1. INTRODUCTION

India has the second largest educational system in the world. A focus on quality, access and relevance of higher education to achieve the required social transformation for sustainable economic development of the country has been the national priority. Qualitative improvement in higher education, to realize the desired dimensions of human resource development necessitated the establishment of the premier Quality Assurance Agency – NAAC – by the UGC, in 1994, to assess and accredit the country's HEIs. Quality assurance is not an event! It is a continuous process and a relentless pursuit to achieve academic excellence. It is an ongoing, dynamic and life-long endeavor of any institution. As the primary goal of institutional accreditation by NAAC is to provide the information needed to improve the experience of the 'learning communities', it is envisaged that NAAC plays a larger role in internalizing and institutionalizing quality assurance. Towards achieving this goal, while the participation of all stakeholders is essential, the involvement of student participation in the institutional quality enhancement processes is crucial and invaluable, because of the following:

☐ Students are the largest group within any HEI, and therefore are the main stakeholders who have a much stronger voice than any other stakeholders.

☐ Students are quite well informed, committed, participative, motivated and curious, and this provides for valuable contributions.

☐ The several dimensions of student participation often surpass the four walls of the institution and other academic frontiers, following the trend that induces or obliges the institutions to open up to the society.

☐ Of late, world over, there is a wide and positive attitude towards increased student influence in higher education governance including the role of student activism in social changes.
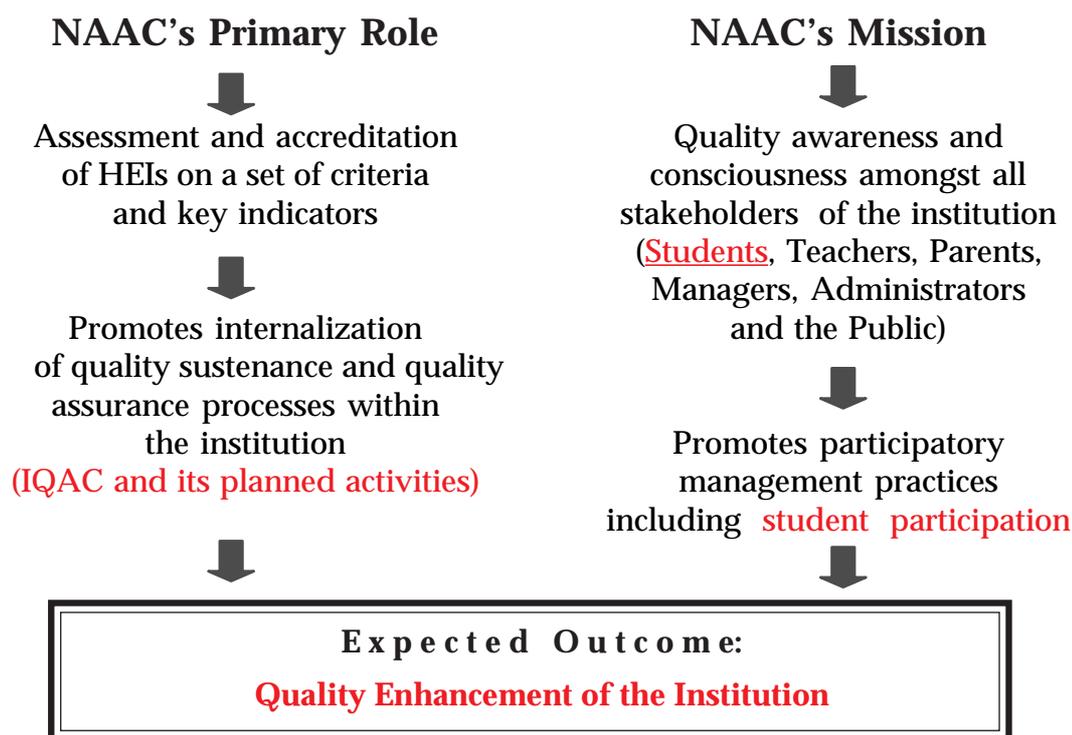
Students could therefore be the driving force behind ambitious and far reaching Higher Education reforms.

Stakeholders of an educational institution:

*   Government
*   Institution (Management)
*   Academic world (Teachers and others)
*   Students
*   Employers
*   Society at large

Recognizing the significance of learners as the main stakeholders in education, NAAC has initiated the establishment between the Student Charter, (Annexure 1), has made provisions for a formal interaction between the peer team members and a random group of students during every institutional visit for assessment and accreditation to seek responses to a set of questions (Annexure 2), and has laid emphasis on HEIs to encourage student feedback practices through appropriate questionnaires (Annexure 3). More recently, NAAC has also published case studies of Best practices in student feedback and participation (Patil, 2007). All these are efforts of the NAAC to involve students in the quality assurance, quality sustenance and quality enhancement processes of HEIs, as per the provisions of its Mission, (See Figure 1):

Figure 1: NAAC's role in the Quality of HEIs.

NAAC's Primary Role	NAAC's Mission
⬇	⬇
Assessment and accreditation of HEIs on a set of criteria and key indicators	Quality awareness and consciousness amongst all stakeholders of the institution (Students, Teachers, Parents, Managers, Administrators and the Public)
⬇	
Promotes internalization of quality sustenance and quality assurance processes within the institution (IQAC and its planned activities)	⬇ Promotes participatory management practices including student participation
⬇	⬇

Expected Outcome:
Quality Enhancement of the Institution

Moving further, **NAAC declared the year 2006 as the year of *"Students participation in quality enhancement".* '*Nothing for us without us'* was the slogan by NAAC,** to publicize the importance of student participation in the quality enhancement exercise of an institution.   In evaluating the institutional effectiveness, NAAC more than recognizes the pivotal role of students not only as the main stakeholders of any institution but also as central to the entire process of educational experience that an institution can provide (Figure 2).
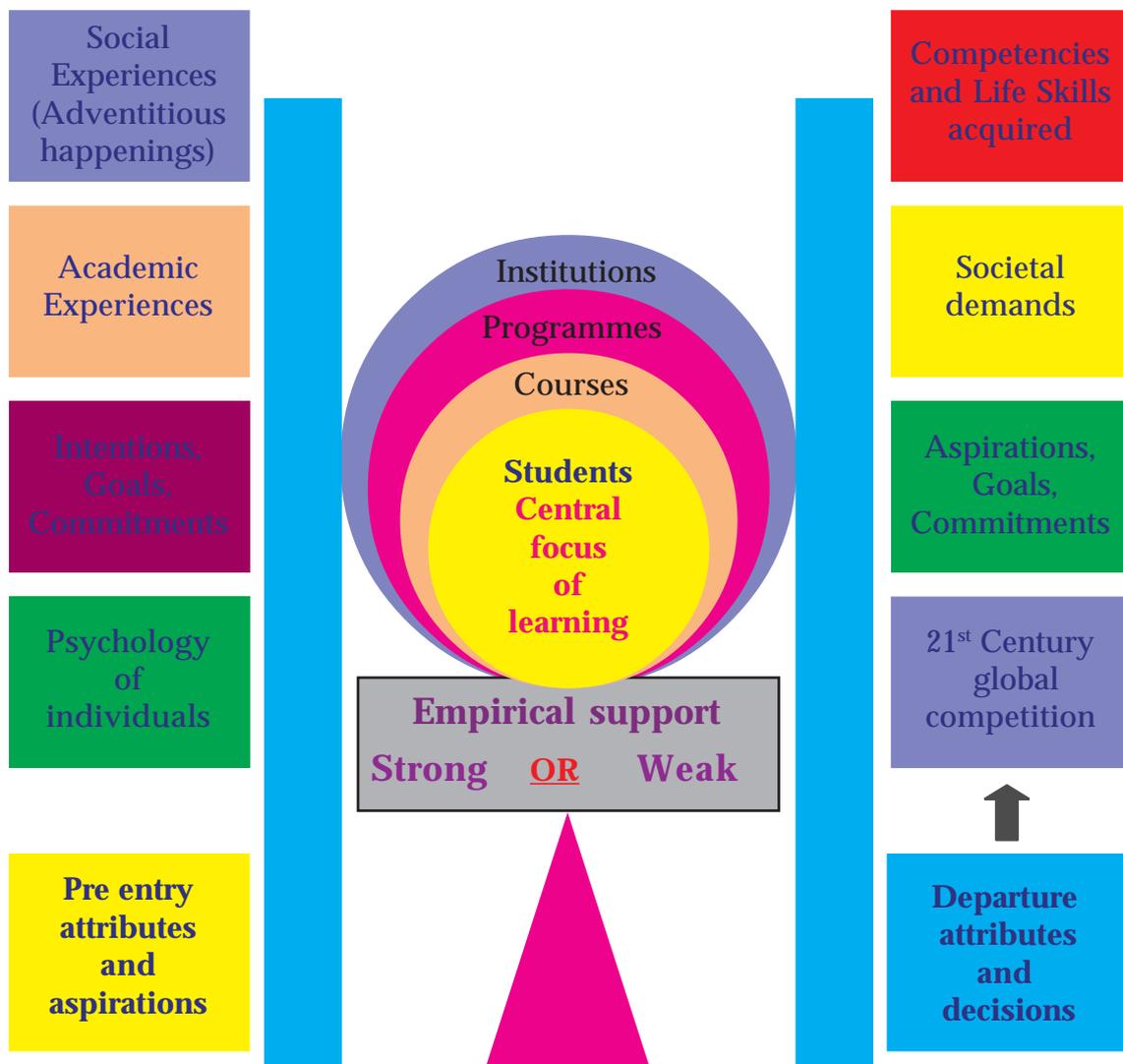

Figure 2: Evaluating Institutional Effectiveness

1.1 Planning of the Seminars

At the outset, a meeting of select Directors of UGC Academic Staff Colleges, was organized by NAAC under the Chairmanship of the Director, NAAC on June 24, 2006 (Annexure 4). At this meeting, it was unanimously agreed that a one-day Seminar on 'Students Participation in Quality Enhancement' should be organized by select Academic staff Colleges during August/September 2006. The main objective of the envisaged activities during the dedicated year 2006 of NAAC was not only to promote a general quality awareness amongst students but also to provide a platform to the learner community to share its quality concerns and educational experiences at the HEIs. It is to be recorded here that these ten seminars were the first of their kind, to provide discussion platforms for students drawn from HEIs already assessed and accredited by NAAC. The interactions have also provided NAAC, a first hand feedback on the extent of awareness and involvement of students in the quality assessment and assurance mechanisms of institutions hitherto accredited by it. Such an exercise has also enabled NAAC to take cognizance of various student-related factors during the evaluation of institutional effectiveness.

1.2 Methodology of the organization of the seminars

Ten Academic Staff Colleges of ten universities were selected and given the responsibility of organizing the one-day seminars (Annexure 5).The Director of each ASC was nominated as the convener of the respective seminar, and it was expected that she/he would invite a random group of fifty students across the institutions coming under the jurisdiction of the respective universities, to yield a meaningful sample size of five hundred student participants. The conveners were also requested to invite students, giving due representations to equity, gender, social status, UG/ PG streams and research students of the university. NAAC had also provided a proforma for the organization of the one-day seminar (Annexure 6). Each student participant was also asked to document her/his profile in the structured questionnaire prepared by NAAC (Annexure 7) and after the seminar, the participants were also asked to give a feedback on the seminar, to the organizers (Annexure 8). Since freedom was given to the Directors of the respective ASCs, to adopt other organizational procedures in their own wisdom, the process of seeking voluntary participation from the student community and the modus of the organization of the seminars varied to some extent.

All the ten seminars had distinguished panels of academicians to observe, guide, facilitate and moderate the discussion proceedings of the interactions with the students and at three places, NAAC had also nominated its academic staff as observers (Annexure 9).

Each student participant was asked to voice her/his responses to the following three themes:

1. My understanding of 'Quality'

2. Students' views matter – Feedback mechanisms for Quality Enhancement

3. Students' participation in institutional Quality Assessment by NAAC

To elicit bold and frank responses from the student participants, and to render the discussions more focused and meaningful, students were also given a choice to respond without any reservations of disclosure of names to the authorities. At all the ten seminars, students were assured of their freedom of democratic participation and they were also given the choice to speak not necessarily in English but also in any other Indian language in which they were more confident and comfortable for communicating fluently. Therefore, it is also to be assumed that the English versions of the report submitted by the organizers are true reflections of what transpired during the oral presentations of the students.

After each seminar, the Director of each ASC was asked to compile the proceedings and send a detailed report to the NAAC. Since these reports are compiled by organizers, it is assumed that the contents of the report, (especially the responses reflecting the student's opinions, are those of the students and not of those of the people who have compiled the report).

An analysis of these reports on the proceedings of the ten one-day seminars on "Student Participation in Quality Enhancement", is presented in this document.

1.2.1 Number of Participating students

Table 1 presents the data on university-wise number of student participants. A total of 476 students participated in the ten seminars. It is significant to note that the maximum number of participants were from Gauwati University and the least from Dr. B. Ambedkar Marathwada University.

Table 1: University-wise distribution of student participants

UNIVERSITY	NUMBER
Rajasthan	44
Himachal Pradesh	59
Gauwati	81
Calcutta	45
Kerala	45
Pune	41
Osmania	42
Dr. B. Ambedkar Marathwada	24
Jamia Millia Islamia	35
Bangalore	60
Total	476

1.3   The Target Groups of Student participants

Students (both women and men), from more than 10 different Universities and nearly 250 colleges across the length and breadth of India participated. Students from undergraduate, postgraduate, M.Phil., and Ph.D streams also participated (Table 2). There were good representations from Constituent colleges of the universities, Government Colleges, Grant-in-aid Colleges as well as unaided affiliated colleges. Students from diverse backgrounds like urban, semi-urban, rural and tribal areas participated. Colleges from Linguistic Minority and Religious Minority were also represented. Participants also included toppers, students from Honours courses, outstanding sportsmen, NCC cadets, Best NSS volunteers, students who have earned distinctions, members of Student Associations and office bearers of various student associations. It was heartening that even physically- challenged students participated with great enthusiasm. Participation was there from both hostelites as well as day scholars.

