Criterion VI in SSR: Governance, Leadership and Management

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Abstract- The vision and mission of any HEI is reflected in its policies, procedure and practices .The Institutes do their best in evolving and executing the same through its effective governance. For HEI governance, strategic deployment and planning constitutes of human resources, academic and administrative management and also in working towards the goal of excellence in all areas viz professional development, performance, and collaborative management. The leadership and governance of any HEI plays the most vital role in enhancing the quality of education and in contributing towards micro and macro impact on the society and nation at large. This paper analyses the VI Criterion of NAAC wherein governance, leadership and management stands as an important category for assessing the HEI during NAAC assessment and accreditation process.
Keywords: NAAC Criterion VI, Leadership, Governance, Management.

I. Introduction

The concrete activities carried out and delineated in the form of

good and democratic governance contribute towards smooth functioning of the strategies and plans of an Institution.[1] Affiliated Colleges as an agency of State government and affiliated to the University do not enjoy autonomy in internal governance as far as structure, system and policy deliberations are concerned. But every HEI has operational freedom in fulfillment of its mission and goals. An efficient governance and effective leadership always aim towards enhancement in the execution of both normative and practical agenda depending upon the availability of resources, be it physical or financial. The HEI regulates and monitors its governance, leadership and management through performance appraisal, promoting leadership abilities and by imparting quality and socially relevant knowledge.

In this paper the role of Governance, Leadership and Management in terms of NAAC A&A process has been discussed categorizing HEIs into Universities and Colleges. The basics of educational management can be represented as in figure 1
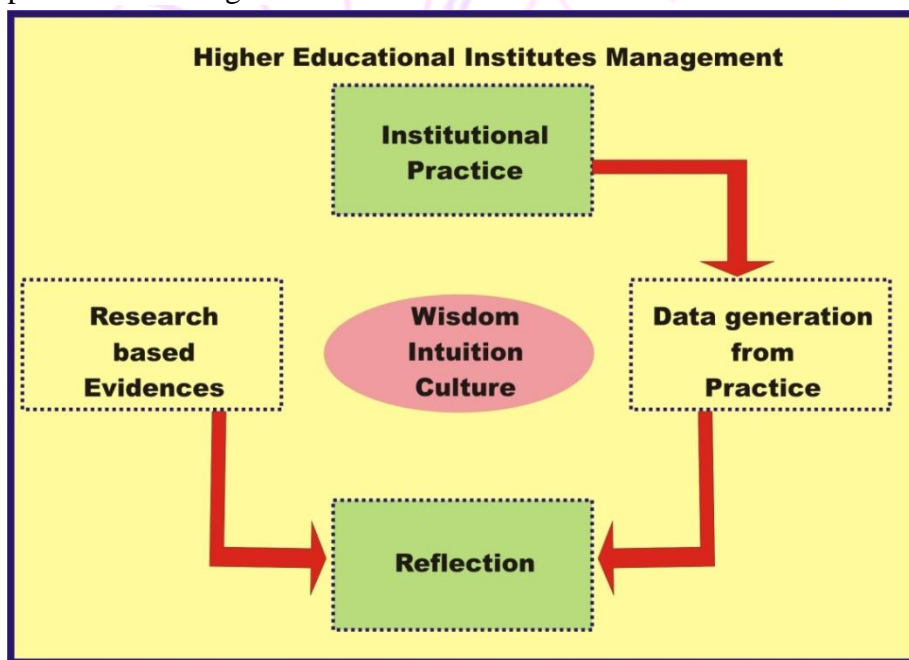

Figure 1 : Management of HEI

II. Methodology

NAAC has divided HEI into three categories for accreditation purposes i.e. University, Autonomous and Affiliated Colleges.[2] For the growth and development of any Institute it is essential that a methodology or work plan is prepared taking into consideration the resources available and utilizing them in a way that would ensure long term success. The five key indicators as mentioned by NAAC related to this criterion include Institutional Vision and Leadership Strategy Development and Deployment, Faculty Empowerment Strategies, Financial Management and Resource Mobilization, and Internal Quality Assurance System (IQAS).[2]The weightage of different key indicators have been presented in Table 1.

Table 1 Key Indicators of Criteria 6

S.N.	Key Indicators (KIs)	Universities	A Autonomous Colleges	Affiliated Constituent Colleges
6.1	Institutional Vision and Leadership	10	10	10
6.2	Strategy Development and Deployment	10	10	10
6.3	Faculty Empowerment Strategies	30	30	30
6.4	Financial Management and Resource Mobilization	20	20	20
6.5	Internal Quality Assurance System	30	30	30
VI	Total	100	100	100

III. Metrics and Data Templates

Metrics and Data templates are one of the major parts of filling SSR and AQAR. The HEI must note that the data filled in the template should not only be correct but these should also be in the identical format as it is required. Failing in so creates a definite DVV process which may lead to rejection or revision of AQAR or SSR whatever is the case.[3] The A&A process of NAAC is a dynamic process which keeps on changing these formats so the HEI should check the NAAC website before filling it.

