

A Dualistic Approach of ‘Quality’ in Determining the ‘Productivity’ of Education in Pursuit of Knowledge

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Abstract

It is a well-known proverb in Sanskrit— "Jatha Bapati, Tatha Falati"; translating it results in 'As you sow, so you reap.' Hence, there is a direct ratio on the material to be sowed that is the 'seed' and result for 'reap' would be 'harvest'. The theme content of the seminar relating to quality and productivity thus relates to the simple logic of quality seeds will give quality harvest, when keeping other factors constant, such as soil, water, weather, etc.

But, this logic in my study does not hold true with the theme proverb. This is because 'quality' is not a quantifier having an ultimate proximity, and 'productivity' has different connotation and different meanings varying from person to person, because productivity of mind is not measured on a 6-sigma scale with quantifier of poor, below average,..... excellent. Human mind is ever evolving and ever changing within our control and without our control. As the pragmatist say 'nothing is ultimate, man changes values with time and circumstances', hence, there's no doctrine of absolute quality in ratio with absolute productivity.

Quoting John Dewey, a pragmatist of twentieth century who after Second World War philosophized that, "Education is investment and investment demand returns" primarily, indicated productivity in learning in terms of earning. For him, the time and money invested in obtaining education should yield dollars in employment. This outlook of Dewey and his forerunners opened new vistas of imparting education relating to economic thrive rather than idealism. In this threshold, many B-schools then and now, are confusing money building, character building and nation building under one umbrella, although all three should be complimenting each other equally, but the fact remains, more priority is given on economic turnover. It is in this paradox, the term 'quality education' is seeded by the philosophers, educators and facilitators as a face saver.

Studies on institutions where in the urge of ensuing quality education, managements have opted for standardized Organization like factories, hospitals, under ISO-9002 service sector. The researcher was directly involved in one-such certification for schools and now is a part of the UGC body making accreditation, a compulsory element in colleges or universities.

The prime question is the nature of quality and subsequently nature of productivity. It is an universal problem, not restricting to ones country but is a global epidemic where institutions are advertising on maintaining international standard in terms of quality but the output portrays that students churned out from those Institutes are creating massacre to humanity. Going back to Dewey, did the parents invest their money? the teachers and students invest their time to develop killer instincts and jeopardize the lives of many?

Time has come to define the term quality and productivity in the light of nobility and the findings of my study will help identify some of the burning issues through case-studies on institutions.

Keywords: Quality, Productivity, Investment, International Standardization

INTRODUCTION

A call for the paper titled 'Managing Productivity and quality is the path to excellence' in the 13th International Conference on Business Management which mainly focuses on issues related to companies where quality control in their production and a systematic workforce would enable them from good to excellent in a 6-sigma scale. For this workshops, seminars, conferences, lectures by management gurus, skill development programmes and various other methods are opted to reach maximum benefit, equity, shares, for which trust is obtained from the market and from the stakeholders as best service providers.

In this epoch of quality management, educational institutions are also included as service providers and are accredited under ISO 9002 of quality management. The famous educationist of modern times, John Dewey, has rightly remarked- "Education is investment, and investment demands returns". So, those who are paying must get the value of their money. In this case it is the students, guardians, societal representatives, government, State who are all stakeholders. While the Institution's management, teaching and non-teaching staff are devoted as service providers.

Longevity, sustainability, performance are the edifice of any product which can be rated as per its quality, but it is difficult to rate quality of mind. A quality of mind determines, as per Gandhiji- 'goodness to oneself and goodness for society', but what is good for one individual may not be seen good by others and what is good for a society may not hold good by other society, which we call ethical, cultural and religious difference.

DEFINITION

The terms efficiency, effectiveness, equity and quality have often been used synonymously, (Adams,1993), but Quality is a much more complicated term than it appears. As per ISO 9000, "Quality is a degree to which a set of inherent characteristics fulfills a need or expectations that is stated, generally implied, or obligatory." Commonly, Quality is the degree of excellence of something. In assessment and accreditation, where parents, students, society are termed as 'stakeholders', their quality in terms of service rendered by the Institution states, 'meeting the requirement of the customer or the stakeholders'.

