

Challenges in Mitigating Benchmarks of Criteria – VI (Governance, Leadership and Management)

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Abstract:-

Quality has become the defining element of higher education in 21st century. All the countries are gearing up to provide quality education to large numbers at an affordable cost. Quality not only makes education socially relevant but it is also indispensable to every individuals. Hence, quality becomes the defining element in education and acquiring quality and excellence in the field of education is a challenge before most of the institution. The accreditation of Higher Education in India (HEI's) must to maintain quality of higher education in India as we all aware that National Accreditation and Assessment Council (NAAC) has develop five core values contributing to national development, fostering global competencies amongst students, inculcating value system in students, promoting the use of Information and Communication Technology and thirst for excellence. Near about the 60 % of HEI's in India are in rural area. Education system had increased fourteen fold in terms of number of Universities and thirty three fold in terms of colleges, in comparison to the number at the time of independence. Nevertheless, the fact illustrates how difficult it is for developing countries to bridge gap and to keep pace with the develop world. Massification of higher education has rather been responsible for this situation. Resource constraints are severe and the quality of education available to most of rural areas students is questionable. Under such situation, it is very difficult to meet the reforms and benchmarks designed by NAAC especially for those HEI's located in rural or tribal areas. The sixth criteria lay stress on the governance and leadership qualities. It is very necessary to have competent leaders and managers who will direct the HEI's towards the fulfillment of the NAAC criteria's. So that institutions shall be able to meet the benchmarks set up by NAAC to develop quality of higher educational institution. Management and leadership are concepts which are very important to strengthen the institution with quality up gradation.

Keywords:-

Criteria VI, Governance, Higher Educational Institution, Leadership, Management.

I. INTRODUCTION

It is mandatory for higher education institutions to undergo the process of the assessment and accreditation. This is a world of globalization and liberalization creating influence upon the Indian higher educations. The assessment and accreditation process provides the quality focusing on the holistic institutional development. In terms of quality initiative, quality sustenance and quality enhancement. The higher educational institutions focus on quality assurance that is internal and external assessment for continuous improvement. In this context, the institution is considered as the whole. The assessment and accreditation process of NAAC involves both self evaluation and external peer evaluation.

The crux of the assessment and accreditation is the criteria based assessment of NAAC. The seven criteria show the main functions and activities of an institution. It focuses on teaching – learning, research, community development and holistic development of the students. Truly, seven criteria serve as the basis for assessment of HEI's. They are Curricular Aspects (CA), Teaching – Learning and Evaluation (TLE), research, Consultancy and Extension (RCE), Infrastructure and Learning Resources (ILR), Student Support and Progression (SSP), Governance, Leadership and Management (GLM), Innovation and Best Practices (IBP). Every institution should make the seven criteria wise committee and work accordingly. The key aspects for the seven criteria mirror the values of the higher education institutions and the assessment is made for the same. Herein attempt has been made to focus on key aspects in area of governance, leadership and management.

This criterion makes the policies and practices for the institutional building. It focuses on planning human resources, recruitment, training, performance appraisal, financial management and leadership. The key aspects are the institutional vision and leadership, strategy development and deployment, faculty empowerment strategies, financial management and resource mobilization, internal quality assurance system. As quality enhancement is a continuous process, the internal quality assurance cell (IQAC) has become an integral part of the institution system. It works towards realization of the goals of quality enhancement and sustenance. The key assignments of the IQAC are to develop a system for conscious, consistent and catalytic improvement in the overall performance of institutions. Therefore, during the post accreditation period, it does to promote the holistic academic excellence of an institution.

II. ROLE OF LEADERS IN MITIGATING QUALITY OF HEI

Assessment and Accreditation are terms broadly used for understanding the “Quality Status” of an institution. In the context of Higher Education, the accreditation status indicates that the particular Higher Educational Institutions (HEI) – a college, a university, or any other recognized Unit therein, meets the standards of quality as set by the Accreditation agency, in terms of its performance, related to the educational processes and outcomes, covering the curriculum, teaching- learning, evaluation, faculty, research, infrastructure, learning resources, organization, governance, financial well being and student services.

In order to maintained the ‘Quality Status’ of an institution according to the criteria stated by the NAAC. It is very necessary to have competent leaders and managers who will implement the criteria given by the NAAC committee to maintain quality of Higher Educational Institutes. Before proceeding we need to distinguish between management and leadership. Management copes with complexity of work within an organization and has the objective to “produce a degree of predictability and order” (Katter 1990). In contrast leadership focuses on longer time, frame and strategy and on change. Thus Management can be seen as the implementation whereas leadership as the direction- selling part.

In education institutes Principal is the responsible person to handle or to take care of the implementation of educational services. The quality of these educational services is dependable on the management and leadership of the Principal. In the present research, researcher has selected the present research topic due to his own experience as a administrator in a institute. Researcher has experienced that if the rule and regulations are changed as well as syllabus pattern, then it directly effect on the policies laid by the concerned educational institutes.

Management and leadership are the concepts vary from person to person. So to overcome these problems faced by the Principals Administration in NAAC accredited ‘A’ grade institutes and to study good practices in leadership and management that lead to administrative and academic excellence regarding educational management and educational leadership, researcher has selected this topic for research.

