

ANALYSIS OF EDUCATION SYSTEM IN THE CONTEXT OF QUALITY INITIATIVES

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1.0 Introduction :

Now a days the concept of quality has gained importance in the competitive world. Efforts are being made to apply the same to the education system. Effectiveness of the endeavour is rather doubtful due to the inherent drawbacks/deficiencies in the existing system. Hence, it is essential that before any steps are taken for quality improvement, the weaknesses of the system should be identified and rectified.

2.0 Deficiencies/Drawbacks in the System :

The system can be considered to be consisting of three main components viz (i) Admission Process; (ii) Teaching-Learning Process; and (iii) Examination Process. there are deficiencies/drawbacks in each of the components. Some of them are listed below.

2.1 Admission Process :

- i) Admission is solely depending on the performance of the candidates at SSC/ HSC examination, whose predictive validity is never ascertained. More over, commencement of the process depends on the date of declaration of the result of this examination; thereby making the commencement of the first semester too much uncertain.
- ii) Many times rules/regulations are announced when the admission process is about to start or has already started, leading, many times,

to the judicial intervention which delays the completion of the process considerably.

- iii) Admission process, in which teaching faculty is involved, eat into the time available for the first semester. This affects the teaching severely for the first semester classes and to a great extent of other odd-semester classes.
- iv) Though admission rules are made in such a way that admissions are given strictly according to the merits in each category, some, (not-all), unscrupulous managements of un-aided institutions take (dis) advantage of some loop-holes and give admissions to non-deserving candidates (of course, for some consideration). Stricter rules result in more amount for consideration.

2.2 Teaching Learning Process :

- i) **Shortage of staff** - Average vacancies in teaching post is about 30 to 40% or even more, more percentage being in higher posts. Reasons there of are different for Government and aided institutions and for un-aided institutions.
 - a) **Govt. and aided institutions** - Bureaucratic approach is not compatible to the academic objectives. Vacancies occur because vacancies likely to occur in future are not anticipated in advance; hence, Public Service

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Commission (PSC) the Govt. Recruiting Agency is not approached in time, and as far as PSC is concerned, academic institutions are having low-priority; hence interviews are not conducted for a very long time, resulting in the posts remaining vacant for a considerable time. Lack of upward mobility aggravated by certain administrative rules, affects morale of the staff members severely.

b) Un-aided institutions -

Objectives of some (not all) of the managements are more commercial than academic; hence vacancies are not filled up deliberately, especially in higher posts. Money saved is money gained. More over, if the existing staff members are not satisfied, either economically or administratively, the tendency of changing job accentuates.

Alternative arrangements made by both the types of institutions; viz (i) appointing visiting faculty and/or (ii) paying the existing staff for extra teaching work on piece-work basis, which in both the cases, work against the academic objectives.

It may be stated here that monitoring and controlling bodies like AICTE, Universities/Boards or Directorates have proved to be ineffective in detecting and removing these deficiencies along with other deficiencies.

ii) Curriculum design & development :

Eventhough fairly good amount of literature on curriculum design and

development is available, the staff members in general (especially from colleges) are not aware of the same, and those who know it, find safety and security in the known system. Hence, Curriculum Design exercise is done by age old practice. It is more or less for the staff members and by the staff members. It is as per the perception of those involved, without any involvement of the employers.

iii) Teaching methods :

Method of chalk and talk is still in practice. Staff members in general, are not aware of teaching aids like use of A-V aids, team teaching, use of computers, TVs, CD's etc; hence, the age - old practice. Those who know do not use because of non availability of the same. Whatever are available (like OHPs, slide projectors etc) are not used because of unenthusiasm of staff members concerned, lack of support from departmental people or lack of availability of supporting facilities needed. Most of the staff members are not aware that "learning is more important than teaching".

iv) Un enthusiastic staff members :

Shirkers are not punished and sincere and hard workers are not appreciated/rewarded. This leads to staff members doing absolutely minimum work, that too without much involvement. A few who do extra and innovative work, do so due to their inherent characters.

2.3 Examination system :

In this area also, a large amount of literature is available but unfortunately very few staff members (especially in colleges) are aware of its existence. Questions are more of subjective type than objective type. They do not have content validity. The marking

system also is not satisfactory, making assessment purely subjective; hence reliability, comparability and validity is completely lost in the process.

The situation is further aggravated as potential employers rely heavily on the marks obtained in the examinations by the candidates. This has led to the complete shift in the objectives of the students. This gives rise to the situation where marks obtained in the examinations get undue importance over the knowledge and skill achieved by the candidates. Role of student has changed from the "aspirer of knowledge (Dnyanarthi/Vidyarthi)" to the "aspirer of examination (Pariksharthi)" to the "aspirer of good certificate (Pramanpatrarthi)". These changes in the role have given rise to many scandals at various stages of examinations from leaking the question papers to the issuance of fake certificates, few of which only come to the light.

3.0. Remedial Measures :

Two types of measures can be undertaken to rectify the drawbacks/deficiencies in the system, some of which are mentioned above. One such measure will be "Reactive type" and the other "Proactive type".

3.1 Reactive Type :

These consists of removing the drawbacks/deficiencies existing in the system for which thorough study of the whole system by the persons involved (from policy makers to the non-teaching staff members) is required. Elaborating the actions needed will be just stating the obvious.

3.2 Proactive Type :

These methods consist of looking at the whole gamut, afresh and without any hang overs of the past, may be by a few brainstorming sessions of persons involved at different levels, and finding out absolutely new and effective remedies. Some of these can be as follows :

- 3.2.1 Conducting entrance tests having predictive validity.
- 3.2.2 In the present system of issuing certificates by the examining bodies, the institutions and the staff members (say HOD's) become anonymous. They do not have any accountability/responsibility. Their names should be given more prominence, so that they also become accountable for the performance of the candidates.
- 3.2.3 Employers should be made aware that the examination result of a candidate reflects on his performance in the teaching - learning process and in no way it guarantees his performance in future unknown jobs. Employers should arrange their own methods for ascertaining their effectiveness.

4.0 Conclusion :

To make the "quality mission" successful in the education system, it is necessary to bring the whole system to the "normal level" by making it devoid of any drawbacks/deficiencies. If this is done, only then, quality education system will be possible.

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