CONCEPTUAL FRAMEWORK

Education is an important aspect of our life. Through education one can learn so many things. A student studies various subjects and learn several facts as a result of the instructions received by him in the class-room. But all students are not benefited by instructions to the same extent. This difference is attributed to difference in their intelligence quotient, socio economic status, interest, attitude level of stress, etc. In most contemporary educational systems of the world, higher education comprises the formal education that occurs during adolescence. The exact meaning of any of these terms varies from one system to another. The exact boundary between School, College and higher education also varies from country to country and even within them. The purpose of higher education is to prepare or train directly for a profession. Hence, behavioral attributes exhibited in higher education has its roots from school education along with home and environment of learning.

Research has moved during this century from the periphery to the centre of our social and economic life. Most of us recognize that the progress which has been made in our society has been largely the result of research. Quality is that condition which pressurizes man to the extent that he adjusts or he has to adjust. Person's mental health does not develop in the absence of quality. Mental health of every person develops fast when he successfully and satisfactorily reacts with the quality situation he is in.

To cite some of the research findings will help delve the quality education is as follows:

1. Fatima H. Eid (2014) studied Higher Education and the quality of teaching in Japanese academic context, found lack of linking educational policy and educational practice resulting in promoting action research; blindly aping western pattern of educational system confronts the country's culture.
2. Papers presented by UNICEF at the meeting of The International Working Group on Education, Florence, Italy in June 2000, defining Quality in Education includes:
 - a. Learners who are healthy, well-nourished and ready to participate and learn (Mc.Cain & Mustard,1999), and supported in learning by their families and communities. (Fuller et.al., 1999)
 - b. Environment that are healthy, safe, protective and gender- sensitive (Sutton et al.,1999) and provide adequate resources and facilities (Miske & Dowd. 1998)

- c. Processes through which trained teachers use child-centered teaching approaches in well-managed classrooms and schools and skill assessment to facilitate learning and reduce disparities (Verwimp, 1999)
- d. Outcomes that encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society (Craig, Kraft & Du Plessis. 1998)

AIM

Under this paradox, my study aims to show from evidential facts and figures that educational institutions which churns out product, that is, successful students claiming professional heights and those very institutions claiming as quality service provider are not actually developing body, mind and soul of their students.

OBJECTIVE OF THE STUDY

1. To study the inclination of hooliganism reflecting in students behaviour in the State and Central-Govt./Aided Institutions of premium value,
2. Non-hooliganism behaviour in minority colleges,
3. Role of autonomy status in impounding students' behaviour in the above Institutions.

NEED AND IMPORTANCE OF THE STUDY

Stark realities posing factual evidence which is recorded on-line in different states of India, as reported in Times of India dtd. 29th August,2016, pp. 1, records Ragging and mental torture met out in medical and Engineering Colleges are as follows: Uttar Pradesh-642, Bengal- 443, Madhya Pradesh- 381, Odisha- 319, Maharashtra- 200, Tamil Nadu- 199, Bihar- 184, Rajasthan- 181, Kerala- 157, Karnataka- 141 (UGC's anti ragging Cell)

Now, does this figure indicates that only this many ragging instance happened in the State? or since other States of India hasn't mentioned, which means are they ragging free? No, only what is reported through on-line is evidenced. One can imagine the plight of other cases.

Although, Supreme Court ruling directs the UGC to treat every ragging incident as a criminal offence. The concerned college has to file an FIR within 24 hours of the incident and get the anti-ragging committee to start probing the case and complete the probe within a week and punishment, if any has to be meted out to the offenders, beside police to do a separate investigation.

But, to the amaze, most Principals and Administrators deny such offences in their Institution. If FIRs are lodged by the complainants then a parrot phrase, “we are looking into the matter” is stated. Although the College sermons and post ‘Anti-ragging campus’, but the reluctance to accept ragging as a reality gives audacity to commit the same by the offenders. Hence, there is a need to understand the dualistic approach of quality. For example, giving importance to academic performance in scaling heights and inculcating quality character building or persona for up-lift in determining the productivity of education in pursuit of knowledge.

