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## EMPOWERING MULTIPLE STAKEHOLDERS FOR PRODUCTIVE EDUCATION

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### ABSTRACT:

In any given society, Higher education contributes to the promotion of the development of abilities and skills cognitive, affective and psychomotor domain. It contributes to the promotion of civic behaviour, nation building and social cohesion through the transmission of democratic values and cultural norms. This supports the formation and strengthening of social capital, generally understood as the benefits of membership in a social network that can provide access to resources, guarantee accountability and serve as a safety net in terms of crisis. In any developing economy the institutions, relationships and norms that emerge from higher education are instrumental in influencing the quality of society's interactions, which underpin economic, political and social development. As an educator/facilitator, conceptualizing the role education can play in creating sustainable and resilient futures has been an ongoing debate because in our knowledge-based world, economic development and poverty reduction depend upon an educated and skilled workforce. For instance, in developing countries, one additional year of education adds about 10% to a person's earnings. However, it is the cognitive or learning skills of a population, and not simply the number of years in school, that is correlated to individual earning and economic growth. Social development is also dependent on education to empower learners and to maximize their capacities, resources, and opportunities to fully participate in society. The present paper aims to through some light on the core changes possible. There is a clear education agenda in this process in terms of providing a foundation for the shift in the global demand .While this change will not happen overnight, the education sector has a critical role to play in imparting the knowledge and skills that lead to behaviour change for sustainable development. Specifically, education can enable individuals for a holistic growth. For this shift to take place, the need is to empower multiple stakeholder towards productive education.

**Key words:** skill, education, holistic, stakeholders, parameters, empowerment,

Today we have 60% young population in our country and they are the real asset of India. Despite of this, today, maximum colleges are apprehensive about the parameters balancing the present education system. Being an essential component of the development index, we have to ensure productive as well as quality education to address the changing needs of "Free Global Market". Henceforth, instead of viewing education in isolation, we need to identify & handhold with multiple stakeholders of education to make it more productive and contemporary. When we talk of imparting education what we anticipate is new developments and prepare prospective teachers for their future role. What 'future' is a never-ending debate? The main research question is: What is the teachers' prospective role in today's globalized world and what additional aid from the multiple stakeholders can work as a reassurance maxim. The present paper proposes to unfold the current scenario in education, the importance of productive education and as a concluding note offers the fruits of the outcome, the achievements. Education provides a unique opportunity to inform and empower young people—and all people—to create their own sustainable lifestyles and communities. Thus, Education is one of the valuable inputs for raising economic growth as well as economic development. The significance of education makes it imperative for a nation to concentrate its efforts in developing the human resources towards investment in education and improving governance. Therefore, education has been given a central place in human development. In general view the economists consider primary education as a merit good and higher education as a public good. Social returns are more on investment in primary education while private returns are more in higher education. Thus, the educated and well-trained manpower is an asset for any economy. In short, we should not forget that education of all types is essentially required for the growth of any country.

As an IQAC coordinator, I comprehend the term 'empowerment' as being proactive in the formation of a learner-centric environment conducive to quality education, making it more productive in terms of assurance. This assurance is only possible when a synergy is formed by its identifiable beneficiaries with an ultimate objective to boost the 'Quality Culture' in the institution and society at large. The synergy of the multiple stakeholders, is a definitely paradigm shift. To some extent NAAC strives to play the role of a catalyst in synergizing the efforts of all stakeholders, namely- the government, the management, the teacher, the parents, the society and the students.

In general, the term "stakeholders" generally refers to any individual or group that, either positively or negatively, impacts or is impacted by the decisions and actions of an organization. They are often categorized into two groups based on whether the impact is direct or indirect. According to my perception there are FOUR important pillars or group of stakeholders:

- (i) Imparting Agency (Institute/ Administrator/ Management/Teacher)
- (ii) Receiving Agent (Student)
- (iii) Practical Agent (NAAC/ Subject Expert/ Community)
- (iv) Ultimate Beneficiaries (Future Opportunities in terms of placement/ Positions /Society at large).

