

Academic Excellence in Technical Institutions

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Abstract

The paper describes the changes taking place in the external environment of education institutions and their effects on the functioning of institutions. It highlights various management philosophies being used by industries and companies providing employment to graduates. All the stakeholders expects the excellence in all respects from educational institutions. It is very difficult to translate and satisfy the expectations of different stakeholders. So in this paper definition of excellence, its dimensions, and characteristics in context of education institutions are described. At the end formats are suggested to assess the effectiveness of the institution on dimensions and characteristics of excellence. The paper is based on literature review, experiences of the authors and views of experts.

Keywords: Academic excellence, deployment excellence, output excellence, process excellence input excellence, shared vision, autonomy, rewards, and role significance

1. INTRODUCTION

The technological changes are taking place at a very high speed especially in comparatively new and emerging disciplines. The conventional disciplines are also applying the knowledge of emerging disciplines. The fast change in the computer technology and information technology is affecting the way of life in the campus and off the campus. Apart from the technological changes, immense transformation is taking place in various dimensions of the employer market such as competition, merger, collaboration, economic reform, adoption of new technology, way of functioning, corporate culture, continuously changing work practices, shifting in product services, and market. Continuous changes in the external environment are imposing the institutions to change the way of functioning.

The conventional way of functioning of the education institutions is making them unable to fulfill professional requirements of employers and learning

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requirements of students. The traditional way of undertaking research studies to understand and design the education system is not going to work in future. The institutions will have to continuously renew on the basis of external and internal scanning of the environment. They need to be centre of excellence, which is at par with any professional organisation.

The technical institutions cannot be static and use reactive approaches of management and they cannot do so. They need to have vision and missions to expand, grow and develop to achieve excellence. They need to employ and deploy professionals to think big and different and translate the thinking in reality as soon as possible. They need to grab the opportunities prevalent in the global and local market. They need to take the advantages of favourable policies of government and market.

The education market has become dynamic and turbulent. Every institution is continuously changing and updating itself to stay in the market place. The globalisation of economic, technological, social, cultural and educational dimensions has significantly affected the functioning of educational institutions.

The companies are diversifying, changing, merging, expanding, collaborating, networking, and withdrawing from the market place to cope up with the environment. The corporate sector is investing cores of rupees in tuning its business to satisfy the demand of the market. It is pouring money in terms of technology, techniques, manpower, research, marketing and so on. It is obvious that the corporate sector would prefer and employ competent, proficient and entrepreneurs in their business. There is a great change and shift in the role of the professionals in companies. This requires continuous refinement, updating and learning new technical and professional competencies.

The fast development of concepts, knowledge, principles and philosophy in the field of management is facilitating the changing business of organisation at the same time it is creating the opportunities for training and development of the professional. In past two decades numbers of models and philosophies have evolved for management of the organisations. In fact it was the practice and experimentation of many organisations that contributed to management philosophies. The philosophy of management by objectives was the turning point and it laid the foundation for emergence of other philosophies and theories. To name a few Total quality management, Kizen, Just in time, Business process reengineering, Zero defect, Continuous improvement, Capacity maturity model, Visioning, Enterprise resources planning, Logical frame work, Teams structure, Organisation excellence, Learning organisation, Six sigma, 360 degree feedback, etc have changed the method of doing the business. This calls for continuous training of professionals and employees.

2. ACADEMIC EXCELLENCE

Excellence is defined in the form of deployment, output, processes and input to the educational institution. At different stages the excellence is something that makes the institution distinct than others. It is not necessary that all the institutions achieve excellence on all the dimensions of excellence but each institution achieves excellence in its core areas of performance. Khandwalla (1985) states that organisations are deemed excellent because of their uniqueness, their pioneering spirit and innovation. Lahiri (2005) states that innovation excellence means introduction and implementation of creative and novel methods of curriculum planning, design and implementation, teaching learning methods, assessment techniques, management etc. The parameters for excellence can be derived from the deployment of graduates and worked out in backward direction for planning and designing. The plans are implemented to achieve excellence at every stage of implementation and performance appraisal system (PAS) contributes a lot in achieving the excellence. The stages of excellence are shown in systems diagram in Fig. 1.

