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Role of Principal and Teacher for Quality Enhancement in HEIs

V. D. Kapse<sup>1</sup> & P. M. Chandak<sup>2</sup>

<sup>1</sup>Dept. of Physics, Arts, Science & Commerce College, Chikhaldara, (M.S.) India

<sup>2</sup>Dept. of Physics, B.B. Arts, N.B. Commerce & B.P. Science College, Digras, (M.S.) India

**1. Introduction**

The earliest known university in India was set up in Takshshila in sixth century B.C. Nalanda & Vikramshila Universities were set up in the fourth and fifth centuries A.D. But the emergence of modern higher education system in India affiliated to the establishment of three universities Mumbai, Kolkota & Chennai in 1857. At the time of independence, there were 20 universities in the country. Today, the number of universities increased to about 890 while the number of colleges from less than 500 to about more than 40,000. Now a day, we are experiencing multidimensional crises which have encircled every aspect of life-social, cultural, economical, political & ethical. It has noticed that every nation had a troubled soul & is in need of a solution. Attempts have been made to solve these problems separately. Educationalist, philosopher, bureaucrats and laymen put more stress on higher education. They believe that the troubled countries can make meaningful progress and get solution for their problems through the internationalization of higher education. Education is a process wherein knowledge is not an end in itself but a means to promote general welfare. The path of education is full of milestones. What distinguishes the coming years from the past is the change in educational technology. In the context of globalization, our aspiration should be to inculcate quality in our education system. We must be well prepared to

show the world we have arrived on the global ocean because globalization is inevitable and unstoppable. The quality of education, to large extent, depends upon the quality of teacher. Hence, a concrete framework of teachers training is needed and system of teachers' education needs to be revolutionised. In the present scenario, teachers should be attentive for the quality. University Grant Commission (UGC) & National Assessment Accreditation Council (NAAC) have taken up the task of making universities and colleges aware of the need of quality improvement.

**Quality:**

Quality in higher education means relevance of courses, adequate infrastructure, effective teaching-learning process, student support services, effective management of administrative & academic activities, healthy practices & services to the community. Quality assurance is an evolving mechanism throughout the world. The Indian system of quality assurance is based on the philosophy "well began is half done" and other half is done by fine tuning the experience of discovering our strengths and sustained improvement by eradicating weaknesses.

The term "Quality" is always the result of higher intention, sincere efforts, skillful directions & intelligent guidance. Quality refers to the degree of excellence. The concept of Overall Quality is connected with molding all-round personality of the

students. The NAAC expects that the role of teacher is important in order to attain the overall quality excellence.

## 2. Objectives of Higher Education:

As per the Radhakrishnan Commission, the followings objectives are to be attained through the higher education

- 1) Attainment of knowledge
- 2) Development of mental abilities
- 3) Creation of practicable efficiency
- 4) To create productivity & self-sufficiency as a national project
- 5) To create ability of abstracts & concrete intelligence among students
- 6) To develop social sense, civilization & national integration among students
- 7) To make character building
- 8) Development of Adaptability

In order to attain the above said objectives, the roles of Principal and teacher are of immense importance.

## 3. Objectives of IQAC & Role of Principal in its effectiveness:

For performance evaluation, assessment & accreditation and quality upgradation of institution of higher education, the National Assessment & Accreditation Council (NAAC), Bangalore has proposed that every accredited institution should establish an Internal Quality Assurance Cell (IQAC) as a post accreditation quality sustenance measure. Establishing IQAC in accredited institutions co-ordinates the quality initiatives.

In the days of globalization & privatization, enhancement in the quality of higher education is a need. Quality enhancement is a continuous and never ending process. Quality enhancement in higher education is a deliberate process

of change that leads to improvement. So NAAC expects that IQAC should become a part of an institutions system and work towards the realizing the goals of quality enhancement and sustenance. NAAC has also defined the functions of IQAC. Some of them are: development and application of quality parameters in the various activities of the institution, dissemination of information on the quality aspects, recording and monitoring quality measures, acting as a nodal agency, preparation and submission of Annual Quality Assurance Report to NAAC and such others.

To achieve these objectives and fulfill the functions of IQAC, the Principal of the institution has to play a key role as a chairperson of IQAC.

The Principal is a captain of the ship. The Principal, who is academic and administrative head, is a key person in the field of higher education. In all the quality enhancement activities, dynamism of Principal will decide the speed and level of achievement. To achieve the objectives of IQAC, he must co-ordinate teaching and non-teaching staff, students, parents, management and the alumni. He has to see the strong and weak points and also the suggestion made by the peer team in their report. As the Principal has to manage the affairs of college including college management, he has to ensure that whatever should be done in the institution should be done effectively and efficiently to achieve excellence in the higher education. He has to take the regular follow up to check out whether quality sustenance strategies are implemented effectively or not? In this context, he should take the action where necessary. In doing so, he should be impartial. The Principal should give

the stress to inculcate the sense of belongingness and participation in all the constituents of the institution for the success of IQAC. He has to be realistic in Quality, Quality Assurance and Quality Sustenance. Above all he should see that quality should be developed into the system and procedures of organization.

#### 4. Quality of Teacher:

In the words of William Lyon (1970): "In my mind, teaching is not merely a lifework, a profession, an occupation or a struggle, but a passion. I love to teach as a painter loves to paint, as a musician loves to play, as a singer loves to sing, and as a strong man rejoices to run a race".

