Vol II Issue XI

ISSN No : 2230-7850

Monthly Multidisciplinary Research Journal

Indian Streams Research Journal

Executive Editor

Ashok Yakkaldevi

Editor-in-chief

H.N.Jagtap

Welcome to ISRJ

RNI MAHMUL/2011/38595 **ISSN No.2230-7850**

Indian Streams Research Journal is a multidisciplinary research journal, published monthly in English, Hindi & Marathi Language. All research papers submitted to the journal will be double - blind peer reviewed referred by members of the editorial Board readers will include investigator in universities, research institutes government and industry with research interest in the general subjects.

International Advisory Board

Flávio de São Pedro Filho
Federal University of Rondonia, Brazil

Kamani Perera
Regional Centre For Strategic Studies, Sri Lanka

Janaki Sinnasamy
Librarian, University of Malaya [Malaysia]

Romona Mihaila
Spiru Haret University, Romania

Delia Serbescu
Spiru Haret University, Bucharest, Romania

Anurag Misra
DBS College, Kanpur

Titus Pop

Mohammad Hailat
Dept. of Mathmatical Sciences, University of South Carolina Aiken, Aiken SC 29801

Abdullah Sabbagh
Engineering Studies, Sydney

Catalina Neculai
University of Coventry, UK

Ecaterina Patrascu
Spiru Haret University, Bucharest

Loredana Bosca
Spiru Haret University, Romania

Fabricio Moraes de Almeida
Federal University of Rondonia, Brazil

George - Calin SERITAN
Postdoctoral Researcher

Hasan Baktir
English Language and Literature Department, Kayseri

Ghayoor Abbas Chotana
Department of Chemistry, Lahore University of Management Sciences [PK]

Anna Maria Constantinovici
AL. I. Cuza University, Romania

Horia Patrascu
Spiru Haret University, Bucharest, Romania

Ilie Pintea,
Spiru Haret University, Romania

Xiaohua Yang
PhD, USA

Nawab Ali Khan
College of Business Administration

Editorial Board

Pratap Vyamktrao Naikwade
ASP College Devrukh,Ratnagiri,MS India

R. R. Patil
Head Geology Department Solapur University, Solapur

Rama Bhosale
Prin. and Jt. Director Higher Education, Panvel

Salve R. N.
Department of Sociology, Shivaji University, Kolhapur

Govind P. Shinde
Bharati Vidyapeeth School of Distance Education Center, Navi Mumbai

Chakane Sanjay Dnyaneshwar
Arts, Science & Commerce College, Indapur, Pune

Awadhesh Kumar Shirotriya
Secretary, Play India Play (Trust),Meerut

Iresh Swami
Ex - VC. Solapur University, Solapur

N.S. Dhaygude
Ex. Prin. Dayanand College, Solapur

Narendra Kadu
Jt. Director Higher Education, Pune

K. M. Bhandarkar
Praful Patel College of Education, Gondia

Sonal Singh
Vikram University, Ujjain

G. P. Patankar
S. D. M. Degree College, Honavar, Karnataka

Maj. S. Bakhtiar Choudhary
Director,Hyderabad AP India.

S.Parvathi Devi
Ph.D.-University of Allahabad

Sonal Singh

Rajendra Shendge
Director, B.C.U.D. Solapur University, Solapur

R. R. Yalikar
Director Managment Institute, Solapur

Umesh Rajderkar
Head Humanities & Social Science YCMOU, Nashik

S. R. Pandya
Head Education Dept. Mumbai University, Mumbai

Alka Darshan Shrivastava
Shaskiya Snatkottar Mahavidyalaya, Dhar

Rahul Shriram Sudke
Devi Ahilya Vishwavidyalaya, Indore

S.KANNAN
Ph.D , Annamalai University,TN

Satish Kumar Kalhotra

Address:-Ashok Yakkaldevi 258/34, Raviwar Peth, Solapur - 413 005 Maharashtra, India
Cell : 9595 359 435, Ph No: 02172372010 Email: ayisrj@yahoo.in Website: www.isrj.net

Indian Streams Research Journal
Volume 2, Issue.11,Dec. 2012
ISSN:-2230-7850
Available online at www.isrj.net

ORIGINAL ARTICLE

CONTRIBUTION OF STUDENTS TOWARDS ENHANCING QUALITY IN HIGHER EDUCATION INSTITUTIONS

R DHANUJA

PSG College of Arts & Science Coimbatore

Abstract:

The Quality Assurance in Higher Education is gaining wider acceptance amongst the stakeholders across the globe. Even though the quality assurance mechanisms in different countries in Asia Pacific Region are at different levels of maturity and capacity, there is a broad agreement on need and effectiveness of quality assurance.