Table 2: University-wise distribution of participants

University	Women			Men			Total
	UG	PG	Research	UG	PG	Research	
Rajasthan	13	03	-	20	08	-	44
Himachal	23	10	-	12	14	-	59
Gauhati	37	01	02	39	01	01	81
Calcutta	12	10	-	07	16	-	45
Kerala	18	07	01	07	11	01	45
Pune	10	07	-	18	05	01	41
Osmania	08	09	-	14	11	-	42
Dr.B. Ambedkar Marathwada	15	-	-	09	-	-	24
Jamia Millia Islamia	03	18	-	04	10	-	35
Bangalore	17	10	-	21	12	-	60

The more or less equal participation of Women and Men, in the seminars is illustrated in the following figure :
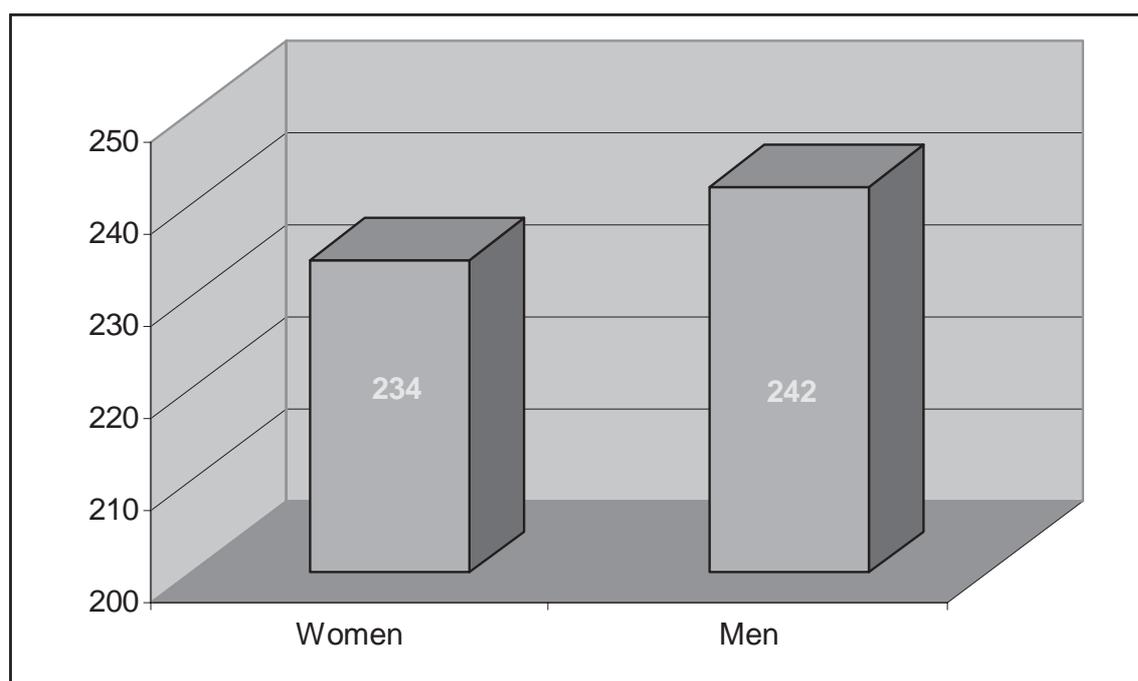
Figure : 3

There were more number of undergraduate students than postgraduate or research students (See figures 4 and 5 below).
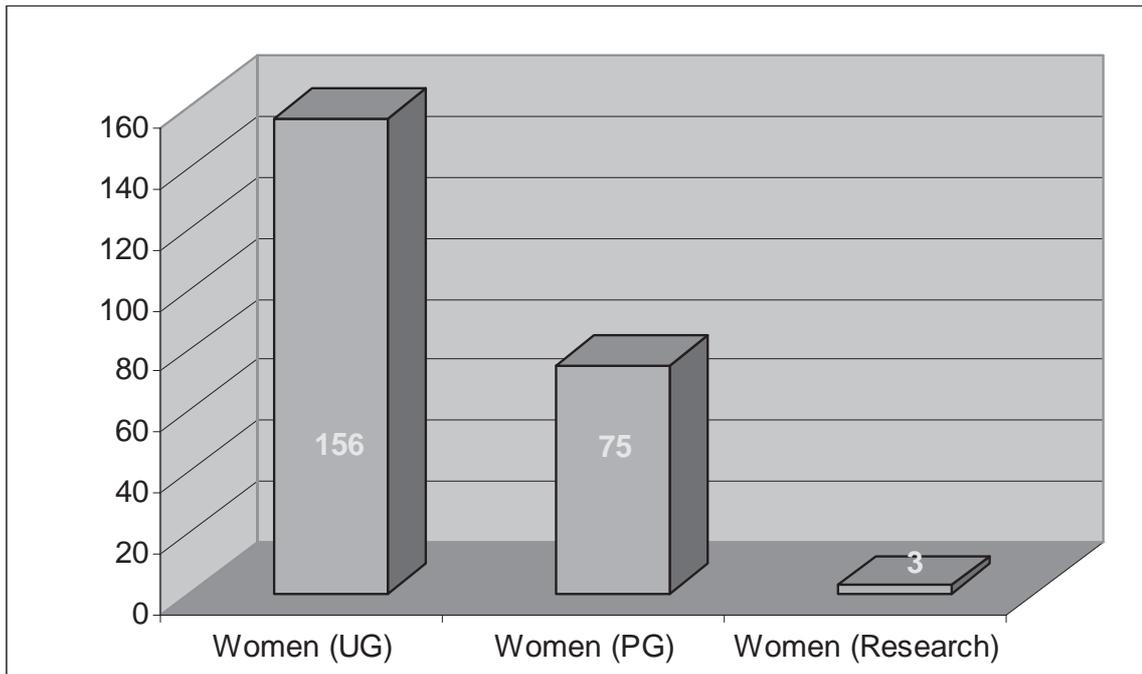

Figure : 4
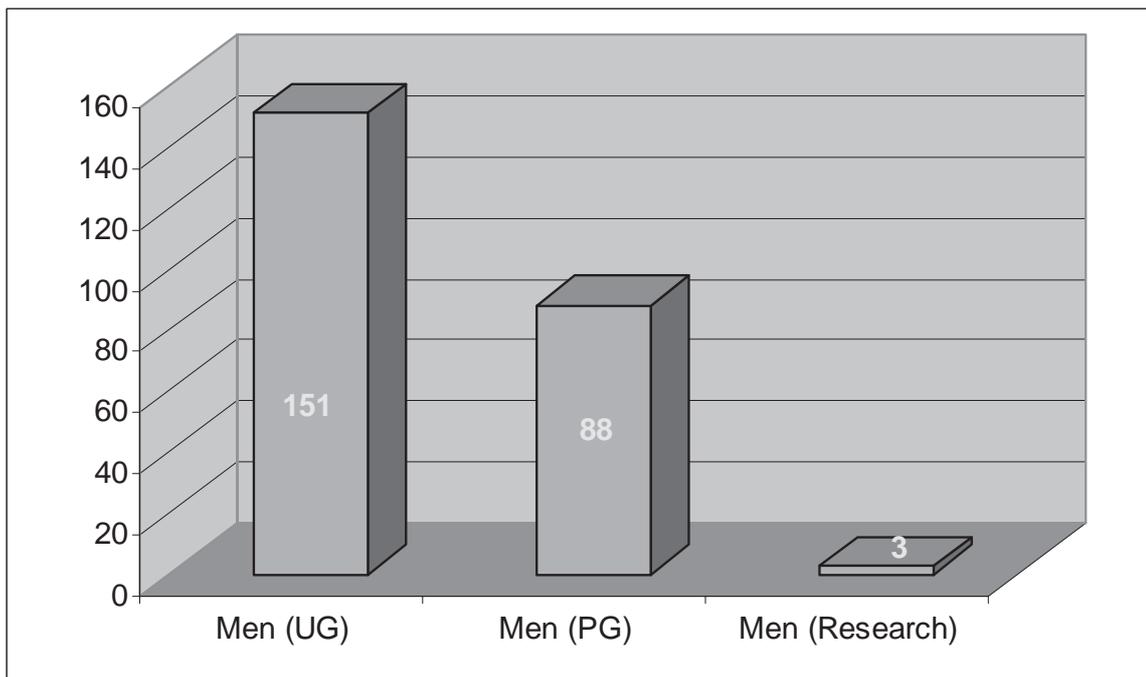
Figure : 5

The seminars also drew student representatives from nearly all faculties, there by ensuring a wide spread of participant-diversity.

From the available data, the percentage representation from the various faculties is illustrated in the following figure 6.
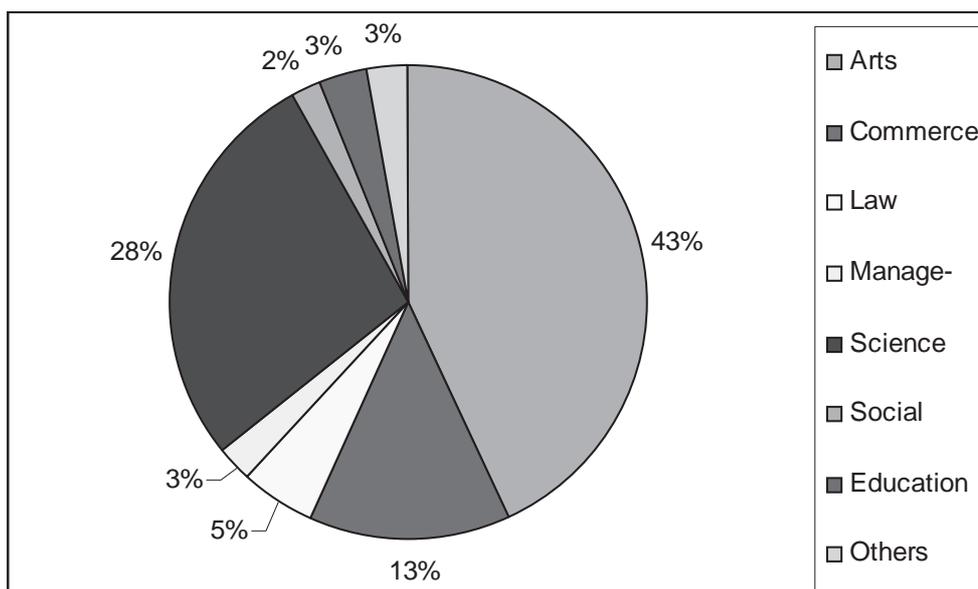
Figure : 6

Students from different socio-economic backgrounds, namely SC / ST, OBC, General and others, were also represented at the seminars (Table 3).

Table 3: University-wise distribution of the category of participants

University	SC/ST/NT	OBC	General	Others(Minority/ physically challenged etc)
Rajasthan	03	09	32	-
Himachal	O9	01	31	18
Guwahati	17	22	42	-
Calcutta	09	04	32	-
Kerala				-
Pune	10	-	26	01
Osmania	05	13	24	-
Dr.B. Ambedkar Marathwada	08	02	14	-
Bangalore	07	-	53	-

The percentage representation of different categories of participants as indicated in the above table, is presented in the figure below:
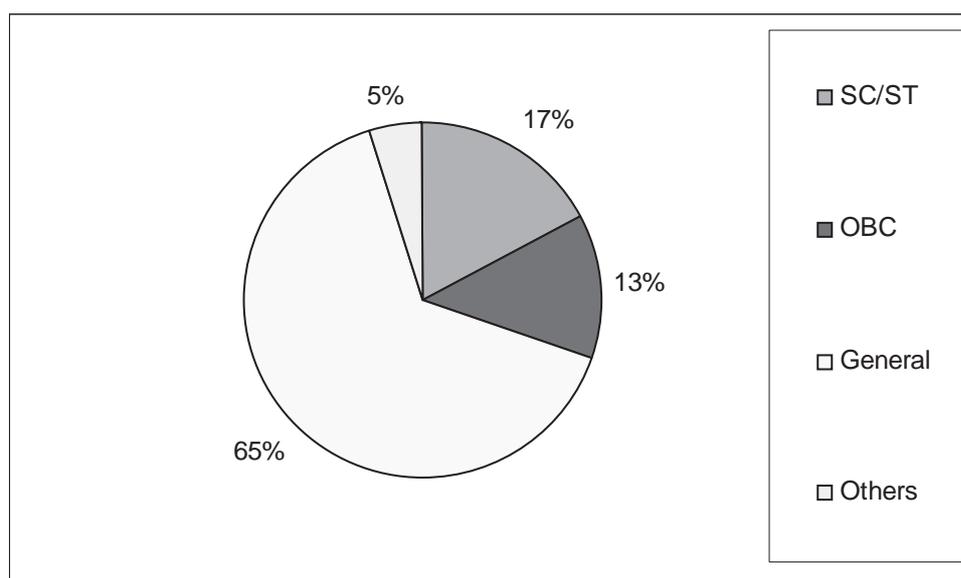
Figure : 7

From the above tables and figures, it is apparent that the four hundred and seventy six students who participated in the ten seminars provided a very good random sample spread for analyzing the student responses to the themes suggested by NAAC.

2. Analyses of the Student Responses:

Without considering repetitive responses, as many as 315 responses were culled out from the reports received from the conveners. Theme-wise analyses indicated that 53% of the responses pertained to the theme II, while that for theme I was 32%. The least number of responses were for the theme III (15%; Figure 8).

Figure 8: Theme-wise variations in the responses from student participants
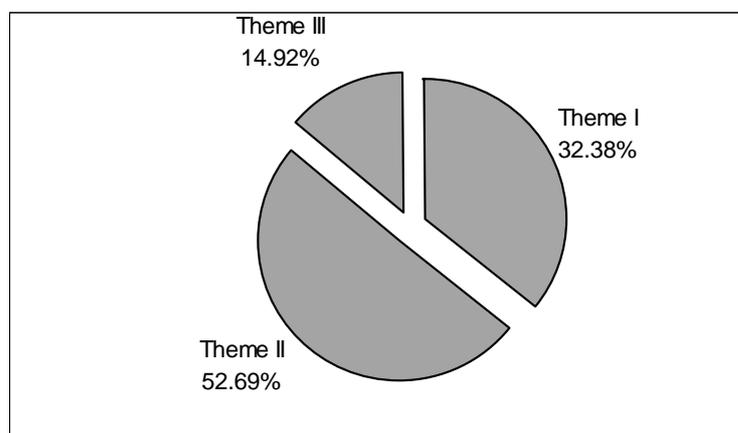
Figure : 8

For purposes of further analyses, these responses recorded in the reports, under each theme were further classified as per Table 4.

Table 4: Student responses classified Theme-wise.

Theme I	Theme II	Theme III
My understanding of 'Quality'	**Students' views on Feedback mechanisms for Quality Enhancement**	**Students' participation in institutional Quality Assessment by NAAC**
a. Students understanding of the concept of 'Quality'	a. Students understanding of feedback mechanisms	a. Students awareness of the NAAC's assessment and accreditation processes
b. Students perception of need for quality in an educational institution	b. Students' perceptions of their involvement in institutional feedback systems	b. Students views about their involvement in the A/A of their institution
c. Students responses regarding their concerns for augmenting quality in educational institutions	c. Students' concerns about institutional feedback systems.	c. Students concerns regarding the NAAC process

2.1 Student responses to Theme I: My understanding of "Quality"

Student responses to theme I, for the respective a, b, and c, as in Table 4 are represented in Figure 9:

Figure : 9

From the figure it is to be noted that students responded better to the concept of quality (a:39%) than for quality related to their institution (b:28%) or to the concerns of 'Quality' augmentation in thier institution (c:32%). The overall responses of the students for Theme I are analyzed hereunder:

2.1.1 Students understanding of the concept of 'Quality':

Annexure 10 presents the various views expressed by students regarding their understanding of the concept of 'Quality'. From the responses denoted, it is to be noted that the students who participated in the seminars had strong and varied personal views regarding their understanding of the term 'Quality'. Nevertheless, students' responses ranged from understanding quality as an abstract concept which is 'not seen but felt' to constructing an acronym for 'Quality'. From the various responses gathered, it is apparent that the students are quite capable of analyzing situations and understand quality as a defining concept, related to the continuous improvement of any given situation.

2.1.2 Students perception of the need for quality in an educational institution

Annexure 11 presents the different views expressed by students in regard to their perception of quality in an educational institution. From the various views recorded, it is again to be noted that varied but focused views were expressed. It is surprising to note that while one student clearly stated that quality of education depended on the overall academic environment of the institution, a well-stocked library, adequate computer facilities, and well-equipped labs are the infrastructural priorities mentioned and was clear about the need for education to be related to the real world, another opined that 'shortcomings of infrastructure could be ignored if there was a genuine desire to improve the quality of education'. A student also expressed that 'quality education could come only if there were quality teachers who were good communicators, who could win students away from private tuitions and who were approachable and available for students', denoting their sensitivity to the problem and suggesting a pointer to the teaching community at large.

2.1.3. Students responses regarding their concerns for augmenting quality in educational institutions

Annexure 12 is a compilation of the responses of students' concern for augmenting quality in their institutions. From the compilation, it is evident that most of the quality concerns of students regarding their institution revolved around the quality of teachers, and their dedication to their profession and the need for better interactions of the latter with the students.

2.2 Student responses to Theme II: Students' views matter – Feedback mechanisms for Quality Enhancement

Student responses to theme II, for the a, b, and c as in Table 4 are represented in Figure 10:
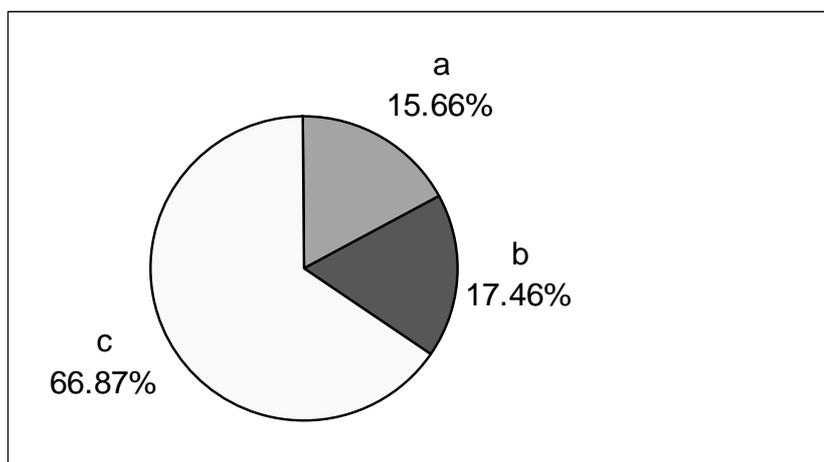
Figure : 10

From the above figure, it is apparent that students responses to their involvement in the feedback system of the institution were overwhelming (b: 67%), while the responses to that of their understanding the feedback mechanisms (a) or concerns regarding the feedback system of the institution (c) were lower (16 and 18% respectively). The overall responses of the students for Theme II are analyzed hereunder:

2.2.1 Students understanding of feedback mechanisms:

Annexure 13 includes the responses of students to the need for feedback mechanisms in institutions. Participants vehemently felt that 'Students' views

matter, or should matter, because they have the highest stakes in the entire process'. They also felt that 'Feedback should be taken from students on their needs, aims and aspirations. Students should also be encouraged to give their feedback on important developments in the society which affect their lives or agitate their minds'. It was quite surprising that students viewed the matter in a holistic manner and even felt that 'integrity on both sides is the pre-requisite of a meaningful feedback. While students should be true to themselves, teachers/ administrators should be open-minded and democratic. Both sides should honestly believe in constructive criticism'. From the various responses received it is evident that students would be able to give substantial input to the management of an institution through the feedback system.