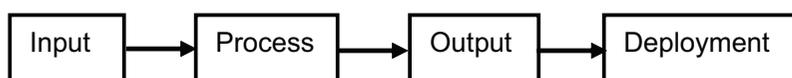


Figure 1: Excellence in Educational Institutions

2.1 Deployment Excellence

The graduates' deployment excellence is worked out on various parameters as illustrated in Fig. 2. It depends on the vision and missions of the institution. Deployment excellence is related to performance of the graduates in their respective employment. They should bring name and fame to the unique identity of the institution.

2.2 Output Excellence

The output excellence is related to the unique quality of the graduates, products and services of the institution. The output excellence is linked to deployment excellence and the parameters of excellence are worked out on the basis of uniqueness desired at output level. The indicative parameters of excellence at output level are stated below:

Work ready graduates

- Rank in university

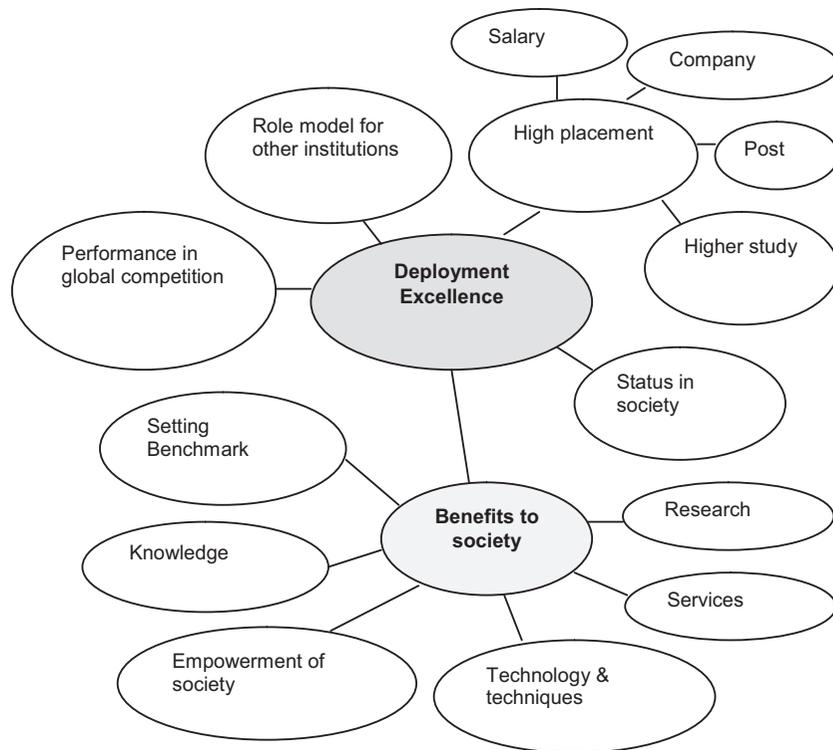


Figure 2: Deployment Excellence

- Rank in competitive examination
- Graduates with honors and first division
- Admissions in higher education

Products

- World class learning resources
- Research studies
- Reports
- Designs

Services

- Quality services to community
- Sharing of resources

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- Industrial and society projects and problems handled
 - Quality continuing education programmes

Finance

- Revenue generated
- Revenue saved
- Wastage reduction

Faculty and staff

- Experienced
- Trained
- Expert
- Dedicated

2.3 Process Excellence

The process excellence is derived from output excellence. The processes of the institution are aligned to produce output excellence. The parameters are derived to measure unique features of the processes of the institution. The indicative parameters of excellence at process level are stated below:

Academic process

- Variety in academic programmes
- Use of variety of relevant instructional methods
- Use of variety of appropriate media
- Use of variety of laboratory experiment approaches
- Effectiveness of industrial visits
- Effectiveness of excursion tours
- Effectiveness of industrial training
- Effectiveness of real life projects
- Effectiveness of examination

Research

- Variety of research studies
- Quality of research process
- Product development processes

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Collaborative programmes

- Effectiveness of faculty and staff development programmes
- Effectiveness of continuing education programmes
- Effectiveness of community development programmes
- Effectiveness of research programmes
- Effectiveness of collaborative projects

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Learning resources development

- Effectiveness of learning resources development process

Curriculum development and revision

- Effectiveness of curriculum development process
- Frequency of curriculum revision
- Flexibility in curriculum

Services

- Effectiveness of guidance and counseling services
- Effectiveness of placement services
- Effectiveness of cultural activities
- Effectiveness of sports activities
- Effectiveness of preparation for facing interview and competitions
- Effectiveness of awareness and education programmes on various issues
- Effectiveness of students services such as admissions, scholarship, free ship etc

