

## Role and requirements of the stake-holders in quality enhancement of HEIs

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### Abstract

Education is truly defined 'a backbone' of a nation. The maintenance of Quality in Education has become a chief concern in academic fields nowadays. The 'quality' is generally defined in terms of excellence, the goals and purpose of education. It aims at all round development of the youth chiming with the universal transformation so that society can be uplifted from economic and social backwardness.

The quality enhancement depends upon certain result-oriented standards. It has been fully acknowledged that each institute of higher education should define its vision and mission to provide access to quality education. The visionary academic leadership is being considered one of its important factors which lead the institute towards the desired goal. The destiny of a nation is dependent upon the talented, skilled and dedicated teachers. Teaching should not be mere a profession, but a passion. Teacher has to play a vital role with missionary zeal. It is his mission to educate students, so as to facilitate their intellectual development, to stimulate an everlasting pursuit of knowledge. The in-depth education thus inculcated will prepare students for a rewarding career and for upliftment of society. Besides, good academic, administrative management and skilled teacher, student's commitment and their attitude towards higher education also play an important role to preserve quality in higher education. Hence, quality enhancement in higher education is based on entire framework of stake-holders namely management, principal, teachers, students as well as parents.

**Keyword:** stake-holders, education, social backwardness, HEIs

### Introduction

Education is truly defined a 'backbone' of a nation. The maintenance of Quality in Education has become a chief concern in academic fields nowadays. The 'quality' is generally defined in terms of excellence, the goals and purpose of education. It aims at all round development of the youth chiming with the universal transformation so that society can be uplifted from economic and social backwardness.

The quality enhancement depends upon certain result-oriented standards. It has been fully acknowledged that each institute of higher education should define its vision and mission to provide access to quality education. The visionary academic leadership is being considered one of its important factors which lead the institute towards the desired goal. The destiny of a nation depends upon the talented, skilled and dedicated teachers. Teaching should not be mere a profession, but a passion. Teacher has to play a vital role with missionary zeal. It is his mission to educate students, so as to facilitate their intellectual development, to stimulate an everlasting pursuit of knowledge. The in-depth education thus inculcated will prepare students for a rewarding career and for upliftment of society. Besides, good academic, administrative management and skilled teacher, student's commitment and their attitude towards higher education also play an important role to preserve quality in higher education. The entire academic scenario from primary to higher education seems advancing towards 'quality management' nowadays. The task of modifying all the levels of education and lead the students towards excellence demand sincere efforts, hard work and systematic implementation of various schemes. The Management, the Principal, the Teachers along

with the Parents with vision, mission, spirit and aim in collaboration can implement the function of quality improvement effectively. Those who have knowledge, creativity and readiness to accept new things can perform this mission in a result-oriented and impressive mode.

### Principal

The first and foremost personality who can structure the process of quality education in a more inspiring mode is the head or the Principal of the institution. The principal works for empowerment, enrichment and enlightenment of the students through identifying the talents and skill of the students as a result the students become responsible, independent and farsighted citizen. If the head of the institution performs his *Swadharma* (self-religion) with full commitment, the function of quality improvement will certainly bring rewarding results. The Principal is the key factor under whose leadership and guidance the institution moves towards the way to excellence. He should have clear vision and mission to make his working style easier and more efficient. The pyramid of education positioned on the activation, meditation and concrete planning of Principal. It is his prime duty to work as a chief coordinator of academic, administrative and co-curricular activities of the institution. He should have transparent administrative aptitude, humanitarian approach and vision for entire development of the students.

