Best Practices Series - 5

Student Feedback and Participation
Case Presentations

राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद
विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान
NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission

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Foreword

 Benchmarking the 'best practice' as a means for continuous learning through sustainable innovations is familiar in the world of business management. In recent years, the approach has been adopted in many fields, including higher education. Many organizations are coming up with their 'best practices database' to demonstrate in practical ways that actually work in nourishing quality efforts. In the Indian situation, the National Assessment and Accreditation Council, charged with the responsibility to serve the quality cause of higher education, has this task cut out for itself. The NAAC recently embarked on collecting data on the best practices in various aspects of an institution's functioning, in accordance with the 12-point agenda envisaged for the twelfth year of NAAC's endeavor in the field of higher education. The objective has been to identify, not what constitutes the best practice at a theoretical plane, but those best practices that already exist in the feasibility domain and have been practically proven as such so that they can be emulated elsewhere triggering localized action.

A practice qualifies to a 'best practice' status if it results in high-value impact on any aspect of educational activity in an institution. It is different from 'standard practice' in that it is value-added standard practice. Again, what is best practice may depend on the viewer's perspective and time and context. Continual review and improvement of a current practice becomes necessary to elevate it to the status of a best practice, more so in the present day scenario of fast-paced educational innovations. There is sometimes a hesitation on the part of some institutions to share their best practice data. Sharing, apart from being an exercise in institutional philanthropy, is one way to enhance competitive advantage, as the borrower institution sources its learning to the originator. There is actually a view that the best practices are 'borrowed' practices in that they already stand authenticated in an institutional context. Borrowing apart, each reflective institution, over the years of its existence, should also strive to discover what is the best practice for it to enhance institutional effectiveness.

The present volume is on best practices in student feedback and participation. The 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 student. It has always been the effort of NAAC to promote participation of students at all levels, in the teaching-learning process on campus. In the Indian situation where the consumer (here the student) is not sufficiently demanding on quality, the providers of higher education can manipulate the context for non-quality goals. There is a need to provide quality literacy to students to enable them to play their role as participants in the provision of quality education.

In our view, student participation envisages total participation of students rather than participation of their representatives. The Focus is to be on knowledge-mediated participation rather than on student electoral activity.

Introduction of Student Charter and student feedback practices on campus are some of the steps already taken by the NAAC. The NAAC took forward this agenda of Student Participation by declaring year 2006 as the NAAC year of Student Participation in Quality Assurance. A two day International Conference with the support of the Asia-Pacific Quality Network on "Student Participation in Quality Enhancement" marked the culmination of the "NAAC 2006 Year of Student Participation in Quality Assurance". The conference made a good contribution to the exchange of good practices across countries in the region and creating awareness, among all stakeholders about the importance of student participation in quality enhancement. The NAAC has resolved to continue the initiative on student participation as one of its priority focuses. The efforts are to make the NAAC as international nodal resource center for " Student Participation in Quality". The present volume aims to contribute to this endeavor.

My colleague Dr. Jagannath Patil has worked on this project. Other colleagues at NAAC including former consultant Prof. K Banada Rangaih also contributed in one way or the other and I appreciate the efforts. Many senior academics provided valuable expertise by giving suggestions to bring the book to this form. I am thankful to all of them. I thank the colleges and universities which submitted practices for inclusion in this book.

I sincerely believe that this sustained effort of the NAAC to promote the best practices, would go a long way in strengthening our resolve to make quality the defining element of Higher Education in the Country.

(V. S. Prasad)

Director

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1.   Introduction

The Context

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 can make student stakeholders partners in planning and governance. It is better than keeping them as docile recipients of that which is imposed on them without sensitivity to their changing needs and aspirations.

The students are supposed to be the most important stakeholders of Higher Education systems. The interest and participation of students at all levels in both internal quality assurance and external quality assurance have to play a central role. As experts put it, higher education is first and foremost about the enhancement and empowerment of students as participants in a process of learning. Even more than that, higher education is about participation in a process of learning for transformation. Any Higher Education Institution needs to ensure that students have a voice at various decision making processes, formulating learning and teaching practices and that views of students are to be considered as the primary evidence on which the quality of teaching and learning is evaluated.

Even as the central role of the student in the Higher Education System is agreed in principle by the policy makers and decision makers, the experience of actual involvement of students vary to a large extent from one country to another

Besides the exemplary work done by the European National Students Union (ESIB), the initiatives at Scotland and South Africa are quite noteworthy. Sparqs (Student Participation In Quality Scotland) a unique body at Scotland assists and supports students, students' associations and institutions to improve the effectiveness of student engagement in quality processes and provides advice to the Funding Councils and institutions on good practice in the engagement of students in the institutions' quality processes.

Taking a cue from Sparqs, Higher Education Quality Committee of South Africa has recently initiated a Student Quality Literacy Project. The project

aims at equipping prospective and currently registered students with knowledge, skills and tools of assessing and contributing to quality improvement in public and private Higher Education Institutions.

Taking note of the worldwide initiatives, NAAC decided to initiate such a project for Student Participation In Quality Assurance. A project proposal on Student Participation in Quality Improvement was submitted to Asia Pacific Quality Network (APQN). The APQN board approved this proposal and now NAAC is working on this international project group on Student Participation In Quality Assurance. To further augment these efforts the Director, NAAC deputed a delegate to attend the Student Participation in Quality Assurance workshops organized by HEQC, South Africa. The present series of activities by NAAC are informed by the experience gained from international efforts in this regard.

Work By The NAAC

The NAAC has emphasized the importance of making institutional assessment of quality depend substantially on student interests. Forming an essential part of the assessment, the criteria of assessment for curricular planning and development insist on providing adequate course options, strategies for meeting differential needs of mixed-ability groups and on student feedback, student progression and the support systems which enable it. Student participation is encouraged in all internal arrangements for quality assurance including the IQAC. While these are supportive, the Council decided to venture into the larger effort to make students effective partners in the structures and processes of internal and external assessment of the quality of institutional effort by declaring the year 2006 as the Year of Student Participation. Internalization of initiatives as well as their institutionalization through coordinated planning in this direction was on the agenda for the year. The advocacy of the NAAC's Student Charter was its beginning. A number of seminars and conferences were sponsored by the NAAC in this year to promote the concept.

A two day International Conference on "**Student Participation in Quality Enhancement"** with the support of the Asia-Pacific Quality Network marked the culmination of the **"NAAC 2006 Year of Student Participation in Quality Assurance".** The conference which aimed at contributing to exchange of good practices across countries in the region and creating awareness among all

stakeholders about the importance of student participation in quality enhancement received overwhelming response from all quarters.

Understanding Student Participation and Feedback

The **Student Feedback Approach** is basically about institutional practices, processes and frameworks that take into account students concerns of the quality of the education they receive. This practice assumes that there is an important relationship between the student's environment and learning, and that evaluation of that total learning environment is a necessary exercise. It normally includes following :

- Survey of the learning environment through questionnaires and focus group discussions.
- Student identity is confidential.
- Findings from surveys have to be acted on by the management.
- Students have to be informed of action that has resulted in the expression of their views.
- Publication of student feedback and results i.e. encouraging transparency and openness.
- Reporting in accessible ways so that students find it understandable.

Student Participation-

The ideal activities of student participation may include helping the students to understand their role in quality assurance in higher education; to participate actively in the development and maintenance of quality provision of higher education and to be active players in creating an environment conducive to innovations and initiatives for an enriched campus life and development of Quality Culture within the institution.

The following are some of the various activities that are considered to promote student participation.

- Development of student feedback on teaching-learning and other related activities.
- Development of a mechanism for follow-up action on student feedback.
- Pro-active role of IQAC in promoting student participation.

- Greater role in Institutional affairs by Alumni.

- Adopting student charter by all institutions.

- Introducing formal mechanisms to redress grievances

- Encouraging student councils for active participation at all academic decision making bodies.

The identification and editing of the practices for this volume has been informed by the above understanding of " Student feedback" and "Participation".

Identfication and Validation of Practices

As the facilitator of quality culture in the country, the NAAC has adopted a mode of promotion of best practices as time tested strategy. Hence the idea to come out with a publication on " Best Practices in Student Feedback and Participation" is very much appropriate in NAAC year of Student participation.

A large number of institutions in this country have their own success stories to share concerning students partnership in quality assurance. Some have actively involved them in academic planning through representation in academic decision-making bodies. Others have made them effective partners with the institution in extension work. Most personality development programmes are student planned, funded and monitored. A few have involved them in the highest administrative bodies. While these are sporadic and need closer structuring and co-ordination, newer initiatives are necessary to make the students active partners in responsible functional roles so that they can set their agenda within the policy of governance of the institution. Our effort was to collect all such practices and make them available for adoption to a larger academic community.

Appeal was made though the website and letters to more than 300 institutions and also through individual contacts to some select HEIs in order to elicit maximum response. About 100 practices were received by us relating to Student feedback and support systems.

Due to various reasons, the first round could not attract a good number of HEIs to submit the practices that can be considered appropriate for the theme

of student feedback and participation. Most of the practices received were related to Student Support Systems. However the NAAC wanted to focus primarily on student feedback and participation rather than a general aspect of student support which covers a wider gamut of institutional affairs. It was proposed that these practices may be considered at a later stage for a separate publication titled" Best Practices in Student Support systems'

Efforts were made to persuade a few good HEIs to submit their practices with focus on Student Feedback and Participation. The present set of practices is a result of constant persuasion so as to attract the best possible information. The inputs and scrutiny of these practices by an expert group comprising Vice chancellors, principals and senior academics have added value to this exercise.

Looking Ahead

The NAAC is committed to disseminate these practices through our link on NAAC website, namely, www.naacindia.org and through various modes of communication and publications. We are very much aware that there may be similar or even better practices being implemented in some HEIs of the country and despite our best efforts those might have not reached us. However, initiatives of the NAAC in Student Participation as well as the promotion of best practices are going to be sustained for years to come. And we believe that, publication of this book will encourage all the stakeholders to contribute and benefit from this ongoing process of creating national resources on quality. Our experience tells us that this unique way of sharing the best practices, would go a long way in facilitating quality culture in the higher education institutes of the Country.

NAAC is engaged in a series of activities to promote this initiative of student participation as a movement by which transparency and democratization of learning processes would become the hallmarks of quality in higher education.

This book marks a very significant step in this direction.