Quality education refers to learning situations in which knowledge, skills, and abilities are developed in the best possible ways in order to promote students' personal growth, vocational success and future contributions to society. According to Snow (1986), "learning how to capitalize on individual strengths and to promote a diversity of achievements ... while compensating for the individual inequalities that limit educational achievement for many poses the major challenge to . . . education today and for decades to come" (p. 1029).

The best way to motivate the community is to promote an understanding of the benefits that assessment brings to students, faculty, the institution, and the public. The extent to which learning goals and assessment processes that already exists will form the core of a more clear and integrated assessment process. Students, of course, want to attend the institution that suits them best. Parents want the best value, or perhaps the "cultural capital," that an institution affords. Parents and students are interested in institutions that will provide them with the education which will result in a job, or acceptance to graduate or professional school. Employers are interested in the "product" that a college or university produces. Faculty members, too, have a vested interest in students being informed about their choice of a college or university to attend. It is much easier, and more enjoyable, for faculty members to teach students who are appropriately prepared for their courses, either through earlier preparation or through foundation courses at the institution.

Quality education is therefore a relative concept, and can be perceived differently by students, even in the same classroom, depending on a wide range of variables including background, personality and motivation.

Recent surveys show that student education is no longer based around the basics. In order to obtain a quality education you need to teach the fundamentals. Student education relays on the basic skills in order to succeed. A quality education begins with the fundamentals like, problem-solving, teamwork, and organization. These core principles are creating a quality education and promote an exceptional student learning.

This paper will assess the progress that is being made globally to improve the quality of basic education and examine the policies and the strategies that are proving effective in Quality enhancement in higher education, and the role of students to enhance the same.

KEYWORDS:

Contribution , Education , Mechanisms , Effectiveness.

Title:CONTRIBUTION OF STUDENTS TOWARDS ENHANCING QUALITY IN HIGHER EDUCATION INSTITUTIONS Source:Indian Streams Research Journal [2230-7850] R DHANUJA yr:2012 vol:2 iss:11

INTRODUCTION

The students are, unarguably, the most important stakeholders of Higher Education Institutions and also that of quality assurance mechanisms therein. The interest and participation of students at all levels in both internal quality assurance and external quality assurance have to play a central role. Any Higher Education Institution needs to ensure that students have voice at all stages of the decision making process, formulating learning and teaching practices, and that views of students are to be considered as the primary evidence on which the quality of teaching and learning is evaluated. Even as the central role of student in Higher Education System is agreed in principle by the policy makers and decision makers, the experience of actual involvement of students vary to a large extent from one country to another.

Everyone is interested in a quality education. A quality education leads to an excellent student education. All parents and teachers want their children to have nothing but a great education. There are ways to ensure that a quality education always equals an exceptional student education. The future of the country depends on a quality education being provided in every school. The quality of the education plays a major role in the student education. Using a framework that increases quality education in our school districts can help us design maps to continuous improvement in student education.

It is also important to create a way to measure the progress of your students. This method coincides with the last in the sense that you may have to alter your teaching methods if your students are not progressing and advancing in what they are learning. There will always be topics and subjects that are harder to teach than others.

ROLE OF STUDENTS

Students will be encouraged to aid their own learning by:

giving of their personal best
taking part in the development of an agreed code of behaviour
abiding by the code of behaviour
undertaking tasks and activities that will increase their independence, interdependence, citizenship and self-discipline
contributing to student decision-making forums
assisting their teachers to provide an effective and challenging learning environment
working cooperatively with other students
cooperating with their parents and assisting their parents to understand their learning needs
completing work as contracted and required.

First Steps towards Developing Learning Goals

The process of developing learning goals should begin with a “situation audit” or inventory of what exists and which practices have been successful. Practices that are identified will provide information for developing a plan for the assessment of student learning, establishing goals, and identifying assessment measures.

The Situation Audit

A basic tenet for evaluating student learning is to begin with successful assessment activities already in place. Whether the objective is to develop learning goals and assessment techniques for an individual course, an entire program, or the institution as a whole, an inventory of what exists provides a strong foundation for later success.

An excellent method of gauging the level of an institution's existing evaluation of student learning is to survey the assessment practices embedded at the course, program, and institutional levels. Peter Ewell has referred to this as a “situation audit”—i.e., an inventory of information already on hand that may provide evidence of student learning. Angelo, Ewell, and Lopez (2001) recommend that institutions begin assessment by “rounding up information you already have.”

