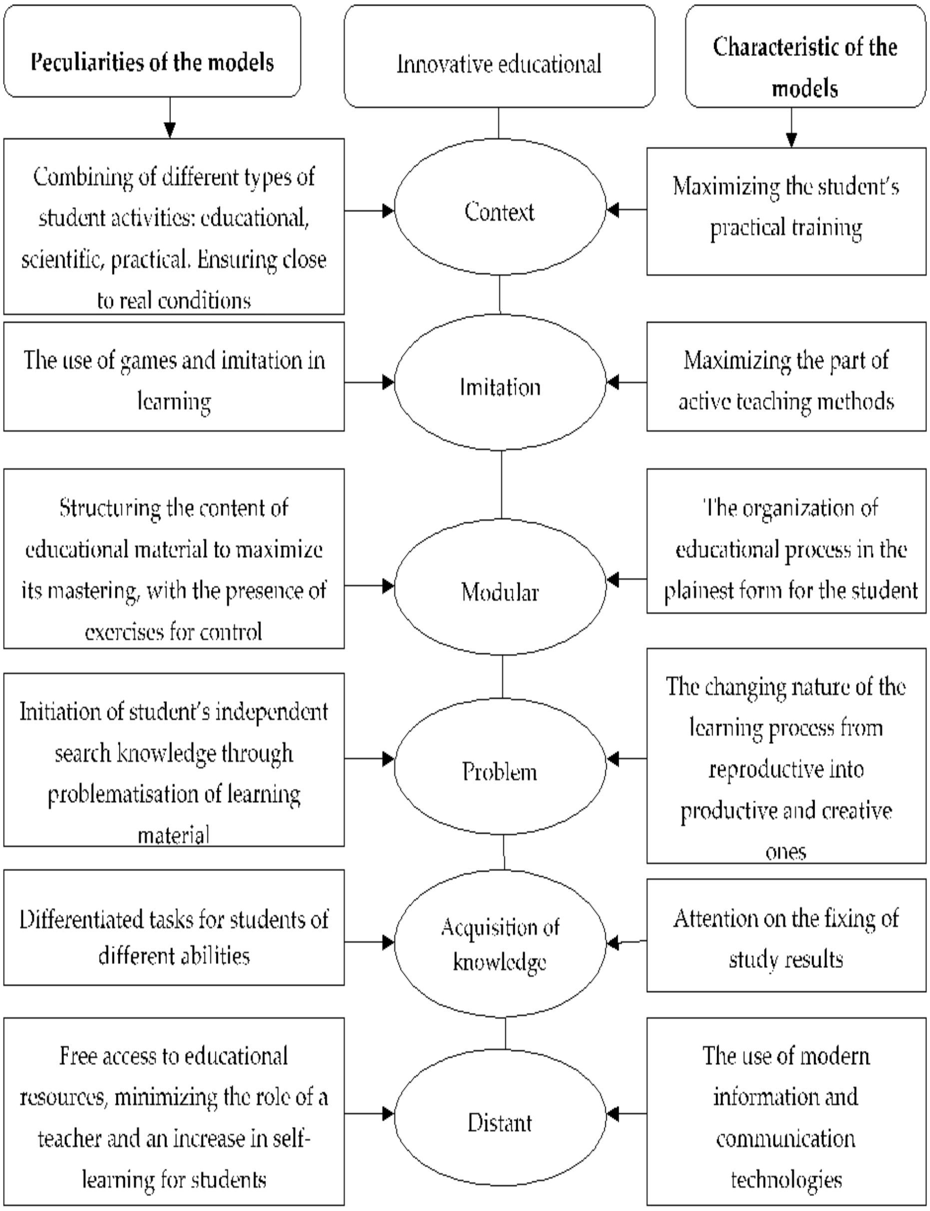
***Keywords** – Innovative Practices, Learning, Educational management, Educational leadership, Teaching, Higher Education, COVID-19.*

INTRODUCTION: Education cannot be isolated from educators' competence and commitment because it is safeguarded by specialized fields, such as management and leadership. Consequently, Innovation in leadership and management in higher education is critical in fulfilling a high-quality educational goal that promotes socio-cultural, economic, and democratic values and principles needed in contemporary society (Al-Husseini & Elbeltagi, 2016). One of the critical factors in determining whether a nation is wealthy depends on the management running the professional system. In recent years, Innovation in higher education has taken momentum globally. Organizational objectives will be met only when we do Innovation and improvement of current methods, structure and approaches. Innovation in management involves processing and refining managerial skills, and they want to accept responsibility for carrying out changes that spur advancement and performance. From the perspective of higher education, *Innovation* can be defined as a well-planned activity to introduce newness into a system. Leaders in higher education institutions must adopt and design their activities to infuse their educational goals in students' minds, create a sense of political and social democracy and provide access to knowledge and pedagogy which promotes their personality development. Innovative leadership and management will increase the degree of involvement of academic partners in shaping/promoting acceptable social models, providing an opportunity for individuals to maintain ethical, intellectual and cultural integrity. The vision & mission statement of NAAC emphasize making quality the defining element of higher education in India through a combination of self and external quality evaluation, promotion and sustenance initiatives. The mission statements of the NAAC aim at translating the NAAC's vision into action plans and define NAAC's engagement and endeavor as given below:

1. To arrange for periodic assessment and accreditation of institutions of higher education or units thereof, or specific academic programs or projects;
2. To stimulate the academic environment for the promotion of quality in teaching-learning and research in higher education institutions;
3. To encourage self-evaluation, accountability, autonomy and innovations in higher education;

4. To undertake quality-related research studies, consultancy and training programs, and
5. To collaborate with other higher education stakeholders for quality evaluation, promotion and sustenance.

Figure 1: Innovative Practices in Teaching and Learning IPSR Solutions Limited



Source: Secondary Source

REVIEW OF LITERATURE: To keep students from various sufferings, a teacher should have a flexible and creative mind. Students increasingly demand flexibility from their institutions (McDonald & Reushle, 2002). Flexibility is a critical factor in effectively catering to the learning needs of diverse student cohorts (Yorke & Thomas, 2003). Regarding how flexibility, variety, and choice might be achieved while maintaining appropriate standards, the use of technology, various teaching strategies, and choice and flexibility in the assessment are required. Torres (2001) and King (2011) emphasize the need for better teacher training, in-service training, and pre-service training worldwide, which has been reflected in conferences on "education for all" background documentation. It is essential to have trained teachers at higher educational levels who can use different innovative teaching methods by using their skills to make students get ready for future challenges. Innovative teaching and learning strategies have been a hot topic for the last decade. Creative and skilled teachers use different innovative teaching methods at higher education levels. Many studies consider creativity as different individuals' traits and intellectual ability, associating creativity with genius and intelligence (Albert & Runco, 1999). Many strategies, such as personalization, small learning communities, student advisories, multidisciplinary curricula, peer tutoring, peer instruction, and team teaching, and are used by teachers at different higher levels of education. They may be personalization, small learning communities, student advisories, multidisciplinary curricula, peer tutoring, peer instruction, team teaching, and so on. The rapid growth of availability and competence of emergent technologies have provided many ways and methods of making classroom teaching innovative (Hussain, Niwaz, Zaman, Dahar, & Akhtar, 2010).

DISCUSSION: In recent times, the higher education sector has been facing increased pressure to adopt and cultivate innovative leadership cultures, especially in a country like India. Moreover, due to dynamic shifts and changes in leadership and management in other areas, such as business and government, the education sector is also facing a rise in demand for innovative and transformational leadership. Even though transformational leadership is an effective indicator for determining the level of Innovation, there is limited research. Therefore, the adoption of technologies, innovative thinking, and ideas has been a high priority in institutions of higher education in recent days. Many higher education institutes have realized that innovative leadership plays a crucial role. Therefore, many interventions, such as transformational leadership styles, have been introduced through training exercises provided to university teachers and students (Litz & Scott, 2017).

The advantage of employing a transformational leadership style in higher education is that it considers learners' emotional and cultural needs. As a result, higher education institutes experience increased cultural diversity, acceptance, integration of different practices, and teacher-student happiness and satisfaction. Thus, students and teachers in HEIs perform better and experience higher productivity when innovative and transformational leadership is used. Many educationalists have highlighted different approaches to changing the role of higher education and emphasizing the transformed role of teachers; some researchers have quoted a few common examples of Innovation in higher education.

1. Competency based-learning: It is something we hear more and more about, which is neither bad nor good, but worth understanding more carefully. Competency-Based education, at least in terms of the learning process (as opposed to content), is more efficient if it is student-centric.
2. Video-Streaming/Flipped-Classroom/eLearning Tends: From Zoom to Skype to Webinars and even live streaming on social media, video is perhaps the most visible and common form of technological Innovation in K-12 and higher education.
3. Open Curriculum: open curriculum, like MIT's open courseware, has been out for years but has not penetrated much. MOOCs' platform also had great ideas but lags in assessment and feedback loops and certification problems.
4. Changing nature of faculty: Whether this is 'innovation' that results in a 'leaner' business model that offers an improved ability to pivot or simply an unfortunate effect of a lack of funding is up to you. However, there is a clear trend towards adjunct faculty and a mobile, 'global' faculty with new contractual relationships with higher education institutes. In a 2016 article, 'Innovation in Higher Education: Can Colleges Change?', Dustin Swanger, Ed.D explained how faculty is changing.
5. Changing revenue sources for institution funding: With the Coronavirus already having a massive impact on the global economy, existing attempts at funding higher education institutions through state funding, Government subsidies, and other methods will have to be scaled up fast–along with significant cost-cutting. This makes 'finding new business models for college' among the essential innovations in decades.
6. Digital textbooks: This is a relatively minor innovation but an innovation nonetheless: free, open-

source textbooks, digital textbook rental, etc. If nothing else, this makes textbooks more accessible than ever before.

7. Use of data analytics: This is an opportunity to innovate at all levels of education; data analytics are among the most potent examples of Innovation in higher education.

8. Artificial Intelligence: Much like virtual reality, AI is part of the future but not yet. It is fast becoming a topic of study at universities across the world.

9. New pedagogies: Again, this Innovation is absurdly low compared to the opportunity and need, but many universities are experimenting with alternatives to lecture, including project-based learning at the college level, inquiry-based learning, the aforementioned competency-based learning, scenario-based learning, and more.

NAAC PERSPECTIVE: In its assessment of quality & Innovation in higher education, the NAAC methodology looks into how the various policies and processes of the institution determine the educational provisions and, consequently, the quality and progress of its performance. The focus is on both the functioning of the institution as well as the outcome. Under each of the seven criteria of assessment, the NAAC has identified the elements of the best practices that contribute to the efficient and effective functioning of the institution and are called criterion statements. These criteria serve as yardsticks. Instead of identifying the practices of the 'best-in-class' institution, the criterion statements focus on the norms that generate the practices. Under ideal conditions, the best practices we expect an ideal institution to adopt are identified as criterion statements. They serve as best practices yardsticks. The criterion statements for the seven criteria are stated below:

1. Criterion I—Curricular Aspects: From this, it is evident that the institution has to state goals and objectives that are communicated systematically to all its constituencies. The institution's stated programs must be consistent with its goals and objectives. The institution has a wide range of programme offerings that provide adequate academic flexibility. Feedback from academic peers and employers is used in initiating, reviewing and redesigning programs.

2. Criterion II— Teaching-Learning and Evaluation: The institution should facilitate the effective running of the teaching-learning programs. The institution should have a well-conceived plan for monitoring student progress continuously. The student assessment procedures and systems are reliable and valid. The institution should have an effective mechanism to recruit qualified and adequate faculty. The institution should have an open and participative mechanism for evaluating the faculty's teaching, research and work satisfaction. The teachers should have provided opportunities for continued academic progress and professional development.

3. Criterion III— Research, Consultancy and Extension: The institution should promote a research culture among faculty and students. The institution should encourage faculty to publish in academic forums. The institution should promote faculty participation in consultancy work. The institution is responsive to community needs and conducts relevant extension programs.

4. Criterion IV—Infrastructure and Learning Resources: The institution should have adequate physical facilities to efficiently run educational programs. The growth of the infrastructure will keep pace with the academic growth of the institution. The institution should have developed effective mechanisms for infrastructure maintenance and optimal use. The institution should develop adequate library and computer facilities and other learning resources with easy access for all its constituencies.

5. Criterion V—Student Support and Progression: The institution should provide precise data to students about admission and completion requirements for all programs, the fee structure and refund policies, financial aid and student support services offered. The institution should establish good and well-run support services for all its students. Student progression should be monitored effectively. The institution should have an effective mechanism to use student feedback for quality enhancement & enrichment.

6. Criterion VI—Organization and Management: The offices and departments of the institution are governed by the principles of participation and transparency. Academic and administrative planning in the institution

should move hand in hand. The institution's practices should include relevant welfare schemes for all its constituencies. There should be well-established fair, expeditious grievance redressal mechanisms at all levels of the institution's functioning. The institution should be effective in resource mobilization and planning development strategies. The institution's finances are judiciously allocated to all constituents and effectively utilized. Budgeting and auditing procedures are regularly monitored and standardized.

7. Criterion VII—Healthy Practices: The institution should display a friendly and competitive attitude and sensitivity to changing educational, social and market demands. The institution should always be geared up to promote an ambience of creativity and Innovation. The institution should adopt quality management strategies in all academic and administrative aspects. The institution should strive to promote value-based education, social responsibilities, and good citizenry.

CONCLUSION: Innovation in Higher education management and leadership is highly dependent on transformational leadership, knowledge, and research in higher education institutes. Implementing and using technologies, such as education management information systems, improve Innovation in higher education institutes. Moreover, the culture and structural organization of Higher education institutes determine the quality of Innovation. Therefore higher education institutes should improve their organizational culture to compete with other organizations that employ progressive cultures open to teamwork, cooperation, and multidisciplinary actions. Curriculum aspects, teaching-learning and evaluation, Research, consultancy and extension, infrastructure and learning resources, Student support progression, organization and management, and healthy practices as stated in National Assessment and Accreditation Council (NAAC) document.