One of the major strengths of any association is the multi-stakeholder design. This image of the education-work relationship, specifically in terms of the key challenges to quality in students' learning and employability is the need of the hour. This type of design supports extensive analysis and constraining in terms of the complexity to reconcile the views of groups, which could be interest-oriented. At the same time the issue of continuous learning as a necessity rather than a choice triggers the following questions: To what extent are the various education stakeholders are involved in promoting continuous learning? What roles are played to promote continuous learning? What effects does successful leadership have on

student learning? Is there a common set of “basic” practices used by successful administrators both public and private in most circumstances? What else, beyond the basics, is required for successful implementation of strategies by both the leader (Head of the institute/ Academic Body involved) and the executor (Teacher/ Educator/Facilitator)? Last but not the least Will students be change agents?

At macrolevel empowering multiple stakeholder or stakeholder engagement refers to the process by which an organization or an institute communicates or interacts/networks with its stakeholders in order to achieve a desired outcome and enhance accountability. Basic benefits of engaging with above listed four stakeholders groups include:

- Identifying areas in which the institute can become more efficient.
- Helps to solve potential problems down the road.
- Lead to a more stable operating environment and reveal critical information that is important for designing and decision-making.
- Improve Productivity in terms of Opportunities

No two stakeholder plans will be the same – even for the same initiative. Winn and Keller (2001) argue that each stakeholder or stakeholder group is characterized by a certain degree of power, legitimacy, and urgency with regard to a specific issue under consideration. Power, legitimacy, and urgency reside at least partially within individuals or groups, but they may also be conferred by someone else. Anyone with moderate to high levels of two of the three categories of power, legitimacy, and urgency is considered most salient to a specific decision.

It is important to strike a balance between welcoming stakeholder input on decisions that impact them directly. What is equally crucial is the outcome of any interconnected effort which can be measured in the simplest way through its short term achievements and long term achievements.

The present study focuses additionally more on the ‘student’ who is supposed to be the most important stakeholders of Higher Education systems in this era. The reasoning is that the interest and participation of students at all levels in both internal quality assurance and external quality assurance have to play a central role. Thus, it is important to understand that student aspirations and goals change in a fast-changing world. That system of higher education, which is ready to honour them and shape its curricular and administrative performance accordingly, is alone relevant. It is necessary to make student stakeholders partners in planning and governance. It is better than keeping them a docile recipients of that which is imposed on them without sensitivity to their changing needs and aspirations.

Ample literature reviews show that education performance is an intermediate factor; there is a strong link between educational outcomes and career aspirations. So, learning is expected to empower (here it means power, legitimacy, and urgency) the learners with the capabilities to positively react and adapt to evolutions in the job market. In addition to intellectual capabilities, language skills and IT capacity are central to preparing graduates for work. Equally, University education is expected to empower students to become responsible for their continuous transformation or development and to remain productive in society.

Thus, emanates the question of productivity. The concept of productivity was born in the field of economics to minimize the costs and maximize the outputs. In its simplest form, productivity can be defined as achieving the maximum output of a process with the use of minimum inputs. Productivity can be applied to the field of education the same way in which economists analyse the relationships between inputs and outputs (Duyar, McNeal, & Kara, 2006).

In academics, Universities are expected to prepare students to develop an understanding of their fields of study and to become capable of effectively applying the

knowledge to both familiar and unfamiliar work life situations. By and large quality in learning could be viewed in terms of developing the skills that support students to practice their professional knowledge and be flexible, adaptable and mobile in work environments. Accordingly, the employability perspectives indicate skilful practices as central learning outcomes. Automatically, being in the centre, students actively become involved and empowered to take control of, evaluate and plan for the improvement of competences. A similar emphasis is noted under the employability-oriented perspectives. For example, students are expected to develop metacognition skills that will provide a foundation for career management in the future. Continuous learning is argued as the key solution to work challenges, especially because work patterns are in constant flux. In this case, quality learning could be that which orients students to further learning by building learning skills.

