

## GOVERNANCE AND QUALITY GUIDELINES IN HIGHER EDUCATION SYSTEM

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### ABSTRACT

Education is the beam that guides a society to a better future. The destiny of our nation depends upon this sector. The better the quality of education higher the quality of human resources of a country. India which is the second most populous country in the world as well as one with a young population is considered to be one with a high demographic dividend. But this demographic dividend will be negative if India's young population is not provided with the quality of education that allows the country to boost its human resource potential. These objective can be achieved by bringing Governance reforms and quality guidelines in Higher Education. Good Governance features like Accountability, Transparency, Participation, Equity and Inclusiveness, Efficiency and Effectiveness, Responsiveness and Participation must be adopted by all the Higher Education Institutions. Governance arrangements and quality guidelines play similar roles in helping institutions become more effective. In this paper we will discuss about the governance reforms and quality guidelines provided for the effectiveness of higher education system of India. This study is intended to find out the relationship between governance and quality assurance and the relevance of nation-wide guidelines to help higher education to fulfil its aim effectively. It explores the reasons why governance and quality have become a crucial issue for higher education in India.

### KEYWORDS

Governance, Quality guidelines, higher education, issues and reforms **Governance:** Governance is concerned with framing of policies and procedures needed for better direction and control. Good governance requires that the institutions, processes could meet the needs of the society in a way that all resources are utilised to the extent. Effectiveness of governance require standardization of the quality of public service delivery with international standards. The key indicators of governance include transparency, responsiveness, equity and inclusiveness, consensus oriented and accountability

### Why quality is linked to governance in higher education

Governance is often describe as a framework of rules tackling the problems of mismanagement and bringing major transformations in higher education system while quality guidelines concentrate more on the betterment and creation of quality culture in the system. The good governance guidelines try to make clear the status quo and quality guidelines is concerned with decision on how university should work. The following factors will evaluate the linkage of governance and quality guidelines which is very important for higher education

**Increasing accountability: Accountability** is an important element in the governance of higher education systems. Education system can be improved by guaranteeing academic quality and standards, ensuring equitable treatment and accessibility for students from poorer families, and ensuring an appropriate use of public funds within institutions (i.e. internal efficiency). Accountability can be ensured through quality assurance frameworks.

**Tackling new challenges:** The issue of quality in higher education has also come under scrutiny for its contributions to economic growth. The position of higher education in training knowledge workers, quality assurance has a role to play in identifying excellence in society.

**Protecting consumers** : There is growing acceptance that students need to be protected from the risks of misinformation and low-quality education and that quality improvement needs to be built into the system. Countries are seeking to ensure that students receive better information regarding the quality and cost of higher education.

### **Governance in Higher Education Sector**

Education is vital importance for building a powerful society. It is the back bone of economic growth of every country if there is poor education system the human resource of that country will be poor which will be a hurdle for the economic growth of the country .There are mainly five notable models in governance traditional model, carver board governance model, cortex board governance model, consensus model and competency model. The newest model of higher education governance has been developed by de Boer, Enders and Schimank (2007) which transforms the cube concept into five governance equalisers. Each equaliser represents a relevant governance attribute and can be adjusted independently from the others, meaning that radical changes in one area need not influence the others. This model comprises:

- State regulation referring to the initial governance notion of regulations by directives through the government. It measures the detail and the rigidity of government direction
- Stakeholder guidance measuring the influence of stakeholders not through directives but through goal setting and advice. Stakeholders are important societal actors who have a major interest in tertiary education, such as industry, unions or government itself;
- Academic self-governance addressing the role of academic professionals within the university. Their influence comes through collegial decision-making and the self-steering of academic communities based on peer review;
- Managerial self-governance involving the degree and development of inner university managing hierarchies and the internal goal setting, regulation and decision-making power of key actors, such as rectors, presidents and deans;
- Competition dealing with the construction of quasi-markets and the competition for scarce resources (money, staff and through quality measures such as rankings performance evaluations, customer satisfaction etc.) and their impact on university governance .

The higher education system in India was originally implemented by the British rulers in the mid-19th century to serve the colonial economic, political and administrative interests, and in particular, to create their dominance in the country. It was adopted by the state managers after independence (in 1947) as a colonial legacy, and has been expanded phenomenally during the last five decades

India's higher education system faces high pressure from the State and an increasingly educated youth to achieve objectives, such as growth quality and equality. To reach these targets, government is framing policies for providing adequate resources, enabling provision of higher education, and many more. With the growing size and diversity of the higher education sector particularly in terms of courses, management and geographical coverage, it has become necessary to have governance in higher education. Government has set a target of increasing the Gross Enrolment Ratio (GER) from the present level of about 12% to 15% by the end of XI Five Year Plan and to 30% by the year 2020. Complete governance of higher education is required for achieving this target.