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MBA Students in B School have a Blended Learning Environment

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Trichy

Abstract: *The Master of Business Administration (MBA) programme is a well-known business study programme that has produced numerous entrepreneurs and leaders in our society. The researchers conducted a study on blended learning with students and educators to determine how they are driven toward this sort of learning environment. Business schools have diverse environments where they emphasize practical knowledge exchange, and the outcomes are genuine learning. The Masters of Business Administration (MBA) programme is a well-known business study programme that has produced numerous entrepreneurs and leaders in our society. The researchers conducted a study on blended learning with students and educators to determine how they are driven toward this sort of learning environment. Business schools have diverse environments where they emphasize practical knowledge exchange and the outcomes are genuine learning. Data collection: The 120 samples were collected in that 100 samples from Tamil Nadu Trichy district are authentic and used for interpretation. Analysis has been carried out with the SSPS tool. The method used here is correlation and chi-square. The study shows the positive correlation between the environment, information exchange, and the educational aesthetic.*

Keywords: *Blended Learning, Educational Aesthetics, Environment, Practical Knowledge.*

INTRODUCTION: Leadership schools and allied sector researchers have already been exploring innovative education platforms. Related works include educator story talks as well as research on student perspectives and trials using various learning platforms. Teachers and institutions should encourage students' motivation in order to reduce dropout rates. This may be accomplished by aligning the teaching and the environment with the needs and interests of the students. As a result, teachers require a clear understanding of, say, students' motivations for participating in online or hybrid learning environments According to the notion of expectancy-value, According to Wigfield and Eccles (2000), the subjective values that students assign to a piece of work are a component of how motivation is shaped. (Sholihin et al., 2020).

Blended learning: Blended learning settings integrate in-person and online learning activities that are supposed to complement one another. Students have a lot of freedom in these settings, which requires self-regulated learning (SRL) if they want to do well. (Vanslambrouck and colleagues, 2019)Although blended learning settings are independent, adult students should get individual help in building and maintaining their SRL skills. A teaching strategy known as blended learning combines online or digital components with in-person instruction. Due to the importance of computers and other connected devices in today's commerce and communication, integrating technology into education helps prepare students for success in the workplace. In a blended learning environment, students not only master the subject being taught but also the use of technology. The blended learning strategy is not complete without teacher-led instruction in person. For students to grow, listening skills must be developed in addition to their visual and kinesthetic abilities. (Blended Learning Defined and Its Advantages | Learning A-Z, nod)

THEORETICAL BACKGROUND

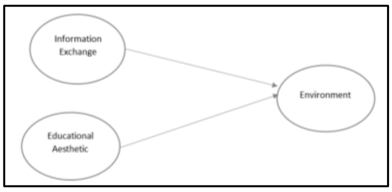
1. **Aesthetic Educational:** Websites and mobile apps enable knowledge or talent sharing between individuals and/or within teams within the digital world. Those that want to find out and share their talent so as to be rewarded can easily be found by the individuals. Dave Snowden has argued that

it's more appropriate to show knowledge as both a flow and a thing, despite the actual fact that it's typically treated as an object. The concept of tacit knowledge is compared to knowledge as a flow. While transferring knowledge from one entity to another presents a challenge in knowledge sharing, organisations may find it advantageous to recognise these challenges and adopt new knowledge management strategies as a result.

2. **Environment:** Although collaborative learning venues have the perks of leveraging deep learning, such as versatility in terms of schedule and geography and learner control over movement and substance, they also incorporate the virtues of the classroom context, such as active participation via collaboration and community. Research to date on the consequences of mobility and connection in integrated learning contexts reveals that these traits have a beneficial effect on cognitive processing and, hence, learning capacity. Instructional adaptability, for instance, enables learners to combine their coursework with obligations even while providing them with ownership over the content knowledge, boosting learner interest and desire and prompting more dynamic and useful information abilities. Müller and Wolf (2021a)

3. **Exchange of Information:** The conventional way of conversation between pupils and educators that transpires in regular instructional scenarios the above form of interaction enhances educator training and enables pupils to comprehend and share learning challenges. It is also thought to be the best way to give quick feedback and allow direct contact between students and between students and the teacher at the same time. Muller and Wulf (2021b) Moreover, the Student-to-Student mode comprises working acquaintances and regional classmates, in addition to official and unstructured pupil groups connecting and participating in lesson tasks. Student-to-student is thought to boost student connection, which can boost the overall value of training sessions and the feasibility of knowledge transmission. (Wright, 2017). Screen schooling is the technique of delivering electronic education to pupils using a search engine via the open Web, a secure web, or computer-to-computer. In this method, pupils can view any content in multiple shapes on the net alone (work-incorporated knowledge), in addition to seeking for web tools and items that might help their knowledge (Mali & Lim, 2021).

Figure 1: The Conceptual Model



METHODS

The study took place using a survey questionnaire, and a sample of 120 respondents from various locations in the Tamil Nadu Trichy region (b) schools was obtained to use a convenience sampling strategy. An in-depth literature search was employed to develop a simple questionnaire with five factors. Section 1 comprises a few demographic profiles of the respondents, such as the participant's name, age, gender, and place of study. The educational aesthetic consists of three elements: the environment of independent constructs; the interchange of dependent construct knowledge; and the educational aesthetic. Each contained four questions on a five-point Likert scale. Once the data has been obtained, it is coded and imported into IBM SPSS 25 for further investigation.

DATA ANALYSIS AND INTERPRETATION

Reliability Test

Table 1: Reliability Statistics Cronbach's Alpha

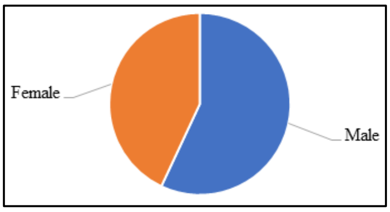
Reliability Statistics Cronbach's Alpha
0.83

Source: Primary Data

To identify the reliability of data, we performed reliability statistics and stated the result in the above table. The expected Cronbach's Alpha is set to be more than 0.50. As shown in the above table, the Cronbach's Alpha is 0.824, which is set to be good. (Gliem & Gliem, 2003). This table allows the researcher to proceed with further analysis as the data exhibits the reliability value, which is considerably noted as good.

Respondents by Gender

Graph1: Respondent Gender Bifurcation



Source: Primary Data

The survey's target gender distribution is 50% male and 50% female. After the survey, it identified it as the target's closure. 57% of male and 43% of female distributions was involved in the survey. The study shows the male contribution is greater than the female.

Correlation Test

A correlation analysis is generally carried out to find out whether there exists any relationship between the independent variable and the dependent variable. Normally, the value of correlation may range from -1 to +1.

Table 2: Correlation Test

Environment		
Environment (E)	Information Exchange (IF)	Educational Aesthetic (EA)
1	0.92	0.73

Source: Primary Data

In the above given table, the identified positive correlation between environment (E) and information exchange (IF) has the highest positive correlation value of 0.92. On the other hand, a moderate positive correlation exists between environmental (E) and educational aesthetic (EA) with a value of 0.73.

H0: There is no association between the environment and information exchange.

Ha: There is a relationship between the environment and information exchange.

H1: There is no relationship between environmental and educational aesthetics.

Table 3: **Chi-Square Test**

Chi-Square Analysis	
Pearson's Chi-Square P-value	0.02

Source: Primary Data

Based on the above-mentioned value, we can conclude that all null hypothesis H0 is rejected. The value is 0.02. The Alternate Hypothesis (Ha): There is a relationship between E and IE which is accepted with a 0.92 strong positive correlation. Similarly, H2: There is a relationship between E and EA which is accepted with a 0.73 moderately positive correlation.

LIMITATIONS: The study only assessed a few limitations while testing the viewpoint of blended learning regarding the exchange of information; other aspects may be explored by future studies. More studies can help narrow down the responders even more so that teaching and research can be mostly focused on courses and divisions.

DISCUSSION: The Cronbach's alpha level seems to be more than 0.83, indicating, however, that the author's questionnaire is rated good and relatively credible. Based on the Frequency Distribution table, 89.3% of participants agree that the current constructivist approach may be delivered promptly via a web implication. Likewise, 80.3% of participants stated that they were happy when using web tools. Additionally, 78.1% and 74.9% have acknowledged that they are able to make pupils use web tools effectively and that activities can improve collaboration and involvement. Like the coefficient of P is less than 0.05, the Chi-square results appear to suggest the existence of a significant statistical relationship between both the environment and the exchange of information. The Correlation Table shows that there is a positive correlation between the calculated values, with having the strongest positive correlation with values of 0.92, indicating a strong correlation between the observed variables, and the value of electronic influence having the lowest positive correlation with values of 0.73, indicating a moderate correlation between the observed variables.

CONCLUSION: MBA programs have generated many entrepreneurs and leaders in our society. The researchers studied how students and teachers are drawn to blend learning. Business schools promote actual information sharing, leading to true learning. MBA programs have generated many entrepreneurs and leaders in our society. The researchers studied how students and teachers are drawn to blended learning. Business schools promote actual information sharing, leading to true learning. Sampling: 100 genuine samples from Tamil Nadu's Trichy area were utilised to evaluate 120 samples. SSPS tool analysis. Correlation and chi-square are utilised. The research indicates a link between education, the environment, and information sharing.

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"Digitization of Financial Product or Services: A Research & Study on Tracking and Evaluating the Synchronization of Digital Literacy "

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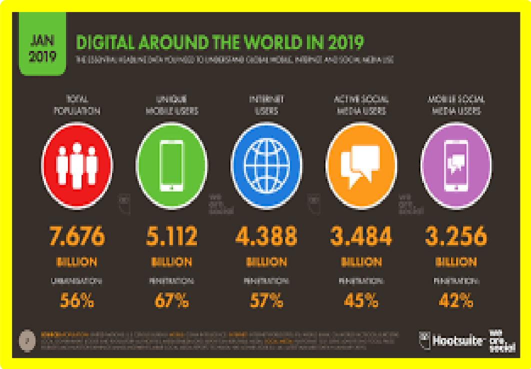
Abstract: *The necessity of defining and evaluating financial literacy (FL) to help us understand its link to financial behavior and decision-making is recognized by both researchers and commercial practitioners. Despite several efforts, no widely recognized definition or scientific methodology for quantifying FL has yet to emerge. The fast growth of digital financial products and services (DFS), which guarantees to promote financial inclusiveness and financial and personal management, has thrown up a new challenge: tying financial literacy (FL) to digital literacy (DL) and evaluating their combined impact on financial outcome measures. Conventional FL interpretations and measurements have proven insufficient to capture the specificities of financial products and services in a digital setting, prompting recent research to offer a framework to operationalize the developing notion of digital financial literacy (DFL). This survey article addresses empirical research methods for evaluating FL, DL, and, more recently, DFL. It identifies the strengths and weaknesses of various techniques and proposes solutions to some of the problems associated with the development, testing, weighting, and standardization of multidimensional measures, as well as methodological difficulties connected to modelling and estimating. Academics and professionals interested in financial literacy in general, as well as the growing notion of "digitalized" financial Products and servicers literacy, will find the article useful.*

Keywords: *Digitalization, Financial Literacy, Finance, Management, Commerce*

INTRODUCTION:

Both scholars and practitioners have recognized financial literacy (FL) as a vital strategy for increasing financial inclusion and individuals' long-term financial stability. The latter's goal has been to analyze people's financial literacy and needs in order to develop more effective financial education, counselling, and planning programmes and prevention measures.

The goal of studies has been to learn more about the link underlying FL and financial behavior and decision-making. The pathways are then defined, modelled, and measured in order to predict and modify present and future behavior. Individuals now have a wide range of instruments to effectively manage their own personal finances, which would include saving and investing, purchases, borrowing, as well as risk management, thanks to the advancement of the financial system and the implementation of new financial products and services. Individuals must, however, have enough financial knowledge and abilities to properly engage in the financial markets and make educated decisions in order to take full advantage of these possibilities and protect themselves from those of abuse and various frauds.



As a result, having knowledge and understanding about currently offered products and services, as well as how to access and utilize them given accessible tools and modes of delivery, is a fundamental component of FL. Academics and professionals typically create indices to capture fundamental awareness, knowledge, and abilities in the lack of a clear definition or measuring technique for FL. The fast development of "digital" financial services and products (DFS) that are accessible and provided through digital means like as mobile phones has come from the emergence of financial technology, or "fintech," combined with the current Covid-19 epidemic (Lyons, Kass-Hanna, & Fava, 2021). DFS has provided customers with user-friendly, convenient, accessible, and inexpensive alternatives to traditional "in-person" and "brick 'n store" options amid societal alienation and lockdown restrictions. When it comes to completing simple daily transactions, digital payment solutions such as mobile money and digital wallets have now become the "new normal." In addition, the growing popularity of digital investing apps like Robinhood as well as Acorn has allowed people to make quick and easy investment purchases from the comfort of their own homes or while on the road. These are just a few examples of how financial technologies and digitization are changing personal financial management.

DFS is said to be enhancing the financial health and well-being of people, families, and societies by lowering obstacles and complexity in the financial sector, particularly for those who have historically been excluded. Kentaro Toyama, the former head of Microsoft Research, argued a decade ago that "technology does not have social transformation capacity in itself though, and that technology use can now only developed primarily human capacity and intent: it could really act as a suitable alternative where human potential and willingness don't really exist" (Hernandez & Roberts, 2018, p. 6). As a result, technology can only really be transformational if the user has the necessary consciousness, knowledge, and abilities and apply those technologies that help to improve their own and others lives.