Aug. 28, 2016, ABP, a leading newspaper in Bengal, hit the Headlines regarding anomalies as regards admission by the Principal of a century old College at the behest of a Minister of State. Everyday a column is reserved for anti-social activities meted out in the Colleges, be it in the city or in the district where students encircled the Principal on 22nd Aug, 2016. As reported in ABP on 23rd Aug, 2016 that local Councilor (who also happened to be in the Managing Committee (MC) of the College, and also) along with his political goons, threw jugs at teachers in the classroom as a matter of practice to beat up the Professors and create clash between groups of students reaching to homicide, suicide and at times well-planned murder.

Time has come now to understand the need and importance of such prevailing education system.

SIGNIFICANCE OF THE STUDY

As the Professors and other Government staffs are employed in Government-undertaking Educational Institutions, where they enjoy total job security and post-retirement benefit, a major faculty shows an inclination towards lack of expected commitment, be it in teaching and upholding the discipline of the Institution. It is often found that Colleges vie for higher grades that leads to availability of UGC funds.

Mostly, Government-aided College has student union backed by political parties, which influence decisions to fulfill their political propagandas. Significantly, the study found student hooliganism is encouraged because of the security enjoyed under the umbrella of politics.

The study also attempts the nature of hooliganism posed by the students; the role of politics which leads to surrender or be it a compromise by the authority leading to dualistic approach in terms of quality in managing their Institutions.

METHODOLOGY

Sample

The sample under study is restricted to six elite Institutions in Kolkata, West Bengal, India.

They are—

1. IEST (formerly known as Bengal Engineering College),
2. Presidency University,
3. Jadavpur University,
4. Loreto College,
5. St.Xaviers' College (an autonomous College aspiring for deemed university status)
6. Ramkrishna Mission Vivekananda University, Belur.

Tools

1. NAAC report presented by the Institutes posted respectively on line by the Principals as Head of Institutes,
2. Newspaper and on-line Journal Reports stating the affairs of the students under study,
3. Interviews through impromptu questionnaires with impromptu answer,
4. Findings of Review Literature.

Procedure

On the basis of newspaper and online report along with viewing of the state of affairs in TV, for news of the Institutions showing unrest of the Institutes under study, the researcher visited those Institutions to interview the students at random with prior tailor-made questionnaire and also impromptu Questionnaire to find their behavioral aspects.

ANALYSIS

The Researcher did a comparative study with the Premier Government-run Institutions with Minority Institutions along with the NAAC report posted by the Institutional Heads to draw the conclusions and suggestions.

DELIMITATION OF THE STUDY

The field of the study is vast. It can cover different types of Institutes—Girls, Boys, Co-ed., Missionary, Private, Government, Government-Aided Institutions; for which it requires a broad based study to include all the different types. But it is not possible to cover the Universe in a single study. Firstly, the present study is delimited to Kolkata and its immediate

outskirts. Secondly, premier Institutions of the city are sampled. Thirdly, the study includes only those students who were eager to participate by interview.

Variables – 2 types of variables were taken

1. Independent Variables—It is that type of variable which is a stimulus variable or input operates either with a person or within environment to affect their behaviour. It is that variable which is measured, manipulated, or selected by the experimenter to determine its relationship to an observed phenomena. Here, the independent variable of the study is Centre of Higher Education- Universities and College, which is graded in ‘excellent’ category.
2. Dependent Variable- The dependent variable is response or output. It is an observed aspect of the behaviour of an organism that has been stimulated. Here, the dependent variable of the study is level of behaviour of the students.

A STUDY OF INSTITUTIONS UNDER SURVEY--

1. Presidency University (PU)

In 1817, Hindoo College emerged in the educational map of British India. It was named as Presidency College in 1855, and in 2010 it was upgraded to Presidency University.

The college was accredited by NAAC with Grade A+ scoring 90.95, offering traditional courses with General Education. The University boasts of a 200 years of Heritage building with extended campus in New Town (Kolkata) and Kurseong.

