NAAC, BANGALORE Sponsored

ONE DAY STATE LEVEL SEMINAR

on

"Students' Participation In The Enhancement
Of The Quality Of Higher Education:
Concept And Prospects"

Saturday, 16th September, 2006

Organised by
Tararani Vidyapeeth's

KAMALA COLLEGE, KOLHAPUR

(Accredited with B+)

PROCEEDING

Published by : Principal Dr. Krantikumar Patil

ABOUT THE INSTITUTION
TARARANI VIDYAPEETH

➡ Renowned Parent Institute of Kamala College, Established by the founder president Late Hon. Dr. V. T. Patil catering to the needs of women's education since 1945.

➡ It is befitting monument erected by the founder President in the loving memory of Tararani, the brave queen of Maratha and daughter-in-law of Shivaji the Great.

➡ A symbol of gratitude towards the queen Tararani expressed by the late His Highness Shri. Rajaram Maharaj of Karveer.

➡ The spectacular equestrian of Tararani at the portals of institute, the regal and majestic Shiv Mandir, Madhavrao Bagal Art Gallery enamoured with high haunting scenic beauty and the enchanting specious Sharda Mandir : All beauty spots of Institute proclaim its miraculous majesty.

➡ Advanced educational complex having near about 5500 students studying in its various branches : Prince Shivaji Primary School, Usharaje High School, D.Ed. College, Kamala Junior and Senior College, old and new hostel building having capacity of providing its facilities to 300 sudents and banking facility : all in one campus.

To perpetuate the name and fame of Tararani :

➡ The Institution confers the most prestigious 'Bhadrakali Tararani Puraskar' to such a lady who has shown extraordinary achievement in social, political, literary and educational field.

➡ The Institution ardently requested Shivaji University, Kolhapur to arrange the lecture series in the name of Tararani. Ever since then Shivaji University Kolhapur, has been arranging 'Bhadrakali Tararani Vyakhyanmala' in its area of jurisdiction.

➡ It encouraged the renowned Marathi Play-Wright Hon. Vasant Kanitkar to write a play on the life of Tararani, and he in response to this wrote the play entitled 'Jithe Gavatala Bhale Phutatat'.

➡ Dr. Jaysingrao Pawar, the famous historian was requested to write the biography of Tararani, and the late Shri. Dinkar D. Patil, Marathi film Producer and Director, was also requested to produce a film on her life and they did accordingly.

Proceeding of

One Day State Level Seminar

on

"Students' Participation in The Enhancement of The Quality of Higher Education : Concept and Prospects"

▶ Sponsored by - NAAC, Bangalore ◀

▶ Organised by - Kamala College, Kolhapur. ◀

▶ on Saturday, 16th September, 2006 ◀

$\boxed{\text{PREFACE}}$

Students are primary stakeholders of education. They have a unique role to play in ensuring quality of higher education. It is our conviction that if the students play their roles and discharge responsibilities effectively then there will be assurance and sustenance of quality in higher education. So we organized the present Seminar.

Noted Academicians and some participants have sent articles generously for the seminar, which we intend to reach them to all. Through this publication we want to document and acknowledge these contributions. The intention behind this publication is to commemorate the Seminar.

In his Key-Note address, the Chief-guest Dr. S. N. Pathan emphasized the merits and demerits of present higher education system and pointed out that some special programmes can be developed by every university and educational institutes for active participation of students which will result in the personality development of students and enhancement of quality of Higher Education.

Dr. M. R. Kurup, Founder Principal and Secretary V. G. Vaze College, Mulund, Mumbai, the eminent personality in the field of NAAC accreditation and re-accreditation presented a paper on "Role and responsibility of students in Quality Assurance and Sustenance (A NAAC Framework)" His paper elevated and widened the depth of the theme of the seminar. In it he pointed out all the aspects of NAAC re-accreditation process and enlightened the role and responsibilities of students.

Principal Dr. H. V. Deshpande, Ajara College, Ajara, presented a paper on "Students' Participation in the Enhancement of Quality of Higher Education : Problem and Remedies" in which he focused the barriers to students participation in higher education, the remedies to overcome them with the responsibilities of students.

Principal Pravin Chougule, D. R. Mane College, Kagal in his article entitled "Promoting Students Quality Literacy" pointed out that, at present the students participation in quality enhancement is far from satisfactory and the main reason for this situation is the quality illiteracy of the students. And because of this the students are not very keen regarding their position in the whole process of quality assessment. Hence the only remedy is to develop the quality literacy among the students which will ultimately lead to the empowerment of students.

In her paper entitled "Good Practices in Involving Students for Quality Enhancement in Higher Education Institutions" Smt. Savita Shete, Principal, Mahila Kala Mahavidyalaya, Beed,

emphasized students participation at all levels in higher education such as in IQAC, academic planning and decision making bodies, feed back mechanism, by adoption of student charter, earn and learn scheme and many more such schemes.

Principal Dr. S. A. Dev and Prof. Dr. K. V. Sukhatankar, Gogate-Jogalekar College, Ratnagiri, presented a paper on "Quality Assurance in Higher Education-Policies in relation to Student's participation for Enhancement of Quality." This paper examines various issues regarding quality assurance in higher education in relation to the prime stakeholder "Student".

Prof. Dr. Varsha Maindargi and Prof. Rekha Pandit, Kamala College, Kolhapur in their paper entitled, "Students' Participation in Decision making in the Enhancement of Quality of Higher Education" emphasized that, if the students are provided democratic environment, their performance development will take place and they will become active in economic and social life. So the participation of students in decision making is a thing of major concern at this moment in our country. They also pointed out the benefits of studetns participation in decision making process and suggest some specific measures for the same such as establishment of quality circles / student Charter, Benchmarking, Kaizen system, Ringi System, Rapport with alumni, social responsibility group, interaction through workshops, seminars etc. which will strengthen the four pillars of education i.e. learning to know, to do, to live together and to be.

Dr. A. M. Gurav, Lecturer, Commerce College, Kolhapur presented a paper on "Tools for Students Empowerment for Quality Enhancement" explained the need of students empowerment in higher education in present scenario and suggested some tools for the same such as up-gradation of syllabus, qualitative teaching techniques, infrastructural facilities, financial support, consultancy, adoption, health of students etc.

In a paper, "A scheme of Students Participation in the Quality Enhancement of Higher Education", presented by Dr. Vasant B. Kodag, Vice-Principal, G. A. College of Commerce, Sangli pointed out the main problems in higher education and importance of teaching-learning and evaluation system with some schemes of active participation of students in higher education.

In his thought provoking article entitled "Students Participation for Enhancement of Quality in Higher Education" Prin. Dr. D. K. Patil Presented the concept of quality and quality concerns. He is of the opinion that the quality concerns expect the responses of the students. If the students is given opportunity to participate in all these concerns his responses will be facilitated. If the student remains un-responsive quality cannot be achieved. He also mentioned five core values which can

be inculcated in students by assigning participatory role to them. He also mentioned three principles of learning and further asserted that if the quality concerns are to be implemented in andragogy giving adequate consideration to the core values and the principles of learning the student participation becomes mandatory.

Maj. Dr. Rupa Shah, Lecturer, Mahavir College, Kolhapur presented a paper on "Students' Participation : expectation of NAAC and contribution of N. C. C." she pointed out the issues like the establishment and objectives of N.C.C., training given by N.C.C., its effects on students personality development, expectation of NAAC from N.C.C. and role of N.C.C. in social services.

I would like to take this opportunity to thank all the contributors who sent their articles for this volume. I also earnestly feel grateful to all those who helped us to make the seminar a successful event.

Dr. Krantikumar Patil
Principal
Kamala, College, Kolhapur.

CONTENT

"PROMOTING STUDENT PARTICIPATION IN QUALITY ENHANCEMENT IN HIGHER EDUCATION."

DR. S. N. PATHAN
VICE-CHANCELLOR
R.T.M. NAGPUR UNIVERSITY.

The whole aim of higher education should be to make the student more creative, more involved, disciplined, participative, progressive and quality conscious. It is said that Indian Higher Education symbolizes the phenomenon of light and shades. While we have a good number of institutions which can be compared with the best in the world whereas a significant proportion of institutions need to improve their academic standards in order to compete in the global market.

It is a matter of serious concern that expansion in quantity has accompanied by a fall in quality of higher education. It is also feared that the present day techniques of students' assessment are not very reliable for measuring the potentiality of students, particularly for the rural areas and those belonging to the deprived sections of the society. Considering above all merits and demerits of the Indian Higher Education System, promoting students' participation in quality enhancement in Higher Education is a relevant task in the system. It will make the higher education more useful and fruitful. It is generally observed that student's community is not involved in planning the policies of higher education, framing the curriculum, monitoring the examination system and the kind of life skills of their own choice. On the contrary the whole system of higher education should be student oriented and focused around the students only to make them the best citizens of the country. Due to efforts of NAAC, many institutions of higher learning took initiatives, successfully planned many student promoted activities and brought the holistic approach of the students' development which resulted into enhancement of the quality of that institution. Enhancement of quality in higher education can not be considered in isolation but it should be an integrated approach and with the number of activities that will ultimately develop the students into a very useful and successful citizen of the country.

The following programmes have been proved to be successful and can be taken as success stories for the enhancement in higher education by promoting the students participation.

1) Practice of teaching the junior students by senior students.
2) Forming the Core Group of student volunteers associated with the different staff committees and task committees.
3) Effective and elaborative system of student feed back.
4) Sharing of infrastructure to nurture student talent.

5) Extended facilities for student development.
6) Technology assisted pedagogy.
7) Training of students to use library resources.
8) Computer Education for all students.
9) Involve students in maintenance of infrastructure.
10) Book Reading competition.
11) Student Counseling.
12) Affordable Training for Proficiency.
13) Providing personalized mentor assistance to poor students.
14) Placement Cell.
15) Financial support services.
16) Involvement of alumni in student development.
17) Networking of support services.
18) Remedial teaching.

The above programmes with active participation of the students will make the whole higher education learning process enjoyable and meaningful and can be described as the success stories.

■■■

ROLE AND RESPONSIBILITIES OF STUDENTS IN QUALITY ASSURANCE IN HIGHER EDUCATION

Dr. M. R. Kurup
Founder Principal (1984 - 2003), Secretary,
Kelkar Education Trust's Vaze College,
Mumbai 400081.

1. INTRODUCTION

Education is a service industry, with a number of stakeholders; the most important being the students. The students have a significant and proactive role to play in ensuring provision, sustenance and enhancement of quality and relevance of higher education. It was Mark Blazey who said that 'Students today need much more from their teachers and colleges/universities than just knowledge. They need to be fully engaged in seeking and interpreting knowledge and facts'. The role of students may be classified broadly in to the following-

1. Students as the **consumer** – beneficiary
2. Students as the **producer**
3. Students as the **watchdog** – monitoring and feedback
4. Students as the **catalyst** – future programmes, transparency and accountability

Let us examine the role and responsibilities of students within the framework of the Student Charter and Assessment-Accreditation Model of National Assessment and Accreditation Council, (NAAC).

2. STUDENT CHARTER

Keeping the potential of the students in promoting quality and relevance of higher education, NAAC has come out with a Student Charter. **The students should realize that they have the right for quality and it is the responsibility of universities and colleges to provide quality experience to learners.** The students should equally be aware of their responsibilities. This means that the students should demand quality education and demonstrate their commitment to quality and relevance by accepting their responsibilities. This will make institution more responsive to the emerging needs of the student community, including provisions to enhance global competencies. The Student Charter can be used as a benchmark for institution's accountability and transparency as well. Contact programmes have been organized all over the country to communicate the content of the Charter to students.

3. NAAC RE-ACCREDITATION

NAAC has evolved certain well defined norms for assessment and accreditation of the services to be rendered by the higher education institutions. The institutional performance is validated on the basis of seven globally accepted Criteria with the help of a ten-point scale, from (-C), to (A++). Though (-C) is not explicitly mentioned in the NAAC literature, an institution scoring less than 55 points out of 100 could be considered as Minus C, which represents the status of **'Assessed, but**

Font Size - 12, Leading - 14

not eligible for Accreditation'.

Besides the seven Criteria, the Re-Accreditation Model has added five qualitative Core Values to be attained through curriculum design and transactions. They are, (i) contributing to national development, (ii) fostering global competencies among students, (iii) inculcating value system, (iv) promoting use of technology and (v) quest for excellence. NAAC has also stipulated certain expectations to be fulfilled by all the stakeholders. They are discussed briefly in the context of students under each Criterion.

I. CURRICULAR ASPECT

The Re-accreditation with regard to Curricular Aspects expects (i)that the institution has clearly stated goals and objectives and communicated the same systematically to all its constituencies, (ii) that the programmes of the institution are consistent with its goals and objectives, (iii) that the institution has a wide range of programme options to provide adequate academic flexibility and (iv) that the feedback from academic peers and employers is used in the initiation, review and redesign of programmes.

The role of the student with respect to Curricular Aspect is that of the consumer – beneficiary. While seeking admission, it is the responsibility of the student to find out institutional goals and objectives, and the range, quality and relevance of programme options availed to ensure that he is getting the right product. In case there is any mismatch between the contents and relevance of the programmes and the expectations of the students, employer and the society at large, the institution will not be able to achieve its Mission, Goals and Objectives. As a consumer he pays a price for the services, either directly or indirectly and therefore has a right to ask for better quality services.

It is the responsibility of the student and other stakeholders to ensure a continuous flow of feedback to facilitate updating of the curriculum from time to time, in the context of massive explosion and obsolescence of knowledge taking place the world over. Though this may be better done by alumni, even the current students may be able to surf the Internet and locate curriculum of similar programmes offered by well-known universities in the country and abroad and bring them to the notice of the teachers.

An often asked question in academic circles is whether the fifteen years of schooling for the first Degree empowers a student with superior knowledge, skills and competencies, which facilitate him/her intellectually, socially, economically, emotionally and ethically a better person than a non-Degree holder? Looking at the current scenario, the answer unfortunately is largely negative. The curriculum of most of affiliating universities in India is characterized by a lack of challenge, customer/user support and opportunities for advanced learners. It is also substantially outdated and inappropriate. The Indian affiliating universities are far behind not only from foreign universities, but also even some of the autonomous colleges and deemed universities, in this respect. The students' organizations, including their representatives in the Senate, may be able to play an important role in taking up the need for academic innovations with the state government for approval and financial support.

II. TEACHING, LEARNING AND EVALUATION

While in case of teaching, the student is a consumer, he becomes a producer in case of learning and evaluation. The expectations relating to teaching, learning and evaluation are many.

The students should verify that the institution has transparent admission policy and process, which are appropriately communicated to all stakeholders.

"Teaching is not just about teaching SOMETHING, it is about teaching SOMEONE". It is inevitable for education to move from largely teacher centric to student centric. The ability of students to understand what is transacted in the classrooms may differ from one another. There may be socio-economic and biological/physical differences among students. Some may be very slow learners while some others are brilliant enough to learn fast. These differences need to be taken care of while preparing the teaching plans, failing which what is taught in the class may be too much for some and too little for others. The student council can take up such issues with the authorities by way of feedback.