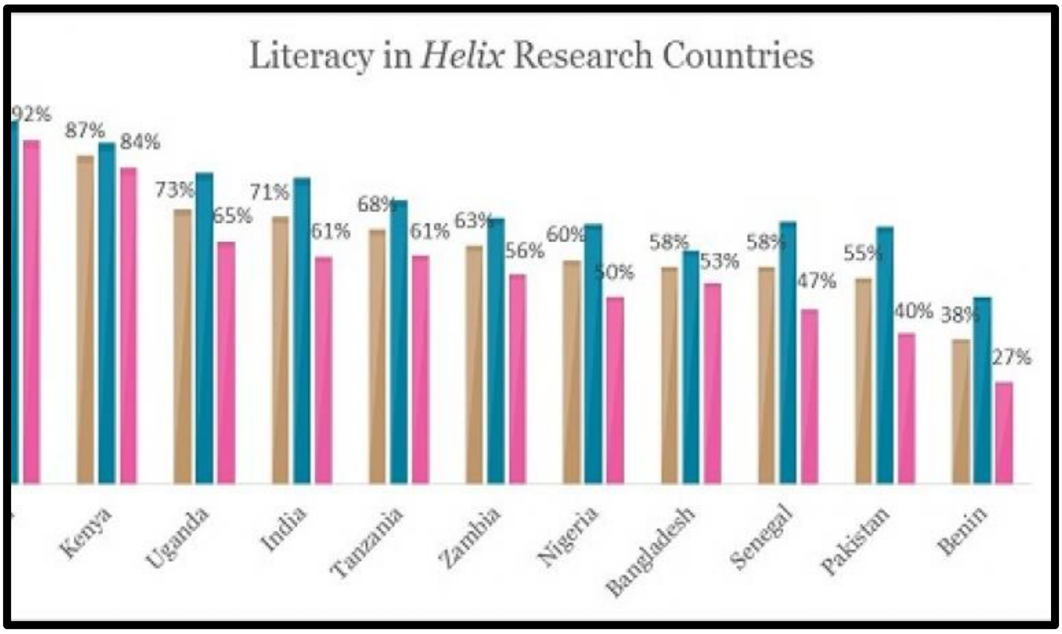
As a result, the FL requirements for accessing and using DFS in an informed, responsible, and transformational manner have been increased to incorporate a new set of digital literacy indicators (DL). This comprises the skills, knowledge, and abilities needed to access and utilise DFS successfully. In this light, DL has attracted the attention of scholars and practitioners who are increasingly interested in learning more about its dynamics and connections to FL. Some have also emphasized the necessity to conceptualize and successfully implement digital financial literacy (DFL), which is a mix of FL and DL that serves as a catalyst for positively influencing financial reporting quality in a digital setting (Lyons & Kass-H).

We discuss and assess methodological techniques used to define, measure, and analyze FL, DL, and, more recently, DFL in a multidimensional framework in this survey paper. We explore a recently established conceptual framework for DFL to bridge the FL and DL barrier. We also discuss the most up-to-date approaches for creating, testing, weighting, and standardizing multidimensional indices for DFL. Heterogeneity, selection, model specification, and endogeneity are all explored in terms of modelling and econometrics. The goal is to enhance the field's empirical research procedures. Encourage researchers to employ more reliable ways to measure or even test the strengths of various literacy categories.

The findings of this research have major implications for financial professionals who are rethinking what it means for their customers to be financially literate in the digital age.

FINANCIAL LITERACY TRADITIONAL DEFINITIONS AND MEASUREMENTS

It is necessary to perform a broad study of the literature on FL before attempting to define DFL. There is no globally agreed definition of FL or standard measuring technique (US Bureau of Consumer Financial Protection, 2020; Hizgilov & Spiegel, 2020; Kass- Hana et al., 2021; Collins et al., 2019; Lyons & Fronten, 2021)



Nonetheless, the aim of most definitions and measurements has remained consistent: to determine if people have enough awareness, knowledge, and skills to apply their talents to take well-informed financial choices and establish solid financial habits (Atkinson & Messy, 2011; Kass-Hanna et al., 2021). To demonstrate this, researchers have traditionally used a performance-based method to assess an individual's understanding of financial principles and numeracy abilities (Allgood & Walstad, 2016; Nicolini et al., 2013; Stollper & Walters, 2017).

Lusardi and Mitchell (2008, 2011) were the first to employ these questions, and many others have subsequently followed suit. The following are variations of questions that respondents have generally been asked in the past (Klapper et al., 2015):

1. Numeracy Test (interest): Let's say you need to borrow $100. Which sum is less expensive to repay: 105 dollars or 100 dollars plus 3%? [105 US dollars; 100 US dollars plus 3%; I'm not sure; I'm not sure; I'm not sure];

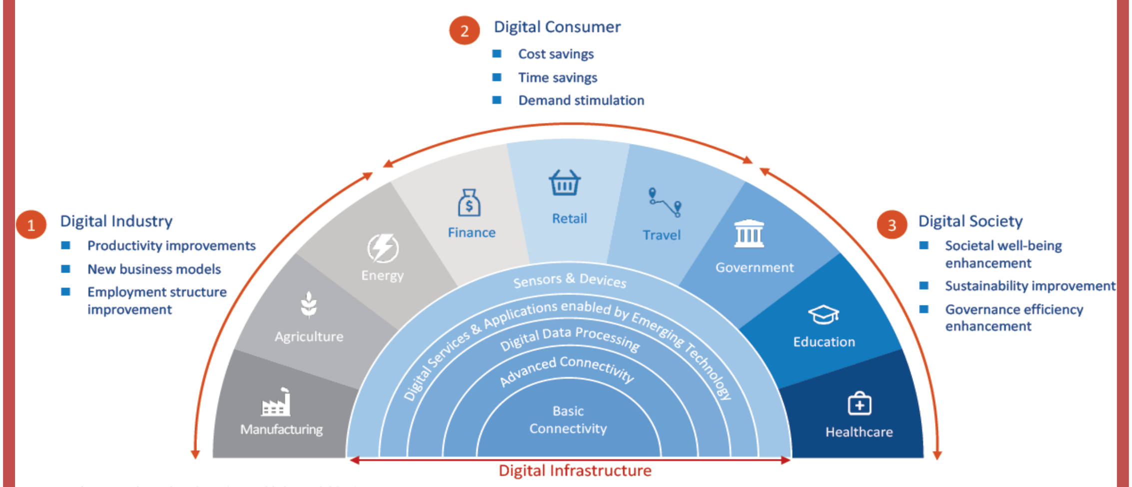
2. Compounded Interest: Assume you deposit money in the bank for two years and the bank agrees to add 15% to your account each year. Will the bank credit your account with more money that second year than it did the first?

3. Compounded Growth of Interest: Assume you have $100 in a money market account and indeed the bank adds 10% to the account each year. How much money would you have in your account after five years if you didn't take anything out? [More than $150.00; precisely $150.00; less than $150.00; don't know; refused to respond];

4. Currency Devaluation - Inflation: Assume that the prices of the items you buy quadruple in the following ten years. So you will also be able to purchase less than you can buy something new, the same as you can buy today, or much more than you can buy today if your salary doubles? [less; the same; more; unsure; refused to respond];

5. Risk Competitiveness: Assume you have a certain amount of money. Is it better to put your money into a single business or investment, or numerous enterprises or investments? [one business or investment; many corporations or investments; unsure; declined to respond].

Figure 5: Impact of digitalization on industry, consumer and society



Source: Arthur D. Little analysis based on publicly available data

Using one of two techniques, researchers frequently utilise a combination of these questions to produce a FL score. The first technique involves adding together the number of right replies to arrive at a score. Scores can range from 0 (no correct answers) to the maximum number of accurate answers (i.e., total number of questions asked). Calculating the proportion of accurate replies is another technique.

In those other studies, FL has been measured by participation in a FL "experience" (e.g., a course, curriculum, training, or seminar) in which information is given over time in a structured setting. The goal of these studies is to simulate the dynamic, rather than the static, connection between FL and important behavioural outcomes. Knowledge and expertise are obtained through utilising financial services in these contexts through a "learning by doing" method (Frijns et al., 2014 ;) Other studies have sought to capture the influence of the FL "experience" using experimental design, which assesses the "intervention effects" of a FL "intervention" contrasted to a "control" group, according to meta-analyses.

In practical application of economics and finance, studies on DL have focused primarily on two distinct areas of inquiry. Some researchers have looked at the impact of FL on DFS uptake and usage rather than DL itself (Königsheim et al., 2017; Morgan & Trinh, 2019b; Shen et al., 2018). According to these researches, FL is an effective way to encourage the use of DFS and control related financial risks while somehow furthering the aim of financial inclusion. The data from this line of study indicates that FL should be broadened to include DL. Other research has focused on the link between DFS acceptance and availability and the adoption of particular technologies digital financial investing behaviors and practices.

TABLE 1 Sample multidimensional financial literacy indices

Financial literacy (FL) dimensions/ indicators	Lyons et al. (2019)	Kass-Hanna et al. (2021)	Lyons and Fontes (2021)
Objective financial knowledge	Compound interest Inflation Risk diversification	Compound interest 1 Compound interest 2 Numeracy interest Inflation Risk diversification	Compound interest Inflation Risk diversification
Subjective financial knowledge		Financial capability	Financial capability Financial knowledge
Financial experience	Financial course Financial information search		Saving practices Usage of financial planner

Digital literacy (DL) indexes sample dimensions & determinants

Sample Indicators[a]	Kass-Hanna et al. (2021)	Lyons and Fontes (2021)
Digital technology access and usage		
• Accesses and uses Internet		✓
• Owns mobile phone	✓	✓
• Owns smartphone		✓
• Owns computer		✓
• Owns tablet computer		✓
• Conducts online searches		✓
• Conducts mobile device searches		✓
Mobile phone proficiency		
• Sends or receives calls	✓	
• Sends or receives emails		✓
• Sends or receives text messages	✓	✓
• Sends or receives photos	✓	
• Browses Internet on mobile device	✓	✓
• Downloads a software app		✓
• Participates in video call or video chat		✓
• Listens to music		✓
• Downloads music, videos, or games	✓	
• Records video		✓
• Gets directions, recommendations, and so forth.		✓
• Makes financial transactions	✓	

Sample Indicators[a]	Kass-Hanna et al. (2021)	Lyons and Fontes (2021)
• Uses Facebook		✓
• Uses YouTube		
• Uses Twitter		✓
• Uses TikTok		
• Uses Pinterest		✓
• Uses Snapchat		
• Uses LinkedIn		✓
• Uses Reddit		
• Frequency of usage		
• Size of social networks		

FACTOR ANALYSIS IS USED TO TEST INDICES

The most popular statistical approach for determining concept validity is factor analysis. It aids researchers in confirming the connections between the various elements in an index and determining the index's total number of dimensions. Principal component analysis (PCA) is the most used type of factor analysis, which identifies which elements are more strongly connected and classifies them into "factors." Kass-Hanna et al. (2021) utilized basic factor analysis to assess the construct of their FL and DL indices, and Table 5 shows some of the results. The six questions of the FL measure, according to PCA, are all measuring the same underlying latent idea, which they refer to as "financial literacy." The factor loadings for the first three items in the index have the strongest relationship to the notion of FL, whereas the factor loadings for the final three items have a weaker relationship. Rotated factor loadings should, in general, have a value of at least j0.4j (which means +0.4 or 0.4). Some academics advocate for more rigorous standards, such as a j0.7j limit. Kass-Hanna et al. (2021) may wish to delete items 4 and 6 based on these proposed recommendations because the factor loadings are 0.4.

CRONBACH'S ALPHA IS USED TO TEST INDICES

Cronbach's alpha is the most popular metric for determining a group of items' dependability (or internal consistency) and how well they properly measure the topic of interest. Cronbach's alpha values of 0.60 to 0.70 suggest an adequate level of dependability, according to the usual norm. Lower thresholds, on the other hand, are occasionally employed in the literature. This might happen because Cronbach's alpha values for indices with a limited number of elements can be relatively low (fewer than 10). Indices with a value of 0.80 or higher are seen to be extremely trustworthy. The Cronbach's alpha test indicates that the FL index has a reasonable degree of reliability ($\alpha = 0.5366$).

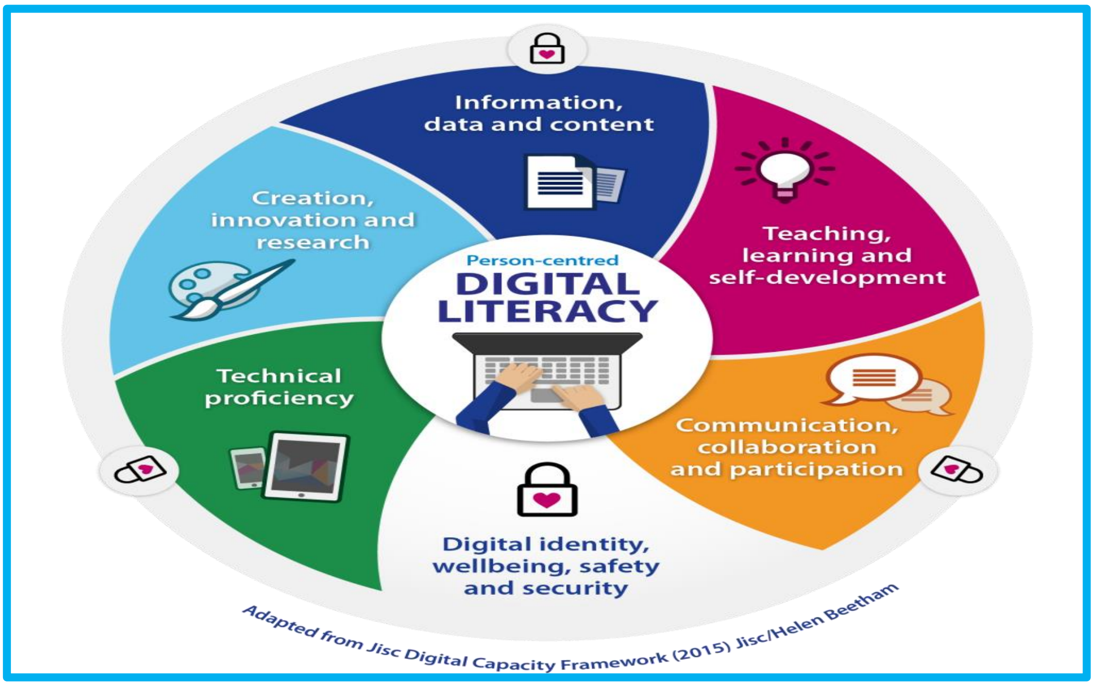
The number of elements in the index is fewer than 10, thus it is somewhat below 0.60. The DL index's Cronbach's alph score (= 0.9005) indicates a much greater level of dependability (far over the 0.80 criterion).

The Technique of the Z-Score

Researchers can apply a z-score normalization to normalize the FL and DL indices, which would solve the foregoing constraints. Setting the mean to 0 and the standard deviation to 1, this approach rescales each index (or any sort of variable in general) to give it the features of a conventional normal distribution. As a result, standard scores are generated, which reflect the number of standard deviations in front or behind the mean, permitting researchers to compare and evaluate indicators (or variables) with different units or ranges of values. The 6-indicator FL and 15-indicator DL indices were converted to a similar format using this approach.

THE MIN-MAX METHOD

A technique for determining the minimum and maximum values. The min-max approach, which limits the index scores into a common interval from [0, 1], is another scaling strategy that researchers may use to standardize the indices and perform suitable comparisons. Kass-Hanna et al. (2021) utilized the z score technique to normalize the index after combining the sub-indices for FL and DL into a single overall composite index for DFL. However, the fact that the index is still skewed toward DL rather than FL remains unchanged (6 for FL vs. 15 for DL). The min-max technique, which employs an arithmetic and/or geometric mean approach to concurrently solve both the scaling and weighting concerns, can be extremely useful in this regard.