2.2.2 Students' perceptions of their involvement in institutional feedback systems

Annexure 14 presents the data on responses received from students regarding the mechanism of feedback to be adopted in an educational institution. From the collection it is again apparent that students made several suggestions for the type of mechanism of feedback such as – structured questionnaires, through student councils, student representation on IQACs, student-teacher committees, alumni association, institution's website and so on. Some of them felt that such feedback systems should be anonymous. They however felt that feedback from students should also be made compulsory. On the whole the responses from the students were very productive and useful.

2.2.3 Students' concerns about institutional feedback systems

Annexure 15 indicates the concerns of students regarding the feedback mechanisms. Students appeared a little confused by what was expected of them. However, some of them expressed their apprehensions due to a lack of mutual trust between the teacher and the taught. Some of them wee also apprehensive that candid opinion expressed in the feedback could invite punitive action from the authorities. Some of them were Skeptical of what happened to the completed questionnaires submitted by the students to the institution? – whether they were analyzed and the information used to take up remedial steps or did these gather dust in some corner? It is to be noted that students were very supportive of the institution in regard to the feedback systems and felt that such systems would be very meaningful and useful only when actions are elicited on the points raised by them in the feedback questionnaires. It was gratifying to note that the student responses to these aspects were very positive.

2.3 Student responses to Theme III: Students' participation in institutional Quality Assessment by NAAC

Student responses to theme III, for the a, b, and c as in Table 4 are represented in Figure11:
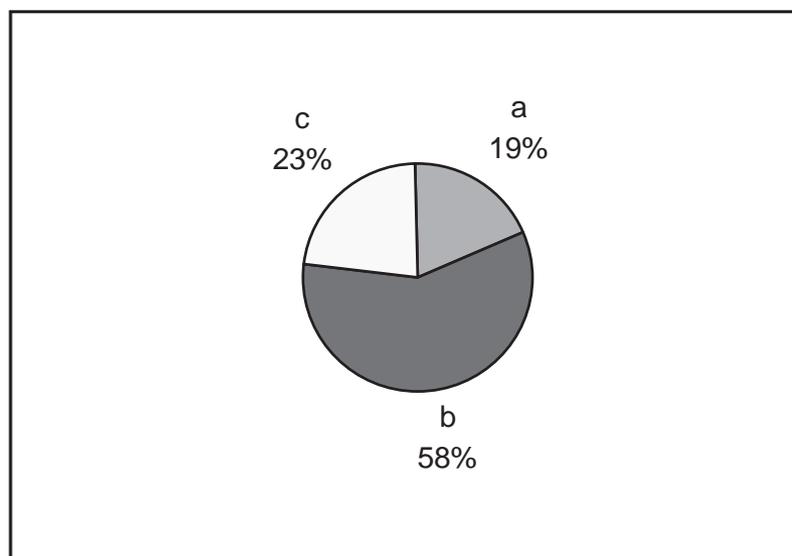
Figure : 11

From the above figure it is apparent that students responses to their involvement in the NAAC process (b:58%), were more than those for their concerns regarding the A/A by NAAC (c: 23%).   In fact their responses to the awareness regarding the NAAC process were the least (a:19%). The overall responses of the students for Theme III are analyzed hereunder:

2.3.1: Students awareness of the NAAC's assessment and accreditation processes

Annexure 16 collates the responses received from the student participants regarding the awareness of NAAC processes and procedures.   They felt that Students (and also teachers) should be made aware of NAAC quality assessment parameters. There should be open debates about the validity, relevance, and applicability of the parameters in the institution.   There was also a suggestion that Assessment by NAAC should not be a one-time affair but a continuous process.   Participants also felt that there should be more inter-active sessions between students and the NAAC team during the institutional visit.

2.3.2: Students views about their involvement in the A/A of their institution

Annexure 17 depicts the responses received from students regarding their involvement in the NAAC's assessment of the institution. Some felt that through their active participation in academic, cultural, social and sports activities they can make the campus vibrant and enhance the quality of education. Students desired that they must also fill up a part of the self assessment proforma of the institution of NAAC which should be directly collected by the NAAC team. Students insisted on their participation in curriculum planning and they are of the view that college magazines can play a significant role in spreading awareness about NAAC.

2.3.3: Students concerns about institutional A/A by NAAC

Annexure 18 presents the responses from students regarding the concerns towards NAAC assessment of institutions. While many expressed that they were entirely ignorant of the assessment and accreditation process and this seminar alone had provided him with information on this, others held the view that students were not being provided with the opportunity to participate in the quality assessment process. Some were critical and expressed that many institutions put up a show for the NAAC visit and nothing is sustained once the visit is over. Many felt that just before the NAAC's visit there was a lot of activity with career guidance cells, health care cells etc., being set up but all these initiatives have since petered out. On the whole, from these responses it was very clear that institutions need to regard the students as significant in the process of quality assurance.

Overall analyses:

- The data confirmed that students were more comfortable with the I and II themes rather than the III
- The highest areas of expectations were the quality of teaching and teachers, the quality of learning ambience and the quality of curriculum (including inclusion of interdisciplinary areas).
- It was evident that NAAC's role, purpose, and need for A/A of institutions was hardly known to the students indicating that more awareness is needed on these aspects.

Student voices are significant inputs:

- To arrive at a fair judgment of the quality status of the institution

- To augment educational services for students

- To make the institution accept the social responsibility associated with the task of ensuring quick and effective corrective measures as it moves through the twenty-first century challenges of higher education

- To internalise quality assurance through student involvement in the IQAC.

- Structured feedback questionnaires together with oral responses of students are invaluable inputs in the quality enhancement activities of HEIs.
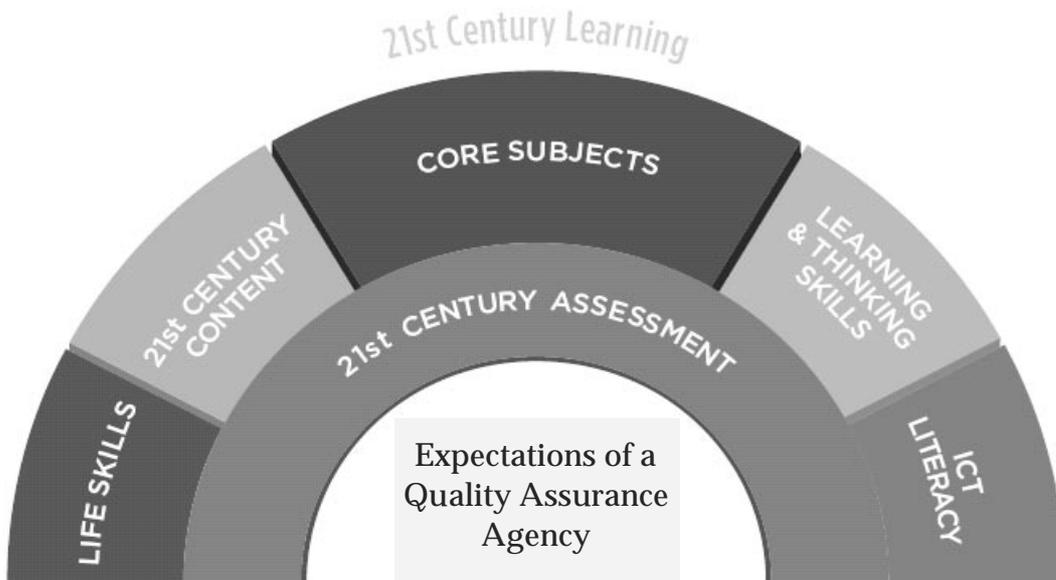
Figure 12 : Features of a High Quality Learing Experience
(In the 21st century context)
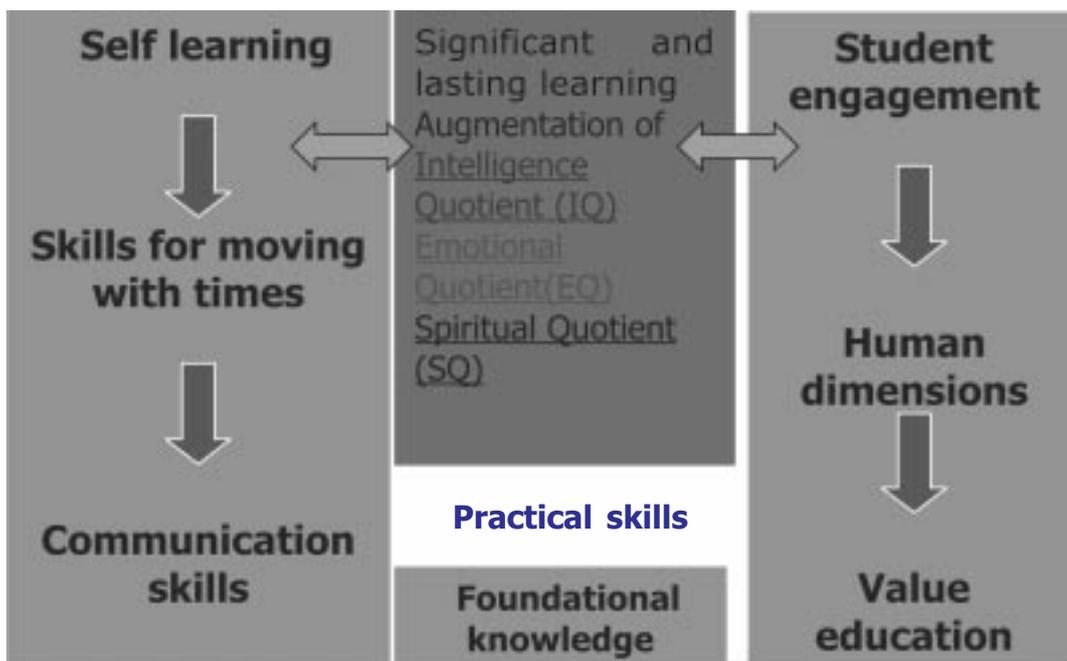
3. EXCERPTS FROM THE REPORTS OF THE CONCLUDING SESSIONS/FEEDBACK FROM THE STUDENTS/ADDITIONAL INITIATIVES TAKEN BY SOME OF THE CONVENERS OF THE SEMINARS AS ENCLOSED IN THEIR REPORTS TO NAAC:

Rajasthan :

In conclusion, the participating students were assured by the organizers that their voices would be properly and genuinely conveyed to NAAC. The convener assured the students that their UGC-ASC would take the initiative and conduct more such useful programmes. A questionnaire containing 17 questions (in English & Hindi) was circulated to the participants to seek their written responses (Annexure 19)

Himachal Pradesh:

Feedback on the seminar:

- Students stressed that 'Quality education is better than quantity education'. It is necessary for students of various streams to interact with each other.

- Many of them emphasized on improving the quality of education by participation of students, their parents and managements.

- With the coming up of the new era, the students felt that there must be focus on new techniques and technology to develop the individual, as well as on better participation.

- To improve the quality in education in various academic disciplines, the changes should be started at both the teaching and student levels from the primary to higher education.

- The overall message students carried with them was that they would cooperate and work as a unit.

- After attending the seminar nearly every one of them said they were more clear about their vision towards future goals.

- They said that their expectations at the start were not that high but after attending it throughout the day they came with fruitful suggestions and gathered information about certain steps, that should be taken to upgrade education at various levels.

- They added that the seminar was not only good in imparting to them ideas about a knowledge based economy but also helped them in various ways to improve self confidence, and to development personality. They also learnt how to work collectively.

- Their expectations from the seminar were fully met.

- Things most liked by students during the session were multidimensional like the interaction between students, the egalitarian pattern followed by seminarians, group discussion, brain storming sessions, great team work and mutual relationships.

- The way seminar was conducted helped the students to air they views freely.

- It was well organized, it provided knowledge to us and it provided scope to do practical work. Brain storming sessions, exposure to new ideas, formulation of ideas through exercises, focused, vision-centric, devotion, coordination, determination and dedication are some of the best features we liked. Most of the students expressed the view that time and again such kinds of seminars should be held often so that more and more students can be made aware of the ways to improve the quality of education.

- We should also involve parents and teachers so that they should know how they can help in increasing the quality of education.

Guwahati:

The concluding session highlighted the following points:

- Sincerity of students participation and interaction was laudable.

- A suggestion was made that the composition of IQAC should be amended, to formally include students

- Students were asked to introspect continuously regarding the quality aspects of their institution and the learners' academic rights.

- The seminar provided a platform to know the feelings of the students on matters of academic concern

- The interactions of the participants was hailed as the beginning of the process of awakening in higher education.

- Students own thinking and articulation at the interactions were appreciable.

- Students' views regarding the present complacent attitude of the teachers and administrators were considered to be very important for adopting corrective measures.

Calcutta:

Overall, the seminar was very successful in terms of student interaction and their understanding of the spirit of the program.

Kerala: Concluding session:

- The discussions were well-focused, fruitful, innovative and they touched upon all relevant aspects of higher education and they threw light upon many intractable problems of higher education.

- The suggestion for including students as participants in the IQAC was appreciated.

- Continuous information transfer to the students, in their partnership in the institutional processes was emphasized.

Pune: Students individual written responses were obtained, which yielded useful information for analyses.

Osmania:

- By and large, the students were clear and forthcoming in their views about the first two themes while they were relatively less confident about the third theme, and sought for clarifications

- Students also voiced many of their academic requisitions in the present seminar, although they were not within the perview of the seminar discussions.

- The need for such a forum to seek student participation/interaction was stressed by students.

Dr. B. Ambedkar Marathwada:

☐ The participants felt that they were being exposed to such an academic venture for the first time and hailed the seminar as highly successful.

☐ The students felt that they would be able to participate more enthusiastically in such seminars, in future

☐ The message that students are paramount in the institutional development was driven home pointedly to the participants.

☐ The focus that students should be considered as partners in the Quality Enhancement and assurance activities of the institutions was appropriately conveyed to the participants, through the seminar.

Jamia Millia Islamia:

☐ The responses of students varied but the stress was on improvement of performance of teachers for quality education

☐ The students felt that they should be allowed more interactive sessions with the NAAC Peer team.

☐ In order to make education more student-friendly, education policies should be formulated keeping the students' interests in mind because they are the central figures in the entire education system.

Bangalore:

☐ For eliciting the discussions and interactions, the participants were divided into five groups as follows and each participant was given a fixed time for presenting her/his views on all the three themes:

1. Private unaided colleges

2. Private aided colleges

3. Government colleges

4. Rural colleges and

5. PG departments of the University.

The seminar elicited sincere views from the participants in regard to their participation in the quality enhancement of the institutions.

4 . OBSERVATIONS AND RECOMMENDATIONS:

The perceivable sincere efforts of the participating students at the ten seminars jointly organized by NAAC and the Academic Staff Colleges have provided ample evidence that:

- Students of Higher Education Institutions of the country like elsewhere are highly motivated and given an opportunity, they would be able to certainly participate in the quality enhancement processes of the institutions in a very productive manner.

- Students are highly communicative, with high expectations from institutions (including all components), are aware of the changing global educational needs and are willing to be a respectable part of the quality process of HEIs.

- Quality assurance framework of an institution needs to be owned by all the components. Therefore, institutions should engage in inclusive, informed, and intentional dialogues about the institutional quality enhancement mechanisms, with all the stakeholders in general and students in particular.

- Students' views and opinions should form an increasingly important part of quality enhancement of an institution

- The managements should honor the students' legitimate expectations of their educational experience in an institution and the learner community must work in partnership with the institution, in its efforts towards quality enhancement.