The institution should ensure effective running of the teaching-learning programmes besides properly monitoring student progress continuously. There should be self-learning components with adequate weightage. The student assessment procedures and systems should be reliable and valid. The examination should test 'knowledge' of students than memory power and 'ignorance'. 'Exam should not be one where a fool could set questions which wise-men cannot answer'. It should have components of continuous assessment and credit system. The teacher should give model questions at the end of each topic and should be ready to assess model answers. The assessment should be impartial, nondiscriminatory, unbiased, transparent and objective. It is the responsibility of the student to excel at the examinations and bring glory to themselves and the institution. The student also has a right to get a feedback on assessment including the Xerox copy of the assessed answer sheets.

Another important role of the student is to provide inputs on the quality and effectiveness of teachers including about those teachers who participate in coaching classes, private tuitions or any unhealthy practices, by way of feedback. The teacher quality may relate to communication skills, punctuality, attitude, command over the subject taught, motivate higher studies and to think, give reference for further studies, relate the subject to real life situation and the world of work, encourage extra-mural activities and study tours. The good teacher is the one who goes beyond the syllabus – uncover the syllabus and do not drive students to coaching classes or private tuitions. George Barnard Shaw has succinctly put the role of the teacher as: "I am not a teacher, only a fellow traveler of whom you asked the way; I pointed ahead – ahead of myself as well as of you".

III. RESEARCH, CONSULTANCY AND EXTENSION

The expectations are restricted largely to involvement of students in research and need based extension programmes. Here the student is more of a producer and a catalyst than a consumer. Research relates to creation and advancement of knowledge and may be classified into routine and

advanced. Routine research at under graduate level would involve preparing projects, assignments etc either as learning or evaluation process. Advanced research would involve PG, M.Phil, Ph.D. post-doctoral programmes, minor and major research etc.

Students have a significant role in Extension activities. Extension is an extra-mural and outreach activity, carried out beyond the boundaries of the campus, through NSS,NCC or any other activity groups. This promotes socialization, citizenship development, value education and "Learning to Live Together", one of the four pillars of personality development. It contributes to socio-economic development of disadvantaged sections of the community besides exposing the well-to-do students to the hard realities of the poor and the downtrodden. While classroom teaching may contribute to **"Learning for a Living"** through knowledge, skills and competencies, Extension is a far superior opportunity as it provides **"Learning for Life".** No student should miss this opportunity.

IV. INFRASTRUCTURE AND LEARNING REOSURCES

Here the student plays the role of a watchdog. Expectations here relate to adequacy and appropriateness of Infrastructure and Learning Resources. They include physical space and facilities to run the educational programmes efficiently. For example, the classroom has adequate and comfortable seating arrangements and not crammed to the brim. Library is sufficiently stocked with books and journals and periodicals, including back volumes academic journals, audio – visual learning materials, besides Internet access. There are also adequate and modern computer labs and every student gets a fair chance of becoming computer literate without being exploited. Physical education facilities such as gymkhana, gymnasium, and playgrounds are equally important. It is necessary to ensure that every student gets opportunities to participate in sports, games, cultural and other personality development programmes. The growth of the infrastructure and learning facilities keeps pace with the academic growth of the institution. There is effective mechanism for maintenance and optimal use of infrastructure and other learning resources.

V. STUDENT SUPPORT AND PROGRESSION

This is one criterion where students can play all the four roles – consumer, producer, watchdog and catalyst. The institution provides clear information to students about admission, the fees structure and refund policies, financial aid and student support services. The institution has sufficient and well-run support services to meet all aspirations – mental, physical, cultural, emotional etc of the students, including opportunities for competitions at different levels. Student progression is monitored and communicated effectively.

Students should ensure that the Student Council and other committees are properly constituted with bonafide and talented persons and without any external interference and that they take active interest in genuine development and promotional activities. Spotting and nurturing of talents among students and event management are other important role of the Council. The council should encourage participative democracy, which is learning for future citizenship development with social responsibility.

The principal, teachers and administrative staff with whom students have direct access (office counter, library, labs, gym, canteen hostel etc.) are brought under annual and formally structured student appraisal programmes and feedback given to respective authorities for follow-up action. There is an effective mechanism to promote participation of alumni and parents in the support and progression of students and institution.

VI. ORGANIZATION AND MANAGEMENT

The students can play the role of a watchdog and a catalyst. They may keep a watch to ensure that the fees and other charges are as prescribed by the university / government, that no capitation fees charged and that there is no undue exploitation of students and parents. The institution has adequate mechanism, including endowments, for offering Freeship for the needy and deserving and scholarship for meritorious. The institution provides a wide range of student welfare programmes, besides redressing their grievances promptly.

There is arrangement for personal and career counseling wherever necessary. They also participate in promoting Placement Services by liaison with industry or through alumni. They may ensure that the student's administration is efficient, effective fair and just and that the overall campus ambiance, infrastructure facilities and learning resources are appropriate and properly maintained. In the context of the progressive withdrawal of government from financing higher education, the management may have to undertake resource mobilization efforts for survival and to sustain quality initiatives. Students may support any genuine and legitimate efforts and ensure, through student's council in the institution, that the resources so raised are properly utilized.

VII. HEALTHY PRACTICES

Some of the areas where students can play a key role are to participation in student exchange and twining programmes with institutions in the country and abroad. They may also participate in industry-institution partnership programmes including sponsored research and community based extension such as regular visit to old age and destitute homes etc. The students should develop healthy competitive spirit in all spheres of curricular and extracurricular activities. They can also ensure that the institution strives to promote value-based education and discharge social responsibilities. The role of the institution in making the student a good and productive citizen is immense.

4. CORE VALUES

In its endeavour to enhance quality initiatives and to bring the level of performance to global standard, NAAC has incorporated five Core Values to be attained by the institution through the Seven Criteria prescribed for accreditation. These core values are (i) Contribution to National development, (ii) Fostering global competencies in students, (iii) Inculcating values in students, (iv) Promoting the use of Information-Communication-Technology (ICT), and (v) Encouraging the Quest for Excellence. As Watchdog, the students are better placed to find out the degree of fulfillment of the five Core Values.

5. CONCLUSION

Neither the universities nor the colleges in India have developed reliable mechanism to ensure natural flow of feedback from user sector, students or the society and government about the quality, relevance and adequacy of the range of curricular and extracurricular activities to bring about their continuous updating. Affiliating university has become a victim of rapid degeneration / obsolescence as they are working under tremendous rigidity and controls imposed by the Government or pressure groups. With the result Curriculum design and transactions continue to be the weakest link in the process of quality sustenance and enhancement in affiliating colleges in India.

It was Tony Blair who said **"students cannot be effective in tomorrow's world, if they are trained in yesterday's skills".** The fact in most universities in India is that they are trained in day-before-yesterday's skills in many areas. A significant section of teachers is lukewarm in 'sharpening the saw' and adopting 'professionalism' and a majority of institutions are ill-equipped. Most teachers attend refresher and orientation courses not for updating, but to make them eligible for placement in the higher scales. The focus ought to be to continuously updating the body of knowledge, mode of transactions including teaching, learning and evaluation, the methodology, tools and technology used in the universities and colleges facilitating learning, so that the students will be well equipped with self-confidence to meet tomorrow's world.

Unfortunately, a large segment of the students enrolled for undergraduate programmes in Indian Universities are not **academically proactive.** They are seldom found to be asking basic questions relating to attainment of excellence and efficiency, the broad objectives in higher education or regarding the usefulness and relevance of curricular and extracurricular programmes dished out in majority of higher educational institutions in the country. Many of them are just seeking a University Degree Certificate and not 'knowledge'. Quantity without Quality is meaningless. It is high time to focus on quality assurance and sustenance, which is possible only if all stakeholders, particularly the students play their rightful role and discharge responsibilities effectively.

Lack of academic effectiveness of the student is one of the most critically important reasons for mediocrity in general higher education in the country. It is time to focus on quality assurance and sustenance, which is possible only if all stakeholders, particularly the students, play their rightful role and discharge responsibilities effectively. (2690)

■■■

Student's Participation in the Enhancement of Quality of Higher Education : Problems and Remedies.

Prin. Dr. H.V. Deshpande
Kolhapur

The Concept of Quality:

Quality of Higher Education means, in fact, the quality of the students learning in the institutions of H.E. Quality in itself, without its reference to the students is of little value.

As Dr. Nigavekar has said, quality depends on the just answer to the question, "Do I respect myself for what I am?" Quality of an individual is his ability to face the challenges of life successfully." Quality is defined as "The standard of something when it is compared to other things like it; how good or bad something is." In this context, therefore, quality is a relative term. A student may secure 1st position in his college, but he may not be counted in the university merit list; and may be quite out of consideration in the international competition. We now talk about globalization of H.E. and internationalization of standards.

Quality is something to be acquired by every student through the education he receives. A Students' quality depends on his ability in terms of knowledge, perception, analytical skill, evaluation skill, application of knowledge and innovations. We must add to the indicative list his / her behaviour in terms of social and moral values.

The Context :

Our students have to face the challenges of globalization, privatization and especially commercialization process of the present world. These are the challenges of Knowledge Society that requires sustainable knowledge strategy for knowledge management. It is the 'fitness for the purpose.' This is imperative as the world is striving hard for global citizenship.

It is in this context that we have to consider our students' participation in the enhancement of the quality of H.E.

Our governments (State and Central) are unwilling to invest in H.E. sector, hence H.E. has now slipped into the hands of private management. Our experience has shown that it is a bliss on one hand but a curse on the other.

Thus, the task of improving the quality of H.E., i.e. of our students, is a private joint responsibility of the students, teachers, management, parents and the alumni. That means it is a responsibility of all the stakeholders of H.E.

The first phase of assessment and accreditation of the institutions of H.E. has made all of us aware of our responsibilities and we have already started our efforts towards the enhancement of quality of our H.E. Now we are in the process of transition where students' participation in this

process has become a crucial issue for all of us.

There are two significant questions in the present context : 1) What steps do our Institutions of HE take to enhance the quality of our H.E. ? and 2) What response our students offer to such efforts ? The field is still unexplored and the ways untrodden.

The Opportunities for the Students :

The classrooms, seminar halls, computer laboratories, play grounds, NCC, NSS, literary associations, cultural programmes, women empowerment activities, the library, field work, surveys, project, research activities, wall papers and magazines, social and pure sciences forums, art circles, quality circles, elocution and other types of competitions, preparation for competition examinations— this list is inclusive and not exhaustive. The colours, medals and ranks in these fields are indications of students' participation in the process of quality enhancement of H.E.

NAAC has declared the year 2005-06 as a 'students' participation year' and this fact itself is the clear indication that student's participation in this regard, in general, is not upto the mark. It has been our experience that the percentage of students participating (and achieving commendable success) in such activities is far less than our expectations and requirements.

The Barriers to Students' Participation :

1. Students tend to do exclusively what is required for their examination and our exam-system neglects personality development, moral values, skills in sports and social and extra-curricular activities of the students.
2. There are no adequate facilities for the students available on the campuses of many institutions of H.E. The necessary infrastructure is a problem for them.
3. The involvement of our teaching and non-teaching staff in such activities even in academic improvement of our students (the basis task before us) is not satisfactory. The idea of 'Academic Audit' and 'Accountability' is still a matter of resentment for many of us.
4. Resistance to change has been a part of human psychology.
5. Students in rural area cannot spare extra time for such activities mentioned above, as they wish to go back to their villages at their earliest.
6. Lack of interest and lack of motivation are also the barriers to their participation.
7. The presence of other more attractive distracters.
8. Frustration in terms of the inability of H.E. to provide employment opportunity.

How to Overcome the Barriers :

1. Bridging the communication gap :

The challenges before our system of H.E., in the context of globalization processes, have not been fully realized by the stake holders of H.E. in India. On the other hand the facilities available on our campuses are not fully communicated to those who wish to have initiative in this regard.

Following are the ways and means to bridge the gap between the awareness required and the students' understanding or ignorance of the problems before us. Educating the students with-

    a)   The college/institution's annual prospectus (printed booklet)

    b)   Principal's address

    c)   Faculty-students dialogue.

    d)   Student's council meetings.

    e)   Annual social gatherings.

    f)   NSS Camps.

    g)   Various types of functions

    h)   Prize distribution functions.

    i)   Efforts by the IQAC

    j)   Meetings with alumni association

    k)   Dialogue with parents' association.

2. Improving Academic Work :

    a)   Improving reading habits of the students – It is students' library work that matters much. Note-taking from the reference material, consulting reference resources like encyclopedias, subject dictionaries. use of bibliography etc.

    b)   Organization of seminars, discussions

    c)   Providing academic assignments, projects work etc.

    d)   Conducting periodical tests and giving feed-back on their performance.

    e)   Use of computers. internet and the like.

    f)   Academic counselling

    g)   Arranging guest lectures (under the 'lead college scheme' etc.)

    h)   Improving the quality of class room teaching.

3. Development of Infrastructure :

Adequate building facility with class rooms, administrative block, staff common room. laboratories. gymkhana, play ground, computer section, health centre, placement cell, library and reading room, audio-visual centre. seminar hall etc. are necessary for the students participation in the enhancement of quality.

4. Financial Support:

The required development of the infrastructure has been a matter of serious concern for majority of our colleges – especially in rural areas. However. the following sources can be utilized for that purpose.

    I.   Grants from funding agencies like UGC

    II.   Various scholarships

III.   Fees
IV.   Endowments
V.   Alumni association
VI.   Self financing courses
VII.   Lead college funds

The contribution of the four factors, mentioned above (bridging the communication gap, academic improvement, development of infrastructure with adequate financial support) is only one side of the coin, the other side of the coin is the students' participation in various activities designed for their quality enhancement. This side of the coin is explained by NAAC in the second part of the "Student Charter" prepared by it. It is as follows:

Student's Responsibilities :
1.   Appreciate the institutional goals and objectives and contribute to their realization by participating in relevant institutional activities.
2.   Have a clear knowledge of the programmes, admission policies, rules and regulations of the institution.
3.   Understand the teaching learning strategies and evaluation systems of the institution.
4.   Follow the time schedules, rules and regulations of the institution.
5.   Undertake regular and intense study of learning materials.
6.   Make optimum use of the learning resources and other support services available in the institution.
7.   Prepare for continuous internal assessments and term-end examinations.
8.   Give feed back for system improvement.
9.   Have faith and ability to pursue life long learning.
10. Live as worthy alumni of the institution.

These are two more essential things this student's charter does not have; they are : I) H.E. aims at the just balance of material wealth and spiritual richness and ii) Professional ethics is enriched by moral values. Our students' accountability in this context will save 50% of the wastage of time, money and energy of the Institutions of Higher Education in India.