For sustenance of quality and its enhancement at the higher educational level, the role of teacher is vital. Mere 'talking' is not teaching & mere 'listening' is not learning. The teacher has to bring out meaningful, fruitful interaction between students and rest of the things in the universe. The teacher can be categorized as follows-

A poor teacher tells  
An average teacher explains  
A good teacher demonstrates  
A best teacher motivates  
And an ideal teacher inspires to use,  
to imbibe & to apply the knowledge  
for oneself & for the society.  
It is also said that

- **Teacher is a social engineer.**

In order to impart the quality education, our education system has to acquire some quality pre-requisites of which followings are very important as far as role of teacher is concerned.

- ✓ Quality teaching and evaluation
- ✓ Quality research

- ✓ **Quality character**

Some of the quality indicators of teaching & learning are: teacher-student ratio, modes of teaching, innovative teaching methods, students' keenness to attend classes, effective teacher-student relationship, regular assessment, impartial and transparent evaluation. Likewise, measures of quality research are: it's evidence of breaking a new ground, research publications acknowledgement by way of frequency of citations, awards & honors etc. Last but not the least, the quality of character & outlook of faculty is as important as is the quality of its intellect.

The NAAC expects ideal teacher for quality sustenance & enhancement in higher education. Such ideal teachers will uplift spiritual, social & scientific aptitude among students, which will help to achieve the objectives of higher education. The NAAC expects the social accountability of teachers in creating quality among students at higher education level. The teacher's role is to motivate, persuade & inspire students to work hard in order to achieve the objectives.

#### 5. Ethical Principles in Teaching: -

The followings are ethical principles in the teaching that defines the professional responsibilities of teachers at higher educational level

- 1) Content Competence
- 2) Pedagogical Competence
- 3) Dealing with the sensitive topics
- 4) Students Development
- 5) Dual relationship with students
- 6) Confidentiality
- 7) Respect for the colleagues
- 8) Valid assessment of students
- 9) Respect for institution

The teacher should attain these principles to show his students the importance of moral dignity & to undergo his civic and educational responsibilities.

#### 6. Role of Teacher:

The National policy on Education, 1986 has said about the role of teacher, "The statues of teacher reflects the socio-cultural ethos of a society; it is said that no people can rise above the level of its teacher. The government and the community should endeavor to create condition, which will help motivate and inspires teachers on constructive and creative lines. Teachers should have the freedom to innovate the needs and capabilities and the concerns of the community".

On the basis of all the recommendations given by committees, major roles of teachers are in Traditional society, Industrial society and Classroom.

Teachers are the concrete pillars of any educational system. They influence generations of students and promote the welfare of the society. Therefore, the quality of teacher is of at most importance. The recent surveys and studies have shown that the professional efficiency of teachers in HEIs is fading away and quality of in-service teacher education is yet to acquire desired excellence. Everything has to be done to ensure that Teachers Training Institutions produce teachers of high caliber.

In the current competitive global setting, teachers must play the following roles:

- **Professional Efficiency:**

Mr. B.K. Passi says that profession is the specialized area of activity acquired through a systematic programme of education and training. According to him,

the concept of a profession is characterized by (1) noble cause (2) rigorous preparation (3) code of conduct & ethics and (4) practicing the duties with freedom, responsibility & accountability.

But today teachers lack these elements and it affects the smooth flow of knowledge from teacher to student or teacher to society. So teachers should maintain the high level of professional efficiency by upgrading domain knowledge and they should develop and adopt the right attitude to transfer this knowledge to students.

- **Human Values:**

A teacher should be well equipped and well informed to teach in the classroom. His behavior with the students should be based on Gurukul System of learning. His traditional role is to shape the future of student and hence he is not expected to be result oriented. Otherwise the target of developing life through education will remain a dream. Before acting as a teacher he should be a good person and have humanitarian approach to all. In modern era, we see a difference between theory and action. He should uplift himself from the barriers of religion, caste, region and race. The current loss and dissensions in the domain of values across the world is reflected in the present study. Hence values need to be taught through all institutions.

- **In-service Training:**

Orientation courses, refresher courses, workshops, seminars and conferences have been given a great importance in modern educational scenario. The gradation and promotion in the job requires the attendance of such programmes in service. Academic staff



colleges are catering services in this regard but the majority of teachers do not attend seminars, workshops and conferences. The difference between the compulsory orientation, refresher courses and optional seminars, workshops & conferences should be strictly eradicated. All these programmes put forth innovations, strategies and clear our visions. The majority of teacher should actively participate in these programmes.

• **Teaching-Learning Process & Evaluation:**

Educational technology is broadly classified into three forms: hardware approach, software approach & system analysis. Teacher should be able to

- 1) handle the tools of teaching
- 2) produce the audio-visual aids &
- 3) use e-media & computer-aided packages.

By making the use of new educational technology, learning aids & innovative teaching techniques, the learning experience of students will definitely be enriched. In the current global setting, teachers must look into this aspect with positive approach.

The term evaluation refers to continuous internal assessment of the development & the knowledge of students by teachers. Raghavendra Bhat & Shanmugam formulated a set of principles to be

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followed in continuous internal assessment. According to them evaluation is to be done by teacher who teaches the course. It is to be treated as teaching & testing device. It has to indicate the effectiveness of instructional method. They have also recommended that assessment should be done periodically. Teachers should supplement evaluation as an aid to learning process. It will motivate students to learn and plan their studies.

In additions to this, we would like to say that teachers at higher educational level must perform social responsibilities by inspiring & motivating students to become the responsible & productive citizens of the country, which is the purpose of all educations.

**We conclude with:**

In all the quality enhancement activities, role of Principal and teacher is very important. Dynamism of Principal decides the speed and level of achievement.

Teaching is considered the noblest of all profession. Teachers should not take the freedom, flexibility & even the feasibility of the job for ride. Teachers should be committed to work day & night for the upliftment of higher education so that higher education can be able to respond to rising student expectations and the demands of global competition.