The latest Data Templates required for Criterion VI are as follows: −

6.1.1 *The governance of the institution is reflective of and in tune with the vision and mission of the institution*

6.1.2 *The effective leadership is visible in various institutional practices such as decentralization and participative management.*

6.2.1 *The institutional Strategic/ perspective plan is effectively deployed*

6.2.2 *The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.*

6.2.3 *Implementation of e-governance in present in areas of operation*

6.3.1 *The institution has effective welfare measures for teaching and non-teaching staff*

6.3.2 *Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies*

6.3.3 *Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff*

6.3.4 *Average percentage of teachers undergoing online/face-to-face Faculty development Programmes (FDP)*

6.3.5 *Institutions Performance Appraisal System for teaching and non-teaching staff*

6.4.1 *Institution conducts internal and external financial audits regularly*

6.4.2 *Funds / Grants received from non-government bodies, individuals, philanthropers*

6.4.3 *Institutional strategies for mobilisation of funds and the optimal utilisation of resources*

6.5.1 *Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes*

6.5.2 *The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities*

6.5.3 Quality *assurance initiatives of the institution by IQAC for promoting quality culture per year*

6.5.4 *Quality assurance initiatives of the institution*

6.5.5 *Incremental improvements made during the preceding five years (in case of first cycle) Post accreditation quality initiatives (second and subsequent cycles)*

IV. Discussion

Before working on its governance and leadership, an institute must be aware of its organizational structure with respect to its category, nature and layout. Four types of management are the backbone of governance:

- administrative

- financial

- participative

- academic

All the above mentioned areas of management and governance work parallel to achieve the five key indicators analyzed below:

Institutional Vision and Leadership:

The vision of the HEI should focus on academic excellence and character building .Every HEI should provide an ideal academic atmosphere for the pursuit of higher education i.e. a forum for the broader interactions among scientific, social and cultural community by organizing exhibitions, conferences, workshops, seminars and other relevant deliberations. It should also organize extension activities for community development focusing on civic responsibilities, social awareness and value based education, besides taking up research projects in the thrust area of national interest .The leadership should reflect coordination and effectiveness in both planning and implementation.

Strategy Development and Deployment:

HEI after projection of its vision must work strategically towards delegation and decentralization of its plans .The functioning of the HEI is well depicted in its planning and deployment.[4] The HEI should also describe and share its SDP transparently with its employees. All the micro macro components of the Institution should have an access to guidelines, progression and results of policies and plans. Feedback and proper constructive action taken is the success of SDP of HEI.

Faculty Empowerment Strategies:

The most important aspect of any HEI is its human resource. Right from selection, recruitment, performance and appraisal the faculty empowerment strategies should be sensitively managed. Not only are the facilities and platforms important, but regular training and orientation programmes for the faculty is necessary. Required necessary measures to improve and update the faculty's competence and expertise helps the HEI to compete at the level of admission, feedback and ranking.

Financial Management and Resource Mobilization:

Optimal mobilization and utilization of funds is very necessary for governance. There can be many sources of funds and grants received by HEI. For affiliating colleges it can be the state Govt., UGC, RUSA, Alumni, stakeholders, developmental committee, fees, and also MP, MLA funds. It is the responsibility of HEI to identify areas that need immediate financial attention for maintenance and development. After identification the optimal allocation and mobilization must be ensured for academic, physical and other developments judiciously.

Internal Quality Assurance System (IQAS):

To maintain and check the quality of education, every HEI should develop a mechanism to monitor and check the system.[5] As per NAAC,

Internal Quality Assurance Cell (IQAC) is mandatory for A&A process. It is the sole responsibility of HEI to initiate mechanisms for persistent academic, physical and financial excellence. The regular audit system viz financial audit, gender audit, green audit, academic audit and administrative audit not only helps to regulate but also monitors the quality check periodically.