Administrative

- Effectiveness of record management of students and employees
- Timely promotion, recruitment and redeployment
- Effectiveness of training of employees

Managerial

- Level of academic discipline
- Frequency of complaints
- Level of innovativeness in management of various processes

Finance

- Revenue generation
- Revenue management
- Use of revenue for expansion, development and innovation

Functioning of the institution

- Shared leadership
- Autonomy
- Flexibility
- Empowerment of employees
- Accountability
- Learning organisation
- Quality assurance
- Continuous improvement
- Teams structure
- Value addition
- Supported by information technology
- Networking, collaboration and cooperation within the institution and with the center of excellences
- Supportive culture
- Participation and involvement of all significant stakeholders
- Good governance
- Inputs from experts
- Proactive change and innovation

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2.4 Input Excellence

The input excellence is derived from process excellence. The inputs of the institution are aligned to produce process excellence. The parameters are derived to measure unique features of the inputs of the institution. The indicative parameters of excellence at input level are stated below:

Plans

- Strategic plan
- Institution development plans

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- Department development plans
- Updated curriculum
- Individual and team development plans
- Subject and lesson plans
- Training plans
- Guidance and counseling plans
- Cultural activity plan
- Sports plan
- Performance appraisal plan
- Transparent admission plans

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Infrastructure

- Building
- Facilities such as laboratory, library, learning resources utilisation center, internet facility, computer center, self study center, seminar hall, simulators, workshop, raw material
- Play ground, swimming pool, sports facilities, hobby club, canteen, mess, hostel

Human resources

- Profile of the faculty and staff
- Trained faculty and staff
- High profiled students
- High profile research scholar
- High profiled trainees
- Experts on guidance and counseling, performance appraisal, recruitment, training and development, curriculum development etc

Collaboration

- Agreements
- Memorandum of understanding
- Joint plans

Learning resources

- Variety of learning resources such as multimedia, e book, self learning packages, video programmes, power point presentations, handouts, well designed assignments, manual of guidance and counseling, industrial training, assessment, curriculum implementation etc.

Policies and procedures

- Recruitment, human resources development, purchase, complaint handling, admission, consultancy etc
- Manual – Industrial training, guidance and counselling, performance appraisal, recruitment, disciplinary actions, examination, students development programmes, human resources development programmes, joint ventures, revenue generation etc.

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Administrative

- Resources management plans
- Disciplinary actions

Managerial

- Philosophies
- Organisation structure
- Values, norms, ethics and beliefs

Finance

- Finance management plans

3. DIMENSIONS OF EXCELLENCE

Education institutions are required to be self governed and managed to fulfill the needs of the higher education institutions, industries, students, society and other significant stakeholders. They need to be renovating, renewing and moving in the direction to produce right type of graduates at right time in right way. The institutions should function in a natural way without hurdles, barriers and obstructions. They should function under broader framework of rules and regulation. The dimensions of the excellence are shown in Fig. 3.



Figure 3: Dimensions of Excellence

Shared vision

Shared vision of the institute sets the destination collectively for the institution. All institutional members and external stakeholders commit to it because they have crafted it. It is their wish to take the institution in a right direction to reach the desired destination. Through shared vision people give shape to their expectations and expectations of the external stakeholders. They create a vision, which is ambitious, desirable, credible, worthwhile, challenging, motivating, encouraging, attractive and clear.

Shared leadership

Leadership plays a very important role in creating center of excellence institution. More number of teachers, staff members and students need to be encouraged to take up leadership role in the institution. Leaders are encouraged to lead by values created for the institution. Leaders are expected to demonstrate a different kind of behaviour in comparison to traditional leaders.

Shared values, beliefs and ethics

Climate based on values nourishes the human spirit and brings out the best in every one. Shared values allow for change, innovation and excel better. They

provide scope for continuous improvement, reduction in waste and accepting challenges. Values serve as the foundation of relationship and the work for the institution. Values guide the work and relationship in the institution. Values are expressed in terms of students learning, customer satisfaction, community services, and commitment to contribute for new technology. Values help in achieving excellence. Values are set at individual, group and institutional level. They are classified as primary or core or significant or must or essential, as well as secondary or peripheral or desirable or want. Institutional members set shared values. There could be common values for all institutional members and separate values for different functionaries such as teachers, staff members and students. The discipline specific values for the students are set in the curriculum but relationship related values such as adjustment, adaptation, compromise, tolerating, collaborating, mutual help etc are promoted through culture of the institution.