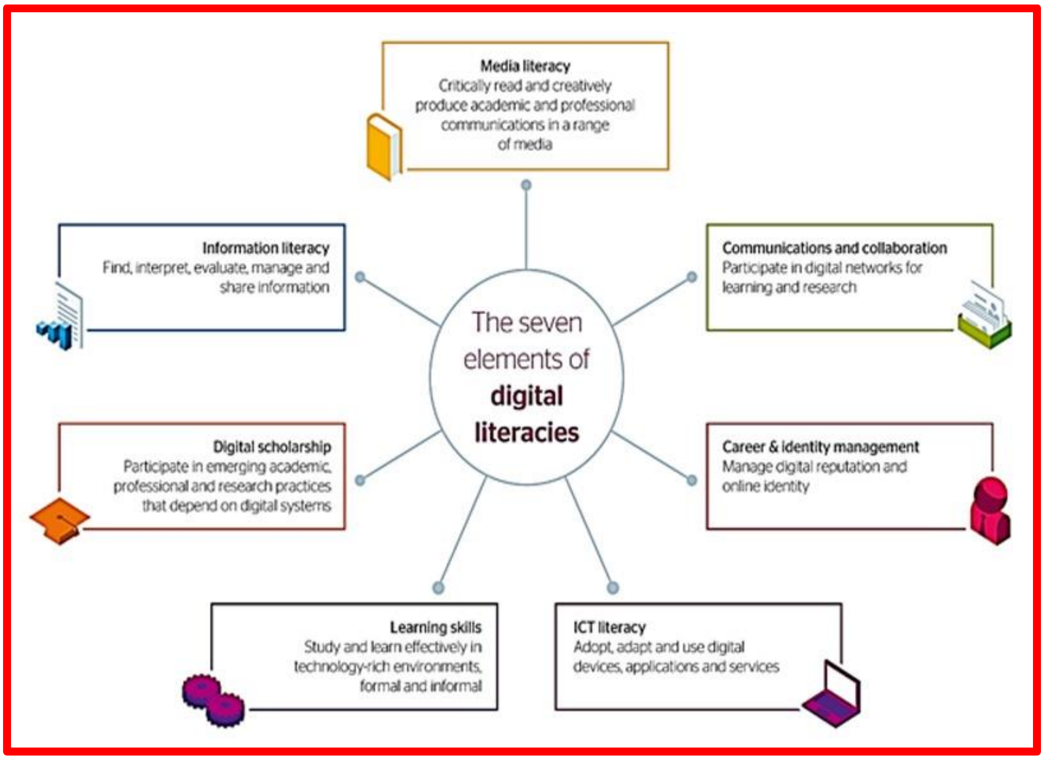


SUMMARY OF FINDINGS:

The purpose of this survey piece was to accomplish two things. To begin, we wanted to look at the existing empirical methodologies for defining and measuring conventional FL. Second, we intended to give a methodological overview of how scholars might (re)define FL and test it more rigorously in the context of the digital shift to fintech and other DFS. This article looked at the connections between FL and DL in addition to standard FL. Exploring the developing idea of DFL and comprehending its fundamental features and characteristics within a multidimensional framework received special focus. Several methodological methods were provided along the road to aid researchers in evaluating FL, DL, and DFL.and their effects on financial behavior and decision making.

To further separate out their multidimensional characteristics and enhance the quality of future measurement, analysis, and conclusions, the newest statistical approaches used to create and evaluate indices for DFL were emphasized.

First, we looked at methods for determining the indices' validity and reliability, such as factor analysis and the usage of Cronbach's alpha. Second, we discussed various weighting techniques and how they affect the prominence and relevance of aspects within an overall index. There was also a discussion of some of the difficulties that might occur when comparing the impact of various indexes. Third, we discussed standardization approaches including the z-score and min-max procedures, as well as their advantages and disadvantages. Specific examples from existing studies were included whenever feasible to show how researchers may use these approaches and overcome potential challenges. Finally, we discussed a number of econometric difficulties that researchers may encounter while estimating multidimensional models for FL, DL, and DFL. Concerns about heterogeneity and selection, model specification and non-linearities, and possible endogeneity were addressed with recommendations.



To summarize, imparting knowledge about key FL concepts is still critical to the accounting planning process, but clients now require information and training on how to use new digitalized platforms, robo advisory services, electronic financial products also including cryptocurrencies, and other digital investment products to achieve long-term financial security. This survey article can assist financial professionals who are searching for a starting point for thinking about the relationships between FL, DL, and DFL. They may also use this paper as a reference to establish metrics for measuring and tracking their customers' digital financial well-being so that they can better satisfy their financial planning and counselling requirements. Practitioners may quickly identify which clients may require additional literacy and what forms of literacy they may require by performing multidimensional needs assessments that include FL, DL, and DFL. Finally, the framework outlined in this paper has significant implications for other key stakeholders such as policymakers and non-profit organisations seeking guidance on how to (re)design effective FL programmes and initiatives that include "digital" FL in order to bridge digital divides and ensure that no one is left behind.

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Teaching Learning of Mathematics in Competence-Based Education

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Abstract: *Competency-based education (CBE) is an emerging trend in education is which offers degree advancement at a time effective and cost effective. At the age of globalization world has an urgent need more skilled and proficient workers for boost the economy and development of the nation. India having the largest number of young populations in the world is capable to fulfil the need of skilful person not only for India but for other country also. Indian education policies are focusing on such an education system which can help producing the skilful and efficient workers. NEP-2020 focused on competence-based education which is helpful in developing skills. In the absence of mathematics and sciences this dream cannot be fulfilled. Teaching learning of mathematics in CBE environment will be helpful in developing those skills among the young generation which are needed for 21st century. This paper describes the need of change in transaction of curriculum.*

Keywords*: Globalization, NEP-2020, CBE environment, curriculum*

INTRODUCTION Education, according to the alliance's Sustainable Development Goal-4 (SDG-4), is a force multiplier that enables self-reliance, increases processes by boosting skills, and improves people's lives by opening up prospects for better livelihood. India has made significant progress in universalizing education through increasing access to and enhancing the quality of education. The country is now working to achieve universal pedagogy. We need commitment from all areas of government and society to appreciate this at the secondary level. It is at this period of school that students focus on their abilities and skills in order to achieve higher order skills and prepare themselves for the world of work as well as academic brilliance. (NCERT learning outcomes for students). This warrants for ensuring that every child develops skills and competencies required for effective functioning within the new century. this is often possible providing all learners are provided opportunities for learning and so the stress is shifted from memorisation to developing competencies. It would, of course, necessitate the adoption of new Instructional approaches that emphasise meaning-making. Learners should be able to comprehend, compare, manipulate, and apply what they've learned in the real world. These competences, which were learned through a variety of pedagogical methods, would serve as a tool for not just improving creativity, critical thinking, and communication skills, but also for contributing to nation building by learning, thinking, and using these talents at work. The academic outcomes are designed to show how a learner can prepare for the challenges of the twenty-first century, which include knowledge, skills, and application techniques for a more competitive and globalised world. Developing children’s abilities for mathematisation is that the most goal of mathematics education. The sole purpose of college mathematics is to acquire 'useful' talents, notably in the areas of numeracy–numbers, operations, measures, decimals, and percentages. The primary goal is to strengthen the child's ability to think and reason mathematically, to follow assumptions to their logical conclusion, and to deal with abstraction. It encompasses not only how to accomplish things, but also the ability and attitude to develop and solve problems. (NCF2005). The most important purpose of mathematics education is to develop children's ability in mathematization. The mathematics curriculum's twin concerns are: What can mathematics education do to interact with each student's mind and build the student's resource to make them critical and artistic? Visualisation is greatly aided by activities in practical mathematics. As a result, it's critical that the curriculum at this point focuses on the development of higher levels of mathematics learning through opportunities to explore, experiment, verify, and prove conjectures based on patterns. Students are expected to visualise relationships between diverse topics in mathematics and other areas. As a result, mathematics training objectives should be considered as integrated with other courses at this time, such as numbers related to geometry. (Points on variety line and real numbers), with usage in science and field of study and later with problem solving skills. National education policy 2020

REVIEW OF LITERATURE

Mathematics is one of the fields of study that has important role in the 21st-century thinking (Vale, 2018). In the present time, mathematics no longer emphasized arithmetic because it has been replaced with a calculator and computer. Mathematics emphasized more on the thinking process in the order of several logical and systematic steps to solve a particular problem. Mathematics is not a matter of entering numbers into formulas and doing rote calculations, but mathematics is more about ways of thinking and exploring things that are still considered odds to students (Paulos, 1995). mathematics teachers must be able to bridge between mathematical characteristics and student characteristics. Teachers need to develop learning models that able to facilitate the 21st-century competencies development and then assess these competencies. It is intended that students will have competence in global society (Rotherham & Willingham, 2009). The mathematical competencies have also been identified throughout the world as one of the main competencies for personal fulfilment, social and economic inclusion in the 21st-century knowledge society (Vorobjovs, 2017). Although the establishment of certain aspects of students' mathematical competencies has been extensively studied (Alpyssov et al, 2016; Salekhova et al, 2014), research on developing students' mathematical competencies is still lacking. Some researchers have also formulated special competencies that are considered as important factors in the development of students' mathematical competencies (OECD, 2012)

Competency-Based Education

CBE consist of student's centric methods of teaching which follows the philosophy of constructivism. NCF-2005 and NEP-2020 emphasis on students learning by constructing the knowledge and learn those skills which are needed in the 21st century and provide flexibility in learning. competency based learning is different from traditional way of learning. The focus is on providing hands- on experience to the students instead of transmitting the syllabus. The aim is not to cover the content in the end, passing a test but the broader aim is to provide mastery learning and set of skills which enables them in achieving the set goals whatever they have chosen in their life.

Research Approach and Methods

By analysing number of studies, it is tried to find out why world is talking about competence-based mathematics education and why this should be followed in India. What are different methods of teaching suggested by different research which focus specially on competence rather than simple transaction of mathematics content. New education policy -2020 focus on paradigm shift in terms of content delivery from traditional methods to competence-based learning and attaining set of learning outcomes at the end of the programme or course. Number of studies were studied to find out the way by which learners can attained those required skills which are expected to be attained after the completion of a course.

Need of CBE in mathematics

CBE is one in which a student must demonstrate that they have achieved a set of learning outcomes before moving forward with their course of study. CBE is the same thing as concepts like outcome-based, performance-based, standards-based, and proficiency-based education. CBE was first embraced as a training strategy that was sensitive to industry needs, focused on learning specific skills and knowledge rather than "time in course" or student comparisons, and resulted in valuable certificates for underprivileged students (Goozee 2001; Wheelahan 2019).

(NEP,2020). NCF-2005 encourages a paradigm change in instructional approaches in order to eliminate feelings of dread and failure toward the subject. It should be created in such a way that this subject is pleasant rather than a chore. It should be more engaging, with collaborative and exploratory tasks that are more enjoyable than frightening. NEP (2020) proposed a paradigm shift from content-based learning to experience based learning to make learning meaningful and interesting. So that International assessment which is required to understand where Indian learners stand compared to learners in other countries Indian education policy focused on competency-based learning and strong foundation of each subject so that the students prepared today will be competence enough to meet the need of the 21st century and play a significant role in development of the nation and help in making ATAMNIRBHAR BHARAT

Competency-based Teaching

The traits and expectations of the teacher have a part in the achievement of the students. They also show that achieving competency is a joint effort between teachers and students. The fact that competency-based education measures learning rather than time is its most significant feature. By proving their mastery of the knowledge and skills (referred to as competences) necessary for a given course, regardless of how long it takes, students advance by demonstrating their competence. When mathematics will be taught in such a way the focus of the teaching is to develop the skills and applications of the subject this will be interesting and enjoyable for the students. Therefore, competency-based learning enables us to retain learning constant while letting time vary, in contrast to most schools and universities that hold time requirements constant while letting learning vary.

Qualities of Competency-Based Education

- Understanding the learning style of the learner
- Align the rules which are followed in teaching and learning
- This facilitates the learner without controlling
- Support the in acquiring the knowledge, skills and ability of applying the knowledge in all domains of learning.
- The way of assessment provides timely feedback on learners' progress which start from self and peer assessment
- Customize the learning experience according to your needs

It is expected that performance complexity will increase as the learner progresses through the program.

Development of Mathematics Competence Through Teaching

CBE is built on the idea that it focusses more on learning outcomes rather than memorization of the facts, theories and mathematics concept. in present system of curriculum transaction, it tries to find out what a student knows and can do rather than the way how the learners have learnt and how much time it takes to learn. CBE provides a range of way of learning a particular concept, teachers play a vital role in this teaching learning process by facilitating the learners thinking out of the box. NEP-2020 focuses on shifting the teaching of mathematics in such a way the learners feel themselves comfortable and easy in maths class. using various innovative pedagogical techniques skills can be developed among the learners.

Teaching is considered effective if it matched all three domains of learning. We try to find out those strategies which need to be implemented to match all domains of learning and successfully transacting the mathematics curriculum to develop competence among the learners

Psychomotor Domain:

- This allow the learner to show and perform those skills which he/she is taught after a practice.
- This facilitate learners to set up models, doing practical and repeating practices of those skills which learners are taught.
- Provides ample hands-on experience requiring hands-on performance of competence with proper guidance
- A valid and reliable tool should be developed to asses the ability and skills

Affective Domain:

- Values are developed by math teachers
- Provide a framework for written analysis of learning activities and measurable outcomes in mathematics
- Organize role-play opportunities that require acknowledgment of different values and beliefs and allow time to discuss how these differences affect the ability to perform the competencies.
- Organize discussions about different values and beliefs about mathematics

Cognitive Domain:

- In this type of teaching teacher develop case study from actual practice required for discovery of problem-solving ability to determine the most effective way to develop competence
- Facilitate learner led group discussion, debates and activities to address the real-life situation which they need to solve using mathematical ability
- Provide reason for every concept he/she taught
- Focus on individual learning and avoid temptation to answer every learner question

Other strategies include self-study modules where learning activities that learners can do on their own before interacting with other learners or teachers are suggested. For this reason, students need time to discuss with teachers and peers in order to clarify and learn mathematical concepts. Encourage learners to apply their previous knowledge, ideas, and experiences to find solutions to problems. Socratic questions are used to understand how the learner progresses through the storyline. The main purpose of Socratic and higher-level questions is to ask the learner how they think, what they think, and how they can modify their thinking to achieve the goal of becoming a competent person. Encourage them to ask if they connect.

