



Leadership and Management in NAAC “A” Grade Higher Educational Institutes of Maharashtra

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Abstract

Higher education covers teaching , research and extension. Higher education is the source or feeder system in all walks of life and therefore supplies the much-needed human resources in management, planning, design, teaching and research. However Present scenario regarding quality of these Higher educational institutes in our country appears to be grim. Education system has increased fourteen –fold in terms of number of universities and thirty three fold in terms of the number 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 gaps and to keep pace with the developed world. The Indian higher education system is in a constant state of change and flux due to the increasing needs of expanding access to higher education, impact of technology on the delivery of education, increasing private participation and the impact of globalization. Taking cognizance of these developments and the role of higher education in society. The accreditation of HEI’s is must to maintain quality of HEI’s. NAAC has developed five core values: contributing to national development, fostering global competencies among students, inculcating a value system in students, promoting the use of technology and quest for excellence. The sixth criterion lays stress on the governance and leadership qualities. It is very necessary to have competent leaders and managers who will direct the HEI towards the fulfilment of the NAAC criterions. so that the institute is able to maintain the standards set up by the NAAC committee to maintain quality of higher Educational Institutes. Management and leadership are concept which are very important to maintain the ‘A’ grade of any HEI. Therefore it is necessary to study good practices in leadership and management that lead to administrative and academic excellence regarding educational management and educational leadership.

Key words : *Higher Educational institutes, Management, Leadership, NAAC ‘A’ grade institutes.*

Introduction:

Higher education is generally understood to cover teaching, research and extension. Higher education is the source or feeder system in all walks of life and therefore supplies the much-needed human resources in management, planning, design, teaching and research. Scientific and technological advancement and economic growth of a country are as dependent on the higher education system as they are on the working class. Development of indigenous technology and capabilities in agriculture, food security and other industrial areas are possible because of our world-class higher education infrastructure. Higher education also provides opportunities for lifelong learning, allowing people to upgrade their knowledge and skills from time to time based on the societal needs. The Kothari Commission (1966) listed the following roles of the universities (Higher education institutions in the modern society):

- To seek and cultivate new knowledge, to engage vigorously and fearlessly in the pursuit of truth.
- To provide the right kind of leadership in all walks of life, to identify gifted youth and help them develop their potential to the full by cultivating physical fitness
- To provide the society with competent men and women trained in agriculture, arts, medicine, science and technology and various other professions
- To strive to promote quality and social justice, and to reduce social and cultural differences through diffusion of education
- To foster in the teachers and students, and through them in the society generally, the attitudes and values needed for developing the 'good life' in individuals and society

Specific functions of Higher Education:

- To prepare students for research and teaching;
- To provide highly specialized training courses adapted to the needs of economic and social life;
- To be open to all, so as to cater to the many aspects of lifelong education in the widest sense; and

- To promote international cooperation through internationalization of research, technology, networking, and free movement of persons and scientific ideas (UNESCO, 1996).

PRESENT SCENARIO OF HIGHER EDUCATION IN INDIA

As on today we have more than 300 universities , institutions of higher learning and deemed universities, out of which 95 deemed to be universities ,13 institutions of national importance, 19 central universities , 203 state universities , 5 institutions established under state legislation act and about 16,885 colleges including 203 autonomous colleges.

Education system had increased fourteen –fold in terms of number of universities and thirty three fold in terms of the number 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 gaps and to keep pace with the developed world. Massification of Higher Education has rather been responsible for this expansion. Resource constraints are severe and the quality of education available to most Indian student is questionable in terms of its ability to face the challenges posed by further education as well as employment market overcome this problem.

1. The Centre, State, Institutions and Regulatory Bodies have taken initiatives in order to face the challenges of globalization.
2. The National Policy on Education 1986 and the revised policy, POA 1992 has made no reference to the operating of foreign universities in India or promotion of Indian Higher Education abroad.
3. UGC has recommended that foreign universities to offer their programs in India; they should be accredited in their respective country; Degree awarded to the students should be valid for India as well as in the country where degree-giving institution is located.
4. There are also similar programs offered by UNESCO, UNICEF, UNDP, French, German, Canadian, etc. embassies and Common wealth and such other organizations. All these are aimed at bilateral transaction and aimed at Quality improvement. It is therefore important to focus on the quality improvement of HEI'S in our country.