The University has a galaxy of luminary alumnus like-- Swami Vivekananda(Spiritual Philosopher), Subhas Chandra Bose(Freedom Fighter), Amartya Sen (Nobel laureate in Economics), Satyajit Ray(Oscar-winning film-maker), Bankim Chandra Chattopadhyay (A noted Bengali Novelist and one of the first graduates from this College), Jibananda Das (Poet), S.N. Bose (noted scientist—credited with ‘Bose-Einstein Theory’ in Physics), Ashok Kumar (noted film actor), Dr. Rajendra Prasad (First President of independent India), Prof. P.C.Roy (scientist).

It was here, where, 'Young Bengal Movement' under the leadership of a glorious teacher, Henry Louis Vivian Derozio took place. Teachers today are awarded with research projects by UGC, DST, UKIERI, FRDP scheme and many more.

The University has signed MOU with illustrious Cambridge University, Trinity College-Dublin, SOAS-University of London, University of Groningers, University of East Austria, where students can avail credit transfer. The underprivileged & meritorious students get Financial aid. Anti-ragging cell and collaborative facilities are also offered to students.

Cash flow in comparison with other Government Colleges is by far much higher. The State Government in 2014-15 sanctioned 12.33 Cr. and in 2015-16 a whopping amount of 50 Cr. sanctioned for infrastructural development. There are many more donations and fund allotment which can be obtained from the University website.

A University of such a repute was on the headline on 24th August, 2015 due to demonstration with Black Flags shown to the Chief Minister on the occasion of Convocation Ceremony. The reason being-- the Vice-Chancellor (VC) showed benevolence bequeathed with a bow as a mark of respect while accepting cheques worth Rupees 41 crores, from the hands of the Chief Minister, which some students pre-conceived as below dignity for which the students agitated that the VC is showing allegiance to the ruling party with political submission.

In 2013, another incidence that shook the education field is the 30 hours of 'gherao' or encirclement of the Vice Chancellor by the students. Video clippings showed defacing the walls and corridors of the College, vandalizing College heritage Baker's Lab. The VC's Nameplate, demonstrating by affixing poster all over the office and college, standing on the Vice-Chancellor's table (read both boys and girls), churning out ignominious and anti establishment protest, objectionable wall graffiti hit the headlines on Aug 27, 2015 in all the leading newspapers. A day before on Aug. 26, 2015 in 'India Today' reported the demand of the students to include the Registrar with the 6 HODs to probe for the incidence occurred on the convocation day. This is not new. Way back in March 2007, student unrest unabated at Presidency regard Student Union selection saw to the kidnapping of contestants to refrain from contesting from the ruling party by the opposition party.

Leading to the fact that students who failed to secure 75% attendance have to be allowed to sit for the examination, for which, the Vice-Chancellor claimed that regular attendance in the class ensures quality education but had to give in to the students demand and allow the agitating students to write the examination with a notice that violation of such attendance regulatory would not be accepted and tolerated in future.

An interview with the students revealed that:

- (i) They support demonstration in crude form to attract attention by the people, media and political parties.
- (ii) Some students did not approve such arrogant behaviour against the Chief Minister and Vice-Chancellor, but preferred to keep quiet in fear of being thrashed.
- (iii) Some students quietly avoided the situation and slipped away as they thought their future would be in jeopardy, during the convocation day demonstration.
- (iv) Some students took pride in vandalizing as they proclaimed doing the same in their school education.
- (v) Some students took part to vent out their grudges against the existing system of Education & Management authorities.
- (vi) Some students confessed that political backing supported their cause.
- (vii) Some joined the demonstration just to achieve fun and show superior complex amongst the student fraternity.

It is to be noted that Presidency Student Union is won by Independent Candidates, not by any political party supporters, although students are very aware of the political existence of the state and the nation which was evident in the solidarity march they organized in favour of Rohith Vemula who committed suicide on 17th Jan., 2016 at University of Hyderabad under mental pressure as a Dalit Student. Also, the arrest of Kanhaiya Kumar, student Council Secretary of JNU on charges of sedition- a criminal offence in support of the Protest Meet on the occasion of the hanging of Afzal Guru on 9th Feb., 2013, the terrorist who attacked the Indian Parliament on 13th December, 2001.