- Students are able to give appreciable input on the quality of their institutional performance through participation in the quality assurance activities and reviews

- Educational services of an institution prosper in benevolent environments that provide the learners with appropriate levels of academic challenges and support.

- The most significant thing that a higher educational institution can do is not just to prepare a student for a career, but for life as an honorable citizen.

5. OVERVIEW:

On the whole, the ten seminars on 'Student participation in quality Enhancement', were very much appreciated by the students. Many of whom felt that such platforms should be encouraged in all institutions so that students are able to actively participate in the quality processes of the institution. Although all the participants were representatives drawn from hitherto accredited institutions, their awareness and exposure to the NAAC A/A process and procedures were hardly evident. This certainly suggests that there is an imminent need for the accredited institutions to disseminate relevant information to the learner community through their respective IQACs and involve the students in their on-going quality enhancement activities. Echoing the voice of a student participant - **"Students are the most vital component of the educational spectrum"** and therefore their views must also be regarded as vital to the quality assurance, sustenance and enhancement of an institution.

Subsequent to these ten seminars, NAAC also organized an International conference on Student Participation in Quality Enhancement, in December 2006. The proceedings of this Conference, along with this document and select case presentations under the best practices series (Patil, 2007; NAAC publication), would be valuable resources for readers.

> "Success is not final, Failure is not fatal, it is the courage to try and find a successful outcome acceptable to all that counts"
>
> (Winston Churchill)

Annexure 1

STUDENT CHARTER

Every stakeholder of higher education has a role to play in quality enhancement and sustenance. The stakeholders such as the Government, management, teachers, students and the external quality assurance agencies—have an important role in ensuring the quality of higher education. The National Assessment and Accreditation Council (NAAC) strives to play a catalytic role in synergising the stakeholders efforts.

Of all the stakeholders mentioned above, the students have a unique role to play in ensuring quality of higher education institutions (HEIs). Firstly, the students should realize that they have the right for quality education and it is the responsibility of the HEIs 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. This means that the students should demand quality education and demonstrate their commitment to quality education by accepting their responsibilities. Otherwise the HEIs will have very little motivation for quality enhancement.

An initiation has been made by the National Assessment and Accreditation Council (NAAC) in this direction by developing a sample student charter for all higher education institutions. It is hoped that the charter will help educational institutions to articulate their obligations to learners in clear terms and can be used as a benchmark for the institution's accountability to learners. The NAAC advocates the public display of student charter in every institution as an act of promotion of student participation in Quality Assurance.

A) Institution's responsibilities towards students

The institution shall

- communicate its goals and objectives systematically and clearly to all students

- offer programmes that are consistent with its goals and objectives

- offer a wide range of programmes with adequate academic flexibility

- obtain feedback from students on the initiation, review and redesign of programmes if and when necessary

- facilitate effective running of the teaching-learning programmes

- implement a well-conceived plan for monitoring student progress continuously

- ensure that the student assessment mechanism is reliable and valid

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

- ensure sufficient and well-run support services to all students

- promote healthy practices

B)   Student's responsibilities of learning

The student shall

- appreciate the institutional goals and objectives and contribute to the realisation of the same by participating in relevant institutional activities

- have a clear knowledge of the programmes, admission policies, rules and regulations of the institution

- follow the time schedules, rules and regulations of the institution

- undertake regular and intense study of learning materials

- make optimum use of the learning resources and other support services available in the institution

- prepare for continuous internal assessment and term-end examinations

- give feedback for system improvement

- have faith and ability to pursue life long learning

- live as worthy alumni of the institution

SUGGESTED AREAS FOR INTERACTION WITH THE STUDENTS DURING THE PEER TEAM VISIT TO THE INSTITUTION: AS ENCLOSED IN THE PEER TEAM DOCUMENT

- Reason for choosing the course/institution
- Match between curriculum and expectations (flexibility, choice, content)
- Appropriateness of the curricular content to the development of knowledge and skills
- Relevance to prospective career/further study
- Student timetable and workload
- Opportunities for practical and vocational experience, where appropriate.
- Range of teaching and learning methods experienced
- Students' views on quality of teaching
- Guidance and support for independent study
- Students' understanding of assessment methods and criteria
- Feedback on assessed work
- Access to computer centre
- Health services and Sports & Physical Education
- Hostels & Canteen facilities
- Grievance redressal mechanism
- Financial aid, Academic and Personal Counseling

SAMPLE STUDENT FEEDBACK QUESTIONNAIRES

The sample questionnaires in the following pages may be used as models to obtain feedback from students. These formats are only suggestive and may be adapted to the institution's needs. The data collected will form an important feedback for internal quality enhancement of the institution.

A : Affiliated / Constituent Colleges

Questionnaire No. 1

College XYZ

Programme:
Department   Semester/Term/Year   :

Please rate the courses on the following attributes using the 10 -point scale shown

| 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |

Very Good   Good   Satisfactory   Below threshold

Parameters	Course 01	Course 02	Course 03	Course 04	Course 05
1. Depth of the course content including project work if any					
2. Extent of coverage of course					
3. Applicability/relevance to real life situations					
4. Learning value (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)					
5. Clarity and relevance of textual reading material					
6. Relevance of additional source material (Library)					
7. Extent of effort required by students					
8. Overall rating					

Course 01 –   (Title of the Course)   Course 02 – (Title of the Course)

Course 03 –   (Title of the Course)   Course 04 – (Title of the Course)

Course 05 –   (Title of the Course)

* Add more columns if there are more courses

Questionnaire No. 2

College XYZ

Student Feedback on Teachers

Department ::   Semester/Term/Year   ::

Please rate the courses on the following attributes using the 10 -point scale shown

10	9	8	7	6	5	4	3	2	1	0

Very Good   Good   Satisfactory   Below threshold

Name of the Teacher:

Attributes	0-5.5	5.5 -7.0	7.0-8.5	8.5-10.00
1. Knowledge base of the teacher (as perceived by you)				
2. Communication Skills (in terms of articulation and comprehensibility) 3.Sincerity / Commitment of the teacher				
4. Interest generated by the teacher				
5. Ability to integrate course material with environment/other issues, to provide a broader perspective				
6. Ability to integrate content with other courses				
7. Accessibility of the teacher in and out of the class (includes availability of the teacher to motivate further study and discussion outside class)				
8. Ability to design quizzes /Tests / assignments / examinations and projects to evaluate students understanding of the course				
9. Provision of sufficient time for feedback				
10. Overall rating				

Questionnaire No. 3

College XYZ

Students' overall Evaluation of the programme and Teaching
(To be filled only after the course results are declared)

Department :   Course :

Teacher   :   Year   :

Your responses will be seen only after your course results have been finalised and recorded.

The information will be used only for the improvement of the course and teaching in future.

You need not disclose your name if you do not wish to.

You may tick more than one answer to a question to the extent that they do not contradict each other.

1. The syllabus of each course was

    a) adequate   b) inadequate
    c) challenging   d) dull

2. Background for benefiting from the course was
    a) more than adequate   b) adequate
    c) inadequate   d) cannot say

3. Was the course easy or difficult to understand?
    a) easy   b) manageable
    c) difficult   d) very difficult

4. How much of the syllabus was covered in the class?
    a) 85 to 100%   b) 70 to 85%
    c) 55 to 70%   d) less than 55%

5. What is your opinion about the library material and facilities for the course?
    a) more than adequate   b) adequate
    c) inadequate   d) very poor

6. To what extent were you able to get material for the prescribed readings?
    a) Easily   b) with some difficulty
    c) not available at all   d) with great difficulty

7. How well did the teacher prepare for the classes?
    a) thoroughly   b) satisfactorily
    c) poorly   d) indifferently

8. How well was the teacher able to communicate?
    a) Always effective   b) sometimes effective
    c) Just satisfactorily   d) generally ineffective

9. How far the teacher encourages student participation in class?
    a) mostly yes   b) sometimes
    c) not at all   d) always

10. If yes, which of the following methods were used?
    a) Encouraged to raise questions   b) get involved in discussion in class
    c) encourage discussion outside class   d) did not encourage

11. How helpful was the teacher in advising?
    a) Very helpful   b) sometimes helpful
    c) not at all helpful   d) did not advise

12. The teacher's approach can best be described as
    a) Always courteous   b) sometimes rude
    c) always indifferent   d) cannot say

13. Internal assessment was
    a) Always fair   b) sometimes unfair
    c) Usually unfair   d) sometimes fair

14. What effect do you think the internal assessment will have on your course grade?
    a) Helps to improve   b) discouraging
    c) no special effect   d) sometimes effective

15. How often did the teacher provide feedback on your performance?
    a) Regularly/in time   b) with helpful comment
    c) often/ late   d) without any comments

16. Were your assignments discussed with you?
    a) Yes, fully   b) yes, partly
    c) not discussed at all   d) sometimes discussed

17. Were you provided with a course contributory lecture too at the beginning?
    a) Yes   b) no

    If yes, was it helpful?
    a) Yes   b) no

18. If you have other comments to offer on the course and suggestions for the teacher you may do so in the space given below or on a separate sheet.

Questionnaire No. 4

College XYZ

Students' Evaluation of the Programme of Study
(To be filled in only after the final results are declared)

Department   ::   Year   :

Programme   :

Your responses will be seen only after your final results have been finalised and recorded. The information will be used only to improve the programme.

You may or may not reveal your identity.

Tick Yes or No:

1. Before undertaking the programme did you get a prospectus? Yes or No
    Did it contain the following details?
    a) Courses available: Yes/ No and admission rules
    b) completion requirements: Yes/No and fee and refund structure
    c) support services and training available: Yes/No and financial aid available
    d)   counseling and health services Yes/No

2. What determined your choice of the subject? (Tick the relevant ones) behind a, b, c, etc.
    a) Interest in the subject and past scores in the subject
    b) influence of parents/friends/teachers and reputation of the department/ teachers
    c) ease of getting admission and easy to pass
    d)   suitable for getting a job after completion of higher education

3. How far was your background suited to select the course?
    a) more than adequate   b)   fully adequate
    c) not fully adequate   d)   cannot say

4. The choice of courses offered was
    a) very good   b)   just satisfactory
    c) inevitable   d)   not satisfactory

5. In case no optional courses were available, would you have liked to suggest some?
   a) yes   b)   no
   c) I don't know   d) needs change

6. What do you think should be the ratio of optional courses to the total number of general courses?
   a) 100%   b)   75%
   c) 50%   d)   25%

7. Was there provision to take an interdisciplinary course from other departments?
   a) Yes   b)   no

   If yes, did you avail of the interdisciplinary study?
   a) Yes   b)   no

   If no, would you have liked to do some interdisciplinary work?
   a) Yes   b)   no

8. For how many courses (give numbers) did you have :
   a) individual project work b)   practical work
   c) team project work   d)   field/extension work

9. In what way did it help?
   a) to generate additional interest and b)   to make class work more relevant
      understanding
   c) to inculcate team spirit   d)   to promote independent study skills

10. Was the practical/studio/workshop component of your course sequenced integrally with theory classes?
    a) yes   b)   no

11. Were the laboratories /studios/workshops adequately equipped and properly maintained?
    a) Yes, fully   b)   yes, partially
    c) not well equipped   d)   not well maintained

12. Were you provided guidance in library use?
    a) Yes   b)   no

13. What is your opinion of the library materials for your subject?
    a) Excellent   b)   adequate
    c) inadequate   d)   very poor

14. Were you able to get the prescribed materials?
    a) yes, easily   b) with difficulty
    c) not at all   d) with great difficulty

15. Were you provided with training in use of computer?
    a) yes, fully   b) yes to some extent
    c) not at all   d) sometimes

16. The internal evaluation system as it exists is
    a) good   b)   needs radical change
    c) needs some change   d)   should not be there

17. In your opinion, how much of the total weightage of a course should the internal assessment account for?
    a) 75%   b)   50%
    c) 25%   d)   less than 25%

18. If no weightage was given to internal assessment work, do you think your grades would have been
    a) better   b)   lower
    c) about the same   d) cannot say

19. Is the internal assessment system conducive to
    a) regular work   b)   understanding the course
    c) early discovery of difficulties d)   interaction with the teacher

20. The internal assessment system operated
    a) is fair   b)   is biased
    c) needs some improvement   d)   needs radical improvement

21. The internal assessment was done
    a) regularly
    b) irregularly
    c) only at term end
    d) not done at all

22. Were your corrected / evaluated written assignments returned on time?
    a) yes, always
    b) yes, sometimes
    c) never on time
    d) never returned

23. Were they returned with helpful comments?
    a) yes
    b) no

24. Did the department have provision to take care of student grievances?
    a) yes, fully   b) yes, partially   c) not existing d) sometimes

25. How many teachers taught you during the full duration of the programme? (Give total number)

26. If you had to grade your teachers on a ten point scale in decending order 10 lowest 0 to how many of the teachers would you assign the following grades? (number of teachers against each grade) out of a total of 10
    a) less than 5.5
    b) between 5.5 – 7.0
    c) between 7.0 - 8.5
    d) between 8.5 – 10.00

27. How many teachers prepared their lectures (give numbers)
    a) thoroughly
    b) satisfactorily
    c) indifferently
    d) poorly

28. How many teachers were able to communicate (give numbers)
    a) very effectively
    b) just satisfactorily
    c) ineffectively
    d) sometimes effectively

29. How many teachers encouraged students to participate in the class? (give numbers)
    a) through questions and answers
    b) through discussions
    c) through course-related games
    d) through inviting suggestions

30. You would rate your teachers to be (rank the qualities according to your preference, omitting the ones that do not apply) (give numbers)
    a) scholarly and oratorial
    b) casual and aloof
    c) open -minded and fair
    d) polite, lenient and friendly

31. If you wish you may name the teacher you liked best for the qualities you ranked him/her highest in question 32 . Name _____

32. At the end of the programme of study you emerged
    a) better informed and skilled
    b) more enthusiastic for further study
    c) same as before
    d) less enthusiastic for further study

33. When you meet students who have taken a similar programme at other institutions how do you feel? (Tick your choice)
    a) superior
    b) equal
    c) inferior
    d) cannot say

34. How do you rate the student-teacher relationship in your institution as a whole? (Tick)
    a) very good
    b) good
    c) satisfactory
    d) poor

35. How do you rate the student-teacher relationship in your specific department?
    a) very good
    b) good
    c) satisfactory
    d) poor

36. How do you find the institution's administration? (Tick)
    a) always helpful
    b) generally helpful
    c) indifferent
    d) cumbersome

37. If you were a hostellite, were you satisfied with the hostel facilities?
    a) yes
    b) no

38. How do you find the transport facility provided by the institution?
    a) regular and adequate
    b) regular but inadequate
    c) irregular
    d) unreliable

39. How do you rate the health- care facilities provided by the institution?
    a) very good
    b) just satisfactory
    c) inadequate
    d) poor

40. Did you participate in any of the extra curricular activities of the department/ institution?
    a) often
    b) sometimes
    c) rarely
    d) never

41. What was the attitude of teachers towards extra-curricular activities?
    a) encouraging
    b) co-operative
    c) indifferent
    d) cynical

42. What was your relationship with the Students' Union?
    a) elected member
    b) office bearer
    c) voter only
    d) leader

43. Was the Students' Union a tree representative of the student community?
    a) yes
    b) no
    c) largely
    d) marginally

44. Has your time at the institution been intellectually enriching?
    a) yes
    b) marginally
    c) not at all
    d) cannot say

45. Have you made friends with anyone, which you expect will last long?
    a) with many
    b) with a few
    c) with none
    d) wih one

46. After leaving how will you talk about your institution ?
    a) proudly
    b) just satisfactorily
    c) indifferently
    d) hatefully

Questionnaire No. 5

College XYZ

Overall Rating of Programme of Study

(To be submitted after the final examination results) (Tick only one of the four alternatives)

Name   :   Programme :

Department: Years : from   to

Item	Very good	Good	Satisfa-ctory	Below Thres hold
1 Academic content				
2 Usefulness of teaching materials				
3 Usefulness of study-groups in furthering learning				
4 Timeliness of practical work				
5 Educative value of mid- programme placement				
6 Offering and seeking helpful feedback				
7 Fairness of evaluation				
8 Interaction with faculty				
9 Interaction with administration				
10 Library facilities				
11 Computer facilities				
12 Hostel facilities				
13 Recreational facilities				
14 Extra-curricular activities				
15 Sports facilities				

Signature   :

Date   :

Questionnaire No. 6

College XYZ

Exit Questionnaire for Graduating Students
(To be submitted in the last week of classes, before the examinations)

Name   :

Department   :   Year of joining :

Your response to the questionnaire will not be opened until your grades have been finalized and handed over to the examination office.