Values support the institutional business positively and should not be confused with personal values at home and in the rest of the society. The values are classified on the basis of the professional requirement and relationship requirement in the institution. Institutions set professional values inspiring for achieving professional standards in all the areas of its functioning. The institution may suffer from inconsistent efforts without clear congenial relationship and professional values. It is because people do not know what level to strive at. The professional values establish a clear level of quality and excellence that every one understands and aspires to observe. Institutions set values inspiring for building healthy relationship. These values need to be consciously created and nurtured. These values provide natural support to the relationship in the institution. Institutional values are nothing but a game plan to coordinate the efforts of everyone towards achieving the mission and vision of the institution. It encourages every institutional member to express passion toward individual and team objectives. Values are shared and observed from the top level. Values are gradually established in the institution. After establishment of required values there is no need of supervisory activities in the institution. The purpose of the shared values are; to shape the behaviour of all the employees, work as bedrock for common thinking, creativity, innovation and action, culture building for achieving excellence, thrive and inspire people for continuous improvement in performance, allow a greater movement toward self-management and promote confidence to take risk and work in uncertainty. Beliefs are important dimensions that reflect the overall culture of the institution. The beliefs of the institution should be clear to internal and external stakeholders of the institution.

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Challenge in work

Challenging work is a great source of motivation for every human being. Challenges need to be created in all the areas of institutional functioning. Challenges automatically motivate the individuals and teams to excel better with full energy and competence. Challenges in vision, mission, goals and objectives motivate people because they want to achieve it. Teacher as a leader can create challenge in the teaching learning processes in variety of ways for students. Challenges vary on a broad scale such as self-learning, problem based learning, project learning, experimental learning, experiential learning, learning through seminars and conferences, interactive learning, innovative learning, guided learning, action learning etc. In fact it is the professional competence of the teacher that contributes for creating challenges for learning. Challenges will motivate people to accept responsibility and associated rewards.

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Participatory governance and management

Participation in major decision making processes encourages members to bring their best for the business of the institution. They think that the institution has regarded their competence. They feel elevated in status in comparison to others in that particular situation. Consequently they commit to the decision-making process and contribute their best to implement decisions. Participation brings transparency in the functioning of the institution. Participation of people eliminates the multi or misinterpretation of any situation. Participation promotes faith towards activities of the institution. Through participation institutional members understand the strategic context in which they operate. It helps to make congruent decisions and commit to it. They understand the importance of the work to achieve the goals. People get opportunity to demonstrate their talent in a particular situation. The institution acknowledges their talent. This helps to boost their energy to contribute more and more for the institutional activities. Individuals and teams work with each other in participative processes and learn variety of skills of their interest. They get motivated to apply the skills in different situations. People keep track on performance and conduct of participating members and offer them feedback for improvement. Members welcome constructive, positive, formal and informal feedback for their improvement. An open work environment is created using participative approaches to communicate effectively without any fear. It encourages innovation, creativity and integrity at work. Mutual appreciation, recognition and cooperation promotes motivational climate at work. All good practices are appreciated and promoted through participation. At the same time ineffective and inefficient practices are removed through peer pressure. A bias

for positive action can be created in functioning of the institution. Conflicts, confusions and confrontations in the institution are positively addressed through participation.

Teamwork is the good example of greatest participation. Every member of the team works in greatest harmony without failure. Most of the positive human behaviour related to institutional work is promoted in the institution. Teams treat all negative behaviour in their unique way. Teams provide every thing required for the growth and development of the institution. Teams need to be formed, nurtured and developed in the institution. Once teams are developed, empowered and functional they do miracles in functioning of the institution. Teams provide all motivational stimuli. Self-managed autonomous teams take the performance of the institution at all heights. Teams celebrate the success on achievement of goals. Perhaps very less inputs are required from outside to motivate and encourage teams and individuals to accept the challenges. Institution forgets traditional ways of working which are good for sustaining the performance. Teachers develop technical, generic, managerial, professional and life skills in the students. Institution becomes self-propelled towards growth and excellence.

