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## ROLE OF ADMINISTRATORS, FACULTY AND STUDENTS IN THE QUALITY ENHANCEMENT OF HEIs

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### Abstract –

*Managing body, Administrators, faculty, students, alumni and parents are the stakeholders of every educational institution. The bond between these different stakeholders of the institution and their active and enthusiastic involvement in the policy making of the institution for the betterment of all the stakeholders is very important. The co-ordination between them and their constant keen interest and active and enthusiastic involvement can empower the institution to ensure, sustain and enhance the quality. These different stakeholders should become the active units in planning as well as execution of the quality initiatives.*

**Keywords –** Stakeholders, quality enhancement, NAAC, Affiliation, Administrators, Management, Alumni, institution.

With the National Assessment and Accreditation Council (1994) significantly contributing to the growth and governance of institutions of higher education on one hand, with insistence and guidance of generating quality consciousness on the other, there seems to be slow but sure initiation of awareness on quality issue on the part of Higher education institutions in India to a great extent on the part of HEIs situated in the cities and to some extent on the part of HEIs situated in rural part. Since its initiation the focus of NAAC has always been on the institutional developments with reference to three aspects: Quality initiative, Quality sustenance and Quality enhancement, although it has changed its framework regarding the procedure and parameters/manuals in the course of time to assess and accredit the quality of education at universities, autonomous institutions and constituent and affiliated colleges.

The paper is an attempt to critically evaluate the role of administrators, faculty, and students in the quality enhancement of higher education institutions. It would be wrong to say, with the exception of the few, that these three major stakeholders were not at all honest and serious in their attempts to avail, provide or impart and obtain quality education as underlined by National Assessment and Accreditation Council. But it is also true that both the Government and University Grants Commission found that there was only quantitative growth of higher education in all the parts of the country, while the quality in all aspects was missing. The question arises- who is responsible for the steady decline of quality of education on the part of higher education institutions. Is it Managing body, or Administrators, or



faculty, or students, or alumni, or parents? It would be wrong to blame any single component of the institution for the declining quality of education as no single component can also lead the institution to the path of quality. Hence it is imperative to critically evaluate the association and involvement of these stakeholders for ensuring quality education.

Providing the facility of education by some Management bodies, particularly higher education, in the absence of any government institution is one of the noblest tasks on the part of human beings. In India, particularly in Maharashtra state, there have been many educationists who opened private institutions of higher education and ran successfully. The trend of forming the Management body, getting it registered and opening schools and colleges, with or without any grant from the government is going on still in our state. Are these institutions sincere and honest in their aims and objectives? Do their role and responsibility come to an end with opening the institution and starting it in some hired building with few rooms? The prime concern of the Management / Managing body of every institution is, if the institution is in the state of No-Grant, not eligible for 2F and 12B, to provide the institution with basic infrastructure, advanced teaching-learning tools for effective teaching-learning, faculty and staff as per the students enrolled. The Managing body has also to look after the affairs of the institution and to keep alive the spirit of healthy academic environment in it in order to meet National and International Standards. It should inspire, motivate and encourage the faculty to develop innovative insights and incorporate them in the programs of the institution. It needs to be aware of the latest developments in thought and techniques of management.

In 21<sup>st</sup> century it is imperative that the whole higher education system should gear up to meet the global needs and adopt the changes that will occur in future worldwide. The top management body must have a sound knowledge of the updated educational policies and requirements from the institution regarding required infrastructure to meet the academic needs of the institution and faculty. The basic infrastructure that every institution of higher education must have with it includes permanent building/s with enough classrooms, laboratories, principal's cabin, administrative office, staff room, well-developed ground/s, well-equipped and fully computerized, spacious library with great variety of books, online and print journals, number of newspapers, popular magazines, fast internet facility and printers, seminar room with enough seating capacity, enough toilets, drinking water facility. Gradually the institution should avails means like Overhead Projectors, Slide Projectors, Xerox Machine, TV, Smart Boards, Audio Players, Multimedia Projectors and Multimedia CD ROMs. There should be growth of the infrastructure to keeps pace with the academic growth of the institution. The management body should not be dictatorial but democratic, flexible and amicable with other stakeholders of the institution. The role of the head of the institution is central in governance and management of the institution and hence the Head of the institution needs to be a good academician, good administrator and also good organizer. He or she is the key person in chalking out the present and perspective policy of the institution and implement the same, under the