Governance, leadership and management system and process change depending on the nature of institution i.e. University, affiliated college, autonomous college, Government College, private college etc. One example can be considered here from government colleges of Rajasthan as a case study - The government college of Rajasthan comes under the Commission rate of College Education Rajasthan, Jaipur headed by the Commissioner who manages and administers the government colleges of the state, but at the college level the Principal is the head of the institution. He decentralizes duties and the senior faculty members are given charges of Establishment section, Accounts section and Academic section to shoulder various administrative responsibilities. The Heads/ in - charges of various departments act so by virtue of their seniority and are responsible for functional activities of the Departments.[6] The performance of every employee, teaching or non-teaching, is appraised by the Principal and reviewed by the competent authority on annual basis covering various aspects of working/ behavior and overall performance. Regular meetings of college development committee and stakeholders play a significant role in overall governance viz. planning, deployment ,monitoring and execution of agendas pertaining to development, teaching, social responsibilities and innovative practices.   For University management system is described in Figure 2. For Colleges management system is described in Figure 3.
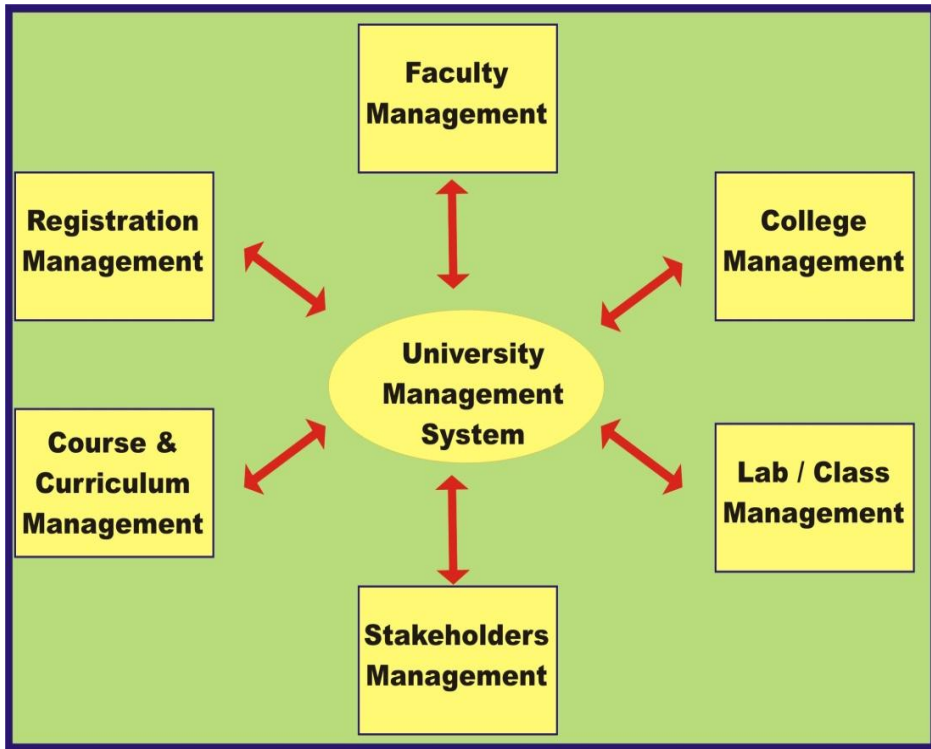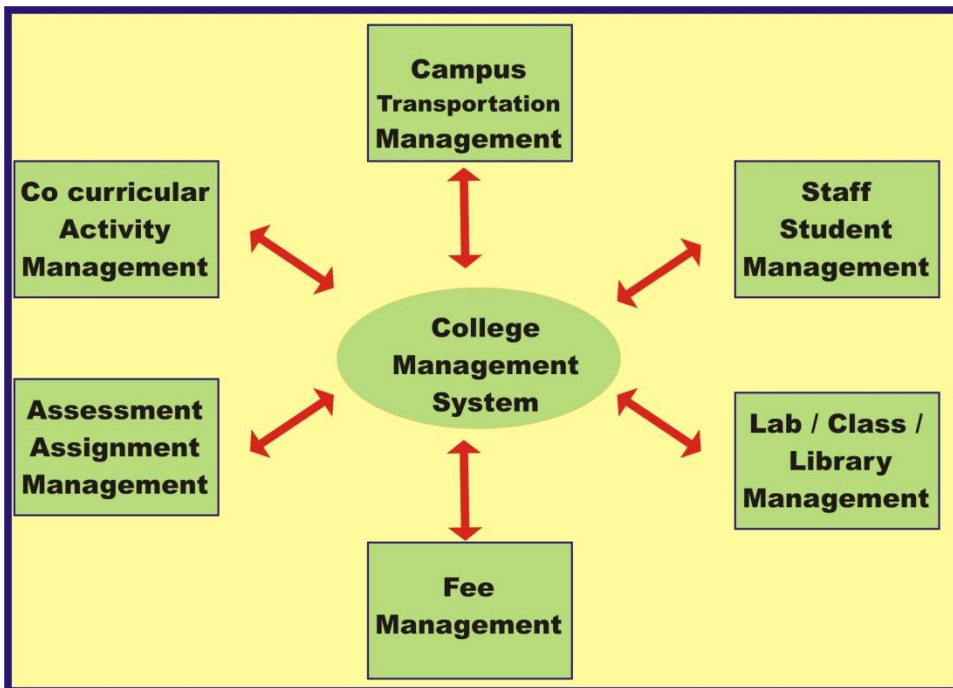
Figure 2 University management systems

Figure 3 College management systems

V. Conclusion

The growing demand for skill and capacity building and linking it with entrepreneurship, development, IT and employability has put a lot of pressure on traditional HEIs .The increasing demand and relevance of professional courses for equipping the students for better job prospects is the need of the hour. Hence IQAS of the HEIs must work towards realizing the goals of quality enhancement and sustenance. Development of IT Infrastructure, e governance, effective teaching, proper allocation and maintenance of funds, research and student support are some areas which need special attention. NAAC emphasizes this in their core values and vision of A&A process wherein feedback, reviewing, monitoring and updating is the prime objective.[7] To upgrade the quality of the teaching-learning process by way of enhanced academic research, effective training and innovative pedagogies and strengthening of IQAC in HEIs can be of

immense importance in this regard. In this paper the role of Governance, Leadership and Management in terms of NAAC-SSR have been discussed which might help affiliated colleges to plan and develop SDP.

VI. References

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