Role of NAAC in maintain Quality of HEI'S

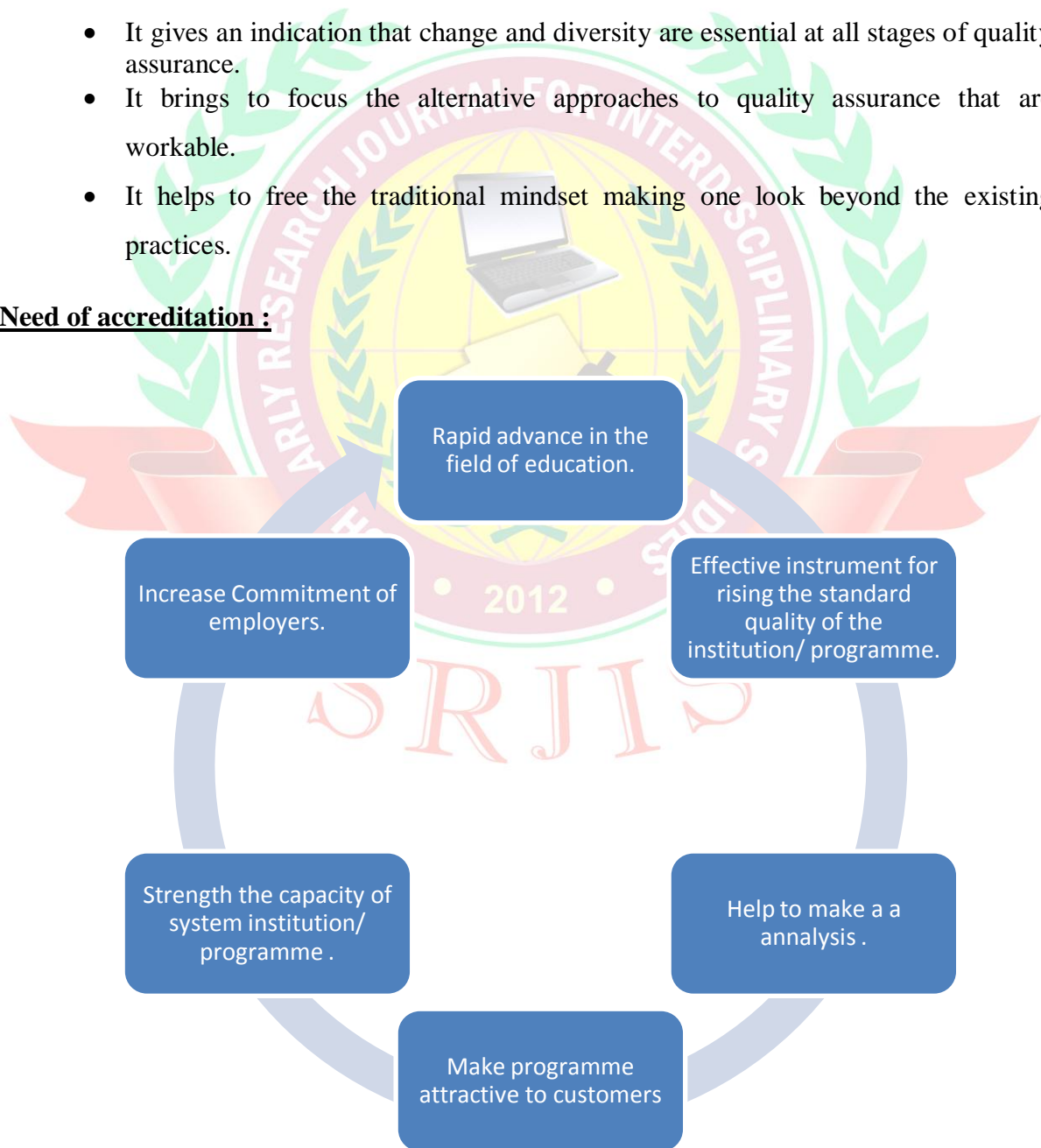
Defining Quality -:

- The standard of something as measured against other things of similar kind: the degree of excellence of something.
- A distinctive attribute or characteristics possessed by someone or something.

Quality assurance and Accreditation :

- It gives an indication that change and diversity are essential at all stages of quality assurance.
- It brings to focus the alternative approaches to quality assurance that are workable.
- It helps to free the traditional mindset making one look beyond the existing practices.

Need of accreditation :



The Indian higher education system is in a constant state of change and flux due to the increasing needs of expanding access to higher education, impact of technology on the delivery of education, increasing private participation and the impact of globalization. Taking cognizance of these developments and the role of higher education in society, NAAC has developed five core values: contributing to national development, fostering global competencies among students, inculcating a value system in students, promoting the use of technology and quest for excellence.

The NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL (NAAC) is an autonomous body established by the University Grants Commission (UGC) of India to assess and accredit institutions of higher education in the country. It is an outcome of the recommendations of the National Policy in Education (1986) which laid special emphasis on upholding the quality of higher education in India. To address the issues of quality, the National Policy on Education (1986) and the Plan of Action (POA-1992) advocated the establishment of an independent national accreditation body. Consequently, the NAAC was established in 1994 with its headquarters at Bangalore.

Role of leaders in managing Quality of HEI'S :

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 maintain 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. So that the institute is able to maintain the standards set up 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 organisation and has the objective to “produce a degree of predictability and order” (Katter 1990). In contrast leadership focuses

on a longer time, frame and strategy and on change. Thus management can be seen as the implementation where as 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 rules 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.

NAAC has identified the following seven criteria to serve as the basis of its assessment procedures:

- Curricular Aspects
- Teaching-Learning and Evaluation
- Research, Consultancy and Extension
- Infrastructure and Learning Resources
- Student Support and Progression
- Governance, Leadership and Management
- Innovations and Best Practices

The sixth criterion 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 also 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 institutes are selected purposefully as any institute having a 'A' grade comes under the category of a good institute which is considered as benchmark having followed most of the recommendations and frame work of NAAC.

It also purposes to explore the sixth criteria "Governance and Leadership" in NAAC 'A' graded institutes. Since it is related to 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.

Need of the Study:

Looking at the Present scenario of the higher Education in India an industry report pointed out that its Gross enrolment ratio (GER) of 16% was much below the world average of 27% while 90% of the colleges were average or below average in 2010 on the basis of their 'NAAC accreditation'.

The Higher Education sector is plagued with various challenges such as low GER and lack of quality research and Education said the report. "Higher Education in India: twelfth five year plan and beyond" by Planning Commission- FICCI – Ernst & 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 agenda back on track.

There are close to 70 eligible institutions 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, V B Gaikwad, director of UP's board of college and university development (BCUD), told TOI. More than 50% 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, another university official said.

Current position of accreditation our country :-

On February 21, the NAAC executive body approved final grades for a total of 283 colleges in the country. Taking into account the current status of the Colleges and the accreditation process the situation appears to be serious in a university like Pune which is supposed to be the second largest in the country is facing such a situation then the situation will definitely be worst with the higher educational institutions in the country. Therefore there is a need to for the management of these 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.

“Soon, Colleges courses to be graded”

MUMBAI: Soon students will be able to make more informed choices on the courses they wish to pursue, A system to accredit individual programmes offered by colleges and universities is being put in place by the union human resources development ministry.

Under the Rashtriya Uchchar shikshan Abhiyan, a national higher education mission undertaken to provide funding, all institutes and universities must acquire ratings not only for themselves but also all their programmes.

This means individual courses across colleges and universities in the country will be graded. For instance, Jai Hind College will not only need an accreditation for the college but will also have to get its courses such as B.Com, BA or BSc or even self-financed courses like B.Com in banking and insurance or BMS graded.

NAAC director A N Rai and deputy adviser jagannath patil have suggested a multi-layered framework to bring about quality assurance in institutes of higher education “A fragmented approach has been taken at the central and state levels. There needs to be a coordinated approach for such a massive project” said patil also the president of the Asia Pacific Quality Network.

They recommend that NAAC Acts as a nodal agency to accredit universities across the country. “state accrediting agencies can then accredit colleges. Individual programmes can be accredited by subject councils/ associations such as sociological society, India Commerce Association, etc. NAAC can mentor these quality assurance bodies” said patil “ These subject councils have experts from industry and academics and, therefore, can evaluate programmes with some training from NAAC”.

There is one study conducted throughout our country according to which then has been revealed that Indian universities lag behind both locally and globally according to an article published recently in the times of India dated 21/2/2014 page no. 10. Statistical evidences are provided to let us know about the quality of HE in our country. 89% NAAC Accredited institutes are average or worse.

New Delhi: If rankings and grading are any indicator of quality, Indian institutes of higher learning have a long way to go - both locally and globally An astonishing 89% of India’s accredited colleges and universities are graded either ‘average’ or ‘below average’ raising serious doubts about their quality.

While globally India’s top rated institute – Panjab university – ranks between 226 and 250, the National Assessment and Accreditation Council’s (NAAC) assessment is no better, with 62% of universities accredited rated average or below average.

Moreover, the actual picture on the ground is likely to be even worse since only 179 varsities and 5,224 colleges have valid Accreditation out of a total of 630 varsities 33,000 colleges

NAAC director A N Rai said, “ only 11% of our accredited institutions are ‘A’ grade, while 71% are ‘B’ grade. The remaining 18% are in the lowest ‘C’ grade this definitely shows the quality of the institutions But we have to consider various parameters. As most institutions are government run, there is a serious financial and infrastructure crunch which adversely affects the assessment. But we have to appreciate the fact that despite being voluntary they came for the assessment.”