The 1947 draft Constitution of independent India recommended the transfer of all responsibility for education to the provincial government. In 1956, Parliament established the University Grants Commission as a national regulator of standards and a provider of finance. UGC provided fund for the establishment of various professional colleges. Unitary regional professional colleges, jointly promoted by state and central governments, were also established. The governance of university system shifted from state provisional to centralisation. The establishment of the IITs, NITs and unitary agricultural universities are witness to this. These were created in disregard of the constitutional division of responsibility, through the device of using special acts of Parliament. Nehru brought the existing provincial universities under indirect central control, through the UGC. However, the UGC, though responsible for setting national quality standards, was not empowered to implement them by accrediting universities or through financial incentives. The upper tier governance model was state owned specialized institution and the lower tier governance model was the same as in the pre independence time that is provisional government control. The period after Nehru's rule ended in 1964, and up to 1984, coincides largely with the Prime Ministership of Indira Gandhi. Mrs Gandhi centralized governance, her focus was on rural and poverty issues. In 1969, the UGC created a committee on University Governance. It recommended that universities be granted autonomy from the provincial governments. In 1990, the UGC published a report on Alternate Models of Management (informally known as the Gnanam Committee Report, after its chairperson). It discussed the adverse impacts of the deep politicization of university governance. The report called for greater autonomy for universities from government and greater involvement of teachers, students and society at large in running universities, including the positions at the top of the hierarchy. The report recommended decentralization within the university hierarchy, including empowering university deans, shifting responsibility for course regulation, examinations and degree awards to affiliated colleges, and recommending that universities concentrate on postgraduate education and research programmes. The report also recommended that UGC's activities be shared with State Councils for Higher Education. It suggested that most of the powers for regulating universities should pass to the State Council, with UGC playing an advisory role. It asked that the Council's composition be primarily academic. It recommended that the power to affiliate or disaffiliate a college should rest with the university.

In India higher education subsist in two groups that is in universities and colleges. Universities are held with the responsibility of developing and creating quality guidelines in higher education system the autonomy and accountability are the important issues to be contemplate in the institutional and administrative model of governance. Apart from this the issue of institutional governance is divided into external and internal issues of governance in higher education, external issues are related to discussions with government and other statutory bodies while internal issues are related to academic, administrative, vision and mission of institutions. These issues are to be reviewed by government with the help of good governance and quality assurance guidelines in education system. Prof. C. Raj Kumar says that we don't need more institutions now, what we need now is that our education system must make us to think and innovate new ideas to stand with the world class universities. The following are the key issues in reviewed guidelines:

- Risk management and internal control quality procedures
- Ethical codes and values
- Decentralisation and delegation of powers
- Transparency
- Accountability

### **Reforms to boost higher education in India**

**This century has noticed many education reforms worldwide. India has also generated many reforms which contributed to the expansion and quality improvement of higher education system.**

#### **Expansion reforms**

India's higher education system has emerged from the period of slow growth and Gross Enrolment Ratios (GERs) to a period of expansion. Over the past 15 years the GER rose to 24 percent in 2015-2016. Indian education system is now reached second position in world after China. Market friendly reforms are introduced by state for cost recovery in public institutions and private institutions are promoted to own and operate universities.

#### **Reforms to improve quality**

For improving the quality of higher education system Indian government established external and internal quality assurance agencies. Ranking has been another effort for this government has initiated national ranking process with National Institutional Ranking Framework (NIRF) in 2015. Indian government is planning to support the establishment of 20 world class universities to boost India's position in global rankings.

#### **Reforms to improve relevance**

Indian government is working for developing a National Higher Education Qualification Framework (NHEQF) which will focus on the learning skills and competencies and development of National Skills Qualification Framework (NSQF) to regain the credibility and improving the relevance of university qualifications.

### **CONCLUSION**

“Overregulation is not good governance. Good governance stems from a culture of appropriate core values within the institution. What constitutes good practices in governance will vary according to the goals and objectives of a particular institution” (Australian National University, 2007) governance is an ideal which is difficult to achieve. Good governance give emphasis on setting institutional framework, but quality guideline focus more on procedural aspects. To reach the objectives of good governance such as accountability, equitability, growth and dealing with issues in higher education system proper initiatives are to be taken by government. More emphasis should be given in applying proper governance practices in institutions. UGC's activities to be shared with state council of higher education. Governance in higher education should concentrate more on quality assurance. Hence governance and quality guidelines are important for boosting the quality of higher education system.

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