1.   What do you plan to do after completion of the programme?
2.   Which courses were most valuable? Why?
3.   Which courses were least useful? Why?
4.   Whom do you consider to be the best teacher?
5.   What important topics were not covered by the courses?
6.   Was the advice received from your adviser helpful? Was it timely?
7.   What other comments do you have about your experiences in the department?
8.   In what ways has your personality changed as a result of enrollment in the department?
9.   Were your expectations from the department adequately satisfied?
10. Have you made lasting friendship with anyone in the department ?
11. Would you like to keep in touch with the department after you leave it?
12. In what matters did you interact with the administration of the institution? What was your experience during those interactions?
13. Were you provided help and training in the use of library and computer services? Was   the training useful?
14. What are your comments on the social atmosphere (a) at the institution? (b) at your   department?
15. What sports and extra curricular activities did you participate in? With what level of satisfaction?
16. Will you join the Alumni Association of the department / institution?
17. How do you think you can help XYZ to improve?

Date   :   Signature :

B: Autonomous Colleges

Questionnaire No. 1

College XYZ

Programme:

Department: Semester/Term/Year :

Please rate the courses on the following attributes using the 10 -point scale shown

| 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |

Very Good   Good   Satisfactory   Below threshold

Parameters	Course 01	Course 02	Course 03	Course 04	Course 05
1. Depth of the course content including project work if any					
2. Extent of coverage of course					
3. Applicability/relevance to real life situations					
4. Learning value (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)					
5. Clarity and relevance of textual reading material					
6. Relevance of additional source material (Library)					
7. Extent of effort required by students					
8. Overall rating					

Course 01 –   (Title of the Course)   Course 02 –   (Title of the Course)
Course 03 –   (Title of the Course)   Course 04 –   (Title of the Course)
Course 05 –   (Title of the Course)

* Add more columns if there are more courses

Questionnaire No. 2
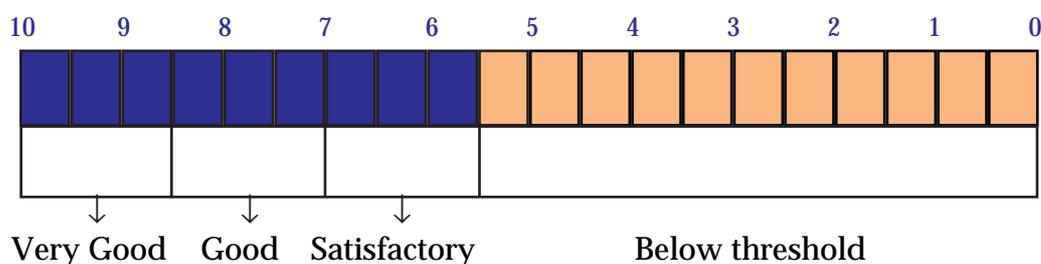
College XYZ

Student Feedback on Teachers

Department :   Semester/Term/Year :

Please rate the courses on the following attributes using the 10 -point scale shown

| 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |

↓   ↓   ↓

Very Good   Good   Satisfactory   Below threshold

Name of the Teacher:

Attributes	0-5.5	5.5 -7.0	7.0-8.5	8.5-10.00
1. Knowledge base of the teacher (as perceived by you)				
2. Communication Skills (in terms of articulation and comprehensibility) 3.Sincerity / Commitment of the teacher				
4. Interest generated by the teacher				
5. Ability to integrate course material with environment/other issues, to provide a broader perspective				
6. Ability to integrated content with other courses				
7. Accessibility of the teacher in and out of the class (includes availability of the teacher to motivate further study and discussion outside class)				
8. Ability to design quizzes /Tests / assignments / examinations and projects to evaluate students understanding of the course				
9. Provision of sufficient time for feedback				
10. Overall rating				

Questionnaire No. 3

College XYZ

Students' overall Evaluation of programme and Teaching

(To be filled only after the course results are declared)

Department :   Course :

Teacher   :   Year   :

Your responses will be seen only after your course results have been finalised and recorded.

The information will be used only for the improvement of the course and teaching in future.

You need not disclose your name if you do not wish to.

You may tick more than one answer to a question to the extent that they do not contradict each other.

1. The syllabus of each course was

   a) adequate   b) inadequate

   c) challenging   d) dull

2. Background for benefiting from the course was

   a) more than adequate   b) adequate

   c) inadequate   d) cannot say

3. Was the course easy or difficult to understand?

   a) easy   b) manageable

   c) difficult   d) very difficult

4. How much of the syllabus was covered in the class?

   a) 85 to 100%   b) 70 to 85%

   c) 55 to 70%   d) less than 55%

5. What is your opinion about the library material and facilities for the course?
    a) more than adequate   b) adequate
    c) inadequate   d) very poor

6. To what extent were you able to get material for the prescribed readings?
    a) Easily   b) with some difficulty
    c) not available at all   d) with great difficulty

7. How well did the teacher prepare for the classes?
    a) thoroughly   b) satisfactorily
    c) poorly   d) indifferently

8. How well was the teacher able to communicate?
    a) Always effective   b) sometimes effective
    c) Just satisfactorily   d) generally ineffective

9. How far does the teacher encourage student participation in the class?
    a) mostly yes   b) sometimes
    c) not at all   d) always

10. If yes, which of the following methods were used?
    a) Encouraged to raise questions   b) get involved in discussion in the class
    c) encourage discussion outside class   d) did not encourage

11. How helpful was the teacher in advising?
    a) Very helpful   b) sometimes helpful
    c) not at all helpful   d) did not advise

12. The teacher's approach can best be described as
    a) Always courteous   b) sometimes rude
    c) always indifferent   d) cannot say

13. Internal assessment was
    a) Always fair   b) sometimes unfair
    c) Usually unfair   d) sometimes fair

14. What effect do you think the internal assessment will have on your course grade?
    a) Helps to improve
    b) discouraging
    c) no special effect
    d) sometimes effective

15. How often did the teacher provide feedback on your performance?
    a) Regularly/in time
    b) with helpful comments
    c) often/ late
    d) without any comments

16. Were your assignments discussed with you?
    a) Yes, fully
    b) yes, partly
    c) not discussed at all
    d) sometimes discussed

17. Were you provided with a course contributory lecture too at the beginning?
    a) Yes
    b) no

    If yes, was it helpful?
    a) Yes
    b) no

18. If you have other comments to offer on the course and suggestions for the teacher you may do so in the space given below or on a separate sheet.

Questionnaire No. 4

College XYZ

Students' Evaluation of the Programme of Study
(To be filled in only after the final results are declared)

Department   ::   Year   :

Programme   :

Your responses will be seen only after your final results have been finalised and recorded. The information will be used only to improve the programme.

You may or may not reveal your identity.

Tick Yes or No:

1. Before undertaking the programme did you get a prospectus? Yes or No
     Did it contain the following details?
    a) Courses available: Yes/ No and admission rules
    b) completion requirements: Yes/No and fee and refund structure
    c) support services and training available: Yes/No and financial aid available
    d)   counseling and health services Yes/No

2. What determined your choice of the subject? (Tick the relevant ones) behind a, b, c, etc.
    a) Interest in the subject and past scores in the subject
    b) influence of parents/friends/teachers and reputation of the department/ teachers
    c) ease of getting admission and easy to pass
    d)   suitable for getting a job after completion of higher education

3. How far was your background suited to select the course?
    a) more than adequate   b)   fully adequate
    c) not fully adequate   d)   cannot say

4. The choice of courses offered was
   a) very good   b)   just satisfactory
   c) inevitable   d)   not satisfactory

5. In case no optional courses were available, would you have liked to suggest some?
   a) yes   b)   no
   c) I don't know   d)   needs change

6. What do you think should be the ratio of optional courses to the total number of general courses?
   a) 100%   b)   75%
   c) 50%   d)   25%

7. Was there provision to take an interdisciplinary course from other departments?
    a) Yes   b)   no

   If yes, did you avail of the interdisciplinary study?
    a) Yes   b)   no

   If no, would you have liked to do some interdisciplinary work?
   a) Yes   b)   no

8. For how many courses (give numbers) did you have :
   a) individual project work b)   practical work
   c) team project work   d)   field/extension work

9. In what way did it help?
   a) to generate additional interest and   b)   to make class work more
      relevant   understanding
   c) to inculcate team spirit   d)   to promote independent study
                                                  skills

10. Was the practical/studio/workshop component of your course sequenced integrally with theory classes?
    a) yes   b)   no

11. Were the laboratories /studios/workshops adequately equipped and properly maintained?

    a) Yes, fully   b)   yes, partially

    c) not well equipped   d)   not well maintained

12. Were you provided guidance in library use?

    a) Yes   b)   no

13. What is your opinion of the library materials for your subject?

    a) Excellent   b)   adequate

    c) inadequate   d)   very poor

14. Were you able to get the prescribed materials?

    a) yes, easily   b) with difficulty

    c) not at all   d) with great difficulty

15. Were you provided with training in use of computer?

    a) yes, fully   b) yes to some extent

    c)   not at all   d) sometimes

16. The internal evaluation system as it exists is

    a) good   b)   needs radical change

    c) needs some change   d)   should not be there

17. In your opinion, how much of the total weightage of a course should the internal assessment account for?

    a) 75%   b)   50%

    c) 25%   d)   less than 25%

18. If no weightage was given to internal assessment work, do you think your grades would have been

    a) better   b)   lower

    c) about the same   d) cannot say

19. Is the internal assessment system conducive to

    a) regular work   b)   understanding the course

c) early discovery of difficulties   d)   interaction with the teacher

20. The internal assessment system operated
    a) is fair   b)   is biased
    c) needs some improvement   d)   needs radical improvement

21. The internal assessment was done
    a) regularly   b)   irregularly
    c) only at term end   d)   not done at all

22. Were your corrected / evaluated written assignments returned on time?
    a)   yes, always   b)   yes, sometimes
    c)   never on time   d)   never returned

23. Were they returned with helpful comments?
    a) yes   b)   no

24. Did the department have provision to take care of student grievances?
    a) yes, fully   b) yes, partially   c) not existing d) sometimes

25. How many teachers taught you during the full duration of the programme?
    (Give total number)

26. If you had to grade your teachers on a ten point scale in decending order 10
    lowest 0 to how many of the teachers would you assign the following grades?
    (number of teachers against each grade) out of a total of 10
    a) less than 5.5   b)   between 5.5 – 7.0
    c) between 7.0 - 8.5   d)   between 8.5 – 10.00

27. How many teachers prepared their lectures (give numbers)
    a) thoroughly   b)   satisfactorily
    c) indifferently   d) poorly

28. How many teachers were able to communicate (give numbers)
    a) very effectively   b)   just satisfactorily
    c) ineffectively   d) sometimes effectively

29. How many teachers encouraged students to participate in the class? (give numbers)
    a) through questions and answers   b)   through discussions
    c) through course-related games   d)   through inviting suggestions

30. You would rate your teachers to be (rank the qualities according to your preference, omitting the ones that do not apply) (give numbers)
    a) scholarly and oratorial   b)   casual and aloof
    c) open -minded   and fair   d)   polite, lenient and friendly

31. If you wish you may name the teacher you liked best for the qualities you ranked him/her highest in question 32 . Name _____

32. At the end of the programme of study you emerged
    a) better informed and skilled   b)   more enthusiastic for further study
    c) same as before   d)   less enthusiastic for further study

33. When you meet students who have taken a similar programme at other institutions how do you feel? (Tick your choice)
    a) superior   b)   equal
    c) inferior   d) cannot say

34. How do you rate the student-teacher relationship in your institution as a whole? (Tick)
    a) very good   b)   good
    c) satisfactory   d)   poor

35. How do you rate the student-teacher relationship in your specific department?
    a) very good   b)   good
    c) satisfactory   d)   poor

36. How do you find the institution's administration? (Tick)
    a) always helpful   b)   generally helpful
    c) indifferent   d)   cumbersome

37. If you were a hostellite, were you satisfied with the hostel facilities?
    a) yes   b)   no

38. How do you find the transport facility provided by the institution?
    a) regular and adequate   b)   regular but inadequate
    c) irregular   d)   unreliable

39. How do you rate the health- care facilities provided by the institution?
    a) very good   b)   just satisfactory
    c) inadequate   d)   poor

40. Did you participate in any of the extra curricular activities of the department／
    institution?
    a) often   b)   sometimes
    c) rarely   d)   never

41. What was the attitude of teachers towards extra-curricular activities?
    a) encouraging   b)   co-operative
    c) indifferent   d)   cynical

42. What was your relationship with the Students' Union?
    a) elected member   b)   office bearer
    c) voter only   d) leader

43. Was the Students' Union a tree representative of the student community?
    a) yes   b)   no
    c) largely   d)   marginally

44. Has your time at the institution been intellectually enriching?
    a) yes   b)   marginally
    c) not at all   d)   cannot say

45. Have you made friends with anyone, which you expect will last long?
    a) with many   b)   with a few
    c) with none   d)   a few

46. After leaving how will you talk about your institution ?
    a) proudly   b)   just satisfactorily
    c) indifferently   d)   hatefully

Questionnaire No. 5

College XYZ

Midcourse Questionnaire

Tick (a) or (b)

1. Course	a) b)	Prescribed by University Separately evolved by our college
2. Text books	a) b)	Prescribed by University Chosen by our College
3. Weightage on assignments	a) b)	Common for all colleges Separately decided by our college
4. Nature and coverage of assignments	a) b)	Created to curriculum Beyond curriculum also
5. Reference work	a) b)	Limited to curriculum Wider and more comprehensive
6. Project work	a) b)	As prescribed by universities Varied and suited to individuals and groups
7. Evaluation Weightages	a) b)	As fixed by university As evolved by our college as and when required
8. Evaluation Procedures	a) b)	Prescribed by university Different as evolved by our college
9. Award of Degree	a) b)	Based on common public examination Based on college records
10. Extra curricular activities	a) b)	Routine and fixed Evolved separated every year
11. Visits to renowned academic institutions related to the studies	a) b)	Rare Planned, regular and adequate

12. Institution-industry interface	a)	Rare
	b)	Regular
13. Scholarship	a)	Provided
	b)	Not provided
14. Free ships	a)	Provided
	b)	Not provided
15. Guidance and counseling cell	a)	Does not exist
	b)	Exists & works satisfactorily
16. Placement cell	a)	Does not exist
	b)	Exists and works helpfully

Questionnaire No. 6

College XYZ

Exit Questionnaire for Graduating Students
(To be submitted in the last week of classes, before the examinations)

Name   :

Department   :   Year of joining :

Your response to the questionnaire will not be opened until your grades have been finalized and handed over to the examination office.

1. What do you plan to do after completion of the programme?
2. Which courses were most valuable? Why?
3. Which courses were least useful? Why?
4. Whom do you consider to be the best teacher?
5. What important topics were not covered by the courses?
6. Was the advice received from your adviser helpful? Was it timely?
7. What other comments do you have about your experiences in the department?
8. In what ways has your personality changed as a result of enrollment in the department?
9. Were your expectations from the department adequately satisfied?
10. Have you made lasting friendship with anyone in the department ?
11. Would you like to keep in touch with the department after you leave it?
12. In what matters did you interact with the administration of the institution? What was your experience during those interactions?
13. Were you provided help and training in the use of library and computer services? Was the training useful?
14. What are your comments on the social atmosphere (a) at the institution? (b) at your department?
15. What sports and extra curricular activities did you participate in? With what level of satisfaction?
16. Will you join the Alumni Association of the department / institution?
17. How do you think you can help XYZ to improve?