INSTITUTIONAL LEVEL

At the institutional level, an audit may be accomplished easily by cataloguing the means used to assess the entire student body through the activities of offices of institutional research, student affairs, career services, the library, and information management. Most institutions have existing information from some or all of the following:

- Surveys of student satisfaction and engagement that are designed and administered nationally and locally
- Alumni career and satisfaction surveys
- Tests: standardized and/or locally-created
- Statistics, such as placement and retention rates
- Program reviews of both academic and support programs
- Reports by instructional librarians on information literacy and collaboration with faculty members

PROGRAM LEVEL

At many institutions, each department and program institutes evaluations of its students that are independent from those of other departments and programs. The choice of instruments and assessment activities is often idiosyncratic, grounded in the approach that is typical of each discipline. A comprehensive and well-designed institution-wide checklist of possible types of assessment activities may help each department to create an accurate description of its assessment activities.

At the program level, the checklist for assessment activities might include:

- Senior capstone theses, papers, individual or group projects, and performances or other presentations
- Student portfolios
- Student research participation
- Departmental student and alumni surveys
- Standardized tests of subject area or broad skills
- Reports from student internship supervisors

Additional assessment activities may be suggested by disciplinary accreditors who issue guidelines and standards for intended student learning, required or suggested educational experiences, recommended evaluation methods, and expectations for the use of results.

BENCHMARKING

The term benchmarking is now common in assessment plans and conversations about assessment. Originally, benchmarking was a term used in the corporate environment to define a set of external standards against which an organization could measure itself. The organization identifies comparable, peer, or "reach" organizations and systematically compares its practices or achievements against those of the other organization.

In higher education settings, a university might use benchmarking techniques to define its comparison group—its peer institutions—and to compare its 27 own outcomes to theirs. This benchmarking could be based, for example, on retention rates, five-year graduation rates, admissions yield data (the number of enrollees as a function of the number of students accepted), employment and graduate school placement rates, and performance on national or professional examinations. Theoretically, any outcome for which there are data from peer institutions and programs can be compared in a benchmarking study.

Direct methods of evaluating student learning are those that provide evidence of whether or not a student has command of a specific subject or content area, can perform a certain task, exhibits a particular skill, demonstrates a certain quality in his or her work (e.g., creativity, analysis, synthesis, or objectivity), or holds a particular value. Direct methods can be used at the course level, the program level, and,

theoretically, at the institutional level.

Indirect methods of evaluating student learning involve data that are related to the act of learning, such as factors that predict or mediate learning or perceptions about learning but do not reflect learning itself.

BENEFITS FOR STUDENTS

Statements of student learning goals benefit students because they:

1 Explain the sometimes "hidden agenda" (e.g., the expectation that students analyze relationships between causes and effects, rather than simply learn substantive material)

2 Prioritize which goals are most important

3 Provide assurance that a student has not "missed" an important goal

4 Help students to understand the nature of skills acquired for use in other contexts—during and after college

BENEFITS FOR THE PUBLIC

Statements of student learning goals benefit the public because they:

1 Enable students to choose an institution based on a particular mission

2 Satisfy accountability needs of legislators, funding agencies, and others

3 Help the public to understand more clearly what an institution seeks to accomplish.

The researchers used another questionnaire to gather the perceptions of students' community about the quality deliverables of the institution. Regarding the ability to bring conceptual clarity on different courses, only 29% students expressed positive opinion against only 17% negative whereas remaining 54% of students contend their satisfaction levels between positive and negative. While enquired about the motivation and mentoring, 44% students were stated that these skills were poor among the faculty as against 38% said moderate skills in this regard. Concerning the faculty communication skills, regularity and punctuality, 47% students were dissatisfied while 30% expressed satisfactory replies. Pertaining to the teaching community's subject knowledge and teaching skills, 31.5% students in the total 250 respondents articulated that their teaching staff was good enough in this aspect. Relating to library, placements, and perception towards curriculum, only 25% students come- up with poor response as against 37.5% students' positive opinion. 80% of students were come across with positive response towards sports and infrastructure facilities provided by the higher institutions and 30% of students positively reacted towards the cooperative of non-teaching staff as against another 30% reacted negatively.

Dimensions	Good (%)	Dimensions	Good (%)
Ability to bring conceptual clarity	29	54	17
Motivation and mentoring	38	18	44
Faculty communication skills	38	21	41
Faculty regularity and punctuality	23	24	53
Faculty subject knowledge	33	21	46
Faculty teaching skills	30	27	43
Perception towards curriculum and its suitability	40	35	25
Library and placement facilities	35	20	45
Sports and recreation facilities	80	15	05
Basic infrastructure facilities	80	10	10
Non-teaching staff cooperation	30	40	30

ROLE OF IQAC IN ENHANCING QUALITY:

The task of IQAC is to ensure performance evaluation, assessment and accreditation and quality up gradation of institutions of higher education and help ensure continuous improvement in the entire operations of the University.