Each of these teaching strategies helps learners develop new ways of thinking about what they are learning, encourages them to discover new knowledge and skills through critical thinking, and translates this new learning into practice integration. Teachers play the role of guide or learning facilitators rather than omniscient sages who tell learners what to learn, how to learn, and what to do with their new learning. CBE is a method of structuring learning activities to help individual learners achieve a predetermined set of mathematical competencies. Recognizing the learning methods and learning styles of learners, CBE focus on achieving or doing something rather than learning by observing. is important. Observation, reflection, and listening are important learning activities, but demonstrating, application and solving real-life problems are expected outcome of CBE.

Learning and Effective Facilitation of CBE

When teachers facilitate the learners the way they wish to learn then the learners need some learning activity which enhance their skills and ability of apply the gained mathematical knowledge and skills in real -life situation. Example follows those activities which follow the related domains of learning

Psychomotor Domain:

- Learners need to Review written description of a particular skill which they have learned.
- Whatever they are taught the learners should avoid making a haste to practice those learn skills until the achieve the mastery by observing the demonstration done by their teachers.
- Until the mastery in demonstration is achieved learners need to repeat and practice the skills

with help of peers and proper guidance of the teacher.

- To develop confidence and gaining experience through focus should be on practical rather than the learning and rote memorization.

Affective Domain:

- To understand the values, go through text
- Level of
- Participate in selected values clarification exercises for personal values provided by teachers (self-study or group work).
- Write up an analysis of a code of behaviour and values and share with peers and teachers.
- For many learners, becoming a competent begins with observing positive role models of practice to reflect on: This is who a competent person is. This is what a competent person does.

Cognitive Domain:

- CBL required high level of mathematical and critical thinking which can be gained through heuristic approach of learning.
- Learning done by those methods in which maximum sense of a child take part is long lasting also the ability of reasoning, critical thinking and applying the gained knowledge in real life situations is developed among the learners. This ability can be developed through activity-based learning, problems-based learning and discovery-based learning and teacher facilitate the learner in these methods of learning.
- A quality of leadership and collaboration when learning takes place in team or group. When a group of learners work together and find the solution of the problems this create a sense of cooperation and learn theoretical and practical.
- CBE is completely learner centric it allows the learners to learn in their own pace of learning and also focus the need of individual learning.
- Assessment in CBE is continuous before moving towards the next step learners are evaluated if the achieved a particular level of learning only when the next step is taken.

CBE PRACTICE IN MATHEMATICS

The eco of CBE can be heard in all field of education in India after the draft of NEP-2020 introduce. Teaching -learning in CBE environment learners are engaged and remain active in acquiring the knowledge and skills. Mathematics as a subject when taught in CBE environment it becomes interesting and enjoyable for the learners. They not only learn maths but also, they enjoy the activities and methods by which mathematics is taught to the students. A critical feature of competency-based education must include a clear, evidence-based definition of the learning outcomes and objectives. The learning objectives must include demonstrated for performance criteria of the role. This develop the skills, knowledge, critical thinking and power of reasoning among the learners which are essential for a learner for upcoming future of our country in different fields of life.

PEDAGOGICAL CONSIDERATIONS IN CBE

CBE must incorporate attention to the child needs and styles, facilitating the time needed for the learner to attain and repeatedly perform or demonstrate the expected competencies (knowledge, skills, professional behaviours) and creating a supportive environment for learning. Various teaching approaches can be followed by Competency-based education. However, curricula should be evidence based and outcome focused should be on learning domain i.e., psychomotor, cognitive, and affective. Meaningful learning processes should be the emphasised-on Competency-based learning followed by rich learning environment. The most distinctive features of this approach may be summarized as follows:

- **Meaningful contexts**

The teacher has to form or get into meaningful context so that learner will learn in a natural way experience and the competencies meaning should be acquired.

- **Multidisciplinary approach**

Competences should be comprehensive and as a result the educative approach needs to be consolidative and holistic.

- **Constructive learning**

  Social constructivism is the root of philosophical based competency education So, learners involve in a process of establishing their own knowledge by learning by doing rather than rote memorization as if traditional teaching. Learning can be perceptible and turn out to be constructivist by focusing on model construction, products, rules of thumb etc.

- **Cooperative, interactive learning (with peers, teachers.)**

  Competence-based education's basic idea is to help learners to develop and construct their own knowledge and look into ways to make classic use of other people's competence in their learning exploration. Social constructivism is about this only. Approaches must be taken to develop individual competencies and achieve goals and objectives, which should be open to learner and educators both about expectations needs choice and goal etc

- **Discovery learning**

  Discovery learning is adverse of receptive learning means that learning should be accessible and competencies is not just gulping knowledge but should be discovery-based approach.

- **Reflective learning**

  Learning processes of the learner should be emphasised in competence-based learning. Developed learning competences may be considered as "learning to learn" which is developed by learner reflecting their own need, result, approach, progress etc.

- **Individual learning**

  Learning is achieved as a process of building the learner's own personal knowledge and competences in competence-oriented theories. All the things become meaningful only when it is an integral part of competencies and knowledge. In education this implies that students Should achieve all the three domains.

CONCLUSION

Three interrelated ingredients: a knowledge, behavioural and a value component a competency consist of. In this learning process all three domains of learning should match. The thing that binds the teacher and learners in meaning full process is the CBL environment. Over a period of time, learner has to demonstrate their competency as an important aspect to CBE through direct supervision and multiple opportunities is the Practice based learning. Competency objectives that have to be achieved should be explorable, measurable and relevant.

CBE is similar to any pedagogic assessment tool which aims at enhancing and personalizing student experiences. It aims at changing the very nature of advancing students into life-long learners. Mathematics in CBE environment will lead todays' learners to represent the country in numerous fields. Also, he/she will be equipped with those skills and knowledge which will be helpful to achieve the goal of ATMNIRBHAR BHARAT.

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Research Gap Analysis of Entrepreneurship Development Initiatives at Management Institutes

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Abstract: *The main areas in which higher education institutions can, directly and indirectly, support the amount and quality of new businesses are entrepreneurship instruction and incubation (including mentoring). The support provided through incubation can help student entrepreneurs overcome obstacles to launching and expanding their enterprises. Entrepreneurship education provided by these institutions can raise awareness of entrepreneurship as a viable career option. In this paper, the researcher desires to find out the research gaps for entrepreneurship development initiatives by management institutes through references related to the entrepreneurship development initiatives by management institutes before the year 2018. The data relating to the selected topic obtained from different Research papers, periodicals, journals, articles, thesis, and newspapers were analyzed using correlations, regression analysis and other types of statistical tools and techniques used to show the result of entrepreneurship development initiatives by management institutes. Based on the results, it is recommended that there is a research gap for entrepreneurship development initiatives by management institutes.*

Keywords: *Entrepreneurship Development, Management Institutes, Education.*

INTRODUCTION OF THE STUDY: An entrepreneur engages in entrepreneurship to advance his business interests. To minimize employment, health, educational, business, and environmental issues, entrepreneurship development is a programme, method, or process that strives to recognize, foster, encourage, and expand the skills to a greater degree. The Indian economy is proliferating, opening up many opportunities in manufacturing, pharmaceutical, and other industries. But we also need to be aware that these sectors can only experience rapid economic growth with the aid of highly qualified managers, who will provide the nation with the required push for the expansion of each area. This is the cause of the nationwide growth in business management schools. More than 1000 business schools in India now offer management education, which is at an all-time high. People participate in these programmers as a first step toward becoming entrepreneurs because many institutions and organizations are engaged in entrepreneurship development activities.

OBJECTIVES OF THE STUDY

1. To find out the gaps between research done for entrepreneurship development initiatives by management institutes before 2022.
2. To study the role of educational institutes in entrepreneurship development.

IMPORTANCE OF THE STUDY: In this study, the researcher focuses on entrepreneurship development initiatives by various management institutes. Researchers have begun to critically address the processes surrounding venture creation, Small business development, innovation, and creativity; of particular interest to practitioners has been the means through which entrepreneurship is cultivated—precisely, questions as to why some college-educated people choose entrepreneurial careers and others don't remain unanswered. Hence, entrepreneurship development, particularly among MBA students, has been gaining much scope in the present context. For the nation's growth and efforts to promote social inclusion, management students play a crucial role. The presence of a skilled population strongly influences the evolution of any community. Additionally, education is crucial for promoting equity in society. People with education are better able to make informed judgments and express their opinions on topics that impact them. There has already been a study on entrepreneurial education, students' intentions to become entrepreneurs, and the variables influencing those intentions. The research's scope is determined to be highly constrained in the literature. A research gap was identified through a review of the literature, and the current study's focus is on understanding institutional initiatives and emerging trends in entrepreneurship development.

RESEARCH METHODOLOGY: Research methodology and a review of the literature are both required to achieve the research's complete goal. Secondary data has been used to mature this research study. Researchers have gathered the specific literature from various sources, including EBSCO, J store, FED Gate, INFLIBNET, Vidyanidhi, JGate, Google Scholar, and DOAJ. Additionally, the researcher used reports from business magazines, news pieces, statistics summaries, journals, periodicals, etc.

LITERATURE REVIEW: Knowledge and skills are two major driving forces of a country's economic growth and social development. Entrepreneurship is vital for job creation, economic growth and problem-solving. It also reflects a society's capacity for boldness, risk-taking and creativity. For this study, the researcher has studied the following literature to understand the relationship of management institutes with entrepreneurship development.

1. Indresh Sharma (2012): This study focuses on how the Indian economy requires the emergence of fresh, creative, and motivated businesspeople, and how education plays a crucial role in helping people develop their entrepreneurial skills. India is a young nation with an average of 63% of the population currently in the working age range of 15 to 59 years. According to studies, the age groups of 25 to 34 have the highest incidence rates of entrepreneurship. But if the young person cannot acquire the necessary abilities, such as entrepreneurial skills, this advantage could become a disadvantage. Educational institutions are crucial in this. This essay seeks to demonstrate the value of entrepreneurial education, the relevance of early motivation for aspiring businesspeople, and the difficulties entrepreneurs encounter. This article aims to clarify how educational institutions help young people develop and nurture their entrepreneurial skills. Additionally, it covers the actions made to advance entrepreneurial education.
2. Dr. B.Gangaiah Juturu Viswanath (2014): This study relates to the fact that India's industrial and service sectors have been expanding at steadily increasing rates; on the other hand, there is a talent shortage. An in-depth examination of Indian management education is necessary. Another issue is the lack of accessibility to IIMs and B-Schools in India. Usually, private institutions (associated with universities) or B-grade colleges play a crucial role in providing management education. In short, there are many issues with Indian management education's ability to inspire and nurture students into entrepreneurs. As a result, this study thoroughly examines those problems and issues.
3. Princitta and Amirtha Gowri (2015): This study focuses on creating a unique model to assess entrepreneurial mentality among MBA students at Anna University in Thirunelveli, Tamil Nadu, India. Three hundred students from Tirunelveli and Kanyakumari districts in Tamilnadu participated in the survey, providing information. The respondents indicated whether they agreed or disagreed with the findings on a five-point Likert scale. The above hypotheses were tested using the "t-test, ANOVA, and Chi-Square test. The results indicated that, at the university level, a comprehensive formation of students' attitudes toward entrepreneurship was necessary, and curriculum design will meet this need.
4. Role of B-schools in Entrepreneurship in India (2015): The study claims that because B-Schools serve as the foundation for aspiring entrepreneurs, they substantially impact the development of India as a country. They can help one acquire both admirable personal traits and the chance to utilize

both one and others. The crises of underemployment and unemployment can be resolved by entrepreneurship, self-employment, and business formation. The B-Schools help expand one's knowledge base, spot opportunities, and highlight strategies for overcoming obstacles imposed by one's surroundings. Increasing the number of entrepreneurs in society plays a significant part in fostering entrepreneurship. As a result, the Indian government should implement the necessary measures to advance and strengthen India's entrepreneurial education.

5. Dr. V.R.Palanivelu, D.Manikandan (2016): This study focuses on the potential of business education to promote and support entrepreneurship. A dynamic process of creation, transformation, and vision is entrepreneurship. This essay discusses the value of business education in today's globally connected business world. It also emphasizes how crucial business owners are to economic growth. The term "entrepreneurship" is now commonly used. Policymakers, economists, academics, and even college students discuss it. In this study, the researcher recommended that before young people leave for compulsory education, youth institutions offer at least one practical entrepreneurial experience, such as managing a mini-company or being in charge of an entrepreneurial project for a companion or a social project. The researcher also recommended enhancing entrepreneurial training for young adults with resources that support national job plans, particularly as a second-chance tool.

6. Dr. Waleed Hmedat, Dr Mubarak Ali, and Dr Balamurugan Muthuraman (2017): This study aims to show that higher education institutions can significantly improve a country's educational system. The outcomes of the educational system are directly impacted by the curriculum created or approved by the ministry, a top body in the nation. In this essay, the researcher has made an effort to assess the entrepreneurial projects that MBA students have created critically. The primary data for the study were gathered using a structured questionnaire from an appropriately sized sample size; for the secondary data, however, the researchers also consulted other sources like magazines, e-library resources, textbooks, and websites in addition to previous research projects in the same field. The data were examined using the Henry Garrett Ranking Technique and percentage analysis to achieve the study objective. The study's findings show that most MBA students are eager to start their businesses to pursue a profession.

7. Rejitha Treesa Johnson (2019): This paper discusses organizations' and universities' role in encouraging student entrepreneurship and their continued growth and functioning. All institutions must identify and inform students about the numerous opportunities and government programs available. In turn, this would promote economic growth and offer a remedy for the high unemployment rate in the nation. This essay identifies the causes of students' hesitation to pursue entrepreneurship, their familiarity with the Startup policies of AICTE-approved colleges, their level of curiosity and openness, and recommendations for improving these institutions' current curricula.