Date   :   Signature :

Questionnaire No. 7

College XYZ

Overall Rating of Programme of Study

(To be submitted after the final examination results) (Tick only one of the four alternatives)

Name   :   Programme :

Department: Years : from   to

Item	Very good	Good	Satisfactory	Below Threshold
1 Academic content				
2 Usefulness of teaching materials				
3 Usefulness of study-groups in furthering learning				
4 Timeliness of practical work				
5 Educative value of mid-programme placement				
6 Offering and seeking helpful feedback				
7 Fairness of evaluation				
8 Interaction with faculty				
9 Interaction with administration				
10 Library facilities				
11 Computer facilities				
12 Hostel facilities				
13 Recreational facilities				
14 Extra-curricular activities				
15 Sports facilities				

Signature :

Date   :

C : UNIVERSITIES

Questionnaire No. 1

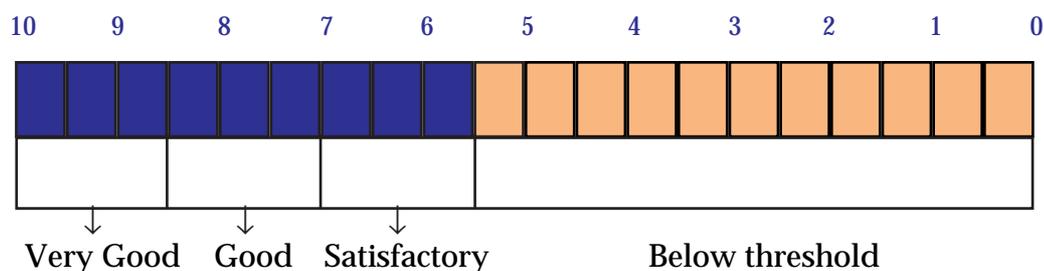### University XYZ

Programme:

Department: Semester/Term/Year :

Please rate the courses on the following attributes using the 10 -point scale shown

| 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |

Very Good   Good   Satisfactory   Below threshold

Parameters	Course 01	Course 02	Course 03	Course 04	Course 05
1. Depth of the course content including project work if any					
2. Extent of coverage of course					
3. Applicability/relevance to real life situations					
4. Learning value (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)					
5. Clarity and relevance of textual reading material					
6. Relevance of additional source material (Library)					
7. Extent of effort required by students					
8. Overall rating					

Course 01 –   (Title of the Course)   Course 02 –   (Title of the Course)
Course 03 –   (Title of the Course)   Course 04 –   (Title of the Course)
Course 05 –   (Title of the Course)

* Add more columns if there are more courses
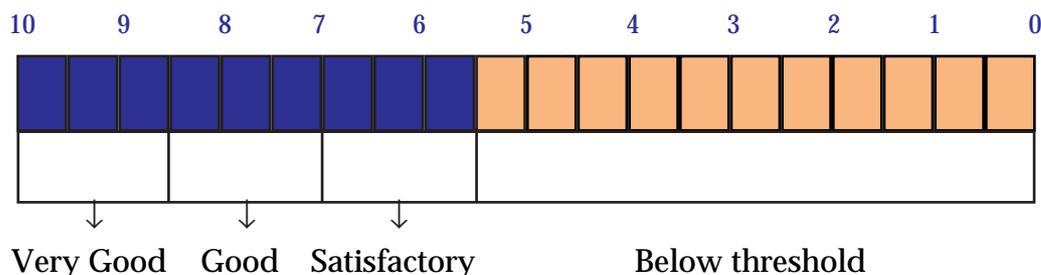
Questionnaire No. 2
University XYZ

Student Feedback on Teachers (Separate for each Teacher)

Department :   Semester/Term/Year :

Please rate the courses on the following attributes using the 10 -point scale shown

| 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |

Very Good   Good   Satisfactory   Below threshold

Name of the Teacher:

Attributes	0-5.5	5.5 -7.0	7.0-8.5	8.5-10.00
1. Knowledge base of the teacher (as perceived by you)				
2. Communication Skills (in terms of articulation and comprehensibility) 3.Sincerity / Commitment of the teacher				
4. Interest generated by the teacher				
5. Ability to integrate course material with environment/other issues, to provide a broader perspective				
6. Ability to integrate content with other courses				
7. Accessibility of the teacher in and out of the class (includes availability of the teacher to motivate further study and discussion outside class)				
8. Ability to design quizzes /Tests / assignments / examinations and projects to evaluate students understanding of the course				
9. Provision of sufficient time for feedback				
10. Overall rating				

Questionnaire No. 3

University XYZ

Students' overall Evaluation of Programme and Teaching
(To be filled only after Results are out)

Department :   Course :
Teacher   :   Year   :

Your responses will be seen only after your course results have been finalised and recorded.

The information will be used only for the improvement of the course and teaching in the future.

You need not disclose your name if you do not wish to.

You may tick off more than one answer to a question to the extent that it does not invalidate your response.

1. The syllabus was
    a) challenging   b) dull
    c) adequate   d) inadequate

2. Your background for benefiting from the course was
    a) more than adequate   b) just adequate
    c) inadequate   d) cannot say

3. Was the course conceptually difficult to understand?
    a) easy   b) manageable
    c) difficult   d) very difficult

4. How much of the syllabus was covered in class?
    a) 85 to 100%   b) 70 to 85%
    c) 55 to 70%   d) less than 55%

5. What is your opinion about the library materials for the course?
    a) excellent   b) adequate
    c) inadequate   d) very poor

6. Were you able to get the prescribed readings?
   a) easily
   b) with difficulty
   c) not at all
   d) with great difficulty

7. How well did the teacher prepare for class?
   a) thoroughly
   b) satisfactorily
   c) poorly
   d) indifferently

8. How well was the teacher able to communicate?
   a) effectively
   b) invariably
   c) satisfactorily
   d) badly

9. Did the teacher encourage student participation in class?
   a) yes
   b) attempted
   c) not at all
   d) sometimes

10. If yes, which of the following methods were used?
    a) encouraged questions
    b) discussion in class
    c) discussion outside class
    d) discussion individually

11. How helpful was the teacher in advising?
    a) helpful
    b) unhelpful
    c) sometimes helpful
    d) sometimes unhelpful

12. Was the teacher
    a) courteous
    b) rude
    c) indifferent
    d) strict

13. Did the internal assessment work?
    a) fairly
    b) regularly
    c) helpfully
    d) cannot say

14. What effect do you think the internal assessment will have on your course grade?
    a) improve it
    b) lower it
    c) no effect
    d) cannot say

15. How did the teacher provide feedback on your performance?
    a)   regularly/irregularly   b)   in time/late
    c)   with helpful comments   d)   without comments

16. Were your assignments discussed with you?
    a)   yes, fully   b)   yes, partly
    c)   no   d)   sometimes

17. Were you provided with a course and lecture outline at the beginning?
    a)   yes   b)   no

18. Was it helpful?
    a)   yes   b)   no

19. Was it followed?
    a)   yes   b)   no

20. Was there any opportunity for personal interaction with teachers?
    a) Yes   b) to some extent
    c) nil   d) cannot say

21. Was there any opportunity for small group work?
    a) Yes   b) to some external
    c) nil   d) cannot say

22. Were outsider experts invited to address you?
    a) Yes   b) rarely
    c) none   d) frequently

23. Did you visit industries, laboratories, banks and outside Universities/
    a) Ye, frequently   b) some times
    c) no   d) yes, rarely

24. If you have other comments to offer on the course and the instructor you may
    do so below or on a separate sheet.

Questionnaire No. 4

University XYZ

Students' Programme Evaluation

(To be filled in only after final results are out)

Department   :   Year   :

Programme   :

Your responses will be seen only after your final results have been finalised and recorded. The information will be used only to improve the programme and provisions.

You may or may not reveal your identity

1. Before undertaking the programme did you get a prospectus? Yes or No
    Did it contain the following details?
    a) courses and admission rules available: Yes/No
    b) completion requirements , fee and refund structure: Yes/No
    c) support services, training and financial aid available: Yes/No
    d) counseling and health services: Yes/No

2. What determined your choice of the subject? (Tick the relevant ones)
    behind a, b, c, etc.
    a)   interest and past scores in the subject
    b)   influence of parents/friends/teachers and reputation of the
          department/teachers
    c)   ease of getting admission and easy to pass
    d)   suitable for getting a job after completion of higher education

3. How far was your background suited to select the course?
    a) more than adequate   b)   fully adequate
    c) not fully adequate   d)   cannot say

4. The choice of courses offered was
    a) very good   b) just satisfactory
    c) inevitable   d) not satisfactory

5. In case no optional courses were available, would you have liked to suggest some?
    a) yes   b) no
    c) I don't know   d) needs change

6. What do you think should be the ratio of optional courses to the total number of general courses?
    a) 100%   b) 75%
    c) 50%   d) 25%

7. Was it possible to take a course from other departments?
    a) yes   b) no

8. If, yes did you benefit from the interdisciplinary study?
    a) yes   b) no

9. If not, would you have liked to do interdisciplinary work?
    a) yes   b) no

10. For how many courses did you have (give numbers)
    a) project work   b) practical work
    c) team projects   d) field work

11. Did any of this help
    a) to make classwork more   b) to make class work more
       relevant   and understandable
    c) to build team spirit   d) to promote independent
                                        study skills

12. Was the practical/studio/workshop component of your courses sequenced integrally with theory classes?
    a) yes   b) no

13. Were the laboratories/studios/workshops adequately equipped and properly maintained?
    a) yes, fully   b) yes, partly
    c) not adequate acquired   d) not adequate maintained

14. Were you provided training in library use?
    a) yes   b) no

15. What is your opinion of the library holdings for your subject?
    a) excellent   b) adequate
    c) inadequate   d) very poor

16. Were you able to get the prescribed readings?
    a) easily   b) with difficulty
    c) not at all   d) with great difficulty

17. Were you provided with training in computer use?
    a) yes   b) no

18. How educative was your mid course placement?
    a) very relevant   b) moderately relevant
    c) irrelevant   d) irrelevant but interesting

19. Did the departmental faculty visit you and was feedback provided?
    a) yes, feedback given   b) yes, feedback not given
    c) no, feedback was sent   d) no, feedback not given

20. The internal evaluation system as it exists is
    a) desirable   b) not desirable
    c) Needs some changes   d) needs some radical changes

21. In your opinion, how much of the total weightage of a course should the internal assessment account for?
    a) 100%   b) 75%
    c) 50%   d) less than 25%

22. If no weightage was given to sessional work, do you think your grades would have been
    a) better   b) poorer
    c) about the same   d) cannot say

23. Is the internal assessment system conducive to
    a) regular work   b) understanding the course
    c) early discovery of difficulties   d) interaction with the teacher

24. The internal assessment system operated
    a) fairly in how many courses   b) unfairly in how many courses
    c) not done at all   d) done at the end of the term

25. The internal assessment was done
    a) regularly in how many courses? b) Haphazardly in how many courses?
    c) Only at term end in how many courses?   d) Not done at all

26. Were your written assignments returned on time?
    a) Yes   b) no

27. Were they returned with helpful comments?
    a) Yes   b) no

28. Did the department have provision to take care of grievances?
    a) Yes   b) no

29. How many teachers taught you during the full duration of the programme? (Give the total number)

30. If you had to grade your teachers on a ten point scale in the decending order 10 lowest 0 to how many of the teachers would you assign the following grades? (Number of teachers against each grade) out of a total of 10
    a) Less than 5.5   b) between 5.5 – 7.0
    c) between 7.0-8.5   d) between 8.5 – 10.00

31. How many teachers prepared their lectures (give numbers)
    a) Thoroughly   b) satisfactorily
    c) poorly   d) indifferently

32. How many teachers were able to communicate (give numbers)
    a) Effectively   b) invariably
    c) satisfactorily   d) badly

33. How can teachers encourage students to participate in the class? (Give numbers)
    a) through question answers   b) through discussion
    c) through course related games d) through inviting suggestions

34. You would rate your teachers to be (rank the qualities according to your preference, omitting the ones that do not apply) (give numbers)
    a) scholarly and oratorical   b) casual and aloof
    c) open -minded and fair   d) polite, lenient and friendly

35. If you wish, you may name the teacher you liked best for the qualities you ranked the highest in question 34.

36. At the end of the programme of study you came out
    a) the same as before   b) better informed and skilled
    c) less enthusiastic for further d) more enthusiastic for further
       study   study

37. When you meet students who have taken a similar programme at other institutions do you feel?
    a) Inferior   b) superior
    c) equal   d) cannot say

38. How do you rate the student-teacher relationship in the institution as a whole?
    a) very good   b) good
    c) satisfactory   d) not satisfactory

39. How do you rate the student-teacher relationship in your department?
    a) very good   b) good
    c) satisfactory   d) not satisfactory

40. How do you find the institution's administrative offices?
    a) very helpful   b) cumbersome
    c) indifferent   d) unhelpful

41. Are you satisfied with the hostel facilities?
    a) yes   b) no
    c) not affected   d) needs improvement

42. How do you find the transport facility of the institution?
    a) adequate   b) inadequate
    c) regular   d) unreliable

43. How do you rate the health care facilities?
    a) good   b) bad
    c) Inadequate   d) did not use

44. Did you participate in any of the extra curricular activities of the department/institution?
    a) rarely   b) often
    c) never   d) sometimes

45. What was the attitude of teachers to extra curricular activities?
    a) co-operative   b) encouraging and enthusiastic
    c) indifferent and cynical   d) hostile

46. What was your relationship with the Students' Union?
    a) Member   b) office bearer
    c) voter   d) nothing

47. Was the Students' Union representative of the student community?
    a) Yes   b) no
    c) largely   d) marginally

48. Has your time at the institution been intellectually enriching?
    a) Yes   b) no
    c) marginally   d) cannot say

49. Have you made friends with anyone, which you expect will last long?
    a) Some   b) none
    c) many   d) a few

50. After leaving the institution how will you talk about it?
    a) Proudly   b) disparagingly
    c) indifferently   d) try to forget it

Questionnaire No. 6

University XYZ

Overall Rating of Programme

(To be returned by them after the final examination results)

Name   :   Programme :

Department: Years : from   to

Item	Very good	Good	Satisfa-ctory	Below Thres hold
1 Academic content				
2 Usefulness of teaching materials				
3 Usefulness of study-groups in furthering learning				
4 Timeliness of practical work				
5 Educative value of mid-programme placement				
6 Offering and seeking helpful feedback				
7 Fairness of evaluation				
8 Interaction with faculty				
9 Interaction with administration				
10 Library facilities				
11 Computer facilities				
12 Hostel facilities				
13 Recreational facilities				
14 Extra-curricular activities				
15 Sports facilities				

Signature :

Date   :

Questionnaire No. 7

University XYZ
Initial questionnaire on admission

1. From what background have you come to join the university? (Tick)
    a) from an affiliated college? Yes/No
    b) from an autonomous college? Yes/ No
    c) from another university? Yes/No

2. Was admission procedure in the constituent college the same or different from the admission procedure in the autonomous college? (Tick)
    a) same   b) different
    (To be returned by them after the final examination results)

3. If different, how?
    a) More easy than in affiliated college _____
    b) More difficult than in affiliated college_____
    c) Easier than in Autonomous college _____
    d) More complicated than in Autonomous college _____

4. What method do you propose for admission to university courses?
    a) Merit-based only   b) Reservation quota
    c) Any other (Specify)____

5. What is your experience in respect of university course admission?
    a) Just and right   b) Biased
    c) Influence based   d) Corrupt

6. Are you aware of P.G. courses in affiliated colleges?
    a) Yes   b) No

7. If a choice is given where do you propose to do the course? (Tick)
    a) University   b) Affiliated college

8.   Why?

    a)   Admission to university course is

        i.   Easier than in affiliated colleges

        ii.   More difficult than in affiliated colleges

    b)   i.   Fees are higher in the university

        ii.   Fees are less in the university

    c)   i.   Evaluation is better in the university

        ii.   Evaluation is better in affiliated colleges

    d)   i.   More personal contact between faculty and students in universities

        ii.   Better personal contact between Faculty and students in affiliated colleges

In accordance with the latest trend, is faculty adopted by students in your university?

Yes or No

If not, what aspect of faculty work should be incorporated in student evaluation?

Name any three   1)

                          2)

                          3)

II   Curriculum (Syllabus)

1)   Who frames the curriculum in the university ?

    a)   Concerned Departments

    b)   Special committee constituted by the university

    c)   I don't know

2)   How do you compare the curriculum of the university and that of the autonomous college?

    a)   More difficult than in autonomous colleges

    b)   Easier than in autonomous colleges

3) What about library facilities?

    a) Same as in Autonomous colleges

    b) Better than in autonomous colleges

    c) Not as good as in autonomous colleges

4) Reference work

    a) Same as in autonomous colleges

    b) Wider than in autonomous colleges

    c) More restricted than in autonomous colleges

5) Reference work

    a) Same as in PG in affiliated colleges

    b) Much wider in university PG courses

    c) Less than in affiliated college PG Departments.