The ten commandments given in the students charter (Part B) plus the two basic principles of moral education make the sum total of students' participation we talk about. The combined sustained efforts by all the stake holders for the 'Quality Assurance' of H.E. are called by two names – I) Internalization and ii) Institutionalization of quality assurance processes. This is an endless process – the process that leads us towards the fulfillment of our aims, objectives, goals and mission of H.E. The judgement of our students' success or failure depends on his answer to the question: "Do I respect myself for what I am?"

Kolhapur.

16th Sept., 2006

Saturday, 16th September, 2006
One Day state Level seminar on "Students' participation In the Enhancement of The quality in Higher Education"
Topic for Paper reading – "Promoting Student Quality Literacy"

DR. PRAVEEN CHOUGALE
Principal, D. R. Mane
Mahavidyalaya, Kagal,
Dist. Kolhapur.

Students' quality literacy

At this moment Two day International Conference organized by The National Assessment and Accreditation Council (NAAC) with support of Asia-Pacific Quality Network (APQN) is going on at Bangalore. The central theme of this International Conference is 'Student Participation in Quality Enhancement'. The conference is the result of the 'NAAC 2006- Year of Student participation in Quality Assurance' and coincides with the ongoing work of APQN project on 'Student Participation in Quality Assurance'.

The conference abovementioned aims at creating awareness, among all stakeholders about the importance of student participation in quality enhancement and contributing to exchange of good practices for developing student participation across countries in the region. This ongoing conference which is held at Kamala College, Kolhapur, Has been organized with the same objective, and is a part of widespread movement initiated by the NAAC to increase the participation of students in quality enhancement. In future many such conferences and workshops will be held at different parts of the country.

At the very outset it is worthwhile to review the present position regarding participation of students in quality assurance mechanism. In present quality assurance mechanism the students are given importance at few places, as the criteria of assessment for curricular planning and development insist on providing adequate course options to students, and strategies for meeting different needs of mixed ability groups. Due importance is also given to student feedback. Student progression and the support system have acquired special significance. In addition, student participation is also encouraged in all internal arrangements of higher educational institutions including the internal Quality Assurance Cell (IQAC). While these all are supportive gestures, the NAAC is planning for better efforts to make students effective partner in the structures and processes of internal and external assessment of the quality of institutional efforts. There are many ways and means by which the effective contribution of students can be achieved. Amongst them Student quality literacy assumes greater significance.

The NAAC is emphasizing the importance of making institutional assessment of quality depends substantially on student interests. Students are most important stakeholders of higher

education systems. Students play very important role in quality assurance mechanism. The central role of students in higher education system is agreed by all including policy makers and decision makers. But what is the actual position, regarding involvement of students in assessment of quality of any higher educational institution? The real condition is far from satisfactory. And what is the reason? The main reason is the quality illiteracy of the students. And only because of this the students are not very keen regarding their position in the whole process of quality assessment. Hence the only remedy is to develop the quality literacy which will ultimately lead to the empowerment of students.

Defining quality literacy

In a common parlance, it can be said that quality literacy comprises,

Firstly, the proper information about quality and;

Secondly, the skills to access, evaluate and use information about quality in order to make informed decisions.

Therefore, quality literacy is regarded as equivalent to information literacy and depends to a large extent on the ability of the students to deal with information effectively. Further, in order to access and make judgments about the quality, students need to have a proper understanding of information literacy.

According to Norgaard (2003) information literacy is geared towards accessing, evaluating and using information within larger cultural, historical, social, economical and political systems. A robust sense of information literacy is at the heart evaluative and integrative concerns. i.e. how we judge and evaluate information and integrates it into effective communication.

Quality literacy for students entails the following aspects:
1. Awareness of how the higher education institutions and programme work.
2. Understanding what can be expected of a quality higher educational institutions and programs.
3. Using quality related information to inform judgments and decisions about the quality of an institution and a programme.
4. Knowing how student's opinion can best be heard and used in respect of the quality of institutions and programs.

Quality literacy leads to quality empowerment of students- the ability not only to participate in but also to shape the education. Empowered students have the ability not only to make the correct choices with regard to institutions and programs, but also to play a positive role in promoting and enhancing the quality of education processes and outcomes.

Student involvement leads to quality literacy and empowerment

Students clearly want and even demand quality higher education, but are they central to quality assurance, improvement and promotion? Does their need for quality make them important role players in this regard? If yes, do higher education institutions and quality assurance agencies

adequately recognize the role of students in quality assurance, improvement and promotion?

Students are core participants in higher education and have a definite stake in learning process. They are therefore central to shaping and assessing the quality of learning process and higher education in general. External quality assurance agencies undoubtedly play very important role as regards to quality. But it has its own limitations, because external monitoring typically takes place periodically for only a limited period. On the contrary, students are ever present and could make a real contribution to the improvement of quality, if allowed to participate in the process.

How should students then be involved and how does this contribute to quality literacy and empowerment. Three main approaches to this direction are,

1. Student Feedback Approach
2. Student's Right Approach
3. Students as Co-constructors Approach

Student Feedback Approach

In this approach the students are seen as recipients of educational service provided by the institution and feedback is taken about the quality of these services. Under this approach the involvement of students is passive and voluntary and not regarded as a right. They are not empowered to make any noteworthy suggestion. Accordingly, the students are not viewed as active assessors and shapers of quality and therefore they cannot make any major contribution in improving the quality of higher education.

In most developing countries, where quality assurance is relatively new, are lagging behind in terms of deliberate strategy on student empowerment in regard to quality. In India NAAC is working as a quality assurance agency for more than a decade. But even now the involvement of students is controversial and viewed with suspicion. Unreliability of student feedback and competence of students to provide meaningful feedback are some of the causes mentioned by the institutions in this regard.

In some developed countries student feedback is becoming more important in quality assessment. In Britain, student feedback has been recognized by the QAA as a central pillar on which to build a future quality assurance policy. The student is now regarded as the principal role player of any higher education institution in order to enhance quality in higher education.

Student Right Approach

This approach regards the involvement of students in quality issues as part of their legal rights. In India, universal and quality primary education is guaranteed by the constitution. It is regarded as a right of every citizen. However, no similar constitutional right exists for higher education. Right of students to quality higher education is guaranteed indirectly through the quality assurance agencies like NAAC.

This approach of student involvement is taken by the National Union of Students in Europe

(ESIB), which sees students as active shapers and assessors of quality. Students are regarded as co-constructors of the quality of their classroom learning experience and campus life within a national and international framework. The ESIB has launched a major initiative to improve quality assurance processes and student involvement in:

1. Collecting, analyzing and disseminating theory, good practice and student involvement in quality assurance in Europe.

2. Raising awareness of the importance of student involvement in quality assurance processes.

3. Identifying and promoting strategies to involve student organizations in quality assurance.

4. Promoting co-operation of student organizations.

Strategies to encourage Student Quality literacy

The following strategies will be useful for developing student quality literacy

- **Information campaigns** - information campaigns in and outside the higher educational institution using posters, brochures, advertisements, information packs, displays etc. Multimedia campaigns can be of greater help.

- **Training workshops** – Workshops, seminars can be arranged to increase the understanding of students about quality, their participation in quality assurance activities and their assessment of quality at institutional levels.

- **Research and development** – There is an urgent need to increase the research regarding developing tools for quality literacy and empowerment of students

- **Development of good practice guides** – The handbooks should be prepared regarding quality assurance system, instruments, process of quality assurance etc.

At present very little is done for increasing student participation, quality literacy and empowerment. Student feedback is the only accepted way followed by many higher educational institutions for student involvement. In future, many more conferences on the topic, serious deliberations from academia, participating student's union into discussion will pave the way for understanding and acceptance of the importance of the topic. Making enactment regarding 'Quality as right of student' will go a long way in this direction.

Reference:

1. Article, Internet source – "Student Quality literacy and empowerment" – Prem
   Naidoo, Director: Accreditation and Co-ordination Higher Education Quality Committee Council on Higher education, South Africa.

2. Article, Internet Source – "Student Participation I Quality assurance" – Dr. Jagannath Patil, Academic Advisor, NAAC, Bangalore, India.

3. "Quality assessment in Indian higher education – issues of impact and future perspective" – Antony Stella

■■■

Good Practices in Involving Students for Quality
Enhancement in Higher Education Institutions

Prin. Savita Shete
Mahila Kala Mahavidyalya,
Beed.

Education deals historically and contemporarily with principles and practices of teaching and learning. It also increases skills or acquisition of knowledge and understanding a result of training, study of experience. The central purpose of education is to help individuals to make necessary adjustments towards a constant changing environment. And today the world is changing very fast due to education, information and technology.

21st century is designated as a "knowledge century" and higher education is expected to play a pivotal role in the knowledge driven global economy of this 21st century. As knowledge can be created, absorbed and applied only by the educated mind, colleges and universities will have to be effective through activities of discovery, shaping, achieving, transmitting and applying knowledge. To achieve these global competitiveness and excellence with social cohesion and access, certain core values, ethics and healthy or best practices need to be built into the higher education system & made attractive on the global platform.

Students are the primary stakeholders of education. They are no longer passive participants of the education system, they determine the very existence of the institutions. The quality education in higher education institutions is gaining wider acceptance amongst the stakeholders across the globe. Student being an integral part of higher educational community, must be seen as partners who are in the center of interest of the higher education institutions. The interest and participation of students at all levels for quality enhancement have to play a central role. As Harvey (1996) puts 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.

At the institution level, students must have the right to take part in decision making as equal partners in all issues. At national and international levels students must have the right to participate in the preparation, implementation and evaluation of decisions concerning students, including education, student's welfare and any other affair that students see as relevant. Any institution of higher education needs to ensure that students have a voice at all stages of the decision making process, formulating the learning and teaching practices and that the views of students are to be considered as the primary tool by which the quality of teaching and learning can be evaluated.

Students 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, rather than keeping them as docile recipients of that which is imposed on them without sensitivity to their changing needs and aspirations.

It is observed that, with honourable exceptions our learner centric education is more a rhetoric than a reality. Hence more emphasis should be given on students participation at all levels in higher education institutions. Students are the central focus of the college and all the programmes and activities in the college should be obviously student centered. The entire system of functioning of a college is to develop the student's personality and their future utility. The college that imparts qualitative programmes for the personality development of students always maintains a viable and active environment in the campus. The type of programmes, participation and response of the students to these reflect the lively and vibrant character of the college.

Good practices or healthy practices are defined as "innovative self regulated responsibilities institutionalized by the higher education institution aimed to promote academic growth of international quality in the university system".

Higher education institutions are to be expected to build in the following seven principles of Good or Healthy practices if they are to answer professionally the requirements of societal transformation by universities.

1) Encouraging contact between students and faculty
2) Developing reciprocity and co-operation among students.
3) Encouraging active learning with advanced teaching tools.
4) Giving prompt feedback to staff and students
5) Emphasizing time on task with total quality management
6) Communicating high expectations and knowledge outputs
7) Respecting diverse talents and ways of learning.

Of all the stakeholders, the students have a unique role to play in ensuring quality of higher education institutions. Firstly the students should realize that they have right for quality education and it is the responsibility of the higher education institutions to provide quality educational experience to learners. Secondly the students should equally be aware of their responsibilities which in turn will help the institutions to provide quality education & quality enhancement.

Certain good practices involving students for Quality Enhancement in Higher **Education Institutions**——

- To encourage student's participation in all internal arrangements for quality enhancement including IQAC.
- To involve students actively in academic planning through the representation of academic

decision making bodies.
- To make students effective partners of the institution in extension work.
- To adopt student charter given by NAAC.
- To encourage student council for active participation at all academic decision making.
- To get regular feed back from students on teaching-learning process and their experience in the campus in structured format.
- To build up the leadership quality amongst students through extra curricular and co-curricular activities.
- To execute 'earn and learn' scheme for poor and deserving students.
- To initiate poor students fund for poor, needy and handicap students.
- To give financial aid other than govt. scholarships to the high achievers in studies, sports.
- To give awards, incentives to the students by the college and also by the college teachers to the higher achievers in their respective subjects.
- To run book bank by Alumni association and to honour brilliant students.
- To pay stipends to poor and deserving students by Alumni association.
- To undertake large number of community services through NSS, NCC, Vivekwahini etc.
- To make available necessary books in library for competitive examination.
- To have a placement cell for students.
- To have a personality development center.
- To have a career guidance center, career and personal counseling center.
- To conduct personality development programs for students at the beginning of each academic year.
- To organize orientation and motivation programe for students at the beginning of academic year.
- To organize bridge course in English for all fresh students.
- To motivate students to organize various activities like workshops, seminars, literacy drives and awareness exercises on different topics through NSS, NCC etc.
- To arrange career fairs, seminars and to establish contacts with organizations for on campus interview.
- To provide educational leisure time facilities through indoor and outdoor games, nature club, debate club, theater club, creative writing club, clay modeling, painting, drawing, photography, audio-visual facilities, science club, literary club, adventure club students.
- To organize college convocation for students.
- To conduct remedial courses for weaker student.
- To organize subject wise field and industrial visits and also educational tours for students.
- To conduct welcome program for incoming students and send off program for outgoing students.
- To organize annual sports competitions.

- To carry fund raising activities by the students to help the poor and needy students.
- To have a cell t o monitor sexual harassment and gender violation.
- To have a human rights cell in college for students.
- To provide extra coaching for NET-SET and other competitive examination.
- To run a minor / major research unit for students by the college at its own funds.
- To publish directory of Alumni, organize Alumni conferences, hold meetings and create webpage to highlight activities of Alumni association, to do online registration of Alumni.
- To inspire students for use of educational channels and other educational medias.
- To organize inter college meet for students.
- To involve students in preparation of teaching aids and its use.
- To motivate students for participating in seminars, workshops.
- To motivate students for proper and disciplined examinations.

This list of good practices may extend at any length. As every institution can innovate its own good practices for involving students for quality enhancement. In a complex and competitive academic turbulence taking place today in higher education all over the world, professionalistic approaches on ethics, values and healthy/good practices can alone act as catalysts for quality improvement in the system as whole. As students are key stockholders of higher education, their active participation only can give fruitful results for quality enhancement in higher education.

■■■

QUALITY ASSURANACE IN HIGHER EDUCATION – POLICIES IN RELATION TO STUDENT PARTICIPATION FOR ENHANCEMENT OF QUALITY

Prin. Dr. S.A. Deo,
Dr. K.V. Sukhatankar
Gogate-Jogalekar College, Ratnagiri.

This paper, examines issues regarding quality assurance in Higher Education in relation to the prime stakeholder "Student".

Since Independence, the main thrust of Indian Higher Education was to provide educational opportunities to maximum number of students. The focus has been on access – as a result. There has been a continuous increase in the number of Higher Education institution in our country. Indian Higher Education system is the third largest in the world behind USA and China, with more than 300 University level institutions and about 1800 Colleges in India.