2. Practices

2.1 24x7 Feedback System

The context

Since its inception the institute believes in learner autonomy and that is why it provides a greater role to the student community in the teaching-learning process. The institute feels that students can become more responsible and sincere and develop a sense of belonging to the organization if they are given a chance to directly participate in the process. It also feels that students' response would help the institute in general and the teaching faculty in particular in understanding their requirements, keeping the courses and course contents up to the mark and also fulfilling their learning-teaching demands. Therefore it has been using a feedback system to collect the students' constructive reactions /suggestions on courses, course contents and handling of the courses. Till recently this was done through end-semester written feedback and voluntary feedback mechanism. But after the Institute took up the **BITS Connect Project** funded by its Alumni and provided internet connectivity to classrooms, all the rooms of the hostels, chambers and residences of faculty members the new online 24 x 7 feedback system, completely designed by the institute, is being used.

Objectives of the practice

- To provide the students a greater role in the teaching-learning process,

- To develop a sense of greater responsibility and belonging to the institute among the students,

- To develop the skill of critical evaluation,

- To modify and rearrange the course contents based on students' constructive suggestions,

- To help the teachers modify and improve their teaching methodologies,

- To open a transparent communication channel between the students and the teacher, and

- To maintain the functioning of teaching-learning process in the best possible way.

The practice

The institute presently uses the **24 x 7 Feedback System** for collecting students' responses under two headings: Instructor's feedback and Course feedback. The students are asked to rate the instructor of their concerned course on ten parameters at a five-point scale and finally they are asked to give their comments on " How the instructor can improve his / her performance?" Similarly, they are asked to rate their concerned course on five parameters on the same five-point scale and finally they are asked to give their comments on " How the course can be improved?"

The students are informed about this system at the beginning of the semester itself and they are encouraged to give their responses regularly and continuously.

The students' responses are automatically analyzed by the system and it is monitored by a mechanism under the control of the Dean, Instruction Division, and feedback is sent to the concerned teacher every week . At the end of the semester total responses are analyzed and an Overall Average Point (OAP) is calculated on a five- point scale. Every instructor receives the followings along with the detailed feedback received from the students:

Instructor's OAP
- Average OAP of all the instructors
- Average OAP of all the courses
- Average OAP of the particular course handled by the instructor.

Apart from this system, the Dean, Instruction Division also involves selected volunteers in the process of collecting class-wise students' responses. Students are encouraged to interact with the Dean and give their responses. The Group Leaders of different disciplines also interact with the students and collect their responses.

Obstacles faced if any and strategies adopted to overcome them

With the end-semester written feedback system it was felt that he students' response could not be utilized very effectively because the feedback was coming at the end of the semester and no corrective measures, if needed, could have helped them at that time. Also, if the same faculty was not handling the course

next semester then it further became fruitless. The analysis of the written response used to be a difficult and time-taking process. The students had inhibitions in giving feedback because they were apprehensive about the confidentiality of their identity, even though they were given full assurance. It was also felt that students were not given enough time to think and then give their responses. Therefore a need for a round the clock online feedback system was felt.

In the new system also, initially, students had inhibition and they were doubtful about the confidentiality of their identity but with the help of students' association and some student volunteers, who met the students in their hostels and put up posters highlighting the importance of feedback, students have been made aware of the importance of their feedback and they have been convinced that in no case their identity will be disclosed. Now the students' participation has reached to the satisfactory level. However, still there is scope to improve participation by educating the students about the usefulness of such a system and how it may improve the quality of education in the Institute. The weekly analysis and dispatch of students' feedback to the concerned teacher has helped both students and teachers alike. Due to round the clock facility students now get enough time to think, evaluate and give constructive comments.

Impact of the practice	The feedback system has opened and strengthened a transparent communication channel between students, teachers and administrators. It has helped in modifying and/or restructuring of the course contents. The teaching quality over the years has improved. Students' participation in the process has expanded. The overall sense of belonging to the institute among the students and the teachers has strengthened.
Resources required	Widely accessible computer network with connectivity facility and monitoring mechanism.
Contact person for further details	**Dean,** Instruction Division Birla Institute of Technology and Science, Pilani Pilani - 333 031, Rajasthan, ☎ : 01596-245073 Extn. (235) Mobile: 09414082468, Fax : 01596 - 244183, Email: asarkar@bits-pilani.ac.in

2.2 | Evaluation of teachers by students

The context

Re-accreditation by NAAC

Objectives of the practice

To get an unbiased evaluation of the strengths of each teacher in the department, to evaluate the departments for their academic and infrastructural facilities

The practice

A proforma is prepared which has two parts. The proforma is both in English and Kannada and students answer in one of the two languages.

Part A covered information about department, syllabus, course, interest and utility value, basic infrastructure in the dept etc.

Part B is academic auditing of teachers. A list of questions covering aspects of teacher - knowledge level, communication skill, ability to motivate students, regularity, clarity, fairness in evaluation, class room behaviour etc is made. Each is rated on a four point scale. The proforma is designed in such a way that students could easily understand and answer easily without much problem.

Modalities

A list of all the departments and chairpersons is compiled along with the names of all the teachers. The total strength of students only in 3rd semester for one year course is considered. Only the chairpersons are involved in the exercise. After a meeting in which chairpersons are briefed (they in turn brief their colleagues), circulars would be sent with the same message and instructions to reinforce the idea.

Chairpersons would be asked to inform, both orally and through notice board, students that on a particular day all of them have to assemble in a room. They would be rating their teachers and this would be done in total confidentiality.

Chairpersons would be interchanged. for e.g. Psychology chairperson would go to social work. Social work would go to

performing arts, Law person would go to education dept and so on.

Chairperson would supply the names of teachers on the rolls along with their initials as in the time table Eg. Indira J.P would be IJP. He/she would also write on the board of a large class room the names of teachers and their initials in a particular order which would be supplied to co-coordinating office.

The person in charge would collect the number of papers from a central place; take it to the class room of the dept allotted. At 11 am in all the depts., the covers would be opened in front of the students. From the list of student supplied by the dept, roll call would be taken and students would be given proforma. They would again be asked to answer it without fear or prejudice . None of the other staff would be present at that time. After the completion, the papers would be collected, sealed in front of the students and brought back and handed over to the central place (library in this instance).Using this method simultaneously on one day both at central and Jnanabharathi campus nearly 1500 students of 3rd semester rated their teachers. The proforma are given to an external agency for analysis. The results of analysis would be discussed with faculty members concerned and used for improvement purpose.

Obstacles faced if any and strategies adopted to overcome them	None, as all the teachers cooperated. Logistics had been worked out well in advance to overcome any obstacles
Impact of the practice	Students expressed happiness that they were given an opportunity to voice their views without any fear or prejudice.
Resources required	A team to prepare the schedules/ forms, to validate them. Large pool of committed teachers to collect information from a department other than their own. Support from the administration to print, pack, deliver and Collect the forms.
Contact person for further details	Co-ordinator, IQAC Bangalore University, Jnana Bharathi, Bangalore – 560 056, ☎: 080-23214001/23213023, E-mail: indira313@hotmail.com

2.3	**Residential System**

The context

From its very inception the SSSIHL has required all its students to stay in the Institute hostel. This practice was adopted, in view of the unique educational system that was introduced. Clearly, the various components of education and its different objectives needed twenty four hours of monitoring , guidance and interaction. This stands in contrast to the prevalent system in other institutions where the major concern is exclusively with secular education.

Objectives of the practice

Hostel life is a remarkable exercise in living together in a spirit of caring and sharing. It ensures that education comprehensively covers all aspects of life in its total perfection. Students develop right habits, the ability to handle all situations and all problems with confidence, without compromising on the basic human values identified as Truth, Righteousness, Peace, Love and Non violence.

The practice

This has several aspects – the more important ones being as follows:

i)   All students, without exception, have to stay in the hostel

ii)   A large number of relatively young faculty members are encouraged to stay in the hostel and be in regular interaction with the students in different ways.

iii) About 10 students share one biggish room and one teacher is assigned to one room, or sometimes two rooms, to discipline, guide and advise the inmates. He also monitors their habits and sees that they adjust smoothly to the general guidelines. To assist him each room also has two monitors who are relatively senior in age and class of study. To promote the ability to adjust students in a given room are normally not of the same age, class or subject of study.

iv) The hostel is totally run by the students. All jobs are classified into Departments and the responsibility is assigned to a group of students according to their choice cum capability. Every student is involved somewhere or the other. The Departments would relate to dining facilities, medical

care, maintenance, communications including telephone and postal services, stores, reading room facility and other similar items.

v) The overall in-charge of the Hostel is the Warden, himself a middle level faculty member, who ensures the smooth functioning of the hostel. He is also the link between the hostel and the Revered Chancellor, Bhagawan Sri Sathya Sai Baba and other authorities namely, the Vice Chancellor, the Registrar and others. The structure is illustrated as follows :

Students

Monitors   Wing Teachers

Warden

Revered Chancellor   Vice-Chancellor   Registrar   Other functionaries
                                                       Deans & Principal

As indicated the linkages are in both directions.
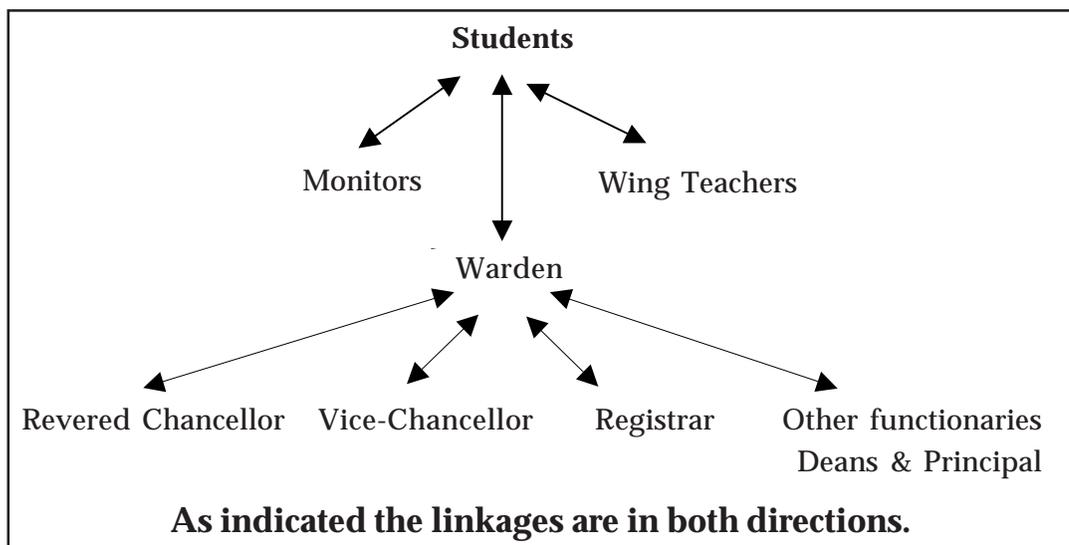
Obstacles faced if any and strategies adopted to overcome them

There have been no major obstacles to this system over nearly three decades of its existence. This is primarily because relatively small problems are promptly attended to and resolved. The communication system is quite efficient and the spirit of love and mutual concern get inculcated fairly quickly. The interaction between students and teachers is both ways and regular.