8. SUSHILA (2019): According to this study, the economic development of entrepreneurs and economic growth has a substantial relationship throughout the economic history of the majority of industrialized nations. Large-scale job creation, a rise in the standard of life, a lowering of regional inequities, the mobilization of money, and the use of skills are all feasible through entrepreneurial activity. The probability that a student will become an entrepreneur will unquestionably improve if the younger generation, especially postgraduate students, has a good attitude toward entrepreneurial development. The study's primary goal is to evaluate studies that discuss the connection between student attitudes and choosing entrepreneurship as a career. It was found that there is a clear correlation between students' attitudes and choosing entrepreneurship as a career.

9. Mrs. D.Mythili, Ms R.Nithya, Student, Ms Sneha Jaiswal, Student (2020): According to the

study's author, an entrepreneur is someone who, rather than working as an employee, establishes a business to learn from chance. They are essential to the growth of every economy. They can create marketable new concepts and anticipate both present and future needs. The study makes an effort to investigate how tutorials affect students' attitudes toward entrepreneurship. Through the use of stratified random sampling, 198 respondents were chosen. According to the findings, there is a strong correlation between the student's intentions, personal attitudes, and the impact of education.

10. Dr Minakshi Tripathi (2021): According to the research author, entrepreneurship-related education is crucial for helping people build their entrepreneurial talents. Youth may profit from it by learning skills, risk-taking aptitude, situational management, and appropriate knowledge acquisition that will enable them to start, organize, and run their businesses and contribute to economic growth. Four hundred seventeen graduates or postgraduate students from premier institutions' Entrepreneurship Development Cells (EDCs)—two public and two private institutions—are the study's target group, of which 136 were randomly chosen as study participants. With the SPSS 22.0 program's aid, descriptive and inferential statistics were utilized to analyze the data. Any institutions, programs, and faculty's entrepreneurial development cells haven't discriminated against based on gender.

FINDINGS OF THE STUDY

1. Entrepreneurship development cells are responsible for generating entrepreneurship skills among the students and helping them channel their goals into becoming versatile entrepreneurs.
2. The Entrepreneurship Development Cell's (EDC) role is to develop and strengthen entrepreneurial qualities in budding professionals interested in starting their ventures.
3. Developing entrepreneurial abilities, independent thinking, the capacity to see possibilities, and risk-taking aptitude are all possible through management education.
4. Future entrepreneurs would benefit significantly from increased exposure to entrepreneurs through guest lectures, seminars, and conferences, as well as close associations with senior managers in high-growth, innovative organizations.
5. India's entrepreneurial ecosystem is still in its nascent stage, and given the size of our population, there aren't many B-Schools offering entrepreneurship or incubator facilities programs. With the current initiatives being carried out at both the institutional and governmental levels, the day will soon come when we can regularly offer top-notch entrepreneurship education nationwide.
6. Management institutes can conduct various activities to boost the entrepreneurship development culture like Workshops, Case studies, Expert sessions, Seminars, symposiums, Interaction with Successful Entrepreneurs, Alumni drove ED activities, Training programs, Awareness Camp and Inter College competitions.

CONCLUSION: Several considerations should be made for management education to properly support the growth of entrepreneurship. Most students who dare to take chances and the initiative to work independently should be chosen while choosing students. Second, there should be a mix of knowledgeable academic instructors to provide a theoretical foundation and entrepreneurs to provide hands-on experience. In addition to formal education, students should receive attitude training in entrepreneurship to develop their confidence in the field. Participating in regular business plan competitions, managing actual industrial projects more frequently, and other means should expose them to good real-world scenarios. Successful businesspeople should be enlisted to speak with the students about their experiences, including difficulties they've faced, market opportunities, and financial aid knowledge. Future entrepreneurs would benefit significantly from increased exposure to entrepreneurs through guest lectures, seminars, and conferences, as well as intimate associations with senior management in high-growth, innovative organizations. The impulse to launch a new business is more vital when one is around other entrepreneurs. Last, public and commercial organizations should be interested in fostering entrepreneurial endeavours.

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Expectations of Rural Students from Higher & Professional Education Institutes

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Abstract: *Students are the main stakeholder and are at the focal point of every academic establishment. The holistic development of the student is a key objective every institute is thriving for. The grooming needs and expectations of every student are unique students are diverse. Higher Education Institutes must suffice these diverse needs and satisfy them with Institutional services. The majority of Institutes imparts the curriculum designed by the university and has very less scope to customize it as per the needs and interests of students. The accrediting agencies also weigh all academic Institutes irrespective of geographical area, student diversity, and type of courses taught. This paper attempts to identify the expectations of rural students from Higher and Professional Education Institutes and explore the key areas that affect their learning and overall experience at the Institute.*

Keywords: *Stakeholder, holistic development, diverse needs, curriculum*

INTRODUCTION: The values of modern higher education typically place a strong emphasis on the idea that the educational environment should support student-centered teaching methods. The academic existing pedagogical values include concepts like learning from diverse experiences, contextualizing or localizing pedagogical tasks, utilizing authentic texts, creating an interactive learning environment, eliciting students' prior life experiences, ensuring students' mental readiness, and meeting students' needs, interests, and expectations. Particularly higher education institutions are thought to be pioneers in embracing open-ended academic learning approaches. These are places where students can develop their own knowledge and abilities by building on their own learning potential. It is believed that the Instructional material would empower students to take a more active role in their own education. Identifying the expectations of students is crucial since they play a crucial part in developing the highest caliber graduates who will contribute greatly to the steady advancement of a nation. In order to gain a thorough understanding of students' prior university academic performance expectations and how those expectations have affected their outcomes, one of the fundamental pillars of university academic concerns should be to do just that.

RESEARCH PROBLEM:

The vice president of India in his recent talk emphasized and appealed higher education Institutes to break the cycle of disadvantage for youths in rural area and make the education more inclusive and equitable. The number of students enrolled in higher education has increased by 11.4% from 2015–16 to 2019–20. Female enrollment in higher education increased by 18.2% over this time. According to the AISHE report, the number of institutions with national significance rose by 80%. (From 75 in 2015 to 135 in 2020). Compared to 1.17 lakh in 2014–15, 2.03 lakh students are pursuing PhDs in 2019–20. The increasing trend of enrollments of rural youth with the tremendous potential of transforming rural India is a positive indicator. The higher and professional education Institutes must cater to these students with cafeteria approach by knowing their academic abilities, grooming needs and suitability of teaching methods.

This paper attempt to explore the unique characteristics and development needs of rural students which will be a guiding path for Higher and professional education Institutes in Rural Area.

OBJECTIVES:

1. To identify the grooming needs and expectation of rural students from Higher Education Institutes
2. To assess the effectiveness of various teaching pedagogies to engage and groom rural students

SCOPE OF THE STUDY: This research is confined to the geographical area of Baramati tehsil.

The expectations of students from professional PG courses viz. Management, Engineering & Pharmacy are studied.

RESEARCH DESIGN:

Researcher has used descriptive design for this study the required primary data regarding the expectations of students from Institutes and suitable teaching methodology is collected from the students of PG professional courses using structures questionnaire. The published data on the relevant topic is also reviewed to draw qualitative findings on the topic. The primary data is collected from 55 students using simple random sampling.

RESULTS:

Table No 1 Expectations of Students

	N	Minimum	Maximum	Mean	Rank
Industry Interface	55	2	5	4.20	5
Holistic Grooming Activities	55	2	5	4.36	3
Add on skill and value based courses	55	2	5	4.11	6
Experience and involvement of faculty members	55	2	5	4.50	1
Placement Activities	55	2	5	4.24	4
Extension & Community Development Activities	55	2	5	3.85	8
IT enabled state of art infrastructure	55	2	5	3.95	7
Mentorship & Student Support	55	1	5	4.42	2
Institutional Scholarships	55	2	5	3.73	9
Life orientation through student driven clubs & cells	55	1	5	3.65	10
Valid N (list wise)	55	2	5		

(Source: Primary Data))

Students in rural area place more importance on the experience and involvement of faculty members with mean score of 4.50 followed by Mentorship and Student Support (mean 4.42) and Holistic grooming activities (mean 4.36). Student place relative less importance upon Life orientation (3.65), Institutional scholarships (3.73) and extension and community development activities (3.85). Students in rural area are have tremendous potential but are lacking in self-realization hence they feel it more important for mentorship and counseling during their professional education.

Table No. 2

Preferences of students for various Teaching Methods

	N	Minimum	Maximum	Mean	Rank
Lecturing	55	2	5	3.55	9
Interactive Lecture	55	2	5	4.42	2
Flipped Classroom	55	2	5	3.90	7
Case Based	55	1	5	4.51	1
Discussion Based	55	2	5	4.18	4
Scenario Based	55	2	5	3.85	8
Collaborative Learning	55	2	5	4.05	6
Problem Based	55	1	5	4.10	5
Project Based	55	2	5	4.32	3
Valid N (list wise)	55	2	5		

(Source: Primary Data)

Students in rural area perceive that the case based (mean 4.51), Interactive (mean 4.42) and Project based (mean 4.32) methods are more engaging hence they prefer these methods on more compared to others. Teaching methods such as lecturing, scenario based and flipped classroom are less preferred teaching methods by rural students.

CONCLUSION:

The present research paper reveals the expectation of rural students from higher and professional Institutes. From the data analysis, it is found that most of the trending methods such as flipped classroom & scenario-based methods proven insignificant compared to case-based and interactive methods. Also, the students rely on faculty members as their mentors hence the teacher's involvement and commitment to students is a key to grooming the students.

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Ethics in Higher Education: A Respectful Discussion of Values and Ethics

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Abstract: *In today's society, education plays a vital role in helping students develop their values and ethics. After all, these personal beliefs are what drive our actions. They provide us with the foundation for how we treat others, help us understand right from wrong, and inform our decisions about what is fair and just. In this article, you will learn more about the value of ethics in higher education and why it's important that colleges center their curriculums on it. You will also discover key principles of ethics, read examples of common ethical dilemmas faced by educators, and explore various ways institutions can improve their ethics programs to enhance student growth.*

WHAT IS ETHICS IN HIGHER EDUCATION?

Ethics is the branch of philosophy that investigates what is right and wrong. More broadly, it is the study of human values that helps people make sound choices in life. There are two major types of ethical theories: deontological ethics and utilitarianism. Deontological ethics are concerned with duty and right and wrong behavior, while utilitarianism focuses on the greatest good for the greatest number of people. Ethics in higher education refers to the importance of embedding ethical principles into a college's curriculum. This can be done through classes, research initiatives, and community outreach programs. By helping students develop a strong sense of values and ethics, these programs help students prepare for their future careers.

WHY IS ETHICS IN HIGHER EDUCATION IMPORTANT?

While ethics might seem like an odd focus for higher education, it is essential for students to develop strong values as they transition into adulthood. These personal beliefs are what drive our actions. They provide us with the foundation for how we treat others, help us understand right from wrong, and inform our decisions about what is fair and just. To help students build these important beliefs, colleges must be aware of the ethical challenges they face on a daily basis. You can't solve a problem if you don't know it exists! And while there are many ethical issues facing educators, there are a handful that are common enough to warrant attention. This includes issues like academic integrity, conflicts of interest, and cultural sensitivity.

Measuring ethical climate can provide higher education leaders with empirical evidence to predict unethical behavior in order to make the necessary 55 investments to improve the ethical climate. The ability to predict ethical behavior is an important practice for institutions of higher education in order to proactively manage the ethical climate and prevent future ethical transgressions.

KEY PRINCIPLES OF ETHICS IN EDUCATION: While there are many different ethical theories, most have key principles that guide their philosophies. These essential principles are what help us apply our ethical beliefs to real-world scenarios.

In general, there are four basic principles in ethical codes

1. Honesty
2. Confidentiality
3. Conflict of interest
4. Responsibilities

They help us make tough decisions, prioritize our values, and discern what is fair and just. Similarly, they can be used to help students build their values. By studying these principles, students can better understand what their values mean and how they can be applied to real-world situations. These include: - Autonomy: Autonomy refers to self-direction and being fully responsible for one's actions. Autonomous individuals are capable of making their own decisions free from external influences such as family, peers, authority figures, and social pressures. Autonomous individuals are thoughtful and reflective, actively making decisions that are in their best interests. - Beneficence: Beneficence is the principle of doing well and creating positive outcomes in others. Beneficence is the opposite of maleficence, or doing harm to others through one's actions. Individuals who are beneficent try to create the best outcomes for others in their actions, even if it comes at a cost to them. - Justice: A core value of many ethical theories, justice refers to the fairness and equity present in a situation. This value holds that people are treated fairly in the process of resolving a problem. Justice is therefore the equitable outcome of a problem or situation. - Non-maleficence: This ethical principle goes hand in hand with beneficence. Simply put, non-maleficence is the idea that one should not do harm to others. Just as individuals should not create harm in their actions, they should also try to avoid harming others in any way, shape, or form.

EXAMPLES OF ETHICAL DILEMMAS IN HIGHER EDUCATION: As you've learned, there are countless ethical challenges facing educators. But a few deserve special attention because they are so commonly faced by faculty and administrators. These challenges include academic integrity, conflicts of interest, and cultural sensitivity. Let's take a closer look at each. - Academic Integrity: This is the idea that all students should be held to the same high standards of honesty and integrity. It's an ethical challenge that can affect any college program, department, or student. Academic integrity is about ensuring that all students are treated fairly. It includes things like avoiding grade inflation, encouraging honest effort, and avoiding plagiarism. - Conflicts of Interest: Conflicts of interest are situations in which an individual's personal interests contradict the interests of others. Conflicts of interest can occur in any field, but they are especially prevalent in academia. - Cultural Sensitivity: Cultural sensitivity is an ethical challenge that can also be referred to as cultural competence. It is the ability to understand and respectfully engage with different cultures. Cultural sensitivity is especially important in fields that involve serving or interacting with a diverse group of people.

HOW TO IMPROVE YOUR EDUCATIONAL ETHICS PROGRAM?

As you can see, there are many challenges facing the field of education. And while some are more important than others, they all deserve attention. What can you do to improve your ethics program? Here are a few quick tips. - Read the Ethic: Your first step is to read the ethic of your college or university. This document outlines the values and principles that guide your college. It will help you understand the challenges facing your institution and how your program can be used to address them. - Assess Your Educational Ethics Program: After reading the ethic, take some time to reflect on the strengths and weaknesses of your program. What do you like about it? What do you think needs to be improved? By assessing your program, you can determine where your efforts should be focused. - Talk to Students about Their Ethical Challenges: To fully understand what your students are facing, it's a good idea to ask them about their ethical challenges. This can be done in a variety of ways, including through surveys, focus groups, and one-on-one discussions. - Train Your Staff in Ethical Decision-Making: Ethical challenges are bound to arise, even in the best-run programs. When they do, it is important that your staff knows how to respond in a fair, just way. To do this, your staff must be trained in ethical decision-making. There are many techniques for this, but the most important thing is to have a plan in place.