Today, Higher Education institutions are talking of stakeholders and their right to quality. Indeed, no less than the National Assessment and Accreditation Council (NAAC), Bangalore has in its document "Quality Education through Self-study and External Evaluation" cited as its role and mission "to publicize the result of assessment and accreditation of institution to student, teachers, employers, funding agencies and the public". Prior to this hardly any one considered it necessary to pay adequate attention to the concerns of the stakeholders. Higher Education System is in India has been a stabilized system through regular student enrollments and often through Government Grants to support their programmes. The question of evaluation of Higher Education Institutions did not arise. Things have changed for better the last decade. This is due to the mandatory requirement for all Government funded colleges and Universities to get assessed and accredited. Few of the institutions are in a phase of re-accreditation and in this way a major change has already been triggered off on the educational scene.

STUDENTS – THE PRIME STAKEHOLDERS :

Students are the primary stakeholders, or to borrow a term from business they are the 'Customers'. Students are no longer passive participants of the education system. On the contrary they determine the very existence of the system.

The easy accessibility to ICT enabled facilities in the country have given sufficient awareness to the students about the prerequisites of a quality institution and also the facilities offered to them by those institutions for progression to higher studies and employment. Students prefer higher education institutions, which can offer them meaningful education through updated syllabi and need based courses which enable them to face the challenges of the competition world.

Student aspirations and goals change in fast-changing world. That system of higher education, which is ready to honour them and shape its curricular and administrative performance, accordingly, is only relevant. Such institution can make student stakeholders partners in planning and Government rather than keeping them as passive recipients of that which is imposed on them without sensitivity

to their changing needs and aspirations.

2006 IS THE NAAC YEAR OF STUDENT PARTICIPATION.

NAAC has declared year round activities to mark the '2006 year of student participation in Quality Assurance'. The NAAC has emphasized the importance of making institutional assessment of quality depend substantially on student interests. NAAC has formed following things as an essential part of assessment,

- ❖ Provision of adequate course options
- ❖ Strategies for meeting differential of mixed-ability groups
- ❖ Student feedback
- ❖ Student participation should be encouraged in all internal arrangements for quality assurance.

Internalization of initiatives and co-ordinated planning is on the agenda for the year

STUDENT CENTRAL PHILOSOPHY

The Higher Education institution should function in a student-centric manner keeping following philosophy

- ❖ Without students, we don't exist
- ❖ Consider the effect on student when developing and reviewing policies and procedures
- ❖ Involve students in decision making and committees.
- ❖ Use the best interests of students as a guide to prioritize resources
- ❖ Be accessible to students needs and questions
- ❖ Listen to students for real issues and concerns
- ❖ Resolve issues efficiently and promptly, and advocate on the students behalf when appropriate
- ❖ Watch for, and respond to, community, state, and federal issues that may impact students

PROGRAMMES

In Higher Education Institutes Academic and Extra-Curricular Programmes plays vital role. These programme needs student participation to enhance the quality input. Student participation is possible in the following areas

- ➢ Planning of Academic & Extra Curricular Activities
- ➢ Planning of Student Welfare Programmes
- ➢ Day to day Administration and Management of Academic Institution
- ➢ Teachers Evaluation by the Students
- ➢ Examination & Evaluation System Design and its execution

CONCLUSIONS:

Institutions providing Higher Education become centers of excellence only through the concerted and collective efforts of all stakeholders. Edward Deming says "a system is a network of interdependent components that work together to try to accomplish the aim of the system". Management of the Higher Education Institutions as a system must therefore be aimed towards the best finished product – student. All policies and their implementation should be imagined keeping student at the center. ∎∎∎

STUDENTS' PARTICIPATION IN DECISION MAKING IN THE ENHANCEMENT OF QUALITY OF HIGHER EDUCATION

DR. MAINDARGI VARSHA.
(Lecturer in Commerce) and
PROF. PANDIT REKHA.
(Head, Dept.of Home Science)
Kamala College, Kolhapur

A paper presentation for one day state level seminar held at Kamala college, Kolhapur

Date : 16th Sep. 2006

Introduction

The New Economic Policy has tremendously influenced every dimension of education system. Because of general trend of globalization of economic activities, higher education is evolving as a major service. GATS has conferred the same status to education as is given to other services such as medical, banking, insurance. The doors of Indian education system are now opened for global participation. Foreign universities and educational institutions with advanced educational facilities and techniques are the real competitors of our universities and institutions. Indian higher education system has become the third largest education system in the world with commandable quantitative expansion of higher education in terms of institutions, teachers and enrollment of students in India. The following table shows the growth of higher education in India.

Growth of Higher Education in India (1951 – 2005)

No. of Higher education institutions			No. of students	
Year	Educational institutions	Universities	Year	students
1951	578	27	1951	1,73,696
1998	9,274	229	1961	10,34,934
2005	17.625	352	1971	30,01,292
Source : www.education.nic.in			1991	49,24,868
			2005	1.04.81,000

In spite of this considerable growth, the efficiency, effectiveness and quality of higher education in India at this stage is questionable. The present educational system doesn't fit to our requirements. Instead of making the overall development of personality of students, it only emphasies on bookish knowledge, memorization of facts, learning of what is evaluated by examination system etc. It has very poor relevance for day-to-day life.

System Approach to Education Process

Education is a knowledge intensive process. Hence the system approach of management can be applied to this process, which is outlined as under :

Inputs		Processing		Outputs		Needs
People	⇒	Transformation of information into knowledge by blending the inputs	⇒	Education Research services		N e e d s

Fitness for needs
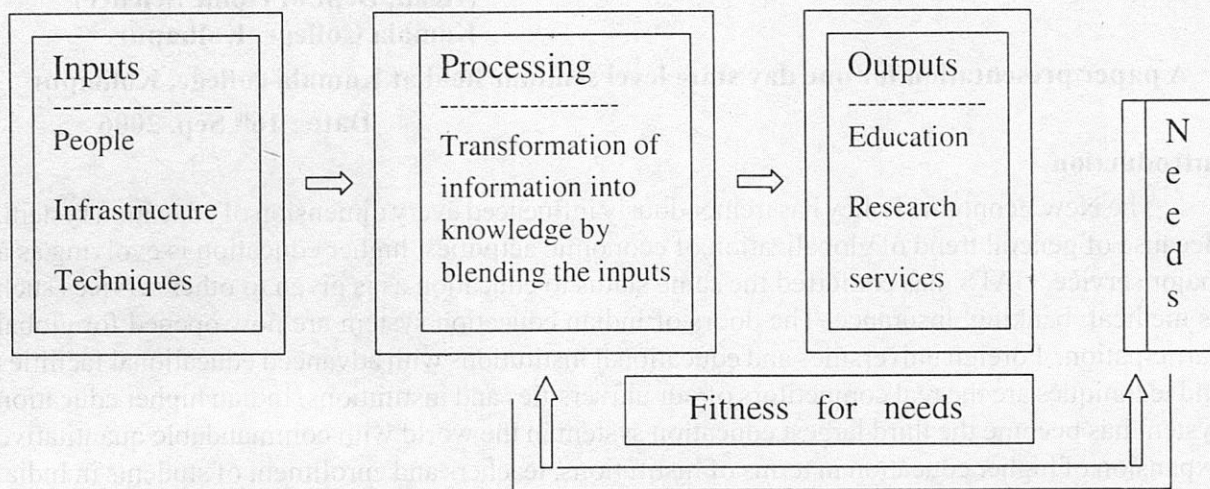
In order to enhance the effectiveness of higher education system as shown above some quality measures like NAAC accreditation, establishment of National knowledge commission and ISO are applied to higher education system. The whole process of higher education is 'people dominant'. The students are real beneficiaries having important place in both extremeties of the system. No doubt the universities and colleges are taking efforts for improving the quality of higher education, it will not be effective without active participation of students. Our experiences also show that attitude of students plays a critical role in enhancing quality of higher education. Hence the students' participation in decision making is focused in this paper.

Students' Participation in Decision Making

Management of higher education system implies getting maximum returns in terms of quality students by optimum use of various resources. Decision making plays very important role in this process. Administrators of higher education system have to take numerous decisions

everyday. Some of them are highly significant with highly effective consequences. Most of the decisions are student-centred and their participation in decision can best be seen as a solution which is good enough though not necessarily optimum. If the students are provided democratic environment, their performance development will take place and they will become active in economic and social life. So the participation of students in decision making is a thing of major concern at this moment in our country.

- *Why Students' Participation in Decision-Making?*

  <u>**Benefits to Institutions**</u>

  - Establishes better internal and external communication between various resources of knowledge management system.
  - Improves institutional functioning.
  - Maintains transparency in education system.
  - Enhances the sense of integrity and loyalty towards institution.
  - Strengthens healthy practices.
  - To have support from responsible alumni.
  - Maintains discipline in institute.
  - Develops sound feedback mechanism.
  - Enrichment of quality culture.

  <u>**Benefits to the students**</u>

  - Develops the skill of fixing priorities.
  - Develops communication and analytical skill.
  - Promotes creative and rational thinking.
  - Creates a sense of responsibility and prepare themselves for accepting challenges.
  - Develops team spirit.
  - Inculcates moral values.
  - To make aware of social responsibilities.
  - To make the students pro-active for changes in global environment.
  - To make students more responsible citizens.

*   ***Where Students Participation:***

Following diagram shows key persons involved in decision-making process in higher education. It also specifies the major areas where students have scope in decision-making process.

Students ⟷ Administrators   Faculty

Year around activities

Admission

Subject selection

Student council

Administrator

Teaching learning process

Media   Alumni

Continuous Internal Evaluation

Evaluation

Curricula Suggestio

Feedback mechanism

University

Government ⟷ Parents   Society
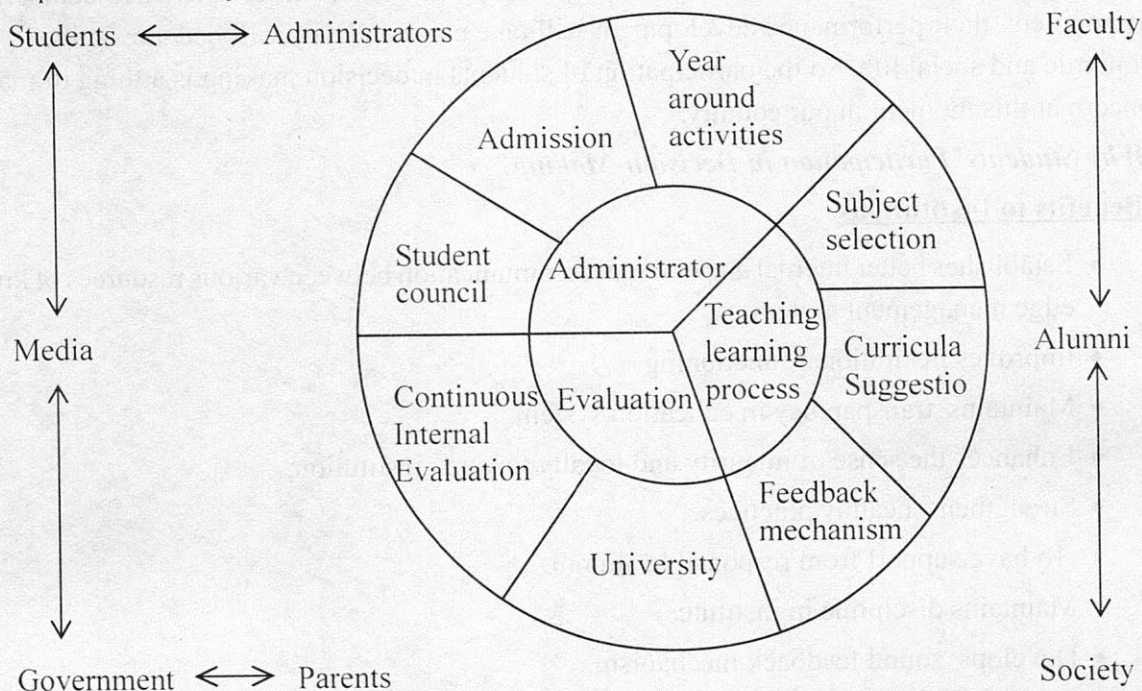
At present there is little scope for students to participate in decision-making process. Some techniques should be used to enhance the participations by formal and informal mechanism.

How Students' Participation in decision making ?

*   Quality circles / Students Charter - Small group of students who voluntarily meet at regular intervals should be formed. They should discuss, analyse the Students' problems and make their suggestions to top management. They can have interactions on curricular, teaching methods, co-curricular activities. SWOT analysis should be made by these groups. The advocacy of NAAC's student charter is the right step in this direction.

*   Benchmarking - Students should compare quality standards of our college with other colleges by observation and conducting quality enhancement visits. They should put before the college some appealing standards and college administration should pay due concern for noteworthy standards.

*   Feedback Mechanism - Feedback mechanism should be developed by colleges with respect

to curricular, co-curricular, infrastructure, teaching-learning evaluation process etc. Universities can also invite representatives of students for curriculum development.

- Kaizen (Continuous quality improvement by setting new standards) -Quality is never ending process. It goes on changing as per the expectations and needs of new generation. Management should involve the students in fixing new standards in quality enhancement. viz. MOU with industries.

- Ringi System of Collective decision Making - Quality must be the business of everybody in the institution. In creating quality as business, students should not only be involved in activities, but right from the stage of visioning, making the mission statements, framing the policies till the monitoring and control. The proposals on different issues should be circulated among the students to share their views. The proposals should be modified with proper recommendations of students. e.g. Introduction of need-based career oriented courses.

- Rapport with Alumni - Alumni reflects the image of college in society. So the colleges can share the experiences of alumni for quality enhancement. There should be continuous and cordial association between alumni and college.

- Social Responsibility groups - Formation of social responsibility groups in N.S.S., N.C.C. will create a sense of social awareness. These groups can share their views on some social problems or disasters.

- Students development programmes - Administrators are not confident about capabilities of students. Hence there is a need to conduct students development programme to train the students about decision making techniques.

- Interactions through workshops - Interactions through workshops is one of the effective media for developing the decision-making ability of students. Students should be made effective partners in such workshops. They should be involved in the selection of theme, planning of workshop, funding and monitoring etc. Students should be given scope to write on best practices, quality assurance, expectations from alumni etc.

Thus higher education has the responsibility of motivating and guiding the youth in right direction. As given in Delor's report (UNESCO), the four pillars of education are *learning to know, learning to do, learning to live together and learning to be.* Students involvement in decision-making process will strengthen these four pillars. Knowledge with wisdom (through decision making process) will give the students competitive advantage and serve the best solutions for socio-economic problems.

References

- *University News*
- *NAAc News*
- *Management concepts and stragies – J. S. Chandan*
- *Modern Management Practices – Dr. V. S. Patil, Dr.N. V. Shah,Dr. Maindargi*
- *Project management – Prasanna Chandra*
- *Management – Stoner*
- *Management and Organisation – C. B. Gupta*
- *Souvenir – Akhil Maharashtra federation of principals' association of non-govt. colleges*
- *www. Education. nic. in.*

■■■

"Tools For Student Empowerment For Quality Enhancement"

Dr A. M. GURAV,
Kolhapur.