Impact of the practice

The residential system outlined above has proved to be very effective. The clear advantages that are by now quite visible and sustainable are:

a) The student community enjoys a certain measure of fulfillment and a sense of belonging to the Institute. The overall ambience is just "ideal".

b) Students develop a variety of skills on top of a strong sense of self confidence in handling problems and challenges.

c) Hostel authorities do not have to bear the heavy costs of items like maintenance, services etc as in the case elsewhere.

d) The hostel becomes a self sufficient unit as all needs and services are provided from within the Hostel.

e) In a very important and helpful way the practice has served as a mechanism for student feedback on courses, programmes, teaching quality and related matters. This leads to continuous improvement

Resources required

The practice will be adequately effective only if an overwhelming proportion of students stay in the hostel. Moreover, it is necessary that a considerable number of teachers also stay in the hostel. Thus the basic resources required are an adequate hostel facility and a committed number of teachers who are capable and prepared to serve as role models for students.

Contact person for further details

Registrar,
Sri Sathya Sai Institute of Higher Learning (Deemed University)Vidyagiri, Prasanthi Nilayam – 515 134, Dist. Anantapur, Andhra Pradesh
☎: 08555-287239
Fax: 08555 – 287239/287919 Email: registrar@sssihl.edu.in

| 2.4 | **Online Student Feedback Mechanism** |

The context

The student's feedback mechanism is introduced by Shivaji University as per the guidelines of NAAC under the Quality Enhancement Scheme of our university. We initiated this scheme for active student participation in the quality enhancement strategies. Further, the University authorities look forward to getting more details of ongoing activities in various departments, suggestions for improvement and to updated information of shortcomings if any the at the implementation level.

Objectives of the practice

In respect of students' feedback, a few objectives are defined as mentioned below:

1. Student contribution in planning and various activities as per their requirements.

2. Monitoring the academic and research activities and yearly improvements.

3. Get new ideas and suggestions from students for further developments.

4. Undertake department wise analysis of teaching and research and measuring of the quality aspect on the parameters of NAAC.

5. Finding out any difficulties and shortcomings on the part of the administration, which needs the special attention of higher authorities.

The practice

IQAC of the University has taken an initiative to develop the students' feedback mechanism through online software. The Internet Section of the University has developed this software.

Stages in the implementation of this scheme

Phase – I

i) Appointment of one Committee comprising experts and faculty members from various branches and streams.

ii) Consideration of student feedback formats from universities abroad and one that is suggested by NAAC.

iii) Considering the suggestions from various academic Heads and finalizing the form.

Phase – II

1) Since there are a few shortcomings in using a printed format for receiving feedback, it was decided to use an online format.

This programme went on in the following manner

i) Centralization of the programme i.e. batch wise, department wise and course wise, students will give online feedback at the Intranet Hall.

ii) Department wise online feedback forms were developed covering the list of faculty members of the concerned department.

iii) Circulation of the schedule (i.e. time, day and date for student feedback) to every department.

iv) It was made compulsory for all students and this was linked to the refund of their deposits.

v) Programme meant only for final year students so as to get the correct feedback free of fear and pressure.

Phase – III

The intranet division made efforts for making the following provisions:

i) Offering direct access of this feedback to the Vice-Chancellor.

ii) Maintaining the collected data and record in a confidential manner.

iii) Analysis of Department wise data and finalizing the rating of each Department on given parameters.

iv) The best feedback of faculty members and Department wise rating were displayed at the faculty members meet.

v) Further, the access of individual feedback of concerned faculty members was given through Net (Period one month) with a provision to submit explanation to Vice-Chancellor.

Obstacles faced if any and strategies adopted to overcome them

I) Faculty Members

Initially resistance to online formal student feedback came from the faculty members, who were doubtful of the authenticity and confidentiality of such a process. However after successful implementation of the mechanism and the transparency adopted by the Vice - Chancellor in this regard the teachers are now convinced of the practice and look at it in a positive manner.

II) Language Barrier

At the implementation stage the students' feedback form was made available in English version, where a few students required more time and guidance for giving their feedback. As such in the subsequent year language option were given to students i.e. English and Marathi.

Impact of the practice

1. The policy of students' feedback has resulted in more and more improvements at academic and administrative levels. It has led to teachers being more punctual and responsible. The remarks made by the students appreciating the faculty member and staff were very encouraging. Further the students have made sound suggestions for the overall improvement of the campus. This has paved the way for an awakening at all levels.

2. A noteworthy point is that, the e-mail box of the Vice-Chancellor has received, in this process, innovative suggestions and ideas from the students. It also enabled the higher authorities to look across the existing system from various angles and point of views.

3. Further, higher authorities commended the best efforts put by the faculty members. Their comments provided additional information relating the Career Advancement Schemes of teachers.

Resources required	The scheme at present is self- financed by the University and additional resources needed will also be made from own resources for this students centric activity. Presently we have linked this task with NAAC CELL and Internet Cell, where the online facility can be made available to students.
	The scheme is at present financed by the University itself. Additional funds, if required, will be raised from student centred activities.
Contact person for further details	Coordinator, IQAC Board of College and University Development. Shivaji University, Kolhapur, Maharashtra ☎: 0231-2691765, 2609069,2691664, Mobile : 9850829334 E-mail: aadange@indiatimes.com Website: www.unishivaji.ac.in

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2.5	**Ward – Tutorial System**

The context

Ch. S. D. St. Theresa's College is a premier education institution catering solely to the education of girls in and around Andhra Pradesh. Teachers are the architects who train and strengthen character and academic competence of students that will not crumble when tested in the crucible of global challenges. Hence, the teachers take a lead role in preparing students for the task ahead; to train them to face challenges and succeed.

The quality bench marks evolved by the IQAC of St.Theresa's make a pointed emphasis on training students to be innovative and research minded leaders of our country.

The objectives

1. To equip the students with participatory and partnership role in higher education.

2. To promote innovation in the campus as a joint venture of the staff and students.

3. Mentoring and incubating social and moral values in students and empower them towards nation - building activities.

4. To inspire and ignite young minds with creative thinking and innovative ideas that would help them to succeed in their future career.

5. To cater to both the advantaged and disadvantaged learners and help them to lead forth their full potential, each according to her ability.

The practice

The SQCAI aims at identifying students with aptitude and aspiration towards innovative activities. The activity of training students towards Quality augmentation begins during the first year course and continues up to the end of the VI Semester when the student leaves. In this endeavor every staff member of the faculty and student become a part of the dynamics of the growth process on the part of the students.The practice is carried out as follows:

Phase - I

Allotment of students under the Wardtutor.

Phase - II

Identification of the strengths and weakness of the learners

Phase - III

Intensive training sessions and remedial training of the learners

Phase - IV

Training students to take up higher skills.

Phase - V

Application of Feed back Mechanism to strengthen the system.

This system is geared towards enhancement of the overall quality and development of its stakeholders. It enables self-sufficiency, greater autonomy and greater academic achievement of the students. Under this system around 20-25 students are allotted to the care of one faculty member who assumes the role of mentor and guide of these students. Each 'tutor' acts with a high level of accountability and efficiency in transforming rural based students into integrated women who are capable of facing challenges of the educational front in particular and life in general. The methodology adopted is:

- Application of the SWOT analysis to each student - thereby creating an awareness of their capabilities and weaknesses in all fields.

- Remedial classes for weak learners to give them the necessary lift in the academic field.

- Ascertaining the needs of the students - economic, psychological, physical, and paving a way to discipline and fulfilment.

- Ensuring regularity and punctuality of students through regular counseling sessions.

- Encouragement and orientation provided in developing enthusiasm to participate in multi- skilled activities such as curricular, co-curricular and extra-curricular.

Feed Back Mechanism

A part of the ward tutor system is the regular encouragement given by the tutor to get feed back from the students regarding:

1. Curricular aspects
2. Teaching learning mechanisms
3. Future aspirations
4. Evaluation of staff
5. Self-evaluation

This data is utilized by the tutor to launch an action plan to ensure suitable methodology for self improvement on the part of students, improved teaching on the part of teachers and improved curriculum at the department level.

- Remedial classes: Identification of weak learners results in remedial classes taken by the staff-concerned; this is ensured by the ward tutor.

- Personal Counseling: Personal counseling to curtail problems faced by the learners relating to personality disorders or psychological traumas.

- Career guidance & guidance for higher studies.

- Peer-learning, assistance - enabled by tutor.

- Central monitoring by ward tutor to student welfare at all levels.

Personality Development Package

- An outcome of the ward tutor system is the personality development package, which combines leadership training, personality development and fitness for job. Besides Intelligence Quotient training is ensured for emotional and personality quotient.

Obstacles faced if any and strategies adopted to overcome them

Practice has become integral part of institutional functioning. The Ward Tutor system has helped the College to function in accordance with its mission statement "to create integrated women leaders, empowered and committed to excellence, pro - active, innovative, custodians of culture and heritage, channels of human values of channels of God's transforming love".

Impact of the practice

A significant achievement of the system has been the creation of true " Theresians " who are emotionally and intellectually mature.

Development of Personality

- Through the ward-tutor system, students have been noted to have developed strong leadership qualities, improved responsibility and increased self-confidence.

- The personality development package has enabled growth of maturity in students enabling them to develop and enjoy team-work and team spirit.

Academic Excellence

The Ward Tutor system achieves the goal of making students more inclined towards academic excellence. The students are encouraged to take their studies with a spirit of competitiveness. This enables students to display interest in their future aspirations with a spirit of zeal and professionalism.

The practice of Peer group learning where the advantaged learner guides and encourages the disadvantaged learner in the Ward-tutor system enhances a healthy atmosphere of learning among all levels of students. This not only increases the service mindedness and sympathy for fellow students but also accountability and responsibility.

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Skill Orientation

Through the periodic feedback received by the ward tutor, an evaluation is attempted at the existing curricular practices, teaching learning activities and enhancement of skills in students. Skill orientation is made an integral part of development of students' skills.

Continuous Assessment of Progress

The Ward Tutor system enables constant and continuous monitoring of students progress and attendance through

a) Progress Cards: These periodically signed cards create an alertness and awareness among students about the need for consistently good academic performance.

b) Parent Teachers Meets: These meets enable an open discussion about the student's needs, situations and progress. A number of activities have been taken up because of their discussions, resulting in quality enhancement of the students.