Autonomy

Individuals and teams follow and practice values, ethics and norms and at the same time they want to enjoy autonomy. They want freedom to take decision, experiment, innovate, and create something new. They want to do everything for improving the performance of the institution. Individuals and teams are empowered to mobilise and utilise resources of the institution to facilitate the work of each other. They want to work under self-guidance and self-control. They want to control their activities and behaviour on their own. They do not want to be supervised by others. Self-governed behaviour is demonstrated under the atmosphere of mutual trust. People readily accept responsibility with autonomy. This autonomy is tuned with the individual and team goals without which people may spoil the climate of the institution. Autonomy goes with accountability and accountability is assured through professional ethics.

Rewards

Self-rewarding activities promote and contribute towards self-satisfaction. Intrinsic motivating factors related to job, individual role, team role, and institutional objectives need to be promoted for self-satisfaction. The objectivity in goal setting helps in aligning the efforts towards accomplishment. The valid and reliable instruments of measurement of progress help in recognition of achievement. The allocation of work as per competence, interest and capability

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acts as inspiring force for individuals and teams. Informal performance appraisal and feedback on performance of individuals and teams encourages each other to do so. Informal appraisal helps each institutional member to recognise the contribution of rest of members. Being informal and unbiased appraisal, it acts as rewarding for individuals and teams. Teachers' appraisal by their students is very much rewarding, satisfying and encouraging for them. They get motivation from such a continuous informal feedback. Conscious self-appraisal acts as a source of energy for individuals and teams. External rewards linked to performance of the individuals and teams help to boost up the energy of the individuals and teams. These rewards should be based on true appraisal of the performance. The rewards should be distributed in public functions. Appreciation from client and students should also be displayed publicly. Rewards such as best teacher, best employee, innovator, certificate of completion of the project, person generated highest revenue for the institution, patent receiver, person contributed for the extension services, etc can be instituted. If poor performance of teams and individuals is noticed, it should be verified and constructive feedback should be provided for improvement. They should be given opportunities to learn and perform better. The feedback for improvement should be taken as learning experience. The comparative performance of the teachers in terms of students' results, learning material developed, continuing education programmes conducted, revenue earned etc can create healthy competition among teachers. Similar approach can be used for other employees of the institution.

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Networking, collaboration and partnership

Institutions should collaborate with sister institutions, research institutions, professional bodies, industries and society. The networking should be done for various purposes such as sharing experiences and resources, starting joint programmes, removing duplication of efforts, reducing waste, increasing utilisation of resources, creating new technology and techniques, enhancing accountability, integrating the efforts, creating synergic effects, fulfilling requirements of challenges of technical education, increasing effectiveness and efficiency, contributing for the economic growth, harnessing potential of human resources, developing the system as a whole and providing world-class quality human resources to industry and society.

Role significance

Role linking of institutional members is necessary to produce integrated results in the institution. Each individual in the institution is assigned at least one role

dimension to be performed, which is considered to be important and significant. Important role dimensions help people to sustain motivation. People use their full knowledge, skills and experience to perform it effectively and efficiently. All peripheral roles need to be shared by people on rational and rotational basis. The roles are clearly defined involving individuals and teams. Authorities and responsibilities related to role dimensions are clarified and communicated to individuals and teams. There should not be any scope for role conflict among individuals and teams. The role distribution should be balanced for individuals and teams. If people are overloaded they will get exhausted at the same time the potential of the rest of the people will be under utilised so they will feel boredom. The role should make a natural work unit. This will help people to enjoy the role. Different people have different interest, liking, competence and experience; the role can be assigned to them according to their preference. The strengths of the individuals and teams need to be harnessed while allocating the role. One category of teachers may be good in teaching learning, second category may be good in producing learning resources, third category may be good in research and consultancy, fourth may be good in extension services and so on. If any new role dimension is assigned to a person it should be briefed to him/her appropriately. Expectations related to new role dimension, responsibility and authority associated to it should be clarified. If necessary, the person should be trained to take up the new role dimension. It should be ensured there is no scope for ambiguity and conflict. If any ambiguity exists people should get an opportunity to approach to the leader or competent authority to seek clarification and guidance. People working in a team know the role of each other and are ready to assume the others' role, if necessary. People are encouraged to accept the challenging role over a period of time to break monotony. Approaches like job rotation, job linking, job combining, role negotiation, role integration and job planning should be used to make the job interesting and meaningful. Role holders require continuous encouragement, support, guidance, feedback, training, coaching, help, recognition, and counseling from leaders to improve performance.