My Question is—

- (a) Should the students take sanction of funds, donations for granted?
- (b) Should they demonstrate on issues which is anti-nation or against national solidarity?
- (c) Should they be blind-folded and march for any terrorist support to invite limelight?

- (d) Should their mode of agitation cross the sense of decency?
- (e) Should the University authorities not take any preventive measure by means of rustication, suspension of the arrogant students to set exemplary behaviour for the future aspirants?
- (f) Are the students oblivious that regular class attendance is a hall-mark of Quality Education?

Here, the dual approach by the management in terms of quality draws one's attention. On one side, the authorities pride on imparting quality education which may seek good placement in future, but what about character building to enhance quality life as a future citizen of the country or submission of undue & unethical demands by the students?

2. **Jadavpur University(JU)**

My second study is Jadavpur University established in 24th December, 1955, now comprising of 11,064 students out of which 6,283 are at Undergraduate level and 3,588 are at Post Graduate level, leaving beside M.Phil and Ph.D students alike in the main campus at Jadavpur and the other at Salt-lake city, Kolkata. The University has international collaboration with University of New Castle upon Tyne, Leeds Metropolitan University, Free University of Bozen- Bolzano, Shastri Indo-Canadian Institute, Virginia Technology University, Staffordshire University, and International Centre for Theoretical Physics, where students avail internship opportunities in US and Europe. JU is ranked 11th best Engineering College in India. (Edu-Rand Rankings 2015) and 76 among Asian Universities (Economic Times, June 25th, 2014).

Some of the noted Alumni are—Arundhati Bhattacharya (1st woman Chairperson of State Bank of India), Padmashree Ramaranjan Mukherjee (Former Chancellor of Rashtriya Sanskrit Vidyapeeth), Rituporno Ghosh (Noted film director), Subir Raha (Former Director, ONGC), and the list goes on.

Such a University of National repute saw series of agitation by the students which turned violent. In 2014, a series of protests broke out in response to the alleged molestation of a female student & beating of a male student on 28th Aug., which led ultimately to the resignation of the Vice Chancellor. Students of all democratic countries protested against their violation of human rights as students rights, but the question is the mode of protest. Be it assembly elections, be it the 'Hok Kolorob' movement literally meaning 'let there be cache

phony', be it boycott of classes, examinations, convocation, even students protested in black on their Orange Convocation robes and denied taking the medallion and Certificate from the Chancellor (Governor or West Bengal). The Chancellor rightfully remarked, 'JU is now a centre of disturbance, which was formally known as Centre of Excellence'. Even, for screening of a film, 'Buddha in a traffic jam' led the student protest to the extent of 36 hours of 'gherao' or encirclement of the Vice Chancellor. Taking democracy for granted, students shout anti-national slogans as was seen to support Kanhaiya Kumar of JNU.

While interviewing students from Arts and Engineering section, it was found that:

- (a) Some student protested for attracting media.
- (b) Some said violent protests results in quick discussion on the issue.
- (c) But, majority of the students felt that student force play an active role in making or breaking party politics in the State, so they are of prime importance.
- (d) Some students felt that molestation in the campus cannot be accepted.
- (e) While some others quietly chipped in that girls need to be more responsible in their behaviour.
- (f) Another thing they pointed was that, since the University is an Open Campus, a lot of outsiders do come and it becomes difficult to differentiate them, although ID card system prevails, but during insurgency such vigilance is lacking.

My question is when quality in academic pursuits becomes the determining factor for admission to this University, what about weightage to quality behaviour? Why not background of the students, their behaviour in school, or code of conduct not taken into account? Why no action against students and instigating teachers who in the name of protest, vandalize University Property, create havoc in public life, break and destroy public transport and property in demonstration activity which flows from the Campus to the Roads of the city. This seminar, seemed to discuss, managing productivity and quality which will result in the path to excellence. What I find from my study that political interference by the Ruling party or the Opposition Party through Student Union leads to such disruption, chaos, hooliganism and destructive attitude in the students. They feel that, Government support to win election will be manifested by 'numbers', so student strength will be a determining factor of such a situation, hence they will be in a win-win position.