1. INTRODUCTION:

Student empowerment for quality enhancement in the higher education sector is very much essential in present scenario. Keeping student at center point, student empowerment is essential. To make India powerful by 2020, a dream of Hon'ble president of India A.P.J. Abdulkalam, student empowerment in higher education is required. Quality education is the today's 'MANTRA' for higher education. For student empowerment overall development of the student is required, it includes intellectual, morale, spirit, personality, and perception development of students. For quality education, students groups should be formed with vision statement, which will be achieved by the students with the help of teachers.

2. CASE STUDY:

Table shows the respondents responses-

S.N.	Particulars	Fully Satisfied	Partly Satisfied	Un Satisfied
1	Name of student and college	-	-	-
2	College Name	-	-	-
3	Are you satisfied about syllabus?	5	17	78
4	Teaching techniques	6	30	64
5	Infrastructure facilities	0	79	21
6	Effective co-ordination	12	66	32
7	Industry-Educational Institute Interaction	0	18	82
8	Research and development	0	13	87

9	Consultancy activity in college	0	0	100
10	Placement support from college	0	0	100
11	Soft skills development in college	0	0	100
12	Emotional attachment with college	0	70	30
13	Teaching staff quality	0	72	28
14	Practical knowledge at college	0	0	100
15	Motivation from college	0	30	70

The researcher has selected 100 students from different classes and from different colleges from art and commerce faculty in Kolhapur. The selection of the sample respondents is on the basis of random sample basis for the data collection. The researcher prepared a questionnaire with 15 questions incorporating with 3 alternatives namely, fully satisfied, partly satisfied and unsatisfied. The researcher has used 13 questions for analysis except 2 questions, which are related with name and class and college out of 15 questions. The researcher is not interested to disclose students name and college name so; these two questions are not referred for analysis. It is case study, so this study is not representation of the opinions of the masses.

It is observed in this sample case study is that 78 % of the students are unsatisfied about syllabus, 64 % students are unsatisfied about teaching techniques, 79 % students are partly satisfied about in-fractural facilities, 66 % students are partly satisfied regarding effective co-ordination, 82 % students are unsatisfied regarding industry and educational institution interaction, 87 % students are unsatisfied regarding research and development activities in the college, 100 % students are unsatisfied regarding consultancy activities, placement support , soft skill development and practical knowledge from the education respectively,70 % students are partly satisfied regarding emotional attachment with the educational institutions, 72 % students are partly satisfied regarding teaching staff and 70 % students are unsatisfied regarding motivation from the present educational system.

This table and its brief analyses shows that **9** variable responses from respondents is **majority unsatisfied**, **4** variable responses from respondents is **majority partly satisfied** and there is **no single** variable is **majority fully satisfied**.

Considering this situation in the education system, serious thinking and further more study – research is required. Referring these situations in mind the researcher has kept the following tools for students' empowerment

1. TOOLS FOR STUDENT EMPOWERMENT FOR QUALITY ENHANCEMENT:

1. Latest, Qualitative and Heavy Syllabus:

For student empowerment vast, need based and qualitative syllabus is required. Interdisciplinary and practicable based syllabus is essential for student empowerment.

2. Qualitative Teaching Technique:

Students' participation in the enhancement of quality education, qualitative teaching techniques are required. Modern techniques, case study method, role playing, seminar, group discussion, management games, workshops, project reports, home assignment, discussion, brain storming, mock or moot situation teaching, etc. is required for students empowerment. Audio – visual aids including OHP, LCD use, e-learning, effective and interesting teaching, industrial faculty, guest faculty etc. should be used for student empowerment.

3. Infrastructure facilities:

For students empowerment physical facilities should be good one. Building, classrooms, play ground, indoor – outdoor games, study room, library facility, research laboratory, language and commerce laboratory are required for the betterment of the students.

4. Financial support:

Students will be really empowered through financial support from the various institutions and agencies. Banks, charitable institutions, trusts, temples, businessmen, NGO's, government etc. should be adopting the economically backward students for their empowerment.

5. Effective Co-ordination:

Student's empowerment is based on effective co-ordination of various factors. Colleges are the knowledge imparting centers, so colleges should play leadership role. The colleges should establish Student-Teacher-University-Government–Society-Industry co-ordination.

6. Industry and Educational Institute Interaction:

Student empowerment will be depending on how much our students are accepting by industry. For students acceptability in the industry the needs of the industry should be communicated to the colleges and universities. College should be accepting industrial assignments like account writing, trading of industrial goods, field survey, functional research, study of industrial psychology, labour problems, management problems etc. College should conduct industrial faculty lectures for

experience sharing. The colleges and industries for effective interaction MOU should be signed.

7. Research and Development:

Research and development is the basic tool for student empowerment in present scenario. Development of analytical ability of the student, a college has to conduct research programmes on various areas. Colleges should conduct research in educational areas, industrial areas; minor research programmes; major research activities and research on local sources for the betterment of the students and masses.

8. Consultancy Activities:

College education is the backbone of the business and social development of the nation. In college, for empowerment of the students' consultancy activities can be started. Consultancy includes industrial projects, fieldwork, survey, event management, industrial training, BPO - KPO activities, tax consultancy etc. for the students' betterment and financial support to the college.

9. Dattak Yojana (Adoption of the students):

Dattak yojana is the unique idea for student empowerment in the college. Under this adoption scheme, the empowerment of students the teacher will adopt about 25 students from the college. For this activity the students will get selected at the first year of the degree course and keeping touch with them for continuous three years and developing them as an entrepreneur or they will get good job in the employment market. It may be experimental activity for the empowerment of the students in the college.

10. College campus placement:

College campus placement activities should be conducted for the students' empowerment. College should be the place where co-ordination of job seekers and job providers directly or indirectly take place. For this activity, employment news, job opportunities advertisement, internet for 'nokari . com', rojgar samachar, etc. literature and facilities should be kept for the students and motivation to the students to use these facilities. Along with this, how to face an interview? Such type of training should be provided to the students.

11. Develop soft skills:

Students' empowerment is based on students' soft skills. For betterment of the students following soft skills training should be provided.

- i.   Communication lab for effective communication
- ii.   Project report preparation training
- iii. Floor decoration training
- iv.   Account writing training – Tally

v.   Investment advisor training

vi.   Tax consultancy training

vii.   Yoga education

viii.   Nursing training

ix.   Interior decoration training – Vastushatra

x.   Food and nutrition training

xi.   Script writing training

xii.   Proof reading training

xiii.   Bridge and remedial couching

12. Students' emotional attachment development:

Emotional attachment of the students with college and society has to develop for empowerment of the students. Due to this activity, team spirit, good behaviour of student, self-help and mutual help, integrity, purity of thoughts, culture, mutual respect, etc. will be developed. For emotional attachment of students with college and for creating vibrant students, stories of the great persons should be narrated to the students. Development of student's family atmosphere, students meet, alumna meet etc should be conducted in the college.

13. Teaching staff empowerment:

Teaching staff empowerment is the basic need of student empowerment. The teaching should be developed by way of consultancy, industrial exposure, research, participation in seminars–conferences–workshops, spirit of further learning, FDP, knowledge up-gradation, quality by action etc. then students' empowerment is possible.

14. Health of students:

Students' empowerment is not only mental development but also physical development. For student development sport activities, NCC, gyms, food culture, and food–diet, nutrition, no fast food, etc. education and exposure should be given to the students for their empowerment.

15. Effective use of NAAC's scheme of Assessment for colleges:

For students empowerment proper attention and effective use of NAAC's assessment parameters should be implemented

    1. Curricular Aspects (10 Marks)

    2. Teaching learning and Evaluation (40 Marks)

    3. Research and Consultancy (5 Marks)

    4. Infrastructure and Learning Resources (15 Marks)

5. Student support and progression (10 Marks)

6. Organization and Management (10 Marks)

7. Healthy Practices (10 Marks)

2. CONCLUSION:

It is concluded that the students' empowerment is depend on university – college – teachers – and society at large. Referring above mentioned case study it reveals that 78 %, 64 %, 82 %, 87 %, 100 %, 100 %, 100 %, 100 %, and 70 % students respondents are majority un satisfied regarding syllabus, teaching techniques, industry – educational institute interaction, research and development, consultancy, placement support, soft skills, practical knowledge and motivation respectively. 79 %, 66 %, 70 % and 72 % majority students respondents are partly satisfied regarding infrastructure facilities, effective co-ordination, emotional attachment and teaching staff respectively and not a single student is fully satisfied regarding these variables. In brief it can stated that **9** variables responses are majority **unsatisfied, 4** variables responses are majority **partly satisfied** and **no** single variable is **fully satisfied.** Considering this situation in sample study, it is necessary to take corrective steps and further more study is required.

3. REFERENCESE:

a. University News, January 23 – 29, 2006, Stakeholders of Higher Education and Their Role in Quality Assurance, P 11 – 13.

b. Field survey through questionnaire.

****

Dr. A. M. Gurav, M.Com. (Costing & Taxation), M.Com. (Adv. Accountancy), G.D.C. & A., M.Phil, N.E.T. (UGC), ICWAI (I), PGDCA, Ph.D.. M.B.A (III)   **D. R. K. College of Commerce, Kolhapur.** Phone:- College (0231) 2641224. Res. (0231) 2530864, Mob.9850012545, E-mail: <u>annasahebg@yahoo.co.in</u>

■■■

"A Scheme of Students' Participation in the Quality Enhancement of Higher Education"

Dr. Vasant B. Kodag,
Vice Principal,
G. A. College of Commerce,
Sangli :
Seminar Paper – 16th Sept. 2006.

"The ultimate aim of NAAC Accreditation should be not merely to keep up our standards, not merely to give useful and right education to our student but also to achieve standard of such Excellence that we become Leaders in the World" – P. M. Kavadia.
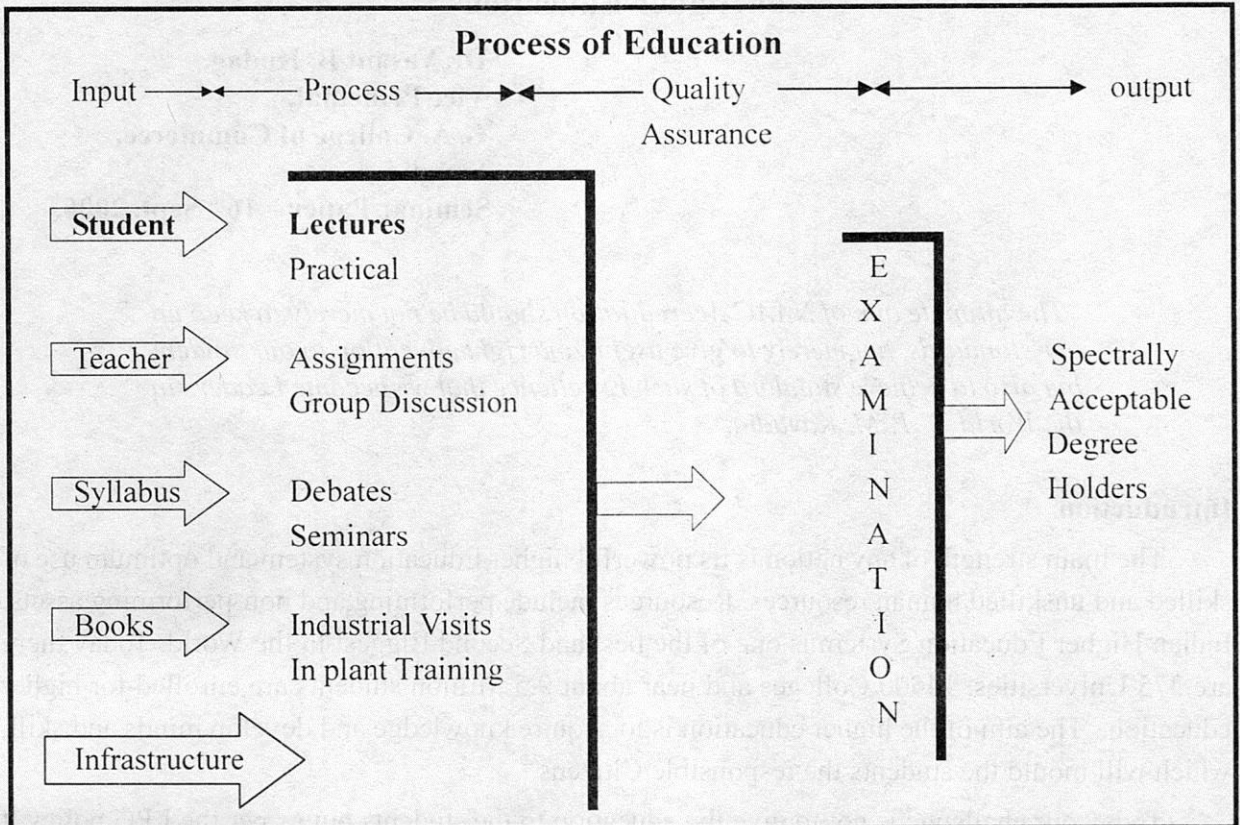
Intruduction

The main strength of any nation is its powerful higher Education system and optimum use of skilled and unskilled human resources. Resources include performing and non-performing assets. Indian Higher Education System is one of the best and Second Biggest in the World. Today there are 275 Universities, 14500 Colleges and near about 9.5 Million students are enrolled for higher education. The aim of the higher education is to acquire knowledge and develop minds and skill, which will mould the students the responsible Citizens.

Today our challenge is not to give the education to the students but as per the LPG policy it has been necessary to train our students in that manner for future needs. Total Quality Management in Higher Education is very important today. Quality of Higher Education depends upon the following stakeholders:-

1. Role of Teachers.
2. Student's Participation in Teaching – Learning Process.
3. Role of management and Universities in quality assurance.
4. Development of Infrastructure.

Following Chart shows **Process of Education and Elements of quality assurance** in the higher education.

Process of Education

Input ——►◄—— Process ——►◄—— Quality ——►◄————► output

Assurance

Student ➢	**Lectures**		E
	Practical		X
			A
Teacher ➢	Assignments		M	Spectrally
	Group Discussion		I	Acceptable
			N	Degree
Syllabus ➢	Debates	➢	A	Holders
	Seminars		T	
			I	
Books ➢	Industrial Visits		O	
	In plant Training		N	
Infrastructure ➢				

Central Assessment Work

Selection Of Proper And A Convenient Central Place

Minimum Facilities Should Be Provided To Examiners

And Moderators (Table / Chairs / Fan / Water / Tea) Etc.

Timing Of Assessment Should Be Convenient Prompt And

Systematic Work Of Assessment Alternative Arrangement For Examiners/Moderators

Healthy Practices At Assessment Of Centers

Main Problems in the Higher Education.

Today information technology plays very important role in education system. It is possible to develop the teaching methodology with the help of Audio – visual. Higher Education in India is a

challenging process today because of developments of E –Commerce, E-Business and use of Internet system for the Business purpose. Following are Main problems in the Higher Education.

1. Poor Attendance of Students in Classroom.
2. Out dated Subjects & Syllabus.
3. Lack of Industrial Linkage.
4. Lack of Fieldwork and Practical Work.
5. Traditional Teaching Methods.
6. Doubtful Evaluation and Examination system.
7. Lack of Research in Higher Education System.
8. Inadequate Infrastructure facilities to the students and Teachers.
9. Lack of Academic Calendar.
10. Lack of Collaboration, Tie-up and franchise for high tech courses.