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guidance of the managing body, through the stakeholders. It is he or she who has to acquaint the managing body about the latest educational policies of the government, schemes of University Grant Commission, institutions like NAAC, current trends in the field of education, and hence the changes to be adopted in the institutional set up, required infrastructure as per the prospective plan and growth of the institution, etc. Again it is he or she who has to assist the Managing Body in appointing qualified, experienced and knowledgeable faculty and staff. He or she has to look into the faculty and staff improvement initiatives, maximum and target oriented utilization of the available infrastructure, guide and assist the faculty to activate more and more best practices, target oriented extension activities, mobilization of fund and resources, and co-ordinate different stakeholders of the institution. As, at current phase UGC has ceased funding the institutions for academic events or the faculty for professional development, the head of the institution should establish linkages with various G Os, N G Os, industrial bodies and encourage the faculty to apply for financial aid from these bodies for research and academic events or various scholarships for the students. The head of the institution, being the linking agent, need to encourage the different stakeholders of the institution for their enthusiastic participation in policy making and implementing the same. He / she needs to intimate them with the current phase of the institution. He / she must be flexible enough to welcome and give a platform to the fruitful suggestions, ideas and activities of the stakeholders. It is up to him/ her how to keep them financially, physically and academically involved in various activities of the institution. In its revised framework NAAC has given much importance to the stakeholders' involvement and feedback.

Faculty is another prime stakeholder of any institution, next to administrators. Needless to say, excellence in education can be realized by improving the standard and quality of teaching, research and extension. The faculty / teachers, through their enthusiastic, creative and innovative initiatives can lay down the foundation of quality in most proper way, can carry it out in the systematic manner and can lead towards success. It is in the hands of teachers to put the available funds and infrastructure, availed and provided by the management / managing body, for channelizing the quality of the institution.

The new education policy (2019), which aims at bringing major reforms to suit the modern needs, requires remarkable changes in the governance pattern as well as methods of teaching. Hence in the 21<sup>st</sup> century faculty is supposed to be professionally developed to be able to discharge the responsibility of making the students competent and skilled. The faculty should explore all possible ways and means and implement them to raise the standard and quality of teaching and research. The faculty should participate in Professional development trainings / workshops, seminars, conferences on new skills, techniques, trends, multi-media teaching-learning resources, and other multi-disciplinary programmes to enhance their knowledge and improve their teaching skill and use the same for effective teaching-learning outcomes. The faculty should go ahead to seek membership of National / International academic bodies/ associations and actively participate in their academic



activities. The faculty should use multiple learner-centric teaching methods, relevant and effective co-curricular activities, updated functional teaching learning aids to be able to impart the practical knowledge to the learners.

Though education has always been for students, they were hardly considered as the integral part in framing the quality policy of the institution. They remained merely the passive learners, taking back to their homes whatever was imparted in the classrooms by the teachers. NAAC affirmed that the students are the main stakeholders and education process should be students oriented, catering to their diverse needs and their satisfaction is a direct indicator of the effective and meaningful process of teaching learning. The repeated manuals framed by NAAC have opened up new avenues to be initiated by the institution for the students.

In the 21<sup>st</sup> century the students should not be satisfied only with the bookish knowledge, but cross the traditional boundaries of gaining knowledge and handle multiple sources of learning to be globally fit. They must acquire competency in using advanced technology which is the demand from all fields. The higher education institutions are supposed to prepare the students professionally competent which in turn will develop entrepreneurship skills in the students and will shape them to become innovative entrepreneurs.

The students can help the institution in enhancing its quality by improving their qualities / skills, participating in national level sports and cultural activities, and winning the medals. Their creative writings and publications is also a quality asset on the part of the institution. In this respect the administrators, with the help of the heads of the respective departments, should invite professional trainers / coach and provide a special training to the best performers on institutional level, and prepare them for national / international level. Another avenue of the students' significant contribution in enhancing the institutional quality is their original feedback on all of its aspects. The institution can work on and remove its weaknesses through such feedbacks from the students. Perhaps this is the reason that NAAC wants the institution to give more and more representation to the students on its various bodies.

To sum up, there is vital role of the administrators, faculty and students to initiate, sustain and enhance the quality of the institution. They only need to understand the true concept and ultimate goal of education and their respective role in it.

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