Learning organisation

Institutions should shift from traditional organisation to learning organisation. Faculty members, staff members and students should create an environment for collective learning. The organisational learning is based on the principle that collective learning of the institutional members help to better performs the business. Collective learning shapes the culture of the institution. Learning opportunities in the institution create capacity to excel better. The institution should organise collective learning activities every month to enhance the

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quality of the academics. Learning activities may be in various forms. Some of the indicative collective activities are meetings, creativity sessions, seminars, conferences, workshops, process and system design, focus group and panel discussions, training programmes, outings, games, presentations, open forums, and the like.

4. CHARACTERISTICS OF EXCELLENCE

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The education institutions cannot function in isolation. They expected to gear up to adopt the management philosophies stated in previous paragraphs. They have to be a feeder system for economic, technical, social, and political sector with right kind of manpower and professional attitudes. Similarly the school system of education need to prepare the students with right kind of technical, mathematical, social, psychological, spiritual competencies to face the throat cutting competition. They need to prepare the students who are dedicated to their vision and face the challenges. At every level the educational institutions need to be centre of excellence. The characteristics of excellence in the context of educational institution are listed in Fig. 4.

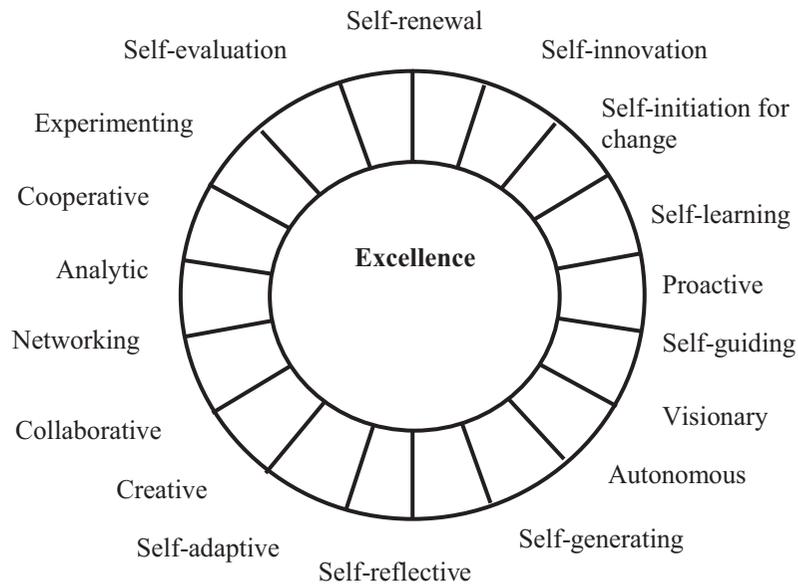


Figure 4: Characteristics of Excellence

Self-renewal: It is related to tuning the functioning of the institution and resources according to needs, demands and expectations of the environment. It is more related to satisfying the changing needs of the students and society. Self-renewal is promoted through formative and summative performance appraisal.

Self-innovation: It is related to practicing creativity processes and methods of functioning which foster creative ideas and implementation of the same. The innovations are conceived and implemented in the institution according to needs of the institution.

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Self-initiation for change: It is related to initiating the changes in the programmes of the institutions according to needs of the students and environment. It is a feeling in corporate sector that education institutions are very slow in introducing the changes in the programmes and services.

Self-learning: It is related to creating the learning environment in the institution to improve its performance on core areas of functioning. The self-learning concept is promoted at teachers as well as students' level. In fact self-learning is an initiation of learning to learn skills.

Proactive: It is related to identifying and predicting the changes in the environment in which the institution is functioning and preparing the institution to cope up with the changes. It is a process of helping individuals and teams to develop their full potential to achieve vision using collective, collaborative and cooperative learning methods. It is a process of creating learning environment in which students learn with joy, gain energy for learning from the learning process and experience thrill of learning. They learn to prevent and manage emotions, anxiety, tension and stress. Students are empowered to manage their behaviour. It automatically prevents the behavioural and discipline problems in the institution. The institution takes appropriate actions to identify and satisfy the needs of the students other than the curricular needs but related to their development. It also develops the mechanism to identify and satisfy the needs of the stakeholders. If it is autonomous it refines the curriculum to satisfy the changing needs of the students and employers.