Importance of Teaching-Learning and Evaluation System.

This is a high time to change our higher education system with accepting the new world challenges of Internet System and Computer Application in the business. NAAC gives birth to Quality higher education. The prime agenda of NAAC is to assess and accredit institutions of higher education for five years with different Grades.

Up to 20th May 2005 there were 122 Universities and 2486 Colleges accredited by the NAAC – Bangalore. It is proud thing that Maharashtra State, is doing accreditation of 15 Universities and 919 Colleges. It shows the awareness about accepting the new challenges for quality Higher Education. I hope, the quality of higher education is the challenge before Teachers and Management with following.

1 Need in change in current and suggestions for reforms.
2 A vision for Globalizations.
3 Start fieldwork & practical education system for Employment.
4 Reforms in Examinations.
5 Use of Information Technology in Teaching.

A Scheme of Active Participation of Students' in Higher Education

A) Participation in College Activities

1. Regular Attendance
2. Reading Room Facilities.
3. Debate Club.
4. Class-room Seminars.
5. Survey & Presentations.

6.   Group Discussions.
7.   Students Counselling.

B) Participation in Cultural Activities.

1.   Youth Festival.
2.   Other Competitions
3.   Local Festival.

C) Participation in N.S.S. / N.C.C Activities

D) Student Camps and Meetings.

E) Internal Evaluation System

F) Sports Participation

3) CONCLUSIONS :-

In the Light A the discussions of the best practices presented above, I hoped that this is a high time to accept the new global challenge for Enhancement of Quality higher Education for sustainable development. It is need to change the teachers and students behavior regarding the assurance of quality higher education with accepting new best practices in teaching-learning process. NAAC was established in 1994 for quality assessment and accreditation. At present 113 universities and 2088 colleges are accredited by NAAC. Maharashtra State is rank first in Accreditation process. Up to 4th Nov.2004, 15 universities and 848 colleges are accredited. It is the indication of quality awareness in Maharashtra state.

REFERENCE:

1.   B. Misra, "Prospects of Restructuring of Higher Education", University News, Nol. 40, No.2, Jan. 14-10,2002.
2.   Sunil Mohanti, "Improving Financial Management of Higher Education", University News, Vol. 38, No.51, Dec. 18,2000
3.   G. Srinvas, "SWOT Analysis of Indian Higher Education", University News, Nov. 27,2000
4.   Dr. S.N.Pathan NAAC :- Book Published in April 2004.
5.   Best Practices in Higher Education:- Report of NAAC – Bengolore –Nov. 2004.
6.   NAAC :- News – Report 2003 – 2004.
7.   Dr. V. S. Prasad – " Best Practices Benchmarking in Higher Education for Quality ENHANCEMENT" – Article in NAAC –Report – Nov. 2004.
8.   Soch H.S. & Shyamasunders M.S. "Best Practices in Teaching – Learning Evaluating" – Report of National Conference of NAAC – Nov – 2004.

■■■

STUDENTS' PARTICIPATION FOR ENHANCEMENT OF QUALITY IN HIGHER EDUCATION

PRIN. DR. D. K. PATIL
Ex-Principal, Babasaheb
Khanjire Night College,
Ichalkaranji

Introduction :-

There are several stakeholders of Higher Education : the students, teacher, parents alumni, and management. The students are major stakeholders. They have right to quality. NAAC has identified this issue of quality. This article refers to quality through student participation in Higher Education.

The Concept of Quality :-

Quality in HE means the quality of the students in the institution of HE. However, it is a general view. It is the combination of the quality concerns and the responses of the students to them. It has become a fashion to throw the whole burden of quality on students. We expect the students to acquire quality facing all the challenges posed by other stakeholders. It is true that students must acquire quality in H.E. if it is to be meaningful. However, this acquisition of quality is to be considered as the general impact of all quality concerns and the responses of the students to them.

Quality Concerns :-

1) Standards of performance and products.
2) Quality aspects in the processes of course design, development of learning material.
3) User-friendly media and technology towards enhancement of the quality of different learning inputs.
4) Reforms in teaching, learning methodologies by 'Knowing your learner and the concept of Learning to learn.'
5) Learner needs, learner services and the institutional response by establishing links between them.
6) Performance ensuring measures for quality management and administration practices.
7) Research and development systems and the established benchmarks / guidelines therein for all processes and products in HE.

All these concerns expect the responses of the students. If the student is given opportunity to

participate in all these concerns his responses will be facilitated. If the students remain unresponsive quality cannot be achieved. NAAC recommends the evaluation of the seven criteria as quality concerns for accreditation. They are as follows.

1) Curricular aspects.
2) Teaching, learning and evaluation.
3) Research, consultancy and extension.
4) Infrastructure and learning resources.
5) Student support and progression.
6) Organization and management.
7) Healthy practices.

These criteria for accreditation reflect the quality concerns. For re-accreditation the NAAC has incorporated five core-values given below :

1) Contribution to National Development.
2) Fostering global competencies in students.
3) Inculcating values in students.
4) Promoting the use of ICT and
5) Encouraging the Quest for Excellence.

These Core-values can be inculcated in students by assigning participatory role to them. In assigning participatory role to students in everchanging H.E. system it should be noted that they should share both administrative as well as managerial responsibilities. The present scenario is paticipatary role assigned to students only in administrative system. This is only the half story. It has advantages and disadvantages. The glaring disadvantage is that the student community may indulge in mismanagement in administration. In several cases the mismanagement is due to the irresponsibility of the other stakeholders. In order to avoid this, the students should be allowed to participate in the management of the system. Once a system is evolved with the participation of the students and its implementation starts several difficulties may arise. The students with other stakeholder should defend the system.

In evolving a system of student participation in the administration and management of HE, the principles of learning should be given a central place. The students in H.E. are adults. The principles of learning in child education is called pedagogy. The principles of learning in adult education is called andragogy. However the general principles of learning are same in pedagogy and andragogy. There are three principles of learning given below.

1) Principle of active responding
2) Principle of immediate confirmation, and

3) Principle of success experience

The first one is related to the learning process which involves the active engagement of the students. The second one is related to the tests, activities and examination. The third one is related to the learning experience which should be as enjoyable as possible.

In considering the third principle the need analysis of the learners should be given centrality. The students in H.E. are adults. Hence they are more mature and experienced than a child. They are self-directed individuals have self-motivation to learn and have developed self-image or self esteem. The organisational structure of H.E. should be based on andragogy, not only in developing materials, but also in making the experience of learning enjoyable. This is possible if student participation is serious.

The last point is the need analysis of the students in H.E. Do they need participation in H.E. for quality ? The answer is 'Yes' obviously. Quality in H.E. is ultimately related to the all round development of the student who is in constant reaction with the environment. The environment conducive to physical, social, political and cultural development of students should be student friendly so that he / she may not have to face it as something enemical but may participate in it positively. The positive participation may lead to the development of the students whereas the negative participation may lead to the truncated, one-sided development.

In conclusion, we may say that if the quality concerns are to be implemented in andragogy giving adequate consideration to the core-values, the principles of learning the student participation becomes mandatory.

References :

1) The papers of the Third Annual Conference of Indian Colleges Forum organized by Society for Education and Economic Development, New Delhi. in 1994.

2) Xth plan profile of Higher Education in India, U.G.C., New Delhi.

3 STRIDE, published by Indira Gandhi National Open University, New Delhi in 2000.

4) Mr. Venkaiah V. and Dr. Chintala Sandhya : "Development of Curriculum and Learning Material" published in GRADE by Quality Assurance Cell of Dr. B. R. Ambedkar Open University, Hyderabad (A.P.)

5) Atma Ram, 1993 : 'Reforms in Education'. University News, Published by Association of Indian Universities in October, 1993

■■■

विद्यार्थी सहभाग, नॅकच्या अपेक्षा आणि राष्ट्रीय छात्रसेनेचे योगदान

मेजर (एनसीसी) प्रा. डॉ. रूपा शहा
महावीर महाविद्यालय, कोल्हापूर.
दि. १५-०९-२००६

भारतातील राष्ट्रीय छात्रसेना ही जगभरातील विद्यार्थ्यांसाठीची सर्वांत मोठी संघटना. देशातील १३ लाखांहून अधिक विद्यार्थी-विद्यार्थिनी आज राष्ट्रीय छात्रसेनेच्या प्रशिक्षणाचा लाभ घेत आहेत. लष्करासाठी आवश्यक प्रशिक्षित मनुष्यबळ तयार करणारी संघटना म्हणून सर्वसाधारणपणे राष्ट्रीय छात्रसेनेकडे पाहण्यात येते. राष्ट्रीय छात्रसेनेची स्थापना कशी झाली, हे समजावून घेतले तर हा दृष्टिकोन पूर्णपणे चुकीचा आहे, असे म्हणता येणार नाही, पण केवळ लष्करासाठी प्रशिक्षित मनुष्यबळ पुरवणारी संघटना म्हणून यापुढे राष्ट्रीय छात्रसेनेकडे पाहणे योग्य ठरणार नाही. भारतासारख्या जगातील सर्वांत मोठ्या लोकशाही पद्धतीने चालणाऱ्या देशात विद्यार्थी सहभागाने अनेक विधायक उपक्रमांच्या माध्यमातून देशाची जडणघडण करता येणे शक्य आहे. राष्ट्रीय पातळीवरच्या विविध मोहिमा यशस्वी करण्यामध्ये जशी राष्ट्रीय छात्रसेना सहभागी होत आहे त्याचप्रमाणे आपत्कालीन परिस्थितीत छात्रसैनिक नेतृत्वगुण, कौशल्य यांचे दर्शन घडवीत जबाबदार नागरिक म्हणून आपले कर्तव्य पार पाडत आहेत. राष्ट्रीय छात्रसेनेमध्ये प्रशिक्षण घेत असलेल्या विद्यार्थी-विद्यार्थिनींकडून म्हणूनच दिवसेंदिवस अपेक्षा अधिक वाढत आहेत.

राष्ट्रीय छात्रसेनेची सुरुवात

पंडित हृदयनाथ कुंझरू हे ख्यातनाम उदारमतवादी विचारवंत आणि सामाजिक कार्यकर्ते इ. स. १९०९ मध्ये वयाच्या २२ व्या वर्षी भारत सेवक समाजात आजीव सदस्य म्हणून प्रवेश केलेल्या पंडित कुंझरू यांनी पुढे या संस्थेच्या कार्यात वाहून घेतले. पंडित कुंझरू इ. स. १९२१ ते १९२३ या कालावधीत संयुक्त प्रांताच्या विधानपरिषदेचे सदस्य, १९२७ ते १९३० मध्यवर्ती विधानपरिषदेचे सदस्य आणि १९५२ ते १९६२ या कालावधीत राज्य सभेचे सदस्य होते. नॅशनल लिबरल फेडरेशन, भारत सेवक समाज तसेच ईस्ट आफ्रिकन नॅशनल काँग्रेसचे अध्यक्षपद पंडित कुंझरू यांनी भूषविले होते.

पहिल्या महायुद्धाच्या काळात भारतातील राजकीय चित्र बदलायला प्रारंभ झाला. भारताला आज ना उद्या स्वतःचे सरकार मिळू शकेल, अशी आशा निर्माण झाली. इंडियन नॅशनल काँग्रेसने लष्करामध्ये वरिष्ठ पदावर भारतीयांना स्थान मिळावे, अशी मागणी केली. यातूनच १७ फेब्रुवारी १९९७ रोजी द इंडियन डिफेन्स फोर्सेस बिल मांडण्यात आले. याच विधेयाचे कायद्यात रूपांतर झाल्यानंतर त्याआधारे विविध विद्यापीठांमध्ये युनिव्हर्सिटी कॉर्प्सची स्थापना झाली. तरुणांकडून युनिव्हर्सिटी कॉर्प्सला जो प्रतिसाद मिळत होता त्यामुळे युनिव्हर्सिटी कॉर्प्समधून अनेक सक्षम अधिकारी निर्माण होऊ शकतील, असा विश्वास सर्वांना मिळाला. दरम्यान, २२ सप्टेंबर १९२० ला द इंडियन टेरिटोरियल फोर्स ऑक्टला मंजुरी मिळाली. या कायद्यान्वये युनिव्हर्सिटी ट्रेनिंग कॉर्प्सला आकार देण्यात आला. याच सुमारास डेहराडून येथे इंडियन मिलिटरी ऑकॅडमी सुरू झाली. देशाचे स्वातंत्र्य नजरेच्या टप्प्यात असताना म्हणजे

१९४६ मध्ये युनिव्हर्सिटी ट्रेनिंग कॉर्प्सची पुनर्रचना करण्याचा निर्णय झाला. शालेय व महाविद्यालयीन स्तरावर हे संघटन कसे असावे याबाबत शिफारसी करण्यासाठी एक समिती नियुक्त करण्यात आली. भारताचे अंतरिम सरकार बनताच पंडित हृदयनाथ कुंझरू यांच्या नेतृत्वाखाली या समितीने तरुणांमधील नेतृत्वगुण व व्यक्तिमत्त्व विकासासाठी कशा पद्धतीचे प्रशिक्षण असावे याबाबतचा आपला अहवाल शासनाला दिला. याच अहवालाच्या आधारे भारतीय संरक्षण मंत्रालयाच्या अखत्यारित १९४८ मध्ये नॅशनल कॅडेट कॉर्प्स म्हणजे एन. सी. सी. हे संघटन अस्तित्वात आले.

राष्ट्रीय छात्रसेनेचे उद्दिष्टय :–

'एकता आणि अनुशासन' हे राष्ट्रीय छात्रसेनेचे ब्रीद वाक्य आहे. राष्ट्रीय छात्रसेनेत प्रवेश करणाऱ्या प्रत्येक विद्यार्थ्याला आपण सच्चेपणाने आणि श्रद्धापूर्वक देशसेवा करु अशी शपथ घ्यावी लागते. देशातील तरुणांमध्ये चारित्र्य, एकात्मतेची भावना, शिस्त, नेतृत्वगुण निर्माण करणे, साहसाची आवड निर्माण करणे, धर्मनिरपेक्षता आणि निःस्वार्थी वृत्तीचे संवर्धन करणे या बाबींचा राष्ट्रीय छात्रसेनेच्या अग्रक्रमांच्या उद्दिष्टांमध्ये समावेश आहे. संघटित, प्रशिक्षित आणि प्रेरित तरुणांचे मनुष्यबळ आकाराला आणून जीवनाच्या प्रत्येक क्षेत्रात नेतृत्व करण्याची क्षमता त्यांच्यामध्ये निर्माण करणे तसेच सशस्त्र सेनेमध्ये प्रवेश करण्यासाठी तरुणांना प्रेरित करून त्यासाठी योग्य वातावरण उपलब्ध करून देणे या बाबींचाही राष्ट्रीय छात्रसेनेच्या उद्दिष्टांमध्ये समावेश आहे.