3. IEST (formerly BESU)

The Third study is on Indian Institute of Engineering, Science and Technology, (IEST), Shibpur, which is a premium National Institution for research and education in engineering, science and technology (Wikipedia). It was the second engineering college in India after Roorkee in Uttar Pradesh. It was established in 1856, as Calcutta Civil Engineering College. In 1920 as, B.E. College (Bengal Engineering College), later known as Bengal Engineering and Science University (BESU) in 2004. Now, after its declaration as a premier National Institute for Research and Education in engineering, science and technology enacted by an Act of the Indian Parliament, BESU was upgraded to IEST in 2014, where Central Grants and State Grants posed to facilitate infrastructure and disciplinary norms with students representatives in the syndicate and non political interference cut low, today the IEST stands as a premium institute of this nation.

The underprivileged, meritorious and financially poor students can avail 100% scholarship. The Institutes academic activities include- Engineering and Technology, Basic and applied Sciences and Humanities and Social Sciences.

The alumni of this Institute are as follows—Fazlur Rahman Khan (Structural Engineer and Architect) changed the demography of Dhaka, was part of the core group of construction engineers for building of the Empire State Building—which held the record for being the Tallest and Longest-serving Skyscraper in the world. It is to be noted that students beside engineering has also excelled in different fields. Badal Sarkar (an eminent dramatist, theatre personnel and Director of National Repute), Padmabhushan Pandit Buddhadeb Dasgupta (Sarod Maestro, featured in Nimbus records as the Raga guide [Wikipedia]), Benoy Mazumdar (Bengali Poet and winner of Sahitya Academy Award), Prof. (Dr) Debojyoti Mukherjee (Revolutionary IT Professional), and the list goes on.

As a Institute of such a high caliber, the University hit the headline only after it has been elevated to Deemed University as BESU, that an upsurge took place. It is not that the Institution was a ‘no blotch’ before, but the atrocity of violent behaviour increased manifold. In Aug. 06’ Hostel clash leading to death of a student and the University was closed sine-dine. In 2007, April, August, September, October, December saw series of student clash, death during football matches, student unrest ; section 144 imposed in campus was rampant in 2008 with boycott of examinations due to shortage in attendance, drunken brawl, ragging

and beating of juniors by the seniors. Girls were suspended too for ragging the first year entrants. Some students were virtually under house arrest, in police parole. This hooliganism continued till 2013. But, the tragedy is the denial by the Registrar of the victimized students who was barred from appearing the examination on the grounds of unruly behaviour. Political interference also added fuel to the fire. One of the minister's son got admitted flouting the rules of admission and political goons beat up the students who opposed such isolation.

This led to job cuts by 60%, less than a year after BESU named as 'Institute of National Importance', because recruiting companies like TCS, CTS, Infinity, Tata and others feared parallel behaviour of unruly element would volcanize their companies.

My interview with senior and junior students was voiced by student-learners who revealed that:

- (a) it was political power that aroused the students to disrupt the academic environment.
- (b) Here also the reluctance and political pressure on the Professors and administration held up disciplinary action against violating students.
- (c) A sumptuous amount of student got seeded admission to this Bi-centenary institute to obtain degree and make a career, refrained to speak against the violence and truth behind such issues in fear of being penalized.

My question is the dual approach of quality exhibited both by the authority and by the students whose background propelled them to atrocities of amoral behaviour. The product of the College is its students, but is this quality rendered always match up to its expectation? The findings of my study differs that quality input will not always bear quality output if the issues of environment is not kept constant.