Resources required
Contact person

Teachers with commitment to the cause of student development.
The Principal/IQAC Coordinator,
Ch. S. D. St Theresa's Autonomous College for Women
Eluru - 534 003, West Godavari Dist A.P.
☎ : 08812 - 250380 (O), 08812 - 224286 (R)
Mobile: 09440604774,   Fax No: 08812 – 250380

2.6   Student Participation in planning and execution of programs

The context

St. Xavier's College, Ahmedabad is an affiliated College. As an affiliated College, it does not have much freedom in most of the areas of academic development. The College is expected to prepare responsible, employable and adult citizens of tomorrow. Since University structures take care mainly of teaching, learning and evaluation, we felt the need of structures for overall development of students. The goal of the College, as expressed in the Prospectus is,

To provide students with an environment for the all-round development of their mental, physical, aesthetic, social and spiritual potentials, together with the attitudes of integrity, hard-work, honesty, fairness and tolerance; so that, they give off their very best....

The objectives

- To create an atmosphere of learning by doing· To bring out various talents of students and use them for their betterment

- To help students to sharpen their skills so that they can manage their own affairs

- To inculcate team-spirit and provide environment to work as a team

- To create an atmosphere to interact positively with new students and thus avoid the danger of the negative interaction of ragging.

- To give practical lessons in management, organization, group behaviour, planning, finance, fund-raising etc. and thus to equip the students to face job-market with confidence

The practice

A group of staff members have voluntarily taken up responsibility for quality assurance and all round development of the students. At the start of the academic year, they invite students to join what is called Students' Activities Group. From among those who apply to be a part of the group, around twenty - five students are selected to be in what is called the Core Group. There is another group of around twenty-five that are volunteers for various activities to help this group. The core

group is responsible for activities to bring out various talents of the students.

This group of students along with staff members is available for counseling to the aspirants at the time of admissions. Thus the new students come in contact with this group at the time of admissions. Soon after the admissions, this group conducts an orientation program for two days for the new students. The orientation program gives an opportunity to new students to come to know the seniors in a friendly, helpful atmosphere. This set up channels their energies in the right direction, setting up a ragging-free atmosphere.

Two hours on every Saturday are reserved for "student activities". There are also annual activities of the College. This group is responsible for organizing the same. The group is also in-charge of raising funds for various activities. They ask for volunteers as and when needed. This group organizes these activities. The group itself learns practical lessons in management, organization, group behavior, planning, finance, fund-raising etc. These lessons equip them to face the job-market with confidence.

Obstacles faced if any and strategies adopted to overcome them

Since this group is highly visible and seemingly powerful, some resentment builds up. Internal rivalries too come to surface. It is the role of the staff members to ensure the smooth running of the group. The entire group, both staff and students meet regularly once a week to look back and to look ahead. Another curious factor is that students of the final year tend to withdraw from the group. This is due to the realization that they need to concentrate more on studies. This has worked out very well. Fresh blood is pumped in every year and at the same time senior, experienced persons are still around to guide and lend a helping hand if and when required. Another danger is that this group may get so involved in these activities that they may begin to miss lectures and pay less attention to their studies. Vice Principal for Student Discipline ensures that this does not happen. In case of a student slacking down in academics, s/he is warned that s/he may be removed from the group. But by and large this does not happen.

Impact of the practice

- The impact of the practice is amazing. We get past students coming over to thank us and tell us how much they were formed to face life outside due to the training that they received in and through this group.

- It creates an atmosphere of love for and dedication to the work that they are doing. They no more look at the watch but instead are willing to spend even their holidays working together with team spirit.

- There is an atmosphere of learning by doing and an ownership feeling for the institution.

- An atmosphere is created where various talents of students are encouraged, brought out and used for the good of all.

- Ragging has disappeared from the campus. In fact, the students themselves take care that no untoward incident takes place.

- The greatest impact is that students learn practical lessons in management, organization, group behaviour, planning, finance, fund-raising, accountability etc. This in turn equips them with the skills necessary to succeed in life.

- Many students discover their hidden talents through this process and think in terms of alternative vocations.

Resources required

The most basic resource needed is dedicated human resource. The staff team provides basic nucleus and the rest of the human resource is the students themselves. The students themselves raise the required financial resources. They make use of influence wielded by themselves or their parents and use the same for their projects.

Contact person for further details

The Principal/IQAC Coordinator,
St. Xavier's College, Ahmedabad - 380 009, Gujarat
☎: 079– 2630 8057(O), 2630 1075(R)
Fax: 079 - 2630 3740
Email: parmarf@jesuits.net

| 2.7 | **Participatory Role of the Students - The Prime Stakeholders through Enlarged Student Council** |

The context

Human tendency is to resent and revolt against autocratic leadership, for it is the innate need of every person to belong to and to participate in the building up of the organization where she is. This attitude leads her to harbour resentments towards the leader and to withdraw. In order to create a sense of belonging in each individual and to tap their potentials, the pioneers of this institution introduced the good practice of participatory leadership. Every individual is rich with resourcefulness. Participatory organizational set up will help the institution in the effective functioning of various strata of hierarchy enabling each one to have a sense of accomplishment and to reach the goal of the institution. The management of Holy Cross College still continues this good practice of participatory organization initiated by the pioneers. The institution gives a special focus on the involvement of the students in its quality enhancement. Thus, we march together towards excellence; to reach our goal.

The Objectives of the practice

- To empower women by formulating, implementing and monitoring effective and sustainable programmes; so that, they become recipients, participants and catalysts in all developmental processes within and outside the college campus.

- To promote an environment of academic excellence through development of human potential.

- To promote the team spirit social responsibility and value formation.

- To accentuate the leadership potential of the students. To be active players in creating an eco-friendly campus.

The practice

In the decision making bodies of the institution the **Student Council** and the **Enlarged Student Council** have a special role to play in the fulfillment of the goal and objectives of the college.

Student Council

Student Council is the representative organ of the students. Student Council is constituted of a President and a Vice President (from the III Year) and a Secretary and a Joint secretary (from the II Year) and it is the representative organ of the students. For the election of the Student Council, nominations are called for; from among the II year and III year D.G. students. Student Council members are elected by secret ballot and simple majority. They seek guidance and support from the two senior members of the faculty who act as Student Coordinators whose term of office is for two years.

Enlarged Student Council

Principal, Vice-Principal, Student Coordinators and Student Council members meet along with all the representatives and assistance representatives of all the classes, twice a semester. There is a good interaction betwen the, giving suggestions and opinions. They in trun communicate he information to their classmates. They serve as a link between the management and the student community.They take responsibility of organizing celebrations of international days, national festivals and religious festivals.

The governance is effective and so a healthy and happy atmosphere prevails in the campus. Even in the conduct of competitions in Fine Arts; students involve right from the decision making to judgment of events. If there is any misunderstanding, it is tackled in a mature way, getting the guidance from the faculty.

Obstacles faced if any and strategies adopted to overcome them

- Majority of the students come from a conservative background.
- Being women students, they are handicapped by certain social and religious restrictions.
- Being located at the limits of the urban area , they face transportation problems and hence they are time bound to reach home early.
- Economical constraints prevent them from staying in the hostel.

Impact of the practice

The integral formation of every student helps indirectly the strengthening of the moral fiber of the nation. The ethical literacy that they receive from the institution helps them to build character in their offices homes and society. In addition they are also taught to filter all that they hear on a screen of truth.

Moreover our students are also actively involved in promoting an eco - friendly campus. They have assisted in constructing the rain water harvesting pits. They maintain garden, clear the land of plastic litters and the campus always wears a spruced up look.

Trees are christened, and the bio-diversity of the sprawling campus is preserved. Besides conducting free eye camps and innovative and informative awareness programmes on AIDS, family planning, drug abuse, environmental pollution, kitchen garden, cooking & handicrafts, the N.S.S. unit of our college has also conducted a 10 day programme with a focal theme "Youth for cleanliness". Surveys to study the lifestyle of villages are also taken up by our students.

The "Earn while you Learn" scheme has helped our students to continue their studies without financial threats. It has also armed them with courage and determination to pick up challenges.

There are as many as fifty, a sizeable portion of them being University rank holders and star performers who aspire to be singers , business leaders, news readers, anchors, actors, reporters and editors. There are still others who opt for a job that fit their profile. Our youth are better equipped to face interviews and some of them have successfully sold themselves in the job markets.

Holy Cross is also proud of its alumni , who have distinguished themselves through their remarkable achievements. We are proud of Young Scientist Award holders and Annai Indira Young Sevai Chemmel award holders.

The value based education that they receive here moulds them as instruments of social change. They, no more take refuge

in the traditional, cultural and religious security blankets to protect themselves from the sudden onslaught of a new life style.

The Holy Crossian youth have an inbuilt social consciousness, and this is reflected in all their thoughts, gestures, movements and deeds.

A strong impact that can be obviously seen among our students is that, they are able to think nationally and even globally. Though their curriculum does but, permit them the freedom to tailor their courses according to their strengths and interests, still most of our students stay focused, prepared and capable of independent thinking.

Resources required   However, paucity of funds continues to be a deterring factor in addressing the various issues crippling their aspirations to roar high. If resources can be mobilized, it will pave way for a phenomenal growth of the institution to expand and sharpen its skills and to reach out more and more. If the seed money could be raised the potential seed for excellence that lies dormant, will sprout and see the light of the day.

Contact person
for further details
The Principal/IQAC Coordinator,
Holy Cross College,
Roch Nagar, Nagercoil- 629 004

2.8 Interactive Quality Education Management

The context

Students of today are the future of the country. Hence, it becomes our prime responsibility to involve them directly or indirectly in the education system to know their ideas; which may some times be very helpful in deciding the curricular and co-curricular activities essential for the betterment of future generation. Simultaneously this practice will also shape and brighten the quality and the hidden talents in them.

In education system, teachers and all other participants involved with the system directly or indirectly are always learners. Hence, they must remain open to receive any new good ideas from anyone, even from their students.

The objectives

a) Our aim is to impart value based education, to inculcate civic responsibilities among students and also to make them face real life situations with confidence, competence and courage. We have to promote general skills such as responsibility towards community, communication skills, use of information technology among students and know the latest trends in the society.

b) To make the students successful in the present day race for life and become self-reliant and get employment or be self employed and to assess students know ledge and skills.

c) To involve a large number of students in organizing different activities which increase their organizing capacity as they have more frequent interactions with teachers and also a large number of students start participating in different activities in competitive mode.

d) To get new ideas of the present young generation and their requirements.

e) To increase students' participation in different activities ; which may enhance their knowledge, skill and help them in their personality development.