राष्ट्रीय छात्रसेनेमध्ये दिले जाणारे प्रशिक्षण :–

राष्ट्रीय छात्रसेनेच्या प्रशिक्षण कार्यक्रमात रायफल तसेच एल.एम.जी.चा वापर, कवायत, नकाशा वाचन, संदेशवहन, साहसी पदभ्रमंती, गिर्यारोहण, पॅरासेलिंग, नौकानयन, शरीर विज्ञान व प्रथमोपचार याबरोबरच स्वसंरक्षण, नागरी सुरक्षा, योगासन, पर्यावरणविषयक जागरुकता अशा बाबींचेही प्रशिक्षण दिले जाते. या प्रशिक्षणातील अनेक बाबी केवळ रणभूमीवर शत्रूंशी लढताना उपयोगी पडणाऱ्या नव्हेत तर उत्तम नागरिक म्हणून जीवन जगण्यासाठीही उपयुक्त आहेत.

'नॅक'च्या अपेक्षा :–

देशभरातील विद्यापीठे आणि महाविद्यालये यांचे नियमित मूल्यांकन करण्यासाठी १९९४ मध्ये राष्ट्रीय मूल्यांकन आणि अधिस्वीकृती परिषदेची स्थापना करण्यात आली. या राष्ट्रीय मूल्यांकन परिषदेने इ. स. २००६ हे विद्यार्थी सहभाग वर्ष म्हणून घोषित केले आहे. नोव्हेंबर २००३ मध्ये तिरुपती येथे देशातील सर्व कुलगुरूंची एक परिषद झाली होती. या परिषदेत राष्ट्रपती डॉ. ए. पी. जे. अब्दुल कलाम यांनी सर्व कुलगुरूंकडे एक चार कलमी कार्यक्रम ठेवला होता. त्यातील पहिले कलम असे होते – 'महाविद्यालयात प्रवेश करणारा विद्यार्थी पदवी घेऊन विद्यापीठातून बाहेर पडेपर्यंत त्याच्यामध्ये नेतृत्वगुण यावेत आणि जबाबदार नागरिक म्हणून त्याची नैतिक जडणघडण व्हावी. राष्ट्रीय मूल्यांकन परिषदेने विद्यापीठे, महाविद्यालये व स्वायत्त महाविद्यालये यांच्या मूल्यमापनाच्या ज्या सात कसोट्या प्रारंभापासून निश्चित केलेल्या आहेत. त्यामध्येही सामाजिक उपक्रमातील सहभाग, विद्यार्थ्याची प्रगती व विद्यार्थी कल्याण यासाठीचे उपक्रम आणि निकोप कार्यपद्धती व चांगल्या परंपरा यांना खूपच महत्त्व दिलेले आहे. थोडक्यात चालू वर्ष हे विद्यार्थी सहभाग वर्ष म्हणून घोषित केले असले तर प्रत्यक्षात आधीपासूनच विद्यार्थ्यांची नैतिक जडणघडण, सामाजिक उपक्रमातील सहभाग याला राष्ट्रीय मूल्यांकन परिषद विशेष महत्त्व देत आलेली आहे.

विद्यार्थी सहभाग महत्त्वाचा का ? याविषयी राष्ट्रीय मूल्यांकन व अधिस्वीकृती परिषदेचे विद्यार्थी केंद्रीत तत्त्वज्ञान आहे. या तत्त्वज्ञानामध्ये अन्य बाबींबरोबरच निर्णयप्रक्रियेत आणि विविध समित्यांमध्ये विद्यार्थ्यांचा सहभाग महत्त्वाचा मानण्यात आला आहे. विद्यार्थ्यांना सर्वाधिक स्वारस्य असणाऱ्या बाबींचा उपयोग अग्रक्रम ठरवताना मार्गदर्शक म्हणून करून घेण्यात यावा असेही हे तत्त्वज्ञान सांगते. दर्जा आणि अचूकता याबाबत विद्यार्थ्यांसमवेत काम करताना पाठपुरावा करण्याची आवश्यकता या तत्त्वज्ञानातदेखील सांगितली आहे. त्याचप्रमाणे विद्यार्थ्यांना जेव्हा गरज असेल तेव्हा त्यांच्या मनात प्रश्न निर्माण होतील तेव्हा अध्यापकांनी त्यांच्यासाठी उपलब्ध असले पाहिजे, अशीही अपेक्षा विद्यार्थी केंद्रीत तत्त्वज्ञानात आहे.

थोडक्यात सांगायचे तर राष्ट्रपती डॉ. कलाम यांनी इ. स. २००३ मध्ये कुलगुरूंच्या परिषदेत व्यक्त केलेली अपेक्षा, राष्ट्रीय मूल्यांकन व अधिस्वीकृती परिषदेच्या अपेक्षा आणि राष्ट्रीय छात्रसेनेची उद्दिष्ट्ये यांच्यामध्ये काही बाबतीत एक समान भूमिका आहे. साहजिकच राष्ट्रीय मूल्यांकन व अधिस्वीकृती परिषदेच्या अपेक्षांची पूर्तता करताना राष्ट्रीय छात्रसेनेच्या उपक्रमांनाही एक वेगळे महत्त्व प्राप्त होते.

सामाजिक सेवा आणि राष्ट्रीय छात्रसेना :–

राष्ट्रीय छात्रसेनेच्या उपक्रमांमध्ये सामाजिक सेवेचा समावेश प्रथम इ. स. १९५३ मध्ये करण्यात आला. तरुणांना समाजाचे प्रश्न आणि गरजा यांच्याविषयी सजग आणि संवेदनशील बनणे हा यामागील उद्देश होता. तरुणांमध्ये श्रमप्रतिष्ठा जागविणे आणि समाजोपयोगी विधायक कामांमध्ये तरुणांना स्वारस्य निर्माण करणे हाही विचार राष्ट्रीर छात्रसेनेच्या उपक्रमांमध्ये सामाजिक सेवा समाविष्ट्र करताना केला गेला होता. इ. स. १९५३ ते इ. स. १९६८ च्या दरम्यान राष्ट्रीय छात्रसैनिकांनी ग्रामीण भागात घरबांधणी करणे, रस्ता दुरुस्ती करणे, पडझड झालेल्या घरांची दुरुस्ती करणे, नद्यांच्या काठी बांधबंदिस्ती करणे यासारखे अनेक उपक्रम राबविले. सामाजिक सेवेसाठीचे राष्ट्रीय छात्रसेनेचे पहिले शिबीर मे १९५३ मध्ये घेण्यात आले होते. १२०० छात्रसैनिक या शिबिरात सहभागी झाले होते आणि त्यांनी ७० किलोमीटर लांबीच्या पाच जुन्या नाल्यांमध्ये जमलेला गाळ काढून टाकून नाल्यांची साफसफाई केली. थोडासा पाऊस झाला तरी दिल्ली शहरात ठिकठिकाणी पाणी साठून राहणे त्यामुळे थांबले. १९५५ मध्ये बिहारमधील कोशी नदीला महापूर आला. यावेळी पूरनियंत्रणाच्या कामासाठी ७०० प्रशिक्षक आणि २६ हजार छात्रसैनिकांनी हे आव्हान स्वीकारले आणि १ हजार ८६० मीटर अंतराची बांधबंदिस्ती करून महापुराच्या पाण्यामुळे होणारे नुकसान रोखले. छात्रसैनिकांनी केलेल्या या कामगिरीचा स्मृतिस्तंभ आजही आपल्याला कोशी नदीच्या काठी पाहावयास मिळतो. जून १९६५ मध्ये छात्रसैनिकांनी अन्न व कृषी मंत्रालयाच्या आवाहनाला प्रतिसाद देऊन संयुक्त राष्ट्रसंघाच्या भूकमुक्ती आंदोलनात सहभाग दिला.

छात्रसैनिक विद्यार्थिनींनीही सामाजिक सेवा उपक्रमांमध्ये प्रशिक्षणाचा भाग म्हणून सहभागी व्हावे, असा निर्णय इ. स. १९५४ मध्ये लागू करण्यात आला. छात्रसैनिक विद्यार्थिनींनी यानंतर ग्रामीण भागात जाऊन आरोग्य, स्वच्छता या बाबींचे सार्वजनिक व व्यक्तिगत जीवनातील महत्त्व महिला आणि मुलांच्या मनावर बिंबवण्यासाठी विविध उपक्रम राबवायला सुरुवात केली. साक्षरतेचे वर्ग चालविणे, ग्रामीण भागातील महिलांना विणकाम, बँक व्यवहार अशा बाबींची

माहिती देणे या प्रकारची कामेही छात्रसैनिक विद्यार्थिनींनी सुरु केली. आता रक्तदान शिबिरे, पल्स पोलिओ मोहीम, एड्स, कर्करोग याविषयीचे जनजागरण, वृक्षारोपण व पर्यावरण रक्षण तसेच प्रौढशिक्षण यासारख्या राष्ट्रीय मोहिमांमध्ये छात्रसैनिकांनी सहभाग दिलेला आहे. धार्मिक सण, उत्सवांवेळी वाहतूक नियंत्रणापासून कायदा सुव्यवस्था पालनापर्यंत विविध बाबींसाठी छात्रसैनिक सहकार्य देत असतात. गेल्या काही वर्षांपासून निवडणूक कालावधीमध्ये निवडणुका सुरळीत पार पाडण्यासाठीही राष्ट्रीय छात्रसेनेच्या छात्रसैनिकांची मदत घेतली जात आहे. सामाजिक उपक्रमांमध्ये असा सहभाग राष्ट्रीय मूल्यांकन व अधिस्वीकृती परिषदेच्या अपेक्षा पूर्ण करणारा आणि त्याचबरोबर राष्ट्रपती डॉ. कलाम यांनी दिलेल्या चार कलमी कार्यक्रमातील एका प्रमुख कलमाची पूर्तता करणारा आहे.

महावीर महाविद्यालयातील अनुभव :-

महावीर महाविद्यालयातील ६ महाराष्ट्र गर्ल्स बटालियन एन.सी.सी.चे युनिट गेली २५ वर्षे मी सांभाळत आहे. सामाजिक उपक्रमांबाबत महावीर महाविद्यालयातील या युनिटने स्वतःची अशी एक वेगळी परंपरा निर्माण केलेली आहे. 'महावीर'मधील छात्रसैनिक विद्यार्थिनींनी सामाजिक सेवेच्या नियमित उपक्रमांबरोबर आणि राष्ट्रीय पातळीवरच्या पल्स पोलिओसारख्या मोहिमांमध्ये सहभागाबरोबरच विविध सणांनी नवे परिमाण व नवे अर्थ प्राप्त करून देण्यासाठी सातत्याने प्रयत्न केले आहेत. यानिमित्ताने विद्यार्थिनी सहभागातून राबविलेल्या उपक्रमांतून समाजातील विविध उपेक्षित समाजघटकांच्या व्यथा-वेदनांना वाचा फोडण्याचा प्रयत्न केला आहे. कधी महत्त्वाचे, पण दुर्लक्षित विषय जाणीवपूर्वक समाजासमोर आणले आहेत. याचा फायदा जसा समाजाला झाला आहे तसाच विद्यार्थिनींनाही झाला आहे. एक संवेदनशील माणूस म्हणून विद्यार्थिनींची जडणघडण होण्यासाठी अशा उपक्रमांचा उपयोग झाला आहे हे मी अभिमानपूर्वक नमूद करू इच्छिते. याबाबत ठळक उदाहरणे द्यायची म्हटले तरी अनेक उदाहरणे देता येतील. महावीर महाविद्यालयातील छात्रसैनिक विद्यार्थिनींनी कळंबा मध्यवर्ती कारागृहात रक्षाबंधनाचा सण साजरा केला. छात्रसैनिकांचा तुरुंगातील कैद्यांच्या व्यथा-वेदनांशी परिचय झाला. अनेक कैद्यांना शिक्षण घेण्याची इच्छ असल्याचे यातून स्पष्ट झाले. कालांतराने यशवंतराव चव्हाण महाराष्ट्र मुक्त विद्यापीठाचे केंद्र केवळ कारागृहातील कैद्यांसाठी सुरु करण्यात आले. सर्व कैद्यांना शैक्षणिक शुल्क माफ करण्यात आले आणि आज छात्रसैनिक विद्यार्थिनींनी राबविलेल्या एका उपक्रमामुळे कळंबा कारागृहातील अनेक कैदी पदवी संपादन करीत आहेत. महावीरमधील छात्रसैनिक विद्यार्थिनी दिवाळीसारखा सण नेहमीच उपेक्षित समाजघटकांच्या साथीने साजरा करतात. कधी वृद्धाश्रमातील आजी-आजोबांसमवेत दिवाळी साजरी करतात, तर कधी निराधार मुलांसाठीच्या वसतिगृहांमध्ये दिवाळीचा आकाशकंदिल लावून आणि त्यांना मुलांसाठीचे दिवाळी अंक देऊन त्यांच्यात वाचनाची आवड रुजवतात. रक्षाबंधन म्हणजे बहिणीने आयुष्यभर रक्षणासाठी भावाला साकडे घालण्याचा दिवस. ही परंपरागत कल्पना 'महावीर'च्या छात्रसैनिक विद्यार्थिनींनी पार बदलून टाकली आहे. ज्यांना मदतीची आणि संरक्षणाची गरज आहे अशा विविध बाबींच्या रक्षणाची जबाबदारी समाजानेच घ्यायला हवी याची जाणीव 'महावीर'च्या छात्रसैनिक सातत्याने सर्वांना करून देत असतात. यावर्षी 'महावीर'च्या छात्रसैनिकांनी रक्षाबंधनाच्या निमित्ताने शिलालेखांचे महत्त्व समाजाला जाणवून देण्यासाठी शिलालेखांचे अभ्यासक अ. ब. करवीरकर यांच्या सहकार्याने श्री महालक्ष्मी मंदिरातील पर्शियन भाषेतील शिलालेख उजेडात आणला. गतवर्षी महापुराने घर उद्ध्वस्त झालेल्या मुगडे

कुटुंबियांकडे लक्ष वेधून त्यांचे घर उभारण्यासाठी छात्रसैनिकांनी आवाहन केले आणि महापुराला वर्ष होण्याच्या आत समाजाच्या दातृत्वातून या कुटुंबाचे नवे घर उभारले गेले.

महावीर महाविद्यालयातील छात्रसैनिक विद्यार्थिनींच्या सहभागाने राबविल्या गेलेल्या अशा सातत्यपूर्ण उपक्रमांची महाविद्यालयाला भेट देणाऱ्या राष्ट्रीय मूल्यांकन व अधिस्वीकृती परिषदेच्या समितीने आपल्या अहवालात आवर्जून वेगळी दखल घेतली आणि महाविद्यालयाचे मानांकन निश्चित होताना महाविद्यालयाला याचा फायदा झाला.