III Staff (Faculty) Qualifications

a) Same as in P.G. affiliated colleges

b) More highly qualified in university PG courses

c) Less qualified in university

IV Faculty experience level

a) Much higher than in Affiliated PG courses

b) No difference between the two courses

c) Less in university staff than in affiliated colleges (PG)

V Research Work

a) Deeper in Universities

b) Same as in affiliated college PG (as per rules)

c) Differs in depth from subject to subject in universities

VI Project Work

a) Same in universities as in affiliated PG

b) Wider in scope and contacts in universities as compared to affiliated PG

VII Extra-curricular activities

    a)   Same as in affiliated PG

    b)   Wider and with more variety in university

VII Evaluation Scheme

    a)   Feedback and follow up help better in university

    b)   Feedback and personal guidance better in affiliated PG

IX Specified aspects of university work (Tick)

    a)   Power to prescribe rules of universities

    b)   Power of giving direction to affiliated colleges

    c)   Power of issuing degrees even for autonomous colleges

    d)   Power of inspecting affiliated colleges if need be

    e)   Conducting all examination

    f)   Power to introduce reports in curriculum and evaluation schemes or procedures

    g)   Power to establish interface with industries and National laboratories

X Work in Inter University Board

    a)   Interaction and exchange of expression

    b)   Introducing ideas for quality improvement

    c)   Bring changes in university act if need

XI Are you happy with your life in the

    i)   University?

        a)   Yes   b)   No

    ii)   if not, suggest changes that you deserve : (Less than five)

        1   3   5

        2   4   ___

MEETING OF DIRECTORS OF
ACADEMIC STAFF COLLEGES
HELD ON 24.07.2006 AT BANGALORE

List of participants

1.	**Prof. V S Prasad** Director, NAAC	7.	**Prof. Dipesh Chandranath** Director, UGC-Academic Staff College, University of Calcutta, 92 A P C. Road, Kolkata-700009, West Bengal
2.	**Prof. Mariamma A. Varghese** Sr. Education Consultant, NAAC		
3.	**Dr. Dnyan Patil** Director, UGC-Academic Staff College, University of Pune, Publication Dept., 2nd Floor, Ganeshkind, Pune-411007	8.	**Dr. V.L. Dharukar** Director, UGC-Academic Staff College, Dr. Babasaheb Ambedkar, Marathwada University, Aurangabad-431004, Maharashtra
4.	**Prof. P. Sivagnana Murthy** Director, UGC-Academic Staff College, Physics Block, Central College Campus, Bangalore University, Bangalore	9.	**Prof. Siddiqui Ali** Director, UGC-Academic Staff College, Osmania University, Hyderabad-500 007
5.	**Prof. K.G. Bhattacharyya** Director, UGC-Academic Staff College Gauwati University, Gauwati-781 014, Assam	10.	**Dr. Som Dev** Director, UGC-Academic Staff College, University of Rajasthan, Jaipur - 302 004, Rajasthan
6.	**Prof. Yoginder Verma** Director, UGC-Academic Staff College, Himachal Pradesh University, Shimla-171005	11.	**Prof. Akhtar Siddiqui** Director, UGC-Academic Staff College, Jamia Millia Islamia, Jamia Nagar New Delhi - 110 025

12.	**Dr. Jagannath Patil** Deputy Adviser, NAAC	15.	**Dr. Sujatha P Shanbag** Asst. Adviser, NAAC
13.	**Dr. M Shyamsundar** Deputy Adviser, NAAC	16.	**Dr. K N M Pillai** Academic Consultant, NAAC
14.	**Mr. B S Ponmudiraj** Asst. Adviser, NAAC	17.	**Dr. S R Raghavan** Librarian, NAAC

ONE-DAY SEMINAR ON "STUDENT PARTICIPATION IN QUALITY ENHANCEMENT"

Sl. No.	Name and Address of the UGC-ASC	Date of the Event
1.	UGC-Academic Staff College, University of Rajasthan, Jaipur-302004, Rajasthan	30 July, 2006
2.	UGC-Academic Staff College, Himachal Pradesh University, Shimla-171005, Himachal Pradesh	3 August, 2006
3.	UGC-Academic Staff CollegeGauhati University, Guwahati-781014, Assam	12 August, 2006
4.	UGC-Academic Staff College, University of Calcutta, 92 A P C. Road, Kolkata-700009, West Bengal	18 August, 2006
5.	UGC-Academic Staff College, University of Kerala, Thiruvananthapuram-695034, Kerala	19 August, 2006
6.	UGC-Academic Staff College, University of Pune, Publication Dept., 2nd Floor, Ganeshkind, Pune-411007, Maharashtra	19 August, 2006
7.	UGC-Academic Staff College, Osmania University, Hyderabad-500007, Andhra Pradesh	19 August, 2006
8.	UGC-Academic Staff College, Dr. Babasaheb Ambedkar, Marathwada University, Aurangabad-431004, Maharahstra	20 August, 2006
9.	UGC-Academic Staff College, Jamia Millia Islamia, Jamia Nagar, New Delhi-110 025	29 August, 2006
10.	UGC-Academic Staff College, Physics Block, Central College Campus, Bangalore University, Bangalore-560 001, Karnataka	2 September, 2006

ONE-DAY SEMINAR ON "STUDENT PARTICIPATION IN QUALITY ENHANCEMENT"

Programme organized by: **UGC-ASC**………………….

Programme sponsored by: **NAAC**

Participants: **Random Sample of Students**

Date: **July / August/September 2006**

Programme

9.30 a.m. to 10.00 a.m.	Registration
10.00 a.m. to 10.20 a.m.	Introduction to the programme (Director, ASC/Resource Person/ NAAC Observer)
10.20 a.m. to 11.20 a.m.	My Understanding of "Quality" (Students Responses)
11.20 a.m. to 12.20 p.m.	Students' Views Matter : Feedback mechanisms for Quality Enhancement (Students Responses)
12.20 p.m. to 1.20 p.m.	How Students can participate in Institutional Quality Assessment by NAAC (Students Responses)
1.20 p.m. to 1.30 p.m.	Concluding session (Director, ASC/Resource Person/ NAAC Observer)
1.30 p.m.	Lunch

QUESTIONNAIRE

NAAC Seminar on Students Participation in Quality Enhancement

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National Assessment Accreditation Council, Bangalore is committed to quality assurance in higher education throughout the country. In this context NAAC has taken a number of initiatives. It strongly feels that students are important stakeholders in higher education and their participation will certainly enhance total quality. You being awakened student is expected to express your views in the following paras about how the students can be made to participate in various activities. Your opinion will enable the NAAC to initiate desired interventions.

Students Participation in Quality Enhancement

I. Background Characteristics

1. Name: _____

2. Gender : Male/Female

3. Background : Rural/Urban

4. Course in which enrolled : _____

5. Tick (P) the appropriate category you represent:
   a. Rank holders
   b. Sports person
   c. Cultural activities
   d. SC/ST/OBC/Gen.

II.   Students Perception About Quality

6.   What do you think about quality education ? _____

7.   In your opinion, is the present education system providing quality education?
Yes/No.
If no, what are the possible reasons _____
_____

8.   How can the higher educational institutions enhance/improve quality in higher education?
_____
_____
_____

9.   Do teachers encourage students participation? Yes/No
If yes, in what forms
   a.   Encouragement in the class, by inviting questions, arranging discussions, etc.
   b.   Discussions outside the class
   c.   Involvement in group activities
   d.   Inspired to participate in cultural/sports activities, etc.
   e.   Encourage to participate in social work
   f.   Motivate to take up creative works
   g.   Any other _____

III.   Students Participation in Enhancing Quality Education

10.   You may be participating in various activities. Tick (P) the activities in which you participate:
   a.   Class seminars and discussions
   b.   Participation in the activities of subject societies/clubs

c. Sports

d. Cultural activities

e. Inter-college competitions

f. NSS

g. NCC

h. Freshers' Day/Farewell functions

i. Committees formed for maintaining discipline, cleanliness etc. (if any)

j. Participation in political activities

k. Participation in fairs and festivals organized by the institution

l. Activities of Students Central Association

m. Representation in different college/university committees/groups

n. Awareness campaigns such as mass literacy, consumer protection, environmental issues, AIDS, etc.

o. Social welfare activities

p. Tutorials

q. House activities in the college

r. Any other (*Please specify*)_____

11. To what extent you are satisfied with your participation in the above activities?

a) To a great extent

b) To a moderate extent

c) To some extent

d) Not satisfied

12. Kindly give your free and frank opinion about how students can actively participate in enhancing quality in various activities mentioned below:

a) Congenial and healthy campus life

_____

b) Co-curricular activities

_____

c)   Maintenance of infrastructure

_____

d)   Curriculum development

_____

e)   Teaching-Learning in classroom

_____

f)   Organisation of academic activities such as subject committees, debate, quiz competition

_____

g)   Management of academic/curricular events

_____

h)   Social work and extension activities

_____

i)   Maintenance and utilization of learning resources such as laboratories, museums, computer labs., library, etc.

_____

j)   Career Guidance and Counselling

_____

k)   Redressal of complaints and grievances

_____

l)   Any other

_____

FEEDBACK FROM STUDENT PARTICIPANTS

1.   What message are you carrying with you?

2.   After attending this Seminar, what would be your future course of action?

3.   What were your expectations from this Seminar? Have they been met?

4.   To what extent were your expectations met by the Seminar?

5.   What were the three things you liked most during this seminar?

6.   Suggestions, if any

7.   How do you describe the interactions at the Seminar?
       Name, Class and Name of the College

_____

  _____

Signature

LIST OF CONVENERS AND RESOURCE PERSONS AT THE TEN ONE-DAY SEMINARS

Sl.No.	University	Convenors/Resource persons for the seminar	
1.	University of Rajasthan Jaipur	1.	Dr. Som Dev, Director, UGC-ASC
		2.	Dr. Suresh C. Joshi, Deputy Director, UGC-ASC.
		3.	Dr. Sushila Pareek, Assistant Professor, Dept. of Psychology
2.	Himachal Pradesh University, Shimla	1.	Dr. Yoginder Verma, Director, UGC-ASC
		2.	Dr. N. S. Bist
		3.	Dr. Sanjiv Bragta
3.	Gauhati University Gauhati	1.	Shri. K. G. Bhattacharyya, Director, UGC-ASC
		2.	Prof. A. C. Bhagabati, Former V. C., Arunachal University
		3.	Prof. D. C. Barooah, Former Registrar, Gauhati University
		4.	Prof. D. K. Barua, Formerly Principal, Cotton College
		5.	Prof. O. K. Medhi, Formerly Dean, Gauhati University
		6.	Prof. (Mrs.) Priyam Goswami, Head, Gauwati University

Sl.No.	University	Convenors/Resource persons for the seminar	
4.	Calcutta University Kolkata	1.	Dr. Dipes Chandra Nath, Director, UGC-ASC
		2.	Prof. D. K. Basu, Former Vice Chancellor, Burdwan University, West Bengal & Tripura University, Tripura
5.	University of Kerala Thiruvananthapuram	1.	Dr. John Kattakayam, Director, UGC-ASC
		2.	Dr. M. K. Ramachandran Nair, Vice Chancellor, University of Kerala
		3.	Dr. Kevin, Former Pro Vice Chancellor, University of Kerala
		4.	Dr. Mariamma A. Varghese, Senior Education Consultant, NAAC (Observer)
6.	University of Pune Pune	1.	Dr. Dnyan Patil, Director, UGC
		2.	Dr. S. A. Sonawane
		3.	Dr. Prakash Gambhir
		4.	Prof. Katre Shakuntala, Senior Academic Consultant, NAAC (Observer)
7.	Osmania University Hyderabad	1.	Prof. Siddiq Ali, Director, UGC-ASC
		2.	Dr. T. Vijay Kumar, Associate Professor and member IQAC, O.U. (Moderator)

Sl.No.	University	Convenors/Resource persons for the seminar	
8.	Dr. B. A. Marathwada University, Aurangabad	1.	Dr. V. L. Dharurkar, Director, UGC-ASC
		2.	Prof. N.N. Naik, Public Administration
		3.	Dr. Afaque Khan, Deputy Director, UGC-ASC
		4.	Prof. S. M. Datey
9.	Jamia Millia Islamia New Delhi	1.	Prof. M. Akhtar Siddiqui, Director, UGC-ASC
		2.	Dr. Anisar Rahman, Reader
		3.	Dr. Syeda Azra Bane Jamal, Lecturer
10.	Bangalore University Bangalore	1.	Dr.. P. Sivagnana Murthy, Director, UGC-ASC
		2.	Dr. A.S. Vaidya, Reader, UGC-ASC
		3.	Prof. R. Venkatasubbaiah (Resource person)
		4.	Mr. B. S. Ponmudiraj, Assistant Adviser, NAAC(Observer)

STUDENTS VIEWS ON :
'MY UNDERSTANDING OF QUALITY'

Understanding the 'Quality Concept'		
Quality is not seen but felt. Quality begins with self. Quality consciousness should be inculcated right from childhood.	Quality is a kind of value addition at personal, familial, social and national levels.	Quality is an inseparable and dominant factor of human life which directs performance in the most refined form.
Quality refers to internal and external evaluation of one's up to the mark performance.	Quality is an ongoing / continuous, process which is self defined, self explanatory in terms of certain norms and standards.	Quality seems to be a measure of the degree of excellence and level of achievement.
Students look upon quality as the condition that promotes all round development of personality.	Quality is a subjective notion with a sense of betterment and a move towards excellence.	Quality is to meet optimal satisfaction through a progressive approach and regular improvements.
Quality should ensure service to society and its transformation.	The meaning of quality relates with self-actualization, i.e. optimizing one's potential in given socio-familial and environmental contexts.	The meaning of quality can be derived from one's ability to deal with situations perfectly.

Quality rests on self-confidence, to serve the society.	Quality means constellation of certain virtues which relate with morality, values, conscience, ability to differentiate between right and wrong, reality orientation and welfare of the society.	It is a state of balance between the code of ethics and ways of need fulfillment.
Quality should be enhanced so that it is on par with global standards.	Quality is a sort of self-awareness in terms of regular improvement, overall development, specialization in a positive and constructive manner.	The word 'Quality' has its own inherited meaning, which is fullest in itself and which acts as a medium for continual evaluation.
Concept of quality changes with time and place.	Quality should be perceived as one's unique expression in the best possible way.	A more or less permanent sense of contentment and life satisfaction derived through knowledge up gradation, skill development, sense of duty and optimal utilization of internal and external resources.
Quality is multi dimensional.	Quality is a kind of positive satisfaction and may be understood through following acronym: Q- Q(cu)riosity, which is U-Unique and A-Assuring in a	Quality refers to dynamic, innovative and non-specific code of conduct, which has utilitarian and developmental value for various societal agencies.

Quality is where the input specifications are exacting with output measures with minimal disparity between aspirations and reality, between ideals and achievements.	L- Loyal I-Intelligent, and T-Talented Y-You (person)	Quality may be defined in terms of attainment of some measurable and specified parameters of progress.
'Quality' is meant for drawing out the best in students	Quality is the practical knowledge to lead a comfortable life	Quality denotes a dynamic personality;
Value- based education; over-all development of individuals;	Quality is the capacity to distinguish between knowledge and wisdom Full expression of innate talents; acquisition of knowledge;	An ability to plan, execute and assess;
Spiritual education	Moral development; creativity and self-confidence to deal with day to day affairs.	Excellence in production
Refinement of character and conduct etc.	Finest product always in demand.	How to face challenges in life.
Quality should be for one and all, not just subject oriented but aimed at grooming the personality.	How to live in society	

UNDERSTANDING QUALITY IN THE CONTEXT OF EDUCATION

How students perceived it as important in Education or in Institutions

The aptitude and the attitude of the student should be propelled in the right direction.	Quality should start from lower classes and students should be able to apply the theories imbibed in the practical field.	They stressed the need for improving the syllabus.
Students should be provided with necessary skills.	They expressed the view that education is an investment.	Education means the development of a complete person with the right attitude, with exposure to society.
There should be suitable academic ambience, which is conducive to the promotion of healthy relations between the students and Management.	Students should be benefited socially and culturally.	Education is to improve knowledge skills, competency, to give the right attitude to serve the society.
Employability of its graduates is an important benchmark for the quality of education being provided by an institution.	Library was a key determinant of the quality of education provided by an institution,	Education is a process of assimilation.