Out of seven criteria’s, the sixth criteria also stresses on the role of leadership and management in managing quality educational institute. It is for sure that if we to improve the quality of higher education we have to know the problems and issues of educational leaders to manage the quality of higher education. So that effective measures can be taken to improve their working conditions to improve quality management of higher education. Also NAAC has given importance to leadership and management in their sixth criterion for assessment of institutes therefore NAAC ‘A’ grade institutes are selected to study leadership qualities in NAAC ‘A’ grade institutes.

The present study is undertaken with a view to study the leadership and management in NAAC ‘A’ grade institutes in Maharashtra. ‘A’ grade comes under the category of a good institute which is considered as benchmark having followed most of the recommendations and framework of NAAC.

It also purposes to explore the sixth criteria “Governance and Leadership and management in a institution. Therefore we will be dealing with the leadership and management in NAAC A grade institutes. So that we will be able to find out the problems, issues, challenges faced by leaders and managers to ‘A’ grade institutes in various aspects of governance leadership and management.

III. NEED OF THE STUDY

The Higher Education sector is plagued with various challenges such as low GER (Gross Enrolment Ratio) and lack of quality research and Education said the report. “Higher Education in India: twelfth five year plan and beyond” by Planning Commission – FICCI – Eerst & Young. This situation is compounded by an 11% increase in student enrolment in higher education and 9% growth in institutions during the last decade it added.

The minister of state for human resource development said that the university was not producing well educated graduates to meet the needs of Indian Companies. He also said that the National Education Policy in the part has been out of step with the times and there will be no need for many Indian students to go abroad to study if good higher education institutes were set up in the country; He added that the government will work towards putting the reform addenda back on track.

There are close to 30% of higher education eligible institution (TOI, 5 May, 2020) which have not yet applied for accreditation with the NAAC. A majority of the aided colleges have got themselves accredited, but the problem lies with the private unaided colleges. The reluctance here is mostly due to the financial implication of investing in infrastructure, teaching and learning resources and employing full – time qualified teachers. More than 60 % of private, unaided colleges continue to operate on temporary affiliation which is subject to renewal every year. A permanent affiliation, which would make them eligible for NAAC grading, entails significant costs in meeting various norms. Therefore, many of the institutions in rural or urban areas are not stepping upto NAAC accreditation. Taking into account the current status of the colleges and accreditation process. The situation appears to be serious in various Universities. Therefore there is a need to for the management of this HEI’s to be made aware about the recent changes in quality assessment and accreditation process which will be very much beneficial towards the quality improvement in HEI’s throughout our nation.

IV. CHALLENGES IN ACCREDITATION

Basic questions which are always asked in the field of higher education are accreditation for what purpose and for which qualities? Who will be the gatekeepers of the system and what will be there criteria? The implications of the concept of quality and of accreditation, and the methods adopted in this field, will produce consequences not only at economic financial levels but also in terms of the cultural, social and political life of institutions and nations.

The concept of quality is crucial here. A proposal of the requesting institution of higher education to define or redefined their missions together with society, could serve to help create the necessary conditions for appropriate evaluations by comparing what the institutions actually achieve with what the society as a whole expects from them. Standards could be defined through this mechanism instead of using models that do not relate to the cultural environment of institutions or the specific needs of society. These standards should guarantee appropriate quality, while at the same time enhancing diversity, innovation and creativity.

1. There are too many accrediting agencies and the number is growing. For example, NAAC, AISHE, NBA, ISO, NIRF etc.
2. The questionnaires to be filled out for accrediting agencies are all qualitative as well as quantitative in nature.
3. The growing cost of accreditation is the major difficulty for institution to undergo the process of accreditation.
4. Insistence upon common, 'standards in accreditation process tend to put educational institution in a conventional form where uniformity may be undesirable'.
5. Insufficient of human resources is a great challenge for institution because from last few years the state governments has not sanctioned the number of post viz. teaching and non-teaching, therefore many of the colleges or institutions are working only with 40 to 50 % of the staff.
6. The colleges face several challenges and difficulties in promoting the integration and extensive use of ICT. One basic concern is the cost of acquiring and installing various ICT equipments and raising the necessary infrastructure.
7. Another challenging issue is the regular maintenance of this facility which requires some cost as well as trained manpower.
8. Incorporation of ICT also require training and re-training of staff, both academic and administrative, to exploit its potential value.

V. CONCLUSION

A vigorous policy of staff development is an urgent and essential element for higher education institution. The policy should be established concerning higher education teachers, so as to update and improve their skills with stimulus for constant innovation in teaching and learning methods with an appropriate professional and financial status and for excellence in research and teaching.

Need to place students and their needs at the centre of their concerns and should consider them as major partners and responsible stakeholders in the renewal of higher education. A guidance and counseling services should be developed in corporation with the student organization and local managements to take account of the needs of diversified categories of learner.

Special conferences should be organized for the leaders and managers of higher education institution specially located in rural, tribal areas. The special policy or procedure should be designed for accreditation of institution which is unaided and temporary affiliated and located in tribal or remote areas, so that they should be fascinated towards the process of accreditation.

There is also the need to change the approach and attitude of a few people, who always show's initial resistance to or reluctance about accreditation finally shifting from traditional manual operations to ICT enabled ones also requires aligning practices and policies accordingly.

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VII. REFERENCE

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