According to Zabihollah Rezaee, Robert C. Elmore & Joseph Z. Szendi (2001) college codes of conduct tend to follow a "low road" approach. Their research results also suggest the following needed improvements in college and university codes of conduct: (1) greater emphasis on preventing financial, scientific, and academic fraud; (2) more inclusion of the faculty in the process; and (3) establishment of a proper process for implementation of the code.

CONCLUSION: Ethics are the branch of philosophy that investigates what is right and wrong. More broadly, it is the study of human values that helps people make sound choices in life. There are two major types of ethical theories: deontological ethics and utilitarianism. Deontological ethics are concerned with duty and right and wrong behavior, while utilitarianism focuses on the greatest good for the greatest number of people. In today's society, education plays a vital role in helping students develop their values and ethics. After all, these personal beliefs are what drive our actions. They provide us with the foundation for how we treat others, help us understand right from wrong, and inform our decisions about what is fair and just.

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A Study of Quality Enhancement Practices and Challenges of Indian Educational Institutes

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Abstract: *When we compare education in India and Abroad, we find that Indian education lacks practical exposure to the subject. Most Indian institutes do not provide research-based knowledge work. It lacks practical exposure to the subject. Indian education lacks many things needed for the student's holistic development. To make education rich and develop students for the job, it is necessary to adopt methods that will prepare the students for the job.*

Keywords: Education, System, Quality, Practices.

INTRODUCTION: To find innovative practices, we must first find the problems in our education system. Our education system is derived from the British Education system only. However, a lack of funds and facilities has lost the practical and Research approaches. The students are prepared for theoretical knowledge and some competitive exams in foreign countries, while students from abroad have various career opportunities. Education in India is organic and grows with time. Developed countries offer flexible education to students. Education abroad offers a variety of scholarships. In Indian Education System, Students are not provided with many choices in selecting the subjects of interest. These problems in the education system should be addressed, and innovative educational practices should be found. Quality education practices should be adopted. New innovative methods should be implemented. This research paper tries to find the problems in the Indian Educational System and also tries to find the innovative approaches which should be adopted.

LITERATURE REVIEW: India's higher education system is the third largest after the United States and China. UGC University grants commission is the main governing body which sets standards, provides advice to the government and helps coordinate between the Centre and state. UGC has established 15 autonomous institutes for providing accreditation for higher education. India has 1,000 comprehensive universities, of which 159 institutes are of national importance, 54 central and 416 state universities, 361 private and 125 deemed universities. National importance institutes like AIIMS, IIMs, IIITs, IISERs, IITs, NITs etc. According to MHRD, there is a total of 52,627 government degree or private colleges and stand-alone and postgraduate research institutes that provide the education. These universities also include autonomous colleges. The respective universities take the examinations of the non-autonomous colleges, and the degrees are awarded in the university's name. Tertiary level universities give more emphasis on science and technology. National Institute of Technology and the Indian Institute of Technology are the most respected institutes. There are some premier institutes like the Indian Institute of Science (IISc) and the Indian Institute of science, education and Research in the field of science education and Research. Many colleges provide undergraduate education in arts, Commerce, science and agriculture. There is rapid growth in technical colleges. Five hundred thousand engineers and 50,000 computer scientists pass every year from these colleges. Higher education in India faces problems of gender disparities and income. Skill shortages of pass-out engineers are a significant problem faced by the industry. Challenges faced by higher education systems are – 1) non-availability of funds, 2) less enrollment (only 11% of the age group 18 - 23. 3) 3) Accreditation of the colleges is a problem due to lack of quality education. 4) Politics- Many political figures run the colleges and exert pressure on the college's administration.5) Quality – Poor quality due to lack of objectives and standards which results in not fulfilling the industrial requirement of skilled employees. [1]

RESEARCH METHODOLOGY

Research Problem: What problems, challenges and innovative practices are needed for quality enhancement in Indian Educational Institutes?

Objectives:

1. To find the problems in education in Indian Educational Institutes.
2. To find innovative practices for the enhancement of quality education.
3. To find the challenges to quality enhancement in Indian educational institutes.

The type of Research used is descriptive Research. Secondary data collection method is used. The data is obtained from the internet, books, research papers and journals.

THE MAIN PROBLEMS WITH EDUCATION IN INDIA

1. Lack of sufficient funds: Educational institutes lack funds, so the required infrastructure cannot be produced by many institutes. They also cannot provide facilities like a library, science equipment etc. There is a decrease in the provision of funds for education in a five-year plan.
2. Lack of diverse and rich curriculum: Indian education has a curriculum based on old Research, which does not allow the students to learn new things and its practical implementation. On the other hand countries like European Countries, UK & US are providing the students full opportunities to acquire more knowledge and to make new and innovative Research. US ranks number 1 with 59% of the students getting a degree over Australia, Canada & UK with 7, 6 and 1%.
3. Lack of practical and Research-based approach: Indian education lacks innovation and creativity which foreign education has. Indian education is more theoretical it lacks practical aspects. The concepts are made understood to the students practically by making students aware of real-life situations.
4. Rigidity in the selection of subjects: Students do not have much choice in selecting a subject. A student of Chemistry cannot select the second subject of Commerce. They are not provided with a diverse curriculum and opportunities, which is an additional advantage.
5. Selected streams and courses availability: Indian Universities provide only certain branches like Management, Engineering and Medical. Other new branches are lacking like game designing, Mechatronics and Photography. Foreign Universities provide various other branches as compared to Indian Universities. [2]
6. Limited scholarships: India provides the students limited scholarships as compared to foreign countries.
7. Limited Work-study Programs: Students are provided with work-study programs in foreign countries, which are limited in our country.
8. Limited job opportunities: Students are provided with limited job opportunities as compared to foreign universities. [3]
9. Limited co-curricular activities: The Foreign Education curriculum provides main courses and compulsory co-curricular activities like sports, dance, music etc. while in India these activities are not given much importance.
10. Not giving importance to the portfolio of the student: Indian education system gives more importance to certificates and grades and not the portfolio developed by a student. [4]

INNOVATIVE PRACTICES

1. Provision of Enrichment courses: Various short-term courses like Linux, Excel applications etc. for additional knowledge and expertise are provided to the students. Many educational institutes encourage students to complete MOOC courses (Massive Open Online Courses) as a part of their curriculum.

2. Value added chapters: Value-added chapters can be added after every chapter in the teaching plan, which can be changed according to the new developments.
3. Exposure programs: Programs like industry visits, orientation programs, international educational visits, study tours, and student exchange programs should be arranged. The student should be provided with certification programs, industry-institute interface programs, field visits etc. Seminars and conferences should be arranged; Research-based, exposure-based, and experiential learning should be adopted.
4. Research-based learning: Research-based learning can be provided by providing students with research projects to complete. An example can be given of Pune University, which provides the students with student internship projects that give practical exposure. Some programs like management fest MAGMA, international business case presentation – Mega India can be arranged etc.
5. Various forum-based activities can be arranged to creatively reflect and integrate the experiences with the curriculum.
6. Various exhibition-based activities: Students will be encouraged to create new business models and to study various organizations, countries etc.
7. Team Work activities: Team Work activities can be arranged by the students like teacher's day celebration, farewell party, fresher's party etc.
8. Group discussions and role plays: Group discussions and role plays can be arranged for the students to reproduce real-life situations in the classroom. [5]
9. Student-centric learning: In this method, students are provided with the problems they solve with their prior knowledge.
10. Employee Centric learning: Industrialists, employers, and entrepreneurs can be invited to share their experiences to provide students with real-time industrial and business exposure.
11. Student presentations: Students should be provided with presentation opportunities on various subjects and occasions. [6]

IMPROVING TEACHING QUALITY

1. Creative Teaching: Various tools can be used to make the teaching creative. Various types of games or some visual exercises can be given to the students to understand the concept. The student's creative ability can be understood, and creative ideas can be obtained from this creative thinking.
2. Use of audio-video tools: Audio & video tools can be used like videos, films, pictures and infographics for raising the imagination.
3. Real-world learning: Teachers can add real-world examples to make the topic simple to understand.
4. Brainstorming: Using brainstorming, students can think and provide new ideas. Students can put forth their thoughts. Teachers can use simple, group or pair brainstorming.
5. Classes outside the classroom: Teachers can arrange field visits to understand the subject better. E.g. industry visits arranged for MBA students.
6. Teaching using role play: Students' interpersonal skills can be developed using role play.
7. Lessons can be taught like a story: To make the teaching exciting, lessons can be taught like a story.
8. I love what you do: Teachers should love teaching. Efforts should be taken to improve teaching quality.
9. Forming clubs: With the formation of clubs, students can share knowledge on a particular topic.
10. Puzzles and games: Students can be given puzzles and games to solve to acquire more knowledge.

11. Classroom Environment: The classroom environment can be decorated to make it alive, fresh and fun oriented. [6]
12. Flipped Classroom: Students will be given extra time for reading, watching videos and Researching the topics to be taught. Class time is given for debate and activities of the students leading
13. Peer Teaching: Students understand the subject clearly and also can acquire knowledge through peer teaching.
14. Use the design thinking process: The five stages you need to adopt are 1) Empathize (find out the need for the solution, define, generate creative ideas, prototype, test the solutions evaluate &gather back.
15. Blended learning: Students should be provided with both online as well as offline teaching modes.
16. Interactive classroom teaching: For this, some puzzles and quizzes can be solved by the students.
17. Use of Virtual reality Technology: This technology can be used to get real-world experience.
18. 3D Printing Technology: The above technology can show images and pictures to explain the topic better.
19. Inquiry-based learning: Students can be provided with problems, questions and scenarios before teaching the topic to do some research on the topic. [8]

CHALLENGES FOR QUALITY EDUCATION

To enhance the quality of education, challenges should be overcome. The challenges faced in India can be summarized as follows –

1. Enrollment of students- The enrollment ratio is very low. It is only 15%.
2. Quality of education- Maintaining quality in India is difficult. Most colleges do not fulfil the minimum requirements of quality laid out by UGC. Universities cannot compete with foreign universities.
3. Infrastructure – Many higher education institutes cannot provide the proper infrastructure and facilities required for higher education.
4. Political problems – Governing bodies run most educational institutes. Students are attracted to this political environment and develop their careers in politics instead of the career of their interest.
5. Faculty – There are faculty shortages even if many seats remain vacant institutes do not want to appoint new teachers due to a lack of funds and government aid.
6. Research and Innovation – The research quality of Indian institutes is deficient, and quality writing is not getting done, which can be accepted by foreign universities.
7. Structures of higher education – Management institutes have problems with bureaucratic structures, over-centralization and lack of accountability. Administrative functions of universities have increased, and the focus on core academic functions is diluted.
8. Accreditation – It is seen that accreditation of less than 25% of the total educational institutes has been done [9]

DISCUSSION: An Indian education institute lacks funds, a diverse and rich curriculum, practical and Research-based approach. Indian education institutes provide minimal co-curricular activities and scholarships. The Indian education system does not offer much choice in selecting subjects & courses. Much attention is not given to the portfolio of the student. The system has limited scholarships, job opportunities, work-study programs.

SUGGESTIONS: Efforts should be made to make a rich and diverse curriculum. The educational approach should be practical and research-based. Improvement should be made in the co-curriculum activities, and scholarships should be given. Students should be given the choice of selecting any combination of subjects. Attention to building the portfolio of the student should be given. Efforts should be taken to increase work-study programs & Job opportunities

CONCLUSION: Indian institutes face the problems of funds, quality and diversity and reach curriculum. Because of a lack of funds, the institutes cannot provide the required infrastructure, Research and practical activities. Job opportunities provided are significantly less. The institutes are result-oriented, paying less attention to the student's portfolios. The Indian institutes should adopt innovative practices: Provision of Enrichment courses, value-added chapters, certification, exposure & industry institute interaction programs, field visits, Research-based learning, forum, exhibition, teamwork-based & employee-centric activities, and student presentations. Teaching quality can be improved by using audio-video tools, real-world learning, brainstorming, classes outside the classroom, teaching using role play, use of clubs, puzzles and games, a new classroom environment, flipped classroom, use of design thinking process, creative & interactive classroom, peer teaching, use of virtual reality and 3D printing technology, blended & enquiry based learning.

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Best Practices in Schools: A Case Study

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Abstract: *Many schools get the CBSE affiliation each year, yet when we evaluate the school performances, the schools cannot fare well. This is because the schools have practically become a money minting institution, where the values are not paid much importance. Therefore, CBSE has made it mandatory to include the Best Practices of all school that comes for affiliation/ extension of affiliation or/ and the upgrade of association from secondary to senior secondary to share their best practices in school. The author works in a public school which does not aim high on earning. In this study, author chooses her school as a "Case". Many students get concessions on their fees and the tuition fees include the costs for all extra-curricular that the school provides to their students. Despite differences in their fee structures, there is no difference in their classrooms in participation in various activities. This makes author's school different from the rest in the Twin City of Secundrabad and Hyderabad.*

Keywords: *School Performances, Best Practices, Activities.*

INTRODUCTION: As ushered by the CBSE, the best practices in the school give a new meaning to School education. An instructional leadership, quality teachers, holistic curriculum, continuous professional development, differential instruction, innovative pedagogy, integrating ICT in all areas of the curriculum, innovative assessment, eco-school, health-promoting school, nurturing sports, promoting inclusive education, taking care of students' counselling needs/mental health, promoting reading, focus on language skills, encouraging creativity, acknowledging our heritage, community outreach, linkages with institutes of higher education, student autonomy and partnering with parents etc. are the most sought after initiatives that the CBSE expects the schools to adopt with a good sense of self-efficacy among teacher.

RESEARCH METHODOLOGY: Qualitative methodology gathers qualitative data through interviews, observation and focusing on chosen participants like school leaders, parents, and students. The research methodology is objective and unbiased. CBSE circulars were used to write this research paper. This paper was also subjected to peer review in my school before presenting.