In this 21<sup>st</sup> century set-up, competence or capability has become a lifelong achievement, and individuals must become constant learners to live and work in the contemporary world. Furthermore, in relation to quality in learning, understanding not only concerns experiencing qualitative change in ways of viewing phenomena but also demands the capability to transfer the developed knowledge to other scenarios. The expected productive result is student=skilful practices.

Today, society has changed and therefore education must change. If education is supposed to prepare students for societal life, it should mimic societal life. Society is constantly changing and adapting, therefore students must learn to change and adapt. They must gain confidence not just in the abilities they learn, but in their ability *to* learn. And note the subtle, but important, difference between students learning and teachers teaching. Again a paradox is the fact that the curriculum design is a generalized guideline for teachers to teach a particular subject, issued by State or Central Government. When a teacher is teaching the same subject in the classroom in a specific institute, she has to adapt the curriculum to meet the needs of her specific students. It means it should be designed in a way that it becomes interesting, useful and relevant for that student. Teachers cannot make students gain confidence, adaptability, or metacognition. They cannot make students cultivate grit or a growth-mind-set. But they can create an environment that inspires learning; that motivates and challenges students; and helps them develop the confidence they need to be self-directed learners in all of their lifelong endeavours.

An educational psychologist, Walberg states, though economic, sociological, and political factors affect learning, their influences are indirect and minimal. Learning is fundamentally a psychological process where student aptitude, quality of instruction, and psychological environment are the well-established, consistent, and proximal causes of learning. Thus it should be remembered that 'Education is also a critical component of adaptive capacity'. Not 'one size fits all' is a maxim to be fully understood well by all the stakeholders of education. For instances, one size does not fit all institutions, as far as employability is concerned. Contexts, student recruitment patterns, envisaged labour markets and traditions are four variables that influence the embedding of employability in curricula. Further, major change designed to create an 'ideal' employability-oriented curriculum may prove to have prohibitive collateral costs. Following the title of R .A Butler's memoirs, having an eye to 'The art of the possible' may be wise when contemplating significant curricular change. In a way, this is a restatement of Fullan's (2001, p.69) pronouncement that 'Educational change is technically simple and socially complex': it is relatively easy to draw up a blueprint for change, but rather more difficult to make the blueprint an operational reality.

On a positive note, good learning and employability intentions need to be supported by learning, teaching and assessment approaches that are dependable on curricular intentions. An intention to enhance student employability, like an intention to accustom a

student to the practices that characterise a subject area, rests upon the learning, teaching and assessment methods embedded in the wider curriculum structure. Students and teachers must fully understand their roles and responsibilities, all parties involved must realize their overlapping accountability to one another, embracing the tenets of responsibility and accountability must be initiated early, and nurtured continuously, administrative corroboration plays an important role when supporting students and teachers. In a changing context, the needs and aspirations of the students have to be met through the curriculum and curriculum transactions. The educationists and academicians need to take stock of the present scenario and introspect to transform the educational institutions to meet the present day challenges. A clear understanding of what an institute is seeking to achieve through their curricular offerings, research and extension programmes. There is an increasing pressure in the higher education system to equip students with not only the expertise derived from traditional academic programmes but also to give students sufficient range of transferable skills to enable them to play effective role in employment sectors. Many different types of educations are evolving with diverse programmes. The thrust of education is shifting to employability based on the changing philosophy from idealism to pragmatism. From a specialized approach, there is a shift to multidisciplinary programme with modular approach on a life long learning basis. Considering all these factors one needs to plan the educational process of the coming generation with much more far sight and vision.

To sum up, Knowledge is our most powerful engine of progress. The crucial role of education is the process of modernization, building up of a democratic and pluralistic society and development of both the socio-economic resources and human resources to achieve social justice and equity. Hence the role of higher education in contributing to the development of the economy and in changing the social structure was given a prime place duly recognizing the fact that human resources development would lead to the country's progress in its various spheres. Sharing responsibility, accountability, and the planning of curriculum related subject matter is an attempt to rethink the roles that students and teachers can play, realizing that students have a right to have their thoughts and opinions validated may provide the necessary vehicle for positive change in the student-teacher dynamic, who are the most crucial stakeholder partners of Higher Education systems.

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