“Student Participation in Quality Assurance”
Presentation in workshop at
South Africa
07 October 2005
National Assessment and Accreditation Council (NAAC)

“Student Participation in Quality Improvement”
Sharing Indian Experience and APQN Project

Dr. Jagannath Patil
Deputy Adviser, NAAC
Student Participation in Quality Improvement

Concept:
♣ Student, the most important stake holder
♣ Learner centered campus life :
♣ Rhetoric and Reality
♣ Need for efforts.
International Experience

- Efforts of ESBI
- Luxembourg Declaration
- SPARQS
- Other Initiatives
- Indian Experience
Indian Experience

Higher Education at a glance

- Affiliated/Constituent/Autonomous
- Aided/Private/Government
- State/Central/Deemed
- Unitary/Affiliating

16,000 colleges
309 university level institutions
4,60,000 teachers
9.6 million students

Yet it is less than 6% of eligible population
Glimpses on SPQI in India

- Diversity in different states/set ups.
- Access V/s Quality
- Elected Student Council/nominated student council.
- Nominal representation in decision making bodies.
- Unruly scene over admission/evaluation.
- Co-curricular/Cultural activities – Visible participation.
- Deans of Student welfare/NSS/NCC
- Experiences of active politics in various pockets.
- Limitations of Voluntary accreditation
- Student feedback recently introduced – Many initiatives NAAC triggered.
Concerns for NAAC initiatives on SPQI

- Legal framework; Teacher, Management focus
- Volunteer nature of NAAC activities.
- Multiplicity of agencies
- Social, Political hurdles
- Lack of awareness and skepticism
- Mushroom growth of uncontrolled H.E. operators
- Apprehensions about SPQI and its implications
NAAC Initiatives

- Student Charter.
- Feedback mechanism
- Grievance Cells
- Alumni Associations
- SPQI Workshops
- APQN Project
- SPQI Year
NAAC Initiatives in Student Participation in Quality Improvement

♣ NAAC’s Model Student Charter

A) Institutions’ Responsibilities towards Students

❖ Communicate the goals and objectives of the institution systematically and clearly to all students

❖ Offer programmes that are consistent with institutional goals and objectives

❖ Offer a wide range of programmes with adequate academic flexibility

❖ Use feedback from students in the initiation, review and redesign of programmes
● Facilitate effective running of the teaching–learning programmes

● Implement a well-conceived plan for monitoring student progress continuously

● Ensure that the student assessment procedures and systems are reliable and valid

● Provide clear information to students about admission and completion requirements for all programmes, the fee-structure and refund policies, financial aid and student support services

● Ensure sufficient and well-run support services to all students

● Promote values, social responsibilities and good citizenry in all students

*Student Participation in Quality Improvement, Dr. Jagannath Patil, Deputy Adviser, NAAC*
B) Students’ Responsibilities of Learning

- Appreciate the institutional goals and objectives and contribute to the realization of the same by participating in relevant institutional activities
- Have a clear knowledge of the programmes, admission policies, rules and regulations of the institution
- Understand the teaching–learning strategies and evaluation systems of the institution
- Follow the time schedules, rules and regulations of the institution
- Undertake regular and intense study of learning materials
Make optimum use of the learning resources and other support services available in the institution

Prepare for continuous internal assignments and term-end examinations

Give feedback for system improvement

Have faith and ability to pursue life long learning

Adopting the Student Charter

Live as worthy alumni of the institution
Student Feedback Practices

Different formats proposed by NAAC:

a) Student feedback on courses.

b) Student feedback on teachers.

c) Student’s course and teaching evaluation.

d) Overall rating of programme of study by students.

e) Exit questionnaire for graduating students.
Other Initiatives

- Alumni Associations
- SPQI Workshops
- Year of SPQI – 2006
- International Conference
- APQN Project
- Other advocacy measures
APQN Project

Key Objectives

- To collect, analyse and disseminate theory, good practices and experiences of student participation in quality assurance in Asia Pacific Region.
- To promote exchange of good practices in student participation in quality assurance between different countries.
- To raise awareness of the importance of student participation in quality assurance processes among all stakeholders.
- To Identify and promote Asia Pacific wide strategies to involve students and student organisations in quality assurance, both internal as well as external.
- To advocate co-operation among student organisations of different countries of Asia Pacific on Quality Assurance related issues.
Methodology

1. A survey involving APQN member agencies about the status of Student Participation Quality Assurance in their respective countries. To capture data on key indicators.

a) Internal Quality Assurance (HEI)

- Representation of students in decision-making bodies (Academic Committees, Courts, Senates etc.)
- Staff student consultative committees
- Feedback mechanism, both informal and formal; questionnaire – feedback on courses, teachers and campus experience
- Adoption of Student Charter
- Grievance Redressel (Complaint box, committees etc.)
- Student completion surveys
- Alumni representation
- Representation of students in IQAC/QA office
b) External Quality Assurance (Agencies)

- Weightage given to student involvement in internal quality assurance as per the Self-Appraisal Manuals of Quality Assurance Agency.
- Representation of students in peer review process.
- Representation of student in Accreditation decision-making body.
- Importance given to student feedback/interactions during assessment and accreditation process.
- External Student Satisfaction Surveys and its linking with Accreditation.
- Alumni feedback in accreditation process.

Contd...
APQN Project Continued

2. A desk study or survey on similar lines would also be conducted for non-APQN member countries, preferably INQAAHE members.

3. A study visit and collaborate efforts with experienced bodies like ESIB, Sparqs would be planned besides seminar of stakeholders.

4. Outcome would be analyzed and documented in book as well e-format.

5. The emerging quality assurance systems would be provided with necessary inputs so that they may have strong student involvement in quality assurance process right from the inception.

6. Advocacy measures would be taken up with different government agencies for better focus on student involvement in quality assurance.

7. On the line of ESIB and Sparqs projects, organized initiatives would be encouraged in partnership with HEIs, government and funding agencies.
Looking Ahead

♦ Quality Literacy campaign.
♦ Using feedback of students for continuous quality improvement cycle.
♦ Role of IQAC in analyzing student feedback.
♦ Taking academia into confidence.
♦ Towards the student driven higher education system.
♦ Learning from HEQC and others.
Thank You