The practice

a) Constitute different committees of the students and departmental associations and give badges to the bearers so that they have an identity of their own.

b) Ask them to make a programme summary to be conducted during the academic year.

c) Help them in designing the programme themselves rather than dictating.

d) Give full honor to the office bearers of the committee.

e) Identify the weaker students and advanced learners through internal exams/monthly tests/ half yearly exams.

f) Give badges as a mark of identification to the students getting above 70% marks in University Exams, to encourage their quality work.

g) Scholarships on merit basis as well as merit cum means basis. Their names are displayed on the notice boards to encourage more students to get scholarships in subsequent years.

h) Students' participation up to 20% must be in the committees formed to make policies for the benefit of the students like Library Committee, Reading Room Committee, College Magazine Committee, Canteen Committee, Medical Commit-tee, Cultural and Handicraft activities committees, Half Yearly Exam Committee, Caution Money Committee etc.

i) Different types of functions are organized by different committees which inculcate and develop the sense of self dignity, national pride and social and moral values in the students.

j) They learn to work as a part of the team and also independently.

Obstacles faced if any and strategies adopted to them overcome

a) How to encourage teachers to run associations?

b) How to encourage the students to participate in the competition?

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c) Time management for the curriculum

d) Space problem to organize competitions

e) Economic problems regarding the expenses

Strategies Adopted to Overcome

a) **Teachers:** To encourage teachers , their activities are discussed and appreciated in the general staff meetings at the start/end of the session and the teachers must also be declared as the best for their outstanding work in different activities of the college and the same must be published in the college magazine.

b) **Students:** Weightage is given to extension activities for admission. Declaration of all round best students of the year and all such achievements of the teachers and students must be published in the Departmental/College magazine and in the news papers. Programmes are designed in such a way that the non-participating students also get involved by making some questionnaire for them and best replier must be given prize.

c) **Others:** The college makes such a calendar as to have enough space for co-curricular activities like, academic activities must be in the months of Aug. and Sept., cultural activities in the months of Nov. & Dec . along with other Curricular activities, and NCC, NSS, Rangers Tours etc. must go on side by side.

d) A space problem is solved by internal adjustment of different associations.

e) Monitory problems are solved by making some fund raising activities and by a slight change in fee structure.

Impact of the practice

This practice proved fruitful as,

a) By constituting the proctorial board, we have involved around hundred students of the college. They learnt to maintain discipline of the college during academic sessions,

such as cultural and academic programmes, visit of some eminent persons etc. This inculcates the administration quality and they learn the value of discipline.

b) Students' Welfare Association & Students' Union: This is an organization of the students by the students and for the students which work under the supervision of teachers and an incharge.

c) Besides this, two representatives of students' welfare association/Students' Union are taken in each of the Saj Sajja Committee, Caution Money Committee, Salahkar Samiti, College Calendar Committee so that the students remain aware of different activities and feel their own responsibility for the quality assurance of the college & education.

d) Information & Grievances Redressal cell: These cells collect and give the relevant information from the college office and departments about different activities so that a good number of students may be involved in different activities. They also collect the grievances of the students and send them to the concerned department. or person to get them remedied and inform it back to the concerned students.

e) Cleanliness Committee: They look after the cleanliness of classroom, water cooler area, toilets areas and the campus.

f) Departmental associations organize different academic and cultural functions at departmental level and then select the programme for college level and from these programmes the students are selected to participate in Youth Festivals and other open competitions.With all the above mechanisms of working , a big number of students of the college are involved into different activities according to their choice.

Resource required   ***Funds***

a) Following funds are available from students fee -

    i) Student Union Fee Rs. 10/- per student per annum.

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ii) Student Welfare Fee Rs. 5/- per student per annum.

iii) Student Aid Fee Rs. 5/- per student per annum.

iv) Sahitiya Sanskritic Parishad Fee Rs. 5/- per student per annum.

v) Career Counselling Fee Rs. 3/- per student per annum.

b) Some funds are provided by the reserve fund of the college.

c) To run the departmental association some contribution @ Rs. 10/per student per subject are taken from the students and Rs. 500/ per teacher per annum from the teachers of the department.

Contact person for further details   The Principal/IQAC Co-ordinator,
Raghunath Girls Post Graduate College,
Western Kuthchery Road,
Meerut – 250001, Uttar Pradesh

| 2.9 | **Systems of Personal Interaction** |

The context

Annada College, Hazaribag is comparatively a new institution. We use the term 'new' because it will be completing the 25th year of its inception in the near future whereas the geographical area which it caters to, as far as educational needs are concerned, can boast of having an institution more than 100 years old.

This college was struggling to provide the bare minimum facilities to its students in the initial years. Hence, the need for nurturing some healthy practices for the future years did not occur to the college management. In fact, we had adopted the policy of ad-hocism - shoot the trouble when it arises. No cell / body / policy was considered to perceive and tackle the problem beforehand. But, the rapid growth of the college, both in terms of the number of students and infrastructural facilities, necessiated the need to consider a long term approach with regard to Quality Assurance so that the college could carve a niche for itself in the field of higher education in this region.

Objectives of the practice

Of course, it was not a well-thought policy but the interaction between the teachers (and the college management) and the students at a personal level helped us a lot to develop a bond which is strong. In fact, a college suffering from resource crunch had no other option available.

The practice

The practice of personal interaction with the students does not mean that the teachers and college administration know each and every student personally. It means a close interaction between the students and their teachers. It means perceiving and listening to these grievances of the students and an attempt to give them satisfactory solutions. Sometimes, teachers arrange meetings of the students with the Principal and the members of the Governing Body. Attending the functions organized by the students remains the first priority of the teachers and the Principal. All these activities bring the teachers and the students closer to each other.

Obstacles faced if any and strategies adopted to overcome them

There is no denying of the fact that the college administration faces some challenges from time to time. Many groups of students influenced by the political parties are bound to create problems for us because they do not come to the college administration with

genuine and solvable problems. But again, the personal interaction with students on earlier occasions comes to our rescue. A patient hearing to them and sincere efforts to resolve their problems help in this regard.

Impact of The practice	The impact of this practice of developing personal contact with the students certainly has its positive impact on the aim of achieving quality education. Of course, it was not a well thought out plan. It was necessiated by the rapid growth of the Institution and the resource crunch felt. But nowadays, it has become a time tested policy. The interaction of the teachers and the college administration with the students in class rooms, on campus and in various functions has developed a strong bond of oneness among us. The students of this college have developed such an attachment to the college that they fail to complain even if they are denied of some bare facilities. Of course, it has the demerit of taking things as they are and not exerting pressure to improve the things.

The impact of following a policy of personal interaction can be seen best in the field of conducting examinations. At a time, when this area has become a synonym of unfair examinations, we boast of conducting fair examinations. The practice of conducting fair examinations both external and internal has raised the image of this institution in this area. This is possible only because of our personal interaction with the students. It is only through this that we are able to cultivate value education among our students.

Resources required	The most interesting aspect in this regard is the resources involved. It costs nothing, but, motivation on the part of the persons concerned. And the motivation is at the highest simply because we get the reward of regards by the students immediately.
Contact person for further details	The Principal/ IQAC Coordinator, Annada College, P. B. 10, Hazaribag – 825301, Jharkhand ☎: 06546 – 267004 (O), 262897 (R) Mobile: 09431140382

| 2.10 | **Quality Assurance through Student Involvement** |

The context

The MIER College of Education has the unique distinction of being the first college of education in the State of Jammu and Kashmir to have attained the ISO 9001:2000 international certification for the quality of educational services that it provides. The system has an inbuilt preventive / corrective mechanism based on systematic feedback from all stakeholders namely students, faculty and management. Students are a part and parcel of ensuring compliance with the stated quality policy and objectives, through active participation in committees which have been constituted to look after specific academic and operational areas of the college.

The objectives

- to ensure that all processes identified are followed as per the evolved mechanism with active cooperation of the students;

- to generate student awareness regarding quality assurance;

- to improve student satisfaction and engagement levels;

- to improve the functioning of the college vis-à-vis action strategies based on regular student feedback;

- to provide avenues for students to air their views, suggestions; complaints and ensuring their implementation / resolution in a time bound manner.

The practice

To ensure operational efficiency, desired output and perceived quality, the functioning of the college and Quality Assurance is carried through various committees. The salient feature of the system is that the students are made a part and parcel of the quality management system. The college is based upon the philosophy of shared decentralized management responsibilities by involving students in as many as thirteen committees of the college. The establishment and functioning of the mechanism is an indicator of the management's genuine concern for quality enhancement.

The mechanism involves

a) Holding of orientation programmes for students to create awareness among them about the mission and vision of the college, organizational structure, functioning of various committees and grievance redressal mechanism and their role as primary stake holders in the process of quality education.

b) To allow students to influence policy, decision and strategies of the institute affecting the quality of teacher education and support services.

c) Getting mandatory feed back from the students at least two times during a session. The formal channels of student meetings, feedback, questionnaire, suggestion box and grievance redressal mechanism are utilized.

d) Conducting teacher and course evaluation by the students to ensure quality in teaching learning practices and processes.

e) Organizing internal audits and preparing for surveillance audits as provided under ISO framework.

f) Analyzing student feedback and communicating suggestions for improvement to the management.

Obstacles faced if any and strategies adopted to overcome them

The obstacles faced are administrative in nature as it is difficult to draw the students out of their inhibitions and obtain feed back from them. Students usually have the fear of being identified and victimized. The teachers also do not like to be evaluated by the students and at times, this could lead to the creation of unhealthy attitudes among them. However, the obstacles are likely to be minimized as the system matures. As a first step to overcome the difficulty it has been decided to receive the student feedback even anonymously.

Impact of the practice

Quality Assurance practice has a fairly visible impact on:

a) students

b) teachers and

c) management with regard to enhancing the overall quality of education in the college.

With their representation in various committees, the students take active part and make valuable suggestions for the quality development issues of the college. Strengths and weaknesses of the programme are identified and strategies chalked out to increase operational efficiency, output and the perceived quality. Decisions taken in academic committee are implemented in letter and spirit and positive impacts reflected in the enhancement of the academic performance at all levels. Furthermore it became possible to improve the library and hostel facilities and a marked improvement is observed in the student participation in curricular and co-curricular activities.

Resources required

No special resources are required other than optimal use of existing manpower and infrastructure.

Contact person for further details

The Principal/IQAC Coordinator,
MIER (Model Institute of Education & Research) ,
College of Education, B.C. Road,
Jammu - 180001, Jammu & Kashmir
☎: 0191 -2546078, 2544840, 2565098 (R)
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| 2.11 | **Students' Senate** |

The context

The practice was initiated in 1915 with the founding of the College as a democratic body that promoted the holistic development of the students with reference to progress in academics, sports, cultural activities and community service. There was a vital need to introduce new students to the College in terms of the courses of study in their major department, their teachers, the rules and regulations of the College as well as all the facilities available. On several occasions it was found that, opportunities would have to be created for sharing responsibilities, for practicing transparency in all dealings and for helping students to cope with the demands of higher education. Gradually it became necessary to strengthen the practice by introducing new Senate posts for students and by creating new faculty positions such as those of the Dean so that, they would be able to interact freely with the students.