The Internal Quality Assurance Cell (IQAC), interacting with students indirectly and getting their feedback aimed towards betterment of the amenities provided to students, would be getting direct feedback from student's community as these students will have a direct say in quality of education being provided to them in their respective educational institutions.

To ensure that students of their respective institution have an effective say in the affairs of the institution, the University Grants Commission (UGC), has decided to revise the draft UGC (Mandatory Assessment and Accreditation of Universities) Regulations, 2011, and make necessary changes for the first time formally acknowledging the role of students as the key stakeholders in the quality of education and providing recognition of the value of student feedback in the quality enhancing process.

CONCLUSION:

Schooling is a social process, and improvements in resources, technology and the quality of student and teaching inputs should in principle be able to be enhance its overall quality. Even a casual look at the history of test scores around the world, however, reveals a central and, at first sight, baffling paradox. In a good number of countries, large increases in average real expenditure per student and other measures of school resources in primary and secondary schools over the last four or five decades have not remotely been matched by a comparable increase in average test scores.

There is ample evidence that the quantity of education a person receives (measured as the number of years spent in the school system) goes hand in hand with the quality of that education (usually somewhat narrowly defined as cognitive skills but in fact including non-cognitive skills, values and other psychological and behavioural traits acquired through schooling).

In the end, improving learning outcomes in schools around the world is not only a matter of implementing a set of adequately designed technical measures. That the experimental evaluation of policy interventions is becoming a standard tool in policy design is certainly a welcome development, but it does not solve the question of which interventions are tested or what their goals are. As a larger proportion of children are socialized for an increasingly extended part of their childhood, adolescence and early adulthood, questions of curriculum content and of contrast between student background and aspiration present new challenges for the quality of schooling that cannot be addressed only by technical means. The politics of the process, as well as the details of its resourcing and pedagogy, have become increasingly important to its solution.

REFERENCES:

- Angelo, T. A., Ewell, P.T., & Lopez, C. (2001). Assessment at the millennium: Now what? In L. Suskie (Ed.), Assessment to Promote Deep Learning (pp. 59-63). Washington, DC: American Association for Higher Education.
- Association of College & Research Libraries. (2000). Information literacy competency standards for higher education. Chicago:
- Huba, M. E. & Freed, J. E. (2000). Learner-centered assessment on college campuses. Needham Heights: Allyn & Bacon.
- Kolb, D. A. (1984). Experiential learning: Experience as the source of learning and development. Hillsdale, NJ: Prentice Hall.
- Walvoord, B. E. & Anderson, V. J. (1998). A tool for learning and assessment. San Francisco: Jossey-Bass.
- Benson, A. and Blackman, D. (2003) Can research methods ever be interesting? Active Learning in Higher Education 4(1), 39-55.
- Jenkins, A. (2004) Designing a curriculum that values a research-based approach to student learning. Link 9, 1-4. http://www.hlst.heacademy.ac.uk/resources/link9/link9.pdf
- Ramsden, P. (2003) Learning to teach in higher education . London, Routledge.
- Zamorski, B. (2002) Research-led teaching and learning in higher education: a case, Teaching in Higher Education , 7(4), 411-27.
- Jenkins, A. J., Blackman, T., Lindsay, R. O. and Paton-Saltzberg, R. (1998) Teaching and research: student perceptions and policy implications. Studies in Higher Education 23(2), 127-41.

Publish Research Article
International Level Multidisciplinary Research Journal
For All Subjects

Dear Sir/Mam,

We invite unpublished research paper.Summary of Research Project,Theses,Books and Books Review of publication,you will be pleased to know that our journals are

Associated and Indexed,India

- International Scientific Journal Consortium Scientific
- OPEN J-GATE

Associated and Indexed,USA

- Google Scholar
- EBSCO
- DOAJ
- Index Copernicus
- Publication Index
- Academic Journal Database
- Contemporary Research Index
- Academic Paper Databse
- Digital Journals Database
- Current Index to Scholarly Journals
- Elite Scientific Journal Archive
- Directory Of Academic Resources
- Scholar Journal Index
- Recent Science Index
- Scientific Resources Database

Indian Streams Research Journal
258/34 Raviwar Peth Solapur-413005,Maharashtra
Contact-9595359435
E-Mail-ayisrj@yahoo.in/ayisrj2011@gmail.com
Website : www.isrj.net