Self-guiding: It is related to development of capacity and capability of the institution to plan, implement and evaluate the performance. The staff is empowered over the years in a way to think about themselves and business of the institution and prepare policies, rules, regulations and norms for functioning of the institution. The institution takes appropriate decisions at right time to meet the changing requirements.

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Visionary: It is related to the vision of the institution. The institution has a vision and strategic plan to pursue. It is also related to shared visionary leadership in teaching and non teaching staff to take the institution in right direction and enduring future.

Autonomous: It is related to freedom to function professionally for the students and employers. Teaching and non-teaching staff enjoys powers to perform their roles in innovative manner. It is also related to accountability for decisions taken. It means the autonomy prevails at every level under the vision and policies of the institution.

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Self-generating: It is related to developing all types of resources such as money, men, machine, material, methods and information to perform all significant activities effectively and efficiently. The institution copes up and sustains innovation on its own.

Self-reflective: It is related to learning of teaching and non-teaching staff of the institution about the business of the institution. They collectively learn about the business of the institution using variety of approaches such as performance appraisal, problem solving, creativity, discussions, action learning and the like.

Self-adaptive: It is related to modifying the collective behaviour of the institution to perform effectively and efficiently on new and challenging goals and missions. It is also related to adopting the developments taking place in external environment. For example use of student centered learning methods, use of multimedia packages based on latest technology, use of collaborative methods of learning, learning supported by digital library and learning resources utilisation centre etc. The institution owns the new things as early as possible.

Creative: It is related to collectively generating new and different ideas for continuously improving the processes of the institution. The institution collectively uses creativity methods such as brainstorming, nominal group technique, action learning, Delphi, cognitive mapping and the like.

Collaborative: It is related to working on joint projects or interdisciplinary projects within the institution to bring synergic effect in the performance of the institution. It is also related to collaborative working on projects of mutual benefit with other centre of excellences such as research organisations, institutions of higher learning, industry and resource organisations. The higher-level institutions promote learning in world of work using collaborative methods of instructions. The students learn in real life situation using variety of

modes such as on the job training, excursion, problem solving, experimenting, undertaking projects and research work and the like.

Networking: It is related to working with sister institutions having high performance record, low performance record and similar performance record. The benefit of networking is to learn from the better performing institutions, transfer the learning to other institutions that are equally performing well and performing low so that they can also improve their performance. It means contributing for the improvement of quality of the education system at all levels.

Analytic: It is related to analysis of the decisions and actions for improving the efficiency of the processes. The analysis is also related to understanding the external environment on the basis of limited information and preparing the institution to take effective decisions at right time for competitive advantage.

Cooperative: It is related to mutual help within the institution and among the institutions for creating win-win situation. In fact it is based on foundation of trust. Trust is promoted at every level and every one should feel that there is no likelihood of cheating and deceiving.

Experimenting: It is related to promoting the concept of bench marking, continuous improvement and value addition in the processes and products of the institution. The above three concepts cannot be promoted without experimentation. The institution should undertake various experiments in core areas of functioning and implement the results of the experiments for improving the performance.

Self-evaluation: It is related to assessing the performance of the institution to ensure the quality in performance. It is also used for generating the information for learning about the business and taking further decisions. The institution undertakes formative as well as summative evaluation. It is a kind of collective introspection about the performance of the institution.

5. CONCLUSION

The internal and external environment of the educational institutions is chagrining very fast. There is a pressure from all the significant stakeholders to fulfill their changing and varied expectation. Especially there is great pressure from students and employers to fulfill changing expectations. To meet the varied and changing needs of the students, employers and society education institutions need to change their own way of working. They are required to perform professionally. They have to do so many other activities related to

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research, consultancy, continuing education and social development. At the same time the institutions should be economically sound. They need to keep update in terms of technology, curriculum, curriculum implementation, curriculum evaluation and way of working. This is possible designing centre of excellence. A centre of excellence will renew, innovate, adopt, experiment and function to satisfy the changing requirements of the society and employers. A centre of excellence has shared vision, values, beliefs, ethics, norms, leadership, participative governance and management, autonomy, challenging goals, continuous improvement efforts, and attitude for collective learning. It would function effectively and efficiently to satisfy the needs of its members. Teaching and non-teaching staff of education institutions achieve the excellence.

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