Objectives of the practice

The Students' Senate ensures good governance by elected student representatives. It fosters and promotes cordial relationships between students and teachers and among students themselves. It facilitates the smooth functioning of academic and non-academic events, co-curricular and extra-curricular activities. It also trains students to participate in administration.

The practice

The Students' Senate consists of office bearers of the Union. The President calls for meetings. The Vice-President assists in the proceedings. The Secretary records minutes and the Treasurer is in charge of finances. There are chairpersons who are individually responsible for religious activities, hostel administration - supervision of food, water, power, sanitation and health services, games and sports, cultural activities and non- residents. Other are in charge of social work. There are Deans and staff representatives on the Senate.

Obstacles faced if any and strategies adopted to overcome them	Students in the Senate sometimes may have responsibilities during class time and they have to put in extra effort later on to catch up with work done in class. Hence only those students who have passed in all examinations are permitted to contest in the election
Impact of the practice	The Senate monitors the functioning of several units of the College connected with students' activities, sports, cultural programmes, extension work, and other aspects of College life. The members of the Senate are trained in participatory decision-making. As a result, discipline and healthy fellowship are valued as desirable goals in residential life. Students are challenged to take their spiritual life seriously. The spirit of sportsmanship and healthy competition in games and sports is nurtured. Students learn to take decisions in financial planning and in organizing social events. They are given many opportunities to participate in team events at inter-collegiate competitions. Students are motivated to work for and with those who are less privileged than they are. In short, the impact of the practice is evident in the all-round development of the students who leave the College as empowered and self-confident women. Accountability is built into such participatory functioning by regulatory checks and practices
Resources required	Students are allocated funds from the fees collected and they work out an annual budget and ensure that accounts are properly maintained. They also raise funds through sponsorship for their various programmes.
Contact person for further details of the practice	The Principal/ IQAC Coordinator, Women's Christian College, College Road, Chennai – 600 006 Tamil Nadu ☎: 044 – 28275926, 28276798 (O) Fax : 044 - 28276798 Email : wcc_csc@satyam.net.in Website : www.womenchristiancollege.org

Black Blue

2.12 Open House

The context

This activity was started in Loyola College after noticing the need for better communication between students and teachers in a more informal and open manner. Of course, there is sufficient communication between students and Teachers in and out of the classrooms. It is noticed that very often such occasions are used by students and teachers to deal with matters related to the course of study. However, some of the students discuss their personal problems also with teachers when they meet them outside the classroom.

Tutorial groups are also functioning in our college since 1994. In this system students in each class are divided into groups of four or five and each group is put under the guidance of a teacher of the same department. The tutorial groups meet for one hour every week and discuss various matters that are useful for them. The teacher in charge of a particular group is also considered as the mentor of the students coming under his supervision. However, here the teachers do not get a chance to understand what are the common problems and needs of the students in the whole class.

In this context, it was felt that there should be some forum in the college where all students and teachers of a department can meet and share their problems and needs in an open way so that appropriate actions can be taken to solve the problems for attaining more efficiency in future.

Objectives of the practice

The following objectives are identified for this practice.

- To convene a meeting of all students of a class with all teachers of that department.

- To facilitate open discussion between students and teachers regarding all matters which are important for both parties

- To understand what are the positive aspects in the functioning of the department.

- To understand what are the shortcomings in the functioning of the department.

- To take joint decisions to retain the best practices in the department with modifications if required.

The practice

The open house is an activity where all students of a class with all teachers of that department meet once in each semester to evaluate the functioning of the department. This is an occasion when students are supposed to give their feedback on the various curricular, co-curricular and extra-curricular activities undertaken by the department. Students can also give feed back regarding the services they get from the college office and the library. If the students need any additional infrastructural facilities inside the class or elsewhere in the college that also can be discussed in this forum. Teachers also use this occasion to give feedback on the performance of the students in and out of the class. Normally feedback on the activities of students on a personal basis is not given on such occasions unless there is an urgent need for that.

Always students are given prior intimation before convening a meeting so that everybody can be present on the occasion. Usually it is organized on a working day during the office hours. Duration of a meeting is one hour. In the beginning of the open forum the Head of the Department explains the purpose of the meeting and afterwards the students are given time to speak out openly. Individual teachers give their feedback and reply to questions of students based on the issues raised by them. Maximum opportunity is given to the students to raise various important points. The HOD records all the major points raised by the students and the decisions taken in the meeting. After the meeting follow up actions are taken on the various decisions arrived at in the meeting. During the meeting itself certain students are selected to give them a chance in the implementation of the decisions taken. Participation of the students in the implementation stage depends on the nature of the decisions.

Obstacles faced if any and strategies adopted to overcome them

Many students are reluctant to speak out openly due to various reasons. Some of them are timid and remain silent. Certain others feel that, the department may victimize them if they criticize its activities. Some are cynical and do not believe in giving feedback in such meetings. Many are complacent so that they do not want any change in the present system. As such, relevant points are raised by only a minority in the class.

Some of the students use this occasion to criticize others based on their personal rivalries. Factionalism within the class sometime creates obstacles in the smooth conduct of this activity. Certain students do not have a clear idea about Objectives of the practice so that they find it difficult to make use of this opportunity. Occasionally follow up actions are either delayed or not taken up by the department that may affect the confidence of the students in the merit of this programme. Students who notice such laxity on the part of the authorities may not have enthusiasm to cooperate with this practice later.

Strategies to overcome the obstacles

Organize the Open House outside the college preferably on a holiday. Last year, one of the teaching departments in the college held it outside and the students had a positive response towards it. Certain inhibitions of the students and teachers can be overcome by shifting the venue from the college. Before organizing the Open House, the HOD can give an orientation to the students about the objectives of the practice of this activity. Students may be given the idea that this is not a fault-finding mission. Authorities of the college must always take appropriate steps to implement the decisions of the Open House as early as possible. Light refreshments can be provided in these meetings

Impact of the practice

The practice has helped in following.

- To think collectively to find out solutions for the problems existing in the department.

- To give opportunity to vent out the grievances of the students so that remedial actions can be sought by the whole group.
- To prepare plans about the future programmes of the department.
- To attain more efficiency for the department.

Resources required Time to organize Open House. Funds required for supplying light refreshments to the participants. If this activity is organized outside the college, it may incur other items of expenditure such as travel, food, rent of the auditorium etc.

Contact person for further details

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2.13	**Feedback and Action Plan**

The context

Students, the prime stakeholders, have their own set of priorities and needs. Insensitivity to them may render the educational effort of the institution partially ineffective. An assessment of their perceptions is necessary for imaginative planning and effective performance. Hence the need to obtain their feedback. Primarily, the context was much felt need to:

- Bring about improvement in teaching-learning process
- Update the knowledge facilities, infrastructure to the needs of the time
- Reframe the existing curriculum to suit the demand for newer courses.

The objectives

- To elicit precisely the needs of the students
- To ascertain the gap between the genuine expectations of the students and the existing reality
- To plan and implement the expected changes effectively in every field of the institution and its activities.

The practice

- The dates to get feedback are fixed at the beginning of the academic year.
- Feedback is collected twice a year
- The collecte information undergoes a process of analysis based on the standard parameters of NAAC.
- To make the feedback comprehensive the college has Grievance Redressal Cell and the Placement Cell
- The analysis of the data is verified by the Review Committee comprising of the representative of management and a member of faculty
- After due review of the analysed data steps to be taken are discussed and implemented.
- This leaves no genuine grievance go unnoticed by the institution.

Obstacles faced if any and strategies adopted to overcome them	The practice is well received.
Impact of the practice	Actions taken based on feedback have resulted in success on many fronts

- In response to the feedback and the need expressed P. G. course in English introduced in 2004-05.

- The first batch came out successfully with 100% result. One student got 4 gold medals standing first to the university

- A job oriented Diploma in BPO course was introduced in 2005. 21 students underwent training of which 19 found placement in Infosys, Infotech and Wipro BPO's

- During 2006-07, 80 students are undergoing the training in BPO course.

- Of these 24 students have been already short listed and reporting for internship on 8th January 2007 at Infosys Bangalore.

- Various other companies approaching the college to provide trained students.

- The Advanced Diploma in Career Development and Communication Skills and One Year Diploma in Communication Skills introduced in 2006-07 has a positive response from students and the outsiders as well.

- Growing use of internet by the students. The use of internet is free. This has enabled the students to develop reference skills.

- Books worth Rs. 3 lakh on General Studies, Career opportunities etc. are procured during last three years as per the demand and needs of the students.

- Acting swiftly to the needs of SC / ST, Minority and Remedial students, remedial classes conducted during the last two years. The excellent pass percentage of these students is obvious of the success.

- More than 30 teachers vacancies are filled on merit basis by the management

- The faculties with poor feedback are discontinued by the management.

Resources required

- The financial assistance from the Management, Alumni Association, Alumni Scholarships, UGC Development Grants, Grants for Remedial Coaching are the sources to meet the administrative expenses.

- There is a strong support from the faculty in analyzing the feedback and in interpreting it.

- Students' positive reception of the changes implemented is really a true resource in itself.

Contact person for further details

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2.14   Involvement of Alumni in Student Development

The context

There is a need to make students aware of new career trends in the job market. New skill- based courses that can create better job opportunities for undergraduate students need to be introduced. The experience of alumni in the world of work may help in addressing this need, especially in the North East, where there are many influential old students in key positions.

The objectives

To establish partnership between alumni and Management in the on-going development of the college

The practice

Regular meetings are scheduled between the alumni (office bearers) and the college Management. Alumni are involved in the planning, feasibility studies, finance generation plans and the implementation of the new projects and professional courses of study in the college. At the beginning of each academic session, the office bearers of the alumni associations work out details of the Career Guidance Cell of the college. Their involvement as guest lecturers is co-ordinated with the activities of the local Rotary unit that oversees its operations. Some alumni members (retired & senior bureaucrats) form part of the team that helps to prepare students for entry into banking, UPSC and defense services. Presently a course on Human Rights is a new addition.

Obstacles faced if any and strategies adopted to overcome them

Efforts are required to keep track of alumni and encourage them to participate.

Impact of the practice

The involvement of alumni (especially public servants and members of the judiciary) has strengthened the association with students further.

Resources required

Space for alumni office, secretarial assistance and the use of computers and xerox facilities for alumni projects

Contact person for further details

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Black Blue

| 2.15 | **Collective Feed Back** |

The context

Evaluation being an integral part of the teaching - learning process, the institution stresses the importance of obtaining feed back from the different groups.

