

# Role of Administrative Skills in the Upliftment of Higher Educational Institution under UGC

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**Abstract**—The Indian higher education system is one of the largest such systems in the World. It is estimated that during the X Five Year Plan period (2002-07), there will be a tremendous pressure of numbers on this system and a large number of additional students will be knocking at the doors of higher education institutions in the country. There are also new challenges of management and regulation being faced by these institutions, which require serious attention, both at the institutions in the public sector and also those in the private sector now growing at a fast pace. As a result, the old structures of management established in pre-independent India and working during most of the twentieth century are now required to undergo drastic changes. Besides, the demands of the society for equity and accommodation cannot be neglected any more.

## Introduction:

Policy Planning for Export Increasing economic integration across the World over the past decade has cast tumultuous impact on all the areas supporting human life in the developing countries, which constitutes about 80% of the work force. The so-called structural adjustments in national policies and the new international economic order have brought about severe stresses never perceived before. There are exhortations to the policy planners of higher education emanating from GATT regulations made under WTO formulation e.g. withdrawal of subsidies, reduced control of the State, larger privatization and access to corporate players, designing of courses to meet the human resource needs of the markets in the changed scenario, and reliance on self-financing type management. There are also obligations to allow free import of higher education as a service commodity from developed nations in the form of cross-border supply, consumption abroad etc. The cumulative effect of all these factors and the prevailing competitive environment have hustled the morale, confidence and commitment of the University community in general, even inducing trepidation. Improving the low level of enrolment (6% in the 18-23 age group) ratio, ensuring better equity, access, sound and realistic man-power planning, faster growth of skilled human resource for a self-reliant course of economic development and universalization of basic education are the other major challenges.

## Policy Planning for Export:

In such a skewed and gruelling perspective, the University academics and administrators, are confronted with so many challenges calling for knee-jerk response and pro-active approaches to management of institutions of higher education with a high level of professionalism, competence and quality assurance. They are duty bound to tide over the challenges facing the institutions and deliver quality goods and services to the customers and users without any opacity, obsession or prejudice. Outline of the strategies, the imperative scope of expansion, dimensions of diversification, potentials for both short- and long-term planning and modalities of placid administrative processes warranted in the contemporary ambience, but in the changed context, have been discussed by experts and researchers. There was a consensus that without compromising the national ethos of equity and access to higher education to all the intending learners at reasonable cost and to the socially disadvantaged ones at subsidized levels, higher education institutions in India must boost their activities to provide diversified academic products and services of high quality and with a strong market orientation. These issues and concerns were the focus of attention at these two Seminars, whose main recommendations are outlined below.

## Recommendations

- 1 Most of the areas identified for export of higher education are directly concerned with industries. Therefore, Central and State Governments should introduce a range of programmes and incentives designed specially to improve the links between Universities and Industry.
- 2 The Universities and National Institutes of higher Learning should design their courses in collaboration with industry and such courses be updated regularly, e.g., every year, according to need.
- 3 There should be uniformity, as far as possible, in the standards of the courses, academic calendar and the examination system of Universities.
- 4 To provide a broad choice of courses, credit system should be introduced in the Universities.
- 5 Libraries should be fully equipped with the latest books, journals and periodicals
- 6 Laboratories should be updated and obsolescence in equipment/facilities should be removed on a regular basis.
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Working facilities and workload of teachers should be as per the international norms. Teachers should be encouraged to attend various Conventions, Conferences, Seminars, Workshops in their disciplines to update their subject know how.

Economics of Higher Education Access to higher education needs to be widened in the country, both within the formal system and through other effective innovative measures, such as a truly open system and networking of Universities. It is now imperative on the part of Indian Universities to generate their own resources to a large extent. This could be done through several methods, like raising tuition fee and collecting capitation fee, both of which having severe limitations; and others like, launching courses for foreign students, obtaining donations from philanthropists, etc., which have a good potential. In the globalized World, the State-protected educational system cannot withstand the pressure without making itself competitive. There seem to be four reasons why new policy initiatives should be taken by the Government in this connection. They are : (i) that the economic returns of primary education far exceed the returns of higher education; (ii) that the private returns on higher education far exceed the social returns; (iii) that the State funding for higher education is insufficient in countries like India; and (iv) that since private sector benefits the most from higher education, it is only just that it

should make a decisive contribution. Whether or not one accepts the Government's rationale, new strategies need to be developed for the survival and well being of the higher education system in the present scenario.

Reorientation of Higher Education Educational opportunities and traditions that Indian Universities have built up, since independence have been able to produce graduates, capable only of pursuing limited careers, but, in the new globally competitive environment that is emerging in the country, the Indian student is now required to develop a multifaceted personality to cope up with the rapid changes in the world at large. This calls for the development of body, mind and spirit, through the educational processes in the institutions of higher education. Health consciousness and physical fitness for a healthy body should be an essential part of the University culture. But, a healthy body alone cannot be attained and maintained without a healthy mind. Therefore value education becomes a desirable moral necessity for meeting the challenges of the contemporary World. Professional competence is of little value if professional ethics are forgotten. Similarly, brilliance is of no use if it is employed for anti social activities. In order to achieve all these ends effectively one has to see that the processes of education are properly regulated in terms of assessment and evaluation of learning. A close interaction between the teachers and the students in the evaluation of the progress of learning is desirable, so that teaching-learning process is not superficial.

### **Professional Ethics and Value Education:**

The rapid developments in science and technology and the challenges of globalization are posing additional challenges to the education system in the country. This is also the time when parental care to the children is on the wane. The adverse effects of the media on the mental development and moral values of the younger generation are being felt increasingly in all spheres of life. Gross consumerism has distorted the outlook of persons into one of equating possessions with richness. Exploitation of natural resources is proceeding without reference to sustainability. The hiatus between the rich and the poor is getting wider. While the education system needs to keep pace with the scientific and technological developments in terms of building the skills and knowledge, it also needs to address the more fundamental issues of the social and moral consequences of such unregulated activities.

It is also recommended that the evaluation criteria of institutions should be so spelt out as to give due weight to the inculcation of human values, and that the 'Healthy Practices' identified during the Assessment exercises be widely disseminated by NAAC for the benefit of other institutions. Both the UGC and the NAAC can play useful roles in this initiative. 2.3 Evaluation and Assessment Systems During the last 50 years, higher education in India has made great strides leading to the Indian higher education system becoming one of the largest systems in the World. Unfortunately, it is the Indian experience that this expansion in quantity has overshadowed the quality of higher education. Lately, a chorus of criticism is heard from various well-meaning quarters about the deteriorating quality of higher education. It is well known that one of the important components of higher education is the manner in which students' academic performance is evaluated. A concerted debate has been going on to determine the best system of assessment to be followed by the Universities in the twenty first century. A great degree of diversity has been observed in terms of assessment and grading of the students in the University system at present.. It is desirable that a certain optimum degree of standardization in the examination system and in the assessment of students is put in place before grades are awarded to them.

### **Quality Assurance in Higher Education:**

In an environment of global competitiveness it is important that Indian products of the higher education institutions are as competent as graduates of any other country, not only in their scholastic attainments, but also in terms of the value system and richness of their personality. Unless the quality and standard of Indian higher education institutions is enhanced zealously and sustained at a high level through innovation, creativity and regular monitoring, it seems to be difficult for the Indian academics/professionals to compete in the World scene. This calls for suitable assessment and accreditation mechanisms to be available in the country to ensure the quality and standard of the academic/training programmes at

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higher educational institutions. The assessment has to be continuous and the process has to be transparent to gain the acceptance of the society at large. The subsequent two subsections cover important aspects.

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