Parallely reputed minority colleges / Institutions not having political interference but having Student Council like Loreto College, having 5-star excellent grade by NAAC along with 'A-grade' St.Xaviers College, Kolkata, founded in 1860, a 156 year old Institution with 7853 students- a College with Potential Excellence, 2006, Autonomous College 2006, College of Excellence 2014, Heritage College 2015, and Ramkrishna Mission Vivekananda University having campuses in Belur, Narendrapur, Ranchi, Coimbatore do not report such student violence. The aggravating and destructive behaviour is not reported by newsprint. What is the key to such non-violence? Is it that the above Colleges only cater to Quality Education that

not only qualifies students, both academically and non-academically ? By non-academic, I mean social exposition, social attributes and social milieu.

The findings of my study definitely aims towards quality education which marks for excellence, but managing the Institution with political interference not always or not only direct maximum positive productivity, in relation to human exposition conducive to teaching-learning situation. The Principals enjoy autocratic and supreme power in decision-making in these Minority-run Institutions. It is found from the study of Chakraborty (2007) that 'Initiating Structure' which is 'task' and 'Consideration' which is 'Human Relation' is better with Autocratic Leadership than democratic and Laissez-Faire leadership.

Education in its sense is a form of learning in which the knowledge, skills, and habits of a group of people are transferred from one generation to the next through teaching, training and research. Education frequently takes place under the guidance of others, but may also be autodidactic. Any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational.

When Institution boasts of imparting quality education as per achievement of grades obtained from Accrediting body, they levy their place of learning in terms of manufacturing unit where like a product, a student churned out from those Institutions should be in a state free from defects, deficiencies and significant variations. The presumption and assumption that education brought about by strict and consistent commitment to certain standards that would achieve uniformity among students in order to satisfy specific orientation is a myth.

Let us now relate quality with Education. By quality education we mean the right to education which not only is the right to access education but also the right to receive education of good quality which would enable people to develop all of their attributes and skills to achieve their potentials as a human being and member of society. On May 19, 2015, in World Education forum, UNESCO slated good quality education provided by trained and supported teachers, is the right of all children, youth and adults, not the privilege of the few.

SUGGESTIONS

From the findings of the study, the Researcher suggests to include peace education, or value education or business ethics should be a compulsory paper in Arts, Science, Commerce,

Engineering, Medical, Management streams or any other courses where mental-control leads to physical-control as an essential means of quality control, both intrinsically and extrinsically for cognitive, affective and behavioral learning in respect to intrapersonal, interpersonal, intergroup, national or international level. It is found from the study of (Fountain, 1999), (UNICEF, Croatia, 1997), (WHO, Norway 1998) that school curriculum including camps, sports and recreation programmes, youth groups and clubs, and training for community leaders, parents, librarians and the media yields positive results. But, the fact students denied of this opportunity in school show restless behaviour, although Colleges and Institutes of repute offer them the extra-curricular activities. So, Peace education seeks to help students gain the ability to prevent conflict, and to resolve conflict peacefully, when it does arise. Like the minority Colleges; Peace Education and non-political interference with ulterior motive will resolve and / or diminish elements of hooliganism in students.

CONCLUSION

This is what I mean by Dualistic approach of ‘Quality’, exhibited by the Institutions, where firstly, only academic pursuits with academic excellence is sought, and the second approach is academic pursuit with imparting of peace education and lessons on mental up-liftment through religious discourse or Spiritual Education is to be rendered. It is here, when Swami Vivekananda said, ‘Education is the manifestation of Perfection already in Man.’ It is evident, by perfection, Swamiji meant perfection of body, mind and soul. Lastly, Institutions having high accreditation grade may not give high product, that is—performance and professional achievement of students, if quality of mind is not elevated to social good, which needs control of temptation and violence, which is also a part of human behaviour, (Milgram, 1962).

Peace education or / and Value Education must be introduced in the higher education curriculum, in fact, the moral and value education should be included at the primary and secondary stage itself. If the upbringing of the child at an early age is not good, then it is difficult to correct at a later stage, particularly at higher education level. Hence, in managing productivity for quality enhancement—Quality Education, Quality Management and Quality Inspiration through peace, tolerance and love can imbibe holistic education.

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