Objectives of the practice

1. To assess the present system, enhance and bring about qualitative changes in the educative plan and methodology.

2. To monitor the overall performance of staff and students in achieving objectives of the practice of the Institution and the course objectives.

The practice

A committee plans and devises an internal quality evaluation format. The students are properly oriented by staff in undertaking the evaluation method. The evaluation is done at micro and macro levels formally and informally.

a) Exit questionnaire at the end of academic year to all the students

b) Teachers self appraisal

c) Evaluation by Academic peers (Student-Student; Teacher Teacher)

d) Evaluation of staff (teaching and non-teaching) and students by the Management

e) Feed back from parents during Parent -Teachers meetings

f) Feed back from Alumnae

g) Observations and impressions of Benefactors and Well-wishers.

Academic, Co-curricular and Extra curricular activities are evaluated at the department meetings and ward meetings once a month. The leaders of the Department consolidate, analyze and communicate the evaluation report to the staff, students andmanagement. A suggestion box at the reception also helps the students to drop their grievances and suggestions

Black Blue

freely. Once a month, the Student Welfare Dean and Principal read them and take necessary steps to resolve the grievances.

Obstacles faced if any and strategies adopted to overcome them

Sometimes, it is difficult for the staff to get the whole-hearted co-operation of all the students while filling the exit questionnaire. A tutor of each class motivates the students for fruitful feed back. Effective consolidation is also done by the tutor.

Impact of the practice

1. Collective feed back from different groups has proved to be beneficial for the effective growth of the institution.

2. The feedback has contributed to the marked changes and significant improvement in teaching-learning methodology.

3. The feedback enabled the college to change the pattern of the formative programmes.

4. Consistent feedback has helped to sustain discipline in the Institution.

5. The frequent interaction with parents and well-wishers have helped to analyse the limitations and drawbacks in developing useful strategies for further growth.

Resources required

Involvement of all stakeholders is the main source.

Implementation of the evaluation process in our institution has been a great success due to the untiring effort of management, faculty, students, alumnae, parents and well-wishers, which has brought about more collaboration, enrichment and enhancement in quality.

Contact person for further details

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2.16   Students Participation in Co-curricular activities

The context

During the Course of study and class room teaching of various syllabi, the students come across the names of famous scientists, thinkers, philosophers and other eminent personalities, names like Newton, Kepler, Ramanujan, Woodrow Wilson, Gregor Johann Mendel, Charles Babbage and others are a few of them. As a part of their syllabus the students do not study about their life history, their contribution towards the subject, their inventions, application of their inventions, and the recognition or awards they received for their contribution. Of course few of the students approach the teacher regularly for these details. In general it is not so, among all the students. The teaching faculty in their meetings, decided that in addition to the celebration of the Birthdays of great National leaders, the birthdays of these Scientists, Philosophers and other personalities can be celebrated by the students themselves with the guidance of the staff. The staff felt that if such activities are not encouraged, the student may not know the contributions of the persons, the struggle they have undergone in achieving success or his or her life history.

The objectives

The practice is aimed at helping the students to:

1.   Get motivation in the subject.

2.   Understand that every success story has a great background, hard work, pain, struggle, glory, personal satisfaction and reward.

3.   Improve the communication skill, debate, quiz, writing talents and group discussion.

4.   Make the student refer latest journals, books and internet for details about the person.

5.   Develop the concept of event management.

6.   Emulate the great leader and rededicate for the subject.

The practice	Govt. City College has been celebrating the birthdays of National leaders like Mahatma Gandhi, Jawaharlal Nehru, Abul Kalam Azad, Swamy Vivekananda and other prominent personalities every year. Various departments celebrate the birthdays of famous personalities pertaining to the subjects in the following way.

A week before the date of birth, the departments send an invitation to different colleges inviting students of their college to participate in the programme. The students of Govt. City College take lead in the management of the event. The prominent events in the agenda are: an invited talk, speach about the contribution of the Scientists/Philosopher and the thinkers, quiz programme, group discussion,and prize distribution. The students take part with great interest and are motivated in these programmes. The students and staff celebrate the following days.

1. Sri. Sreenivasa Ramanujan -The Department of Mathematics: 22nd December every year.

2. Gregor Johann Mendel - The Department of Botany: 22nd July every year.

3. Melvil Dewey - The Department of Library Science- 10th December every year.

4. Thomas Cook – Department of Commerce – 22nd November every year.

5. Woodrow Wilson – Department of Public Administration – During the month of December every year.

6. Charles Babbage – The Department of Computer Science – 26th December every year. Many other departments are proposing birthday celebrations during this year in addition to the above list.

Obstacles faced if any and strategies adopted to overcome them	The main obstacle, being a government college, is finance. The attitude of the administration is favorable to pursue this quality enhancement and extension activity. More departments are coming forward with these types of proposals. Main obstacle is finance and government audit procedures. As the celebration

involves prizes, photos, banners and minimum refreshment, a sum of Rs.1000/- is very much essential. No guidelines are available and the head of the institution is asked for remarks during audit for these activities. However the staff contributes voluntarily in addition to the college contribution to make the programme successful.

Impact of the practice	1. The feed back from the students and the staff is overwhelming.

2. Students request for more & more programmes in each subject.

3. Students and the faculty are getting motivated and the celebrate these birthdays, as they celebrate the birthday of their kith and kin.

4. As the programme is organized entirely by the students they are simultaneously exposed to the event management techniques.

5. The development of a scientific temper and positive thinking, is worth noting in the students.

6. Achievement in life is envisaged in these programmes.

7. Students are made to learn other concepts, which are supplementary to their routine subjects.

Resources required

1. At least a sum of Rs.1000/- for each celebration towards minimum expenses: atleast three prizes in each of the competition, refreshments, photographs, printing etc for 100 participating students.

2. Eminent persons for delivering lectures on these days from Universities and other reputed organizations.

Contact person for further details

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| 2.17 | **Green Campus through Student Participation** |

The context

Inadequate environmental standards and lack of enforcement of environmental laws pose a formidable problem in creating awareness about environmental hazards. By evolving informed citizenry expertise with hands on interactive approach with environmental, social and economical concern; the physical viability of the campus is being maintained as a balanced ecosystem. This pedagogically expanded innovative art programme would be unparalleled in its effectiveness and appeal when it is being operated in the campus located at Sivakasi, adjacent to thousands of industries. The place is well known for its water scarcity, scanty rainfall and poor vegetation. It runs into hundreds of acres, ideally a small township with civic amenities.

The objectives of the practice

To enable the learners to be aware of increased resource consumption without impairing the

- Environment
- conservation of diverse pools of genetic resources of plants
- improved land use practices
- proper waste management system
- conservation of energy by harnessing solar energy and
- maintenance of balanced ecosystem

The practice

Indeed green is often the compelling colour around, a well managed Ecopark sprawling in TEN acres with 4000 trees, a herbal garden with hundreds of plants and a green house where the rare endangered plant species raised by Plant Tissue Culture Technology are being hardened and conserved. Besides, the majestic, magnificent and esthetically designed blocks with all attendant facilities of the campus with adequate spacing and with several hundreds oftrees. A few gardens / orchids and lawns gives better learning atmosphere. Under the supervision of an Institutional Committee, the greenery of the campus is being maintained by the NSS Volunteers, NCC Cadets,

and the student Members of the Nature Club, EXNORA and ANJACES. In addition some green parks are also being maintained by the Alumni Forum. Gardening is being done without chemical concoctions by using the vermicompost of the solid waste generated in the campus. While working together, the sprit of team work is being accomplished with socially relevant (Eco – Management) modern educational technology. It also facilitates the culture of harmony and cooperation among students in the campus, which is imperative for effective functioning of any Institution. Besides, under CPE Grant, the solar panels are mounted to harness the solar energy. Thus the clean and greener environment is being maintained by both the Management and students which gives a shrine environment for learning.

Obstacles faced if any and strategies adopted to overcome them

The one seemingly insurmountable obstacle mainly, water scarcity, is being managed by the following means:

- irrigating the ecopark / gardens / orchids with recycled
- domestic waste water
- plantation of drought resistant plants
- operation of rain water harvest plants
- raised bunds to maintain watersheds
- maintenance of ground water level by pond construction and
- poly bag free environment which would interfere with the seepage of rainwater. The next most critical obstacle is manuring the crops for sustained yield and protection.
- This problem is being effectively managed by the use of compost of solid waste digesters and vermicompost manufactured by students.

Impact of the practice

It is being witnessed by the greenery of the campus and constant water supply which mainly depends on underground water, even in acute summer to the stake holders about 4000 in numbers.

Resources required	Financial input, students participation, faculty advice and good management practices.
Contact person for further details	The Principal, Ayya Nadar Janaki Ammal College Sivakasi - 626 124, Tamil Nadu ☎ : 04562 – 254 100(O), 04562 – 222 200(R) Mobile: 09442130480 Fax : 04562 – 254 970 Email: vgr_anjac@sancharnet.in Website: www.anjac.org

Black Blue

2.18   Helping the Economically Disadvantaged: Students' Initiative

The context

A sizeable section of the students of the college comes from economically disadvantaged families including some living below the poverty line. Stipends from Government and other sources available in this institution were found to be inadequate. In recent past, the students of the college took the initiative to establish a 'Poor Students' Fund' exclusively from their own contribution.

Objectives of the practice

- To lend a helping hand to those who need

- To encourage the practice of indirect and institutionalized help

- To promote fellow - feeling and social responsibility amongst students and thereby amongst all concerned.

The practice

The college authorities conducted an opinion poll among students to determine the annual contribution of each student toward the fund. It was decided that the practice would be reviewed from time to time and the quantum of contribution would be readjusted. At the start of the current year the amount collected was Rs. 1.25 lakh. 56 students have been beneficiaries and the total disbursement has been approximately Rs. 1.30 lakh. The names of those who need help generally come from their fellow students in the department. The proposals are examined by the bursar in the form of scrutiny of supporting papers such as BPL ration card, income certificate or other relevant proofs. The list of beneficiaries is finalized in consultation with the Principal. Some students receive help right at the entry point in the form of admission fees or hostel charges.

Obstacles faced if any and strategies adopted to overcome them

Response is encouraging and there are no obstacless. Everybody appreciates the benevolent nature of practice.