NAAC officials, however, believe the real picture will be revealed only after these institutes which have so far shied away from accreditation are assessed.

Statement of the Research Problem:

The statement of problem is as follows:

To Study the leadership and management in NAAC 'A' grade higher educational institutes of Maharashtra.

Objectives of the Study:

- 1) To analyse the policies adopted by NAAC 'A' grade institutes by leadership and management for managing the quality of higher Education at university level.
- 2) To determine characteristics of existing leadership in NAAC 'A' grade Institutions as per the sixth criterion of the NAAC.
- 3) To determine the leadership patterns of Principals of NAAC 'A' grade Higher Educational institutes of Maharashtra.
- 4) To analyse the problems of leadership and management in NAAC 'A' graded institutes of Maharashtra.
- 5) To prepare a handbook for the principals for leadership and management based on the policies of NAAC 'A' grade institutes.

Scope:

- 1) The present research study is related to the study of the characteristics of leadership of principals of NAAC 'A' graded Institutes of Maharashtra.
- 2) The present research study is related to the study of patterns and policies of leadership and management of principals of NAAC 'A' graded Institutes of Maharashtra.
- 3) The present research study is related to the problems of leadership and management of principals of NAAC 'A' graded Institutes of Maharashtra.
- 4) The present research study is related to the preparation of handbook for providing guidelines of leadership and management of principals of NAAC 'A' graded Institutes of Maharashtra.
- 5) The present research study is related to the sixth criteria of the assessment procedure. i.e. Governance leadership and management of NAAC 'A' graded Institutes.

Limitations:

- 1) The present research study is limited up to the responses given during the survey by principals / Vice Principals / heads of NAAC 'A' graded higher educational Institutes of Maharashtra.

3.1 Research Methodology

Tools:

In the present research the researcher will use the following data collection tools for the study.

- 1) Inventory: Principals of NAAC 'A' grade higher Educational Institutes.
- 2) Interview: Heads of the Department of Education in Universities will be interviewed to find out their difficulties in maintaining the 'A' grade status as leaders.

Methodology and Procedures: The survey method will be used for the study. A survey will be conducted to find out the NAAC -A accredited institutions in Maharashtra. The functioning of the Principals as administrators, managers and leaders in these institutes.

I) Population: All Higher Education 'NAAC - A accredited' – institutions in Maharashtra. Overall '09' universities have obtained the 'A' grade status and '116' Colleges have obtained the NAAC 'A' grade status these colleges are affiliated to different universities in the state of Maharashtra.

Sample: The sample is Purposive in nature. From all NAAC 'A' Grade H E I , out of 09 Universities 03 Universities will be selected as a sample for the Study and from all NAAC 'A' Grade H E I , out of 116 institutions 58 institutions will be taken up as a sample for this particular study.

II) Data collection Procedure

- i) (Inventory Tools) + checklists will be developed to find out the functioning of the Principals in 'A' grade colleges : Questionnaires for the college Principals

- ii) Interview and checklists for the Head of the department at the university level.

A pilot study will be undertaken before finalizing the tool According to the findings and observations of the pilot study the tools will be revised and modified to maintain the validity of the tool.

Procedure of Data Collection: The questionnaires and checklists will be given to the H.O.D. of universities and Head of the Institution for gathering the information, interview will be conducted with video shooting.

1.2 Analysis and Identification of data

- 1) Percentage for analysing the responses in questionnaires and analysis of the responses given by the Principals.
- 2) Chi-square – It is used to compare the grading point differences in the range of (3.04 to 4) in NAAC ‘A’ graded institutes of Maharashtra related to the sixth criterion of NAAC.
- 3) Graphical representation - for responses of questionnaires.

Significance of Study:

The significance of the present research study can be highlighted as follows:

After completing this research study it will be helpful

- 1] To know the concept of educational management in NAAC ‘A’ graded institutes of Maharashtra.
- 2] To know the concept of educational leadership in NAAC ‘A’ graded institutes of Maharashtra.
- 3] To know the nature and problems faced by the principals/ leaders to manage the quality of higher Education at university level in NAAC ‘A’ graded institutes for educational leadership.
- 4] To explore issues faced by the leaders regarding Educational management in NAAC ‘A’ grade institutes.
- 5] To suggest viable measures to overcome problem and issues faced by Educational leaders to manage the quality of higher Education in NAAC accredited ‘A’ grade institutes.

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