The principal should have a sense of initiating new experiments, competence to meet the existing challenges and ascertain the positive solution for betterment of entire education process. The principal should be well-trained in Information and Communication Technology, Computer,

Internet, Website, etc. to judge the new perceptions of 21<sup>st</sup> century. In order to use ICT in classroom, he will have to motivate the entire educational process from computer aided learning to computer based learning. He has to communicate swiftly through videoconference or teleconferencing in order to manage the projected work. He should often observe the potential of teaching faculties, collect their queries and make the best resources available to them. He should be very active to seek the financial assistance and public support for institutional development. He can invite the alumni and parents association to measure the talents, skills and academic graph of his students. He should also be ready to initiate the steps suggested by such groups to cater the time-being needs of the students. Teacher and Principal are viewed as social educator and director. The head of the institution has to undertake the responsibility for the welfare and healthy development of the students in his charge. Regarding the relation of the Principal with his Colleagues Milo Stuart states:

The relation of the principal to his teachers should be the most intimate of any. If a teacher fails, the principal fails; if the teacher succeeds, the principal succeeds. To sum up what the principal's job is, I shall call him a referee- the captain of the ship-the boss of the firm- a juvenile judge before whose tribunal come out not only the culprits but the adults who frequently contribute to the pupil's shortcomings. He is a promoter who just projects the future of his institution and converts the public to his plan. He is a social physician to every parent who has a wayward son who needs attention. He is a friend in need to pupils and to all the homes in which misfortune comes. His power, his activities, even the good he does, cannot be measured by a material yardstick (Ramani 36)

Under the leadership of Principal, the following are the significant features (Bhatt 42-43):

- experimentation
- independent decisiveness
- encouragement to innovation
- courage to face the risks
- ability to seek support while failure
- crystal clear understanding
- enough trust for employees' capacity
- inspirational approach towards teachers, students and guardians
- family feeling for every members
- student's development: the chief aim
- Harmony in planning and management.
- cooperative nature
- Perfect consciousness for responsibilities towards institution, society, state and country.

### Teacher

According to Dr. Radhakrishnan:

The teacher's place in society is of vital importance. He acts as the pivot for the transmission of intellectual tradition and technical skills from generation to generation, and helps to keep the lamp of civilization burning. He not only guides the individual, but also so to say, the destiny of the nation (Ramani 164).

Teacher is the chief source of entire education process. His command over the subject and excellence at every stage leads the students towards rewarding career. His professional excellence inspires and encourages the students for better career and healthy outlook towards the upcoming challenges. He will have to correct the errors, mischief and limitations of his students. Teaching is not mere profession, but a passion. He should develop commitment towards students, society, profession, basic values and achieving excellence. In comparison to other profession, teacher's job is considered a pious, dignified and important. The National Commission on Teachers for Higher Education (1983-1985) listed the following roles of teachers in national development (Ramani 186):

- Teacher as an agent of change.
- Teacher in the context of explosion of knowledge – to remain up-to-date.
- Teacher to adopt new methodology to utilize interactive methods of interaction methods of instruction.
- Teacher to use his creative ability
- Teacher as a procurer of knowledge to enlarge the sphere of his knowledge.
- Teacher as an agent of cooperation with community.
- Teacher to undertake problem-solving research.
- Teacher to initiate management change.
- Teacher to discharge his responsibility with an urgent sense of social purpose.

### Management

Central Advisory Board of Education (Report) 1944 very appropriately defined the role of administrator: "No scheme of educational reconstruction will produce the desired results unless it is administered with vision and efficiency" (Ramani 47). The management initiates the institutions with certain aims and objectives in advance. The administration lays down the aims, policies and guidelines of institution. Likewise, Principal and teaching faculty, the trustee/ administrator too, has to work hard to fulfill the ideals and aims of his institution. He should honestly manage the financial matters, develop the interest and preserve the trust of people. Where the administrator is visionary, the development of the institution runs smoothly. It is his duty to generate the environmental harmony in academic field. The less complaining, the more tuning is the possible result. He should have clear map of management. The management should be fully known to the fact that educational institution is not a trading. In place of mere applying professional attitude or gaining profit, better they should serve the society and keep student's welfare as their priority. The excellent education, uplifting thinking, faith in values and selfless service are the chief aspects of successful management. The behaviour of the administrators should not be autocratic that hurts the dignity of employees. Their bureaucratic mentality often generates the dissatisfaction among the workers and leads the institution towards damage gradually. The management has to formulate the purposes, coordination of work and establish the healthy relationship among all. They should formulate policies democratically and maintain the framework consistently in order to cope up or standardize with present day educational philosophy. They should encourage the teachers to exercise freedom in the performance of their duties within the limits of framed

policies. They should make education a cooperative enterprise involving both faculty and students.