Impact of the practice	The impact has been tremendous, indeed much more than envisaged. There is an all round awareness amongst the students to look for any one who needs economic help. The success of the practice can be gauged from the students' constant demand to strengthen the fund.
Resources required	Voluntary contribution from the students.
Contact person for further details	The Principal, Presidency College86/1 College Street, Kolkata 700 073 ☎ : 033-22192391 Fax : 033 2241 2738 E-mail: principc@vsnl.net; mamataray@hotmail.com

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2.19	**Student Quality Circles**

The context

'Quality Circles' is a term that has its derivation from the term quality control. It encompasses the role of people in improving quality in a given situation. In educational institutions, quality circles play a crucial role in enhancing quality in the students. Identification of problems and seeking and finding solutions to problems they face is a chief preoccupation of this select group. The SQC is a mechanism which enables peer review in an institution. Discipline forms the basis of quality circles, goal orientation the crown and value-orientation the investiture. With these three guiding principles, quality circles can become powerful instruments in enhancing quality in education through students' participation.

Objectives

1. To encourage active participation of students in education.

2. To bring more transparency and openness in the teaching-Learning process.

3. To encourage freedom of expression of students and to enable a participatory administration to identify quality gaps and evolve measures to rectify them in the educational programmes.

4. To make students efficient in the learning process and effective in serving the society.

5. To form leaders of ingenuity and heroism.

The practice

Student Quality Circles play a crucial role in helping enhance student's involvement at the different parameters of quality enhancement in education. The SQCs can become instrumental in upgrading quality at all levels. They are vital –

• as a means of developing the multi-dimensional talents in students.

• as they play a key role in accompanying students in the vital task of seeking solutions for their own problems through self-assurance and counselling.

- as they enhance cooperation and meaningful friendship among students of all disciplines.

- as they encourage students to become competitive and face global challenges.

- as they facilitate rapport among faculty, management and students.

Process of selecting students to be members of the SQCs is done through the following

1. A primary orientation is accorded to students, and volunteers are selected to join the group.

2. A talent test is administered to select the final group. A few criteria are stipulated for the selection process.

3. The criteria could be comprising academic performance, effective communication, concern for society at large, leadership and religious harmony.

The selected students of the SQCs are trained in developing

- Service based leadership skills

- Multi tasking ability

- Communication skills

- Problem solving skills

- Team work and team spirit

- Confidence and improved personal esteem

- Relevant soft skills

- The ability to imbibe the spirit of tolerance the to create religious and social harmony.

Obstacles faced if any and strategies adopted to overcome them

Lack of commitment on the part of faculty members, who can provide the right motivation and guidance to the students. Without these, the students could become disoriented and diversify the powers and functions of SQCs for selfish motives.

Secondly peer group influence might demotivate the students and lead them in the wrong direction.

A few selected members of the IQAC could be trained in student counseling. They could undertake the task of enlightening the students on the importance of SQCs and the benefit that they can derive from being part of it. Conducting periodic meetings with the Management and IQAC members.

Impact of the practice

- The SQCs act as a link between staff, students and management.

- The SQCs are a connecting link between the IQAC and the students.

- Enable students to voice their opinion in quality improvement measures and processes and recommend solutions.

- They have the power to participate in Academic Councils, Boards of Studies and have their say in curriculum design.

- They can play a major role in organizing academic functions and extra-curricular activities and programmes in the college, in collaboration with staff advisors.

Resources required

Well-informed and motivated staff members to guide the students (the teacher-student ratio being 1:20).

- A class room that can accommodate at least 50 students for periodic meetings.

- The public address system of the College to be made available to the SQCs for organizing programmes.

Contact person for further details

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2.20 Student Feedback & Grievance Redressal Cell

The context It was felt that a cell to address the grievances of the students was a must to initiate programmes to sustain and to better the quality of services offered to the student community. Students would often come out with complaints regarding the infrastructure or the learning process during interactive sessions in the tutorial classes. The visit of the NAAC peer team also made the college realize the need of a regular interactive mechanism to facilitate the airing and the redressal of grievances. So there was a consensus among the teachers to establish a Grievance Redressal Cell to become aware of the problems faced by students within the college.

Objectives of the practice

- Create a platform where students feel free to point out their problems, general drawbacks and limitations
- Get suggestions from students for improvement
- Give students the sense of participation in problem solving
- Clear misunderstandings or false notions
- Restructure policies in the light of grievances

The practice The Cell meets on the first tuesday of every month in the Arts Block and on the first wednesday of every month in the Science Block during the noon recess. Each class is represented by two students who have already collected inputs from their classmates. The Principal and two teachers participate in the meetings. The problems put forward by the students are discussed and possible solutions are considered. A feedback is taken regarding earlier problems and the effectiveness of the solutions. The face-to-face interactions and the immediate answers offered by the faculty have paved the way to a better rapport between students and faculty.

Obstacles faced if any and strategies adopted to overcome them

- Reluctance of the students to disclose all grievances
- Lack of funds to implement some solutions
- Breakdown of some facilities in spite of repair

- Resentment when problems are not immediately solved

- Lack of representation from all classes in spite of repeated reminders

Strategies

A friendly atmosphere is created to put the students at ease. Two complaint boxes were installed, one in each in the Arts and science Blocks for those who are reluctant to speak out in the meetings. The students are made to understand the financial constraints of the college due to which large scale infrastructure improvements cannot be taken up. Maintenance workers are engaged to check the working of the various appliances in the college. Reminders are sent to all classes one hour prior to the meeting to ensure maximum participation.

Impact of the practice

The cell has had a positive impact on both the students and the faculty. The Principal gets an opportunity to learn at first hand the views of the students. The faculty is also able to prioritize the needs of the students. On the request of students, phone coin booths, a photostat machine and a cafeteria have been installed in the library. The demand that the library function even after class hours was also accepted. There is greater student satisfaction when their needs are addressed in a sympathetic way. The fact that they have been able to get their grievances heard is enough to reduce friction.

Resources required

The resources required are sufficient funds and the co-operation of all the stakeholders.

Contact person for further details

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3.   Conclusion

When we embarked on the mission of collecting and disseminating good practices of student feedback and participation in Indian higher education, we had a certain set of assumptions. Firstly we thought that this is entirely a western concept being gradually adopted in the Indian context. Secondly the most of existing practices in accredited higher educational institutes[HEIs] are induced by the NAAC's Assessment and Accreditation process. What we experienced during the process was rather a mixed trend, showing swings of institutional as well as individual attitudes towards this vital issue. The practices included reflect these trends.

We have an example of 24x7 feedback system of BITS, Pilani which has put in place a far more advanced system of obtaining student feedback than supposedly hi-tech western institutions. At the same time we have a practice from Ananda College, Hazaribag from Jharkhand which emphasizes personal interaction with students as the best way of obtaining student feedback and involving students in quality assurance. Some HEIs like Bangalore university and Shivaji university have frankly mentioned that it was the assessment and accreditation process of the NAAC which formed the context to initiate practices of student feedback. After initial resistance, many HEIs are quite happy to go on record that the student feedback mechanisms have been by and large proved to be catalytic
in quality improvement.

If we try to broadly classify the practices in [a] feedback and [b] participation, then we can find a good sets of value addition that can be considered by other HEIs that may be having similar practices.
Online student feedback , using ward tutorial system for feedback, methods of collective feedback, introduction of feedback calendar and open house are some of the practices recorded here that indicate a variety of ways in which student feedback systems can be set up and implemented by the HEIs .

Practices of student participation also indicate a wide variety of approaches. From conventional means like student senate and student participation in co-curricular activities, it takes us to experiments like " Students Activities

Group" at St. Xavier's college, Ahmedabad and " Residential System" at Shri Sathya Sai institute of Higher Learning, Andhra Pradesh.

Student initiatives in helping economically disadvantaged at Presidency college Kolkata and involvement of alumni in student development at St. Edmund's college , Shillong point out the innumerable vistas which can be explored by student involvement as strategy.

We have also succeeded in compiling the practices at IITs , IIMs and other leading HEIS in the country which are not accredited by the NAAC but are known for quality and excellence. The NAAC's post -conference volume on " International Conference on Student Participation in Quality Enhancement" would include those practices in greater detail.

It is quite interesting to note that global education brands of India like IITs, IIMs and Law schools besides some noted accredited institutions have been following a set of good practices for involving students. It cannot be a mere co-incidence that institutes known for excellence do have very strong student involvement in campus life. It is high time for the academic fraternity of India to wake up to the realities of the new world where the students and teachers are partners learning together to make the difference in the world.

The book comprising a set of time-tested practices in 'Student Feedback and Participation' is expected to help HEIs in working towards this direction.

Appendix – 1

Format to Compile Best Practices in Student Feedback and Participation

Title of the Practice :	Describe the title of the best practice in nutshell
The Context :	Describe the Context that requires initiation of the practice
Objectives of the Practice:	Goals and objectives aimed at to achieve by implementing the practice may be mentioned
The Practice:	Methodology of the practice with steps involved in implementing the practice
Obstacles:	Narrate the obstacles faced if any and strategies adopted to overcome while initia ting and implementing the practice
Impact of the Practice:	Benefit or outcome of the Practice may be recorded
Resources required:	Please mention the resources like manpower, materials and money required
For further details/contact person:	Name Designation Name of the College/ University Address-City, Pin code Telephone Fax E-MailWebsite

Black Blue

Appendix – 2

Participants in the Meeting on Best Practices in Student Feedback and Participation

Sl. No.	Name	Address
1	**Dr. C. Thangamuthu** Vice Chancellor Bharathidasan University	Palkalaiperur, Tiruchirappalli – 620 024 Tamil Nadu
2	**Dr. N. Jayashankaran** Director General, Bharathidasan Institute of Management (BIM)	Bangalore Campus, 17 AshirwadTowers, Doddanekkundi Cross, Marathalli -Mahadevpura Outer ring road, Marathahalli Post Bangalore – 560037
3	**Prof. S. Lele** Rector, Banaras Hindu University	Varanasi – 221 005 Uttar Pradesh
4	**Dr. S. K. Kapoor** Principal, Lyallpur Khalasa College	G.T. Road, Jalandhar – 144 001 Punjab
5	**Dr. (Mrs.) Krushna Gandhi** Principal Shri. Maniben M.P. Shah Women's College of Arts & Commerce	338, R.A.Kidwai Road, Matunga (East), Mumbai – 400 019 Maharashtra
6.	**Prof. Dr. Shankar Lal Gargh** Principal Govt. Nutan Girls P. G. College	Sector A, House No.80 Scheme No. 54 , Vijanagar Indore-452 010, Madhya Pradesh

From NAAC

1. Prof. V. S. Prasad, Director, NAAC

2. Dr. Mariamma A Varghese, Senior Education Consultant, NAAC

3. Dr. Katre Shakuntala, Senior Academic Consultant, NAAC

4. Dr. Latha Pillai, Adviser, NAAC

5. Dr. M. S. Shyamsundar, Deputy Adviser, NAAC

6. Mr. B. S. Madhukar, Deputy Adviser, NAAC

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