BEST PRACTICES IN SCHOOLS OBSERVED IN THIS STUDY

1. Updating the teaching practices in India by attending the seminars and teacher's workshop
2. Take responsibility for the well-being of all the students. We have a student counselor and a nurse to cater to these needs.
3. Believe in our teacher's ability to improve student learning outcomes. We quest for the excellence of all our students in all walks of life and strive to achieve it through guidance and caring.
4. Make appropriate changes in response to challenges and feedback from colleagues or peer review. Our teachers undergo many stringent self-improvement phases of the teaching-learning process in which micro-teaching and peer assessment are integrated.
5. Follow an inclusive environment supporting physical and mentally disabled students. We do not shun admission to physically or mentally challenged students and have many students with learning disabilities.
6. Show commitment to continual improvement within students. For that, there are Revision Common Test (RCT), which takes place after the end of all chapters to measure slow learners' grasping and then give them extra classes and remediation after school.

7. Care for students and their safety is always a priority in the minds of all employees in our school – whether Teaching or Non-Teaching Staff.
8. Model the school values that we portray. We, as a school, strive to create good citizens of India who are alert and active. Who understands the good and bad of social practices, and who has morality?
9. Maintain integrity even under challenging situations and ensure we do not miss out on the outside world's progress while introspecting simultaneously.
10. Look for solutions, not blame, is one of the favorite mottos our school leaders echo daily. This pragmatic way of looking at the issues surrounding us has made each of us – teachers and students emboldened to look beyond the standard capacities.

RECOMMENDATIONS

Schools should welcome questions from parents about their child's learning in the school. A conducive approach and a positive environment must be created in schools to focus mainly on student learning. Schools should enable their students in classes by identifying their needs and strengths. The school's values should make its staff interactive and responsive to its students. The school environment must be safe and supportive for all students and staff. Schools should set goals with high expectations for students. Teachers should find opportunities for learning in their teaching approaches and innovate new ways of learning every day. Staff in the schools need to be very reliable and trustworthy. Schools should provide parents with opportunities to learn how to support their child's learning effectively. The teachers should seek and be responsive to parents' views about their child's education. The staff members should plan and execute students' well-being and belonging. Teachers should look into various reasons to understand the students' learning struggles. The teachers must have sufficient time for collaborative work. School authorities avoid unnecessary interruptions during our teaching hours. Teachers should be available for students' inquiry and evaluative work throughout the semesters. The teachers should be given sufficient time to discuss student's progress and plan their teaching. Teachers should plan their Term I lessons during summer vacations and the Term II lesson plans during Puja vacations, leaving ample time for reflecting. The curriculum in each learning area should draw on and adds content relevant to the identities of each diverse background of our students. School administrators should actively seek the knowledge and faculty of the local community. This knowledge must be used to make worthwhile changes in our teaching and student learning. Teachers need to update themselves with new knowledge as a continuous process. They should give challenging goals for every student. Adequate teaching resources aligned to the school should be readily available. Teachers' best motivation for our day-to-day work is their daily goals, which they should set for themselves every morning. Teachers should encourage students to plant trees on birthdays instead of distributing chocolates. Teachers should teach students to switch off the fans and lights when not in use. Schools should possess a clean and green environment. The quality of life in Schools depends on the type of energy resources used. The school should best manage its energy resources and promote sustainability.

Schools should prioritize water conservation; hence, Rainwater harvesting pits should be constructed in three strategic catchment areas to replenish the depleting groundwater levels. Compost pits should also be used for disposing of organic waste from time to time. Schools should move towards a paperless administration. This can be achieved by maintaining software applications like admissions management, accounts section, examinations branch etc. Apart from this, social media and SMS facilities need to be extensively used to minimize the circulars circulated in hard copies, thus reducing the considerable amount of paper and printer ink.

Care has to be taken to provide facilities for the differently-abled by providing ramps with railings and lifts where ever necessary, along with exclusive washrooms. To inculcate social responsibility amongst students, the school should provide a platform for practising social values and ethics by involving social services and related activities while providing education and promoting social change. The school should consistently carry out campus clean and green periodic programs. It should organize special camps every year where students are exposed to various programs that interact with the locals. All kinds of programs should be classified, such as Tree Planting, Yoga Classes, Swachh Bharat Abhiyan and Digital India. The students should be actively involved in providing helpful information to volunteers.

CONCLUSION: To conclude, schools play a central role in influencing students' behaviours, effective response for participation from families and cross-sector collaboration with providers of social and community services, including youth clubs and sports centers, which provide further opportunities for shaping young people's behaviours. It strives toward igniting minds and creating in students a passion for learning and continuous development by making the learning process enjoyable.

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A Study of Impact of Curricular Activities on the Academic Development of Management Students

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Abstract: Co Curricular Activities plays a vital role in overall development of students. Modern education has put special emphasis on the need and importance of co curricular activities for the students because it is source of enrichment for the students. This research paper states the importance of co curricular activities on the development of the management students. Co curricular activities prepare the students for the future career. Management institutes are gaining more importance now days, because they are providing higher education to the students which are directly linked with their career. Co curricular activities create positive impact on the students academic development. These co curricular activities highly motivate the students to perform well in the academics. Co curricular activities improve the academic excellence of the management students and make student career oriented. By possessing such skill students not only become job oriented but also it helps them to build the own organization and build the entrepreneurial skills. Co-curricular activities are known in different circles by different names or terms such as extracurricular activities, informal activities, semi-curricular activities, non-curricular activities, associated activities and super curricular activities.

Keywords *– Co Curricular Activities, Management Students, Leadership, Student Development*

INTRODUCTION

A Curricular activity is defined as a program out of the class activity for the students which provide curriculum related to the learning through various activities. These activities are voluntary for the students and they are not graded in marks. These activities are established for the development of the students and their career. These activities are different from academic courses and students will not earn academic credit through these activities. Modern education lay down special emphasis on the need and importance of co curricular activities for the students because it has been recognized as a source of enrichment of the students in the management institutes. These activities create a link pattern of education experience necessary for all students and these activities are also provide opportunities to the students for self expression and participation which include activities for the students.

REVIEW OF LITERATURE

Curricular Activities prepare the students practically for the future goals of their career. Modern education system has documented that when the student comes to the college, he comes in mentally, psychologically, physically, spiritually, socially, and as such he must be educated in all of them, now it is acknowledged that these activities are valuable media for developing proper attitudes, interests, hobbies, ideals among people, because of their significance in education, they have been renamed as co-curricular activities as they form an integral part of the school and college curriculum. The organization, therefore, needs much care and anticipation.

American Sociological Association (2011) Linking Extracurricular Programming to Academic Achievement analyzes data from the National Educational Longitudinal Study of 1988 to study the effect of participation in extracurricular activities on school achievement. It also explains the potential mediating mechanism that links such participation for the academic success of the students. The results explain that participation in some activities improves achievement of the students, while participation in others activities will diminishes achievement. Participation in interscholastic sports promotes students' development and social ties among students, parents, and schools, and these benefits explain the positive effect of participation on achievement.

According to Mahatma Gandhi, "By education, I mean an all round drawing out of the best in child and man - body, mind and spirit." All roundness is the theme of modern education which recognizes that when the child comes to the school, he comes for social, mental, physical, spiritual and vocational education and as such he must be skilled and nourish in all of them.

STATEMENT OF THE PROBLEM

The research studies the relationship between curricular activities and student's achievement. The study was designed to determine if there is a difference between students involved in extracurricular activities and the students who are not involved in curricular activities.

Management institutes are gaining very high importance now days, because they are providing higher education to the students which are directly linked with their career. Therefore it is very important to understand the role of institutes in the development of the students. Curricular activities are linked with student's performance in academics. It is the responsibility of the college to conduct maximum activities for the students. This research will try to find out the impact of those activities on the life of the student. Therefore an attempt has been made to study

Q. 1 Does the impact of curricular activities helps in academic development?

Q. 2 This Extracurricular activities motivates students to perform well in academics?

Q. 3 this curricular activities helps them in achieving career goals?

OBJECTIVES OF THE STUDY

1. To study the different aspects of Curricular activities in the management institutes
2. To study the different Curricular activities for academic development of the management students
3. To study the impact level of the Curricular activities on the academic development of the management students
4. To study Curricular activities impact on the academic performance of the management students

RESEARCH METHODOLOGY

Curricular activities are the essential way of development in today's social environment of management students. The focus of research study is to study the Impact of the Curricular Activities on the Academic Development of management students. This chapter deals with research methodology.

Data Collection Methods

1. **Primary Data** – The primary data are those which are collected for the first time and thus original in nature. Primary data helped to generate the information directly from the users.
2. **Secondary Data** – On the other hand data which have been already collected by someone else and which is passed through the statistical process is called secondary data. This data will be collected from the magazines, journals, websites and other reliable sources.

FINDINGS AND OUTCOMES OF THE RESEARCH

Curricular Activities are non - academic activities that students participate in. They are great resources of enhancing social communication, healthy recreation, management and leadership, self - discipline and self - confidence. Co Curricular Activities are held outside of curriculum hours of the institute and the activities undertaken depend on the nature of the activity. Co Curricular refers to activities, programs and learning experiences that balance in some way, what students are learning in school or college i.e. experiences that are connected to or mirror the academic prospectus. Co-Curricular Activities are mainly student centric activities. Student activities are those school or college activities voluntarily engaged in, by students which have the approval of and are sponsored by the faculty and which do not carry credit towards promotion.

Co-curricular activities are known in different circles by different names or terms such as extracurricular activities, informal activities, semi-curricular activities, non-curricular activities, associated activities and super curricular activities. For these reasons a definition of any one of these above mentioned terms can be applied to the other as well. Co curricular activities will highly motivate the management students so that they can perform well in both exams as well as their practical life. Co curricular activities not only make students active but also helps them to realize the skills which they posses in their mind. Therefore it is very important and crucial for the management institutes to implement such programs and offer path for the students for their development.

Co-curricular activities improve the academic excellence of the management students and make student career oriented. By possessing such skill students not only become job oriented but also it helps them to build the own organization and build the entrepreneurial skills. Therefore it is suggested to all the management institutes to offer such skill oriented activities for the development of the students. The co curricular activities not only gives bread oriented education but also it provides brain oriented education to the students. Therefore it is very important from management student's perspective. Thus, extracurricular activities will create positive impact on the mindset of the students.

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THANKING NOTE TO RESOURCE PERSONS / AUTHORS

we are highly indebted to all the eminent
resource persons for sharing their insights.

Chief Guest Inagural

(NAAC Nominee)

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Principal, TuljaramChaturchand College, Baramati.

DAY - I - Speaker -I

Dr. P. Vikkraman

Associate Professor & AC Dept.of Mgmt. Studies

Anna University, Regional campus Coimbatore

DAY - I - Speaker - II

Dr.Indrajit Nivasrao Yadav-Patil

Principal, Sahkar Maharshi Shankarrao Mohite-Patil

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Guest of Honour

DAY- II - Speaker- I

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DAY- II - Speaker- III

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and Science,Kharghar, Navi Mumbai.

Please accept our very special thanks and congratulations on successful publication of your valuable research paper during our 11th National Conference titled "Innovative Practices for Quality in Higher Education Institutions". Your literary contribution has indeed instilled fresh thought processes and we hope this humble initiation from AIMS Baramati shall go long way to achieve quality pursuits of HEIs all across the country.

With Warm Regards,

Dr. Shriram S. Badave

Co-Convener

Dr. Tanaji V. Chavan

Convener

Conference Sequel 2023

"National Education Policy-2020"

Dear Academicians/ Researchers/Edupreneurs and all the concerned,

We are happy to announce hereby the title of upcoming National Conference i.e., "National Education Policy-2020" scheduled on 6th & 7th January 2023.

Following is an outline of the event:

Scope and area to be covered:

Education is an important pillar of any society, fundamental to achieving full human latent potentials for developing an equitable and just society and promoting national development. The new National Education Policy-2020 (NEP-2020) envisions to bring about significant reforms in higher education to cater to the changing landscape of knowledge, Skills, Attitude and create global standards of education. This requires a deep dive and thorough understanding of the provisions and the approach for effective implementation of the same.

This conference aims at providing a common platform to all the stakeholders namely, management, faculty members, researchers, students, parents and corporate to deliberate on diverse perspectives of the New National Education Policy-2020. The Conference would generate an understanding of the ongoing reforms paving a roadmap for effective implementation.

The tentative objectives of the conference are:

1. To discuss the role of NEP-2020 in developing roadmap towards a holistic education.
2. To discuss the challenges in implementation of NEP-2020 in rural India.

We invite with great anticipation your valuable research papers for the Conference.

Pyadav

Dr.Pravin V. Yadav

Outcome of the Conference

The outcomes of this conference are as follows:

i. Participants realized the importance of NAAC in the quality of HEI
ii. Participants discussed the adopted innovative practices about the quality enhancement in the HEI
iii. Participants shared the ideas about quality sustenance in the HEI
iv. Participants shared the innovative practices adopted by HEIs to convert challenges in to opportunities
v. Participants learned about NEP 2020
vi. Participants learned about Outcome based education (OBE)

Follow up actions

The institute proposes to undertake following points:

i) To focus on NEP implementation
ii) To enhance the OBE implementation in HEIs
iii) To enhance the use of innovative practices for academic, administrative and governance in HEIs
iv) To focus on Innovative ICT based practices and its impact on quality in HEI

GLIMPSES OF PREVIOUS CONFERENCES

IT & Management : Innovations & Inventions; Global perspectives
October 2013

Indian Ethos in management Practices:The Catalyst for Entrepreunership
October 2014

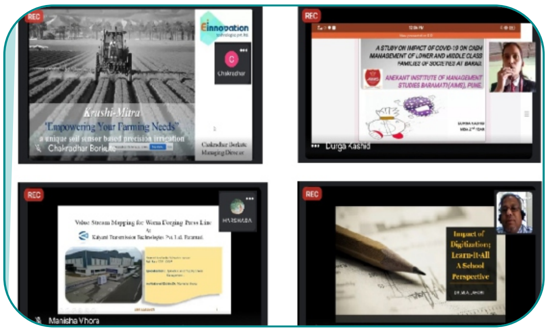
Science,Technology & Management:New Horizons
October 2015

Management Perspectives on Changing Socio-Economic
Environment :Vision & Challenges
October 2016

Skill Convergence:Amanagement Path for Sustainable Development
October 2017

Reconnect to Basics:Mantra to Value Based Learning & Transformation
October 2018

Higher Eucation Metamorphosis :Quest for Quality
October 2019



Digital Era:Emerging Opportunities
March 2021

Fostering Human Resilience- Catalyst for Management, Science and Technology
October 2021

ISBN : 978-81-947958-1-0