### The Role of Government

The Government of India has established various commissions, councils as well as institutions to manage the mission of quality enhancement at different levels. The University Grants Commission established in 1956 provides funds and performs the tasks of maintaining the standards in institutions of higher education. It aims at promoting and coordinating university education, determining and maintaining standards of teaching, examination and research in universities. National Assessment and Accreditation Council (NAAC) established by the UGC in 1994 at Bangalore evaluates the performance of the universities and colleges in the country. NAAC's mandate includes the task of performance evaluation, assessment and accreditation of universities and colleges in the country. Academic Staff Colleges conduct the training programmes like Orientation Programmes and Refresher Courses for Faculty advancement. NAAC has also proposed that every accredited institution should establish an Internal Quality Assurance Cell (IQAC) as a post-accreditation quality sustenance measure. The prime function of IQAC is to develop a system for conscious, consistent and catalytic improvement in the overall performance of institutions. Some of the State Governments have initiated the Knowledge Consortium to generate and provide ideas and paradigms for achieving excellence in education, educational management and policy framing for education in general and higher education in particular. A variety of measures have been implemented and practiced to generate quality in higher education, however, sincere efforts should be made to execute and strengthen every standard to bring the expected outcome.

### Examination Reforms

The reform in current Examination system is also considered one of the chief factors to enhance quality in higher education pattern. Educationalists often criticize the drawbacks of present day stereotyped examination pattern and insist the genuine evaluation of the students through which certain concrete results for quality management are achievable. The Education Commission 1964-66 advocated that "One of the most important reforms needed in higher education is to improve teaching and evaluation" (Mohanty 472). Evaluation is a continuous process and is related to educational objectives. Examinations aim at stimulating new facts, gaining new experiences, discovering weaknesses, and estimating progress. The testing of actual attainment of the student and his capacity for future achievements should be well-conducted. Along with written exam, the oral exam of the students too, should be emphasized. It has been considered that through viva tests student's alertness, intelligence, special interests, and mental outlook can be assessed in an enhanced manner. A variety of steps suggested by UGC for examination reform such as continuous internal evaluation, development of question banks, grading system, semester system and some other minimal reforms relating to syllabi, question papers and conduct of examination, etc. should be honestly practiced. Though, the present day higher education has already applied majority of these steps while introducing CBCS pattern, but still the expected outcomes

have not been achieved. It is all due to either a lack of sincere implementation or various drawbacks and limitations.

The student is considered a product in modern sense who should be satisfied enough through the entire academic framework. His commitment and outlook towards higher education play an important role in determining the quality of education. Effective learning involves increase in knowledge and understanding. Quality education is not possible without sufficient training, monitoring of activities, functioning and achievement of institution. The 'quality' in education is not a mere thought, but a result. The quality education is based on specific criterion (Bhatt 15-16):

- well-organized management
- harmonized functions of all units
- Progressive thinking for continuous improvement.
- active involvement of all the members
- appropriate leadership
- accountability towards public and society
- thirst for reading and research
- the eagerness to learn and teach
- awareness towards changing time
- dedication for vision and mission
- readiness for excellence
- The innovative teaching methods and approaches.

Hence, quality enhancement in higher education is based on entire framework of stake-holders namely management, principal, teachers, students as well as parents. The strong determination for constant improvement and the active participation of all the stake-holders are the major aspects for total quality enhancement in higher education.

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