समारोप :–

थोडक्यात, उच्च शिक्षण संस्थांच्या मूल्यांकनासाठी स्थापन करण्यात आलेल्या राष्ट्रीय मूल्यांकन व अधिस्वीकृती परिषदेने इ. स. २००६ हे वर्ष विद्यार्थी सहभाग वर्ष म्हणून जाहीर केले असले तरी राष्ट्रीय छात्रसेनेने इ. स. १९५३ पासूनच सामाजिक उपक्रमांमध्ये विद्यार्थी सहभागाला महत्त्वपूर्ण स्थान दिलेले आहे. राष्ट्रीय छात्रसेनेची वाटचाल ही केवळ लष्करासाठी प्रशिक्षित मनुष्यबळ पुरविण्यासाठीची वाटचाल नाही तर चांगला व जबाबदार नागरिक घडविण्यासाठीची वाटचाल आहे. युवकांमध्ये राष्ट्रीय छात्रसेनेमुळे विकसित होणारे नेतृत्वगुण, कौशल्य, सामाजिक सेवांमधील सहभागामुळे येणारी संवेदनशीलता या सर्वांचा उपयोग राष्ट्राला आणि समाजाला केवळ आपत्तीकाळात नव्हे तर सामाजिक जीवनातील अनेक कसोटीच्या प्रसंगामध्ये होत आहे. राष्ट्रीय मूल्यांकन व अधिस्वीकृती परिषदेने म्हणूनच केवळ एक वर्ष विद्यार्थी सहभाग वर्ष म्हणून पाळण्याचे आवाहन करून चालणार नाही. उच्च शिक्षणाने चांगला व जबाबदार नागरिक घडवा ही परिषदेची अपेक्षा पूर्ण व्हायची असेल तर राष्ट्रीय छात्रसेनेच्या माध्यमातून विद्यार्थी सहभागाने राबविण्यात येणाऱ्या सेवा उपक्रमांना विद्यापीठ तसेच महाविद्यालयांकडूनही जास्तीत जास्त बळ मिळावे, असा प्रयत्न परिषदेने करायला हवा.

■■■

One Day State Level Seminar On

"Students Participation in the Enhancement of Quality of Higher Education – Concepts and Prospectus"
Saturday 16ᵗʰ September, 2006

Organising Committee

Prof. Rekha D. Pandit
Organising Secretary

Dr. Krantikumar R. Patil
Principal,

1) Invitation Committee
1) Shri A. M. Salokhe(Chairman)
2) Dr. Shri. J. B. Patil
3) Smt. R. D. Pandit
4) Shri. N. S. Shirolkar
5) Shri. A. S. Ghaste
6) Smt. V. P. Sathe
7) Shri. P. J. Rangapure
8) Shri. S. A. Bargale

2) Banner, Photo, Publicity Committee
1) Shri. A. S. Ghaste (Chairman)
2) Shri. S. B. Patil

3) Hospitality Committee
(Refreshment and Lunch)
1) Shri. T. S. Thorat (Chairman)
2) Shri. S. V. Bagal
3) Smt. T. B. Mudekar
4) Smt. A. V. Pathak
5) Smt. R. D. Pandit
6) Smt. K. K. Bagawe
7) Shri. V. M. Chimane
8) Shri. D. G. Katkar
9) Shri. G. N. Betkyale
10) Shri. G. M. Methe
11) Shri. R. R. Bharamkar

4) Seating and Stage Arrangement
1) Shri. N. S. Shirolkar (Chairman)
2) Shri. A. M. Salokhe
3) Shri. C. M. Swami
4) Shri. S. S. Shelke
5) Shri. S. S. Sangar

5) Reception Committee
1) Smt. R. D. Pandit (Chairperson)
2) Dr. Shri. J. B. Patil
3) Shri. A. M. Salokhe
4) Dr. Smt. V. V. Maindargi
5) Smt. A. V. Pathak
6) Smt. N. S. Dhumal

6) File, Folder, Batches, Stationary
1) Dr. Shri. J. B. Patil (Chairman)
2) Shri. A. M. Salokhe
3) Shri. N. V. Pawar
4) Shri. M. V. Shinde
5) Shri. P. J. Rangapure
6) Shri. C. B. Thakur
7) Shri. D. B. Kole
8) Shri. Y. B. Niwale

7) Registration Committee
1) Dr. Smt. B. V. Shelke (Chairperson)
2) Dr. Smt. S. B. Powar
3) Dr. Smt. S. M. Kale

4) Smt. U. R. Kadam
5) Shri. N. V. Powar
6) Smt. S. R. Salunkhe
7) Smt. L. T. Magdum
8) Smt. R. P. Pradhan
9) Smt. M. R. Shinde
10) Smt. U. D. Indulkar
11) Shri. A. S. Jadhav
12) Shri. M. V. Shinde
13) Shri. P. J. Rangapure
14) Shri. P. R. Patil
15) Shri. C. B. Thakur
16) Shri. M. G. Kangralkar
17) Shri. S. B. Shinde
18) Shri. S. S. Gawade
19) Shri. S. A. Bargale

8) Writing and Distribution of Certificates

1) Dr. Smt. V. V. Maindagi (Chairperson)
2) Smt. N. S. Dhumal
3) Smt. A. V. Pathak
4) Smt. S. R. Salunkhe
5) Dr. Smt. S. B. Powar
6) Smt. U. R. Kadam
7) Smt. T. B. Mudekar
8) Dr. Smt. S. M. Kale
9) Smt. M. V. Ghotane
10) Smt. R. V. Ambawade
11) Smt. A. A. Ranganekar
12) Shri. P. S. Jadhav
13) Shri. M. G. Kangralkar
14) Shri. C. B. Thakur
15) Shri. S. A. Bargale

9) Hospitality of guest

1) Shri. S. N. Kolekar
2) Shri. S. V. Bagal

One Day State Level Seminar on
"Students' Participation In The Enhancement of The Quality of Higher Education : Concept And Prospects."

Sponsored by
NAAC, BANGALORE

Organised by
KAMALA COLLEGE, KOLHAPUR

SATURDAY, 16TH SEPTEMBER, 2006

• PROGRAMME •

9.30 a.m. to 10.00 a.m.	-	Registration - Breakfast, Tea.
10.00 a.m. to 11.00 a.m.	-	Inauguration
11.00 a.m. to 12.00 noon	-	Key-Note Address by
		Dr. S. N. Pathan
		V.C. - R.T.M. Nagpur University.
		Sub : "Promoting Student Participation In Quality Enhancement In Higher Education".
12.00 p.m. to 12.10 p.m.	-	Tea Break

SESSION – I

12.10 p.m. to 1.00 p.m.	-	Dr. M. R. Kurup
		Sub : "Role And Responsibilities of Students' In Quality Assurance & Sustenance" (A NAAC Framework)
1.00 p.m. to 1.50 p.m.	-	Shri. Sharad Advant
		Sub : "Student Participation in Extra-Curricular Activities"
1.50 p.m. to 2.00 p.m.	-	Discussion
2.00 p.m. to 3.00 p.m.	-	Lunch

SESSION – II

3.00 p.m. to 4.00 p.m.	-	Paper Reading
4.00 p.m. to 4.20 p.m.	-	Discussion
4.20 p.m. to 4.30 p.m.	-	Tea Break
4.30 p.m. to 5.30 p.m.	-	Valedictory Function.

Tararani Vidyapeeth's

KAMALA COLLEGE, KOLHAPUR

One Day State Level Seminar on
Students' Participation In The Enhancement of The Quality of Higher Education : Concept And Prospects.

SATURDAY, 16TH SEPTEMBER, 2006

Inaugural Function

● PROGRAMME ●

Welcome & Compering	:	Prof. Smt. Tejaswini Mudekar
Chairperson	:	Hon ble R. K. Kanbarkar
Welcome to Chief Guest	:	By - Prin. Dr. Krantikumar Patil
Inauguration by lighting of Lamp.	:	Dr. Manikrao Salunkhe, V.C., Shivaji University
		Dr. S. N. Pathan V.C., R.T.M. Nagpur University
Introduction of Chief Guest	:	Prin. Dr. Krantikumar Patil
Inaugural Speech	:	Dr. Manikrao Salunkhe
Key Note Address	:	Dr. S. N. Pathan
Presidential Speech	:	Hon' ble R. K. Kanbarkar
Vote of Thanks	:	Prof. Smt. Neeta Dhumal

————————————————————● Tea Break ●————————————————————

Tararani Vidyapeeth

KAMALA COLLEGE, KOLHAPUR

One Day State Level Seminar on

Students' Participation In The Enhancement of The Quality of Higher Education : Concept And Prospects.

Saturday, 16th September, 2006

First Session

● PROGRAMME ●

Welcome & Compering	:	Prof. Dr. Varsha Maindargi
Introduction of Speakers	:	Prof. Dr. Madhavi Pawar
Speakers	:	Hon ble Dr. M. R. Kurup
		Sub.: Role And Responsibilities of
		Students' In Quality Assurance & Sustenance,
		(A NAAC Framework)
		Hon ble Dr. Sharad Advant
		Sub.: Student Participation in Extra Curricular.
Vote of Thanks	:	Prof. Dr. Varsha Maindargi

───────────── ● Lunch Break ● ─────────────

TVP'S KAMALA COLLEGE, KOLHAPUR

One Day State Level Seminar on
Students' Participation In The Enhancement of The Quality of Higher
Education : Concept And Prospects.

Saturday, 16th September, 2006

Second Session (Paper Reading)

● PROGRAMME ●

Welcome & Compering	:	Prof. Smt. Angha Pathak
Chairperson	:	Hon'ble Dr. D. R. Konnur
Speakers	:	Hon'ble Dr. Shri. H. V. Deshpande Sub.:Promoting Student Participation in Quality Enhancement.
	:	Hon'ble Principal Pravin Chougale Sub.:Promoting Student Quality Literacy.
	:	Hon'ble Principal Smt. Savita Shete Sub.: Good Practices in involving students for Quality Enhancement in Higher Education Institutions
	:	Hon'ble Principal Dr. S. A. Deo and Dr. K. V. Sukhtankar Sub : Quality assurance in higher education policies in relation to student participation for enhancement of Quality
	:	Prof. Dr. V. V. Maindargi and Prof. Rekha Pandit. Sub: Students' Participation in Decision making in Enhancement of Quality of Higher Education.

		Dr. A. M. Gurav Sub : Tools for empowerment for quality enhancement.
	:	Dr. V. B. Kodag Sub : Scheme of Students Participation in the Quality Enhancement of Higher Education.
	:	Dr. Rupa Shah Sub.: Students Participation in N.C.C.
Presidential Speech	:	Hon'ble Dr. D. R. Konnur
Vote of Thanks	:	Prof. Smt. Anagha Pathak

────────────────── ● **Tea Break** ● ──────────────────

Tararani Vidyapeeth

KAMALA COLLEGE, KOLHAPUR

One Day State Level Seminar on
Students' Participation In The Enhancement of The Quality of Higher Education : Concept And Prospects.

Saturday, 16th September, 2006

Valedictory Function

• PROGRAMME •

Welcome & Compering	:	Prof. Dr. Smt. Bharati Shelke
Introduction of Chairperson	:	Principal Dr. Krantikumar Patil
Chairperson	:	Hon'ble Dr. V. M. Chavan Director, Bharati Vidyapeeth Management Institute
Report Reading	:	Prof. Smt. Rekha Pandit
Presidential Speech	:	Hon'ble Dr. V. M. Chavan
Vote of Thanks	:	Prof. Sujay Patil

■ ■ ■

- Feedback Form -

TVP'S Kamala College, Kolhapur

NAAC Bangalore Sponsored

ONE DAY STATE LEVEL SEMINAR

on

" Student's Participation in The Enhancement
of the Quality of Higher Education : Concept And Prospects "

Saturday - 16th September, 2006.

* Name of the Participant   -   _____

* Designation   -   _____

* Name of the College / Institution   -   _____

* Name of the University   -   _____

* Comments about the Seminar -   _____

_____

_____

_____

* Suggestions if any   -   _____

_____

_____

_____

Signature of the Participant

55

ABOUT THE CITY OF KOLHAPUR :

The spacious ever-alluring existence of goddess Mahalaxmi and Jotiba Temple constantly remind us of heredity of Indian history, culture and religion. We are proud to say that we are the citizen of this famous city - Kolhapur, which is known as 'Dakshin-Kashi.' This vicinity is also known because of the illustrious, historical personalities like Her Highness, brave Queen Tararani and His Highness, Chatrapati Shahu Maharaj who had given new dimensions to the cultural history of Kolhapur. The city proclaims its marvelous beauty through the historical fort 'Panhala', Royal Residences 'New Palace' and 'Juna Rajwada', 'Khasbag' - a place for wrestling, 'Rankala' - a beautiful lake and many other beautiful spots. The river 'Panchaganga' encircles the city and is the life-line of the city. The city is also famous for sugarcane, jaggary and leather industry.

Apart from the cultural and historical background, Kolhapur is also an abode of the number of diamonds from academic sector. So also the academic growth of the city is also landable which is apparent from the stupendous success of the university which is named after the Great King Shivaji Maharaj.

The city has Aerodrome adjacent to the four-lane National Highway, Railway Station and Central S. T. Stand connecting many cities.
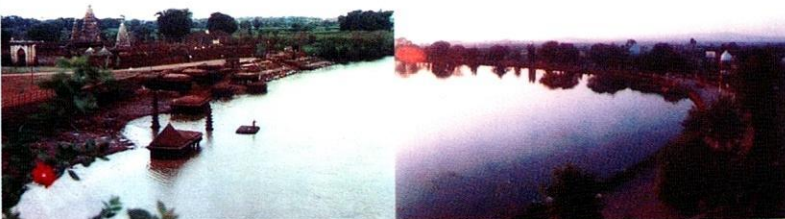
Tararani Vidyapeeth's

KAMALA COLLEGE, KOLHAPUR

Founder President : Late Dr. V. T. Patil

Accredited with B$^+$ Grade by NAAC

(★ ★ ★ ★ ★)

SALIENT FEATURES

1) A Premier Institution, situated in the heart of the city, dedicated to the noble cause of women's education

2) The most imposing and alluring campus inviting repose & calm.

3) Completely safe, sound and healthy atmosphere conducive to all-round development of students' personality.

4) A newly built Women's Hostel with all facilities.

5) A well furnished Home Science, Science (Jr.) and computer Laboratories.

6) A well equipped 'Kamala Health Club' providing unique facility of aerobics and multigym and Judo-Karate Hall.

7) A well equipped library with 38,000 books and a separate spacious study room.

8) Courses Offered -

A) I) B.A. Special - English, Hindi, Sociology, Economics, Home-Science.
II) B.Com Special - Industrial Management, Auditing and Accounting.

B) Career Oriented Courses sanctioned by the U.G.C.
I) Hospital Administration and Management.
II) Yoga Education and Health.
III) Dietetics and Health Education.

9) Y.C.M.O.U.'s Centre Providing -
A) Computer Traning.
B) B.A. and B.Com. Degree Courses.

10) Remedial Coaching Classes for the SC / ST students.

SALIENT FEATURES