Quality in education would become apparent if the curriculum had adaptability and was designed to address the all round development of the student.	Higher education is needed to emphasize the practical aspects of learning and encourage critical and creative thinking.	It should focus on the academic development as well as the social and cultural development of the individual.
Quality of education depended on the overall academic environment of the institution. A well-stocked library, adequate computer facilities, and well-equipped labs are the infrastructural priorities mentioned. The participant was clear about the need for education to relate to the real world.	Extension dimension of higher education is needed to be implemented with sincerity.	Acquiring and Application of knowledge should be the prime objectives of education.
Quality of education should not be tied to examination marks that students score.	Shortcomings of infrastructure could be ignored if there was a genuine desire to improve the quality of education	Educational process should always be directed towards the frontiers of different branches of knowledge always providing opportunities for updating.
Emphasis should be more on assessing the all-round development of students for which reforms in the assessment	Cultural and social relationship should be nurtured and patronized.	Quality education could be achieved only if teachers take on the role of mentors to help bring out the best in a student.

procedures were necessary.		
Quality education could come only if there were quality teachers who were good communicators, who could win students away from private tuitions and who were approachable and available for students.	Quality could be gauged in terms of relevance of the course curriculum, teacher quality, teaching techniques, teacher-student ratio and the demand for courses offered by the institution	He also said that education should be an enjoyable experience. Students would benefit from counseling and this needed to be provided in an organized manner.
Co-curricular activities needed to be seriously implemented as these help in inculcating	Quality means the standard of the Institution which is judged by its infrastructure, teaching-learning method and student support & progression	

STUDENTS VIEW ON QUALITY CONCERNS

What are the measures to improve the quality of Education or Institution

Fulltime teachers must be appointed instead of C.H.B. (contract on hourly basis)	Dissemination of information was not always very smooth.	Random selection of syllabus is done not taking into account whether it has been learnt earlier.
Political interference such as election of Board of Studies must be avoided.	Staff should be appointed on a permanent basis.	They raised the point that rare chances are given to present their views.
The college Principals/ Teachers must maintain personal dialogue with the students.	The seminars conducted at the colleges are mere attempts to please the NAAC rather than fulfillment of motives.	Students are not able to make full use of their resources and a communication gap existed between them and their teachers.
Vocational Education must be introduced with the degree levels.	Students are not given enough opportunities to express themselves.	Scientific and systematic restricting of syllabus has to be done at the appropriate time.
They expressed the view that only a cream of students enter the professional stream while the extraordinarily brilliant students are lost	Teachers often did not have up to date information and if the students give such information in their examination scripts, they	Examination system should be revamped and rationalized.

at this stage, due to the lack of permanent teachers.	are not given marks.	
The students did not have any say in the institutional affairs,	He also thought that new and more contemporary courses needed to be introduced.	He was also very critical of teachers who only dictated notes and made no efforts to facilitate understanding, thereby encouraging rote learning
From the response of the students it was evident that in many colleges, even if there was an IQAC, the students were unaware of its existence.	Quality aspect in higher education had been neglected over the years which had left students unable to compete in the workplace	Students be provided with better access to information and also felt that co-curricular activities needed to facilitate the all round development of students, which was being ignored at the moment.
Creativity of the students was being stifled by teachers who spoon-fed them with dictated notes. He was also critical of the present methods of student assessment which failed to recognize the abilities of individual students.	Little effort by teachers to help students build concepts and this was reflected in the lack of analytical abilities in students.	She felt that quality of education would improve dramatically if the rampant problem of private tuitions were to cease and teachers devote their time in class to teaching and outside the class, in helping students to use learning resources.

It was important that the spirit of learning be emphasized. He stressed that the importance of co-curricular activities was being ignored and these activities were only evident during the annual college festivals or youth festivals.	Most of the teachers had a negative outlook and they hardly encouraged students to take to general higher education.	Principal was primarily responsible for providing the facilities needed to provide quality education.
Difficulties in achieving quality in a situation where teachers denigrate their own profession, are apathetic and complacent.	Maintenance of high quality in the Higher Education System depends on the intake quality control, infrastructural facilities including library and the quality of faculty.	She was critical of libraries which stocked only text books, depriving the students of a varied choice for reading.
Both teachers and students tended to neglect elective subjects and also that students of sciences and humanities were split along faculty lines, giving rise to an unhealthy environment.	They are of the view that students as well as teachers are not aware of new developments.	Teachers needed to provide students with more attention.

THEME II: STUDENTS RESPONSES TO THE ISSUE OF FEEDBACK MECHANISM FOR QUALITY ENHANCEMENT

The need for student feedback in an educational institution

Students' views matter, or should matter, because they have the highest stakes in the entire process.	Make students aware of their rights and responsibilities. Give them the confidence, not through words but deeds, that their views do indeed matter.	Create the right kind of ambience—friendly and interactive classrooms, regular student-teacher interaction—in which the students feel encouraged to give feedback.
Feedback should be a regular feature. It should not be done anonymously but through a face-to-face dialogue.	Recognize but do not discriminate among students with different levels of competence. Make special effort to involve and obtain feedback from slow learners and under achievers.	Integrity on both sides is the pre-requisite of a meaningful feedback. While students should be true to themselves, teachers/administrators should be open-minded and democratic. Both sides should honestly believe in constructive criticism.
Feedback should cover all aspects—course content, classroom environment, infrastructure, administration, and institution.	Balance between livelihood requirements and ethical standards.	Minimizing brain draining.

Students' unions, students' Socio-cultural groups, seminars, debates, open – sessions etc provide excellent mechanisms to interact with teachers and management for quality improvement.	Students should actively participate and discuss problems with management.	Idea of feedback questionnaires was good
Student feedback is important, but the institution should not of course depend entirely on it but should also respond on its own to changes in the world outside.	Making institutional assessment quality dependent is substantially in student interests.	Feed back approach has to be encouraged to consider the student rights at the institutional level as part of codes of best practice.
If there is a student feedback system, it may be more appropriate to consider the students as co-constructors to facilitate quality improvement.	Review and feedback mechanism.	There should be a student body to interact with the Management and staff.
Involvement in group activities Motivate to take up creative works	Inspired to participate in cultural/sports activities, etc.	Encourage to participate in social work Discussions outside the class

Practical application of theoretical knowledge	In addition, feedback should also be taken from students on their needs, aims and aspirations. Students should also be encouraged to give their feedback on important developments in the society which affect their lives or agitate their minds.	Encouragement in the class by inviting questions, arranging discussions etc.
Knowledge with moral attitude, skillful aspects with practical implementation, giving satisfaction to individual and fulfills responsibilities towards society.	Strategies for all round development of students.	

STUDENT'S VIEWS ON THE DIFFERENT METHODS OF SEEKING THE STUDENT FEEDBACK

Like NCC or NSS wings, there should a regular feedback cell in every institution to collect, analyze, and suggest action to be taken.	Feedback need not have a single format. While some kinds of feedback may be collected through student-teacher interaction, others may be taken in the form of questionnaires, and even anonymous submissions through suggestion boxes.	Student-staff committees may be formed to regularly share a two-way feedback, and act as a liaison between the students and the management.
Alumni association is an important source of feedback. The alumni, with their experience in the real world outside the academia, will be able to give a genuine status report of the course and the institution.	Regular interaction between the institution and the industry is another important source of feedback.	The most prevalent mechanism is the student council.
They also insisted upon student evaluation of teachers which is not properly done at present.	There should be student representatives at IQAC	PTA meeting should be convened regularly.
Students should have free access to the inspection team of NAAC.	Students expressed the view that there should be websites which enable students to air their opinions.	They stressed the need for implementing classes on nature and culture and self evaluation of students.

PTA meetings, PTS interaction, peer groups, to point out the shortcomings should be convened.	Evaluation of teachers should be done by outgoing students.	Teacher student meetings should be convened frequently. Activities which promote better relationship with the community should be conducted frequently.
Seminars on Student Reflection Programmes should be conducted.	A Strength-weakness analysis system should be maintained in every department.	There should be monthly discussions about students' problems, academic emotional and others.
There should be an autonomous body of students and former students to collect feedback and communicate to NAAC directly.	NAAC should have a student interface in their website so that students could provide their feedback directly.	Document given by the NAAC should be circulated to everyone.
Apolitical groups should also be given opportunity to air their views without wholly concentrating on college unions alone.	There should be p l a n n i n g , implementation, and evaluation after any event. There should be an open meeting with the Principal as moderator. Evaluation should be made after each semester.	Valid feedback could be obtained from regular and academically competent students and suggested that attendance in class and marks obtained in internal evaluation could together serve as criteria determining student participation in the feedback process.

If there could be the possibility of involving parents in the feedback process since the higher education system also needs to take cognizance of parental expectations.	A point was made that not all students in an institution get the opportunity to participate in the feedback mechanism, especially if the institution has a large enrolment.	Give regular feedback of what is required and what change can be done.
They suggested for compulsory feedback and evaluation of teachers by students which should cover teaching methodology, content quality, regularity, and overall concern for students.	Student-teacher and student-student interaction should be encouraged and structured properly in a forum for student-teacher-administration interactions.	

STUDENTS VIEWS ABOUT THEIR INSTITUTION'S FEEDBACK MECHANISMS :

The concerns

There should be programmes aimed at creating a greater awareness about the NAAC.	Quality prescribed by the NAAC should be continued throughout, not just the appearances being maintained at the time of NAAC visit.	I am not familiar with the feedback mechanism, but he felt that learning was being affected by the fact that teachers were not available when the students sought to interact with them.
Skeptical of what happened to these completed questionnaires – were they analyzed and the information used to take up remedial steps or did these gather dust in some corner?	No teacher to teach a particular topic introduced in the syllabus and although the Principal was aware of this no steps were being taken. He wondered if feedback would have any impact under such circumstances.	Apprehensive that candid opinion expressed in the feedback could invite punitive action from the authorities
Apprehensions indicated a lack of mutual trust between the teacher and the taught.	Students had no part to play in any decision-making, and were never provided with any information on relevant institutional matters.	If the IQAC was empowered to question the Principal.

If the Principal could ignore the IQAC then much of the purpose of student's feedback would be lost.	Overcrowding of educational institutions, lack of adequate resources, poor quality of education at primary level, lack of competence and motivation.	The present education lacks a good interaction among the students and teachers and there is less use of modern technologies which can prove to be very helpful in imparting quality education.
There is a gulf between rural and urban educational system. Institutions in rural areas lack proper infrastructure and adequate number of teachers.	Lack of interaction between management, teachers and students. No sense of belonging of a student to his/her institution.	It fails to provide students with a new outlook towards the world
Present system of education is lacking in a few areas namely career orientation, students' participation, technical aids and well-defined goals.	Indifferent attitude of government to provide basic infrastructure and lack of opportunities for students to demonstrate his skills, potential etc.	In majority of the institutions, merit occupies back seat and reservation and quota occupy the first position.
Academic institutions are full of politics	In the present system, percentage of marks is the sole criteria of judging a student and his overall understanding and practical knowledge has no place in the system.	Ignorant and non-deserving teachers at lower levels of education.

Present day education system has a lot of demerits. The authorities are running away from their duties and objectives such as quest for excellence, discipline, professionalism and positive approach towards talent and other activities.	Education has become commercial and it lacks moral and ethical values.	Teachers should be appointed on the basis of their effective communication and teaching skills and not on the basis of just higher academic degree
The Management of academic institutions is more inclined towards quantity instead of quality.	The present system of appointing teachers to a large extent is not up to the mark.	Present education system is mismanaged in many areas i.e. proper funds are not given by the government, the politics that takes place within the educational institutes and outside should be stopped. It not only affects the person concerned but also the people around them.
The present education system has been trying to achieve a certain level of quality but has been found to be lacking when compared with the others. The policy is made but the implementation of it requires efficiency.	The present education system stresses much on theoretical knowledge rather than applications. Today's education system is imparting a knowledge but knowledge based economy requires a magic mantra in the form of knowledge application.	The curriculum is obsolete and what is taught is different from what the industry demands. Furthermore there is lack of infrastructure in terms of competent teachers.

Students do not have many expectations from the present education system	Input at primary level is worthless, they just make students learn, doesn't develop their mental abilities. So much of the potential remains untapped initially and half of education potential gets wasted by corruption, nepotism and reservation for schedule castes and scheduled tribes.	Students' major concern was regularity and accountability on the part of teachers.
Participating students also emphasized upon regular teachers' training programmes and result oriented incentives for them.	Efficient teachers should be assigned special duties for addressing students' problems.	Teachers should devote extra time for establishing one to one relations with the students.
Some of them opined that strict disciplinary action should be taken against any irregularity on the part of teachers.	Regular experience sharing and intellectual discussions should be held among the teaching fraternity.	Teacher selection mechanism should ensure selection of the qualified persons who have some core values and societal concerns
Engaging in private tuitions should be strictly monitored.	Some of them even said such mechanisms are not at all existing in their respective institutions.	It should be ensured that the student is not victimized for making a complaint.

Quality education broadens the students mental horizon and make them able to face the competitive world. Quality education could be summarized as the overall development of mind, body and spirit.	Quality education is all about to prepare oneself competent to global competition and at least to stand on one's own.	Quality education should provide realistic job oriented education. It should also give importance to ethical aspects. It should be innovative, flexible and adaptable to new global phenomenon
The role of quality education should be to bring uniformity in the system of education. As a result, the students become ethically strong and able to face the global challenges and failures in a positive manner.	Quality education should be innovative, flexible and adaptable to new global phenomenon.	Quality education is all about to develop the talent of a student so that he can compete in the global market.
It should help in developing such qualities in students which will make his life worth living and make him a good individual in the society.	Quality education should strengthen a student physically as well as mentally and provide a competitive atmosphere in schools and colleges.	Quality education is strictly the education which brings about the overall social, religious, political, economic, literary and moral development of an individual in any form through any medium.

Quality education enriches, enlightens and liberates a person, strengthens a young mind and prepares it for future life. Moral values and ethics are inculcated along with participation in extra co-curricular activities and academic excellence.	Quality education increases the confidence of a student and spreads awareness about social responsibility.	Quality education makes a person competent, skillful, professional and an asset not only to society but for the whole world. Quality education makes a human being more competent to face the vagaries of life.
Quality education is something which takes the best out of a person so that he or she can use that talent for his personal gains as well as for the building of a nation. It should inculcate a feeling of discipline, moral values and patriotism.	Quality education is to make students aware of their responsibilities, actions, values and to develop a healthy and friendly relationship with everybody.	Quality education should make students capable of taking responsibilities of ourselves, family, our job and our country with which we can make ourselves and the people happy and can also think for their betterment.
Quality education is enriching the standards of an institution and increasing the interaction among the students and the staff	A rightful blend of professionalism and morality in the institutions as well as in the students	By using optimum technical resources for better understanding, encouraging equality and making students aware of present scenario and concentrating on overall development.

Quality education is improving the quality of learning as well as teaching.	The efforts should be to maintain a good teacher-student ratio, a congenial atmosphere and reservation only on the basis of economic backwardness.	The quality higher education can be achieved by developing a curriculum in which there is participation of almost every student and by developing a system of regular feedback from them.
Through receptive attitude of the management, discipline, imparting moral education, strict adherence to rules and regulations, avoiding political influence and by introducing newer methods of education.	The higher educational institutions should be innovative and pragmatic in their approach towards the development of education. Interaction with foreign universities can play an important role.	There are many things still to improve, little to impart. Technical knowledge, transparency in administration, less of bureaucratization of education, and encouraging more student participation.
Each and every institute can improve the quality of their education by more participation of teachers and students.	A student must be given an education of his choice. Education must not be forced upon by some body else. It must be career oriented, interesting and should make a student capable of achieving his goals in life.	By giving some incentives to those students who belong to rural areas as compared to the ones who already have a higher awareness and knowledge.
By putting an end to the interference of politicians and banning participation of students in political activities on the campuses.	By providing excellent teaching faculty and providing teaching based on overall development of a human being.	By standardizing infrastructural facilities in all academic institutions. Students should have access to computers and internet.

Quality in higher education can be achieved through efficiency, accountability and academic freedom in the functioning of the institution.	Technology-oriented vocational courses should be introduced in the academic institutions.	Social activities should be promoted in the academic institutions. In order to have personality development of students, group discussions, seminars and interaction with icons/successful persons should be promoted. Technology cell, and subject societies should be formulated in the colleges.
By encouraging each and every student to get involved in the group activities, irrespective of their educational background, quality will improve.	By providing a comparatively less expensive education, to economically weak but meritorious students and providing a friendly and healthy atmosphere in the academic institutions.	By adopting appropriate and suitable methods, the level of satisfaction could be enhanced in the present day education system.
Emphasis should be more on practical knowledge than on theoretical knowledge. Students should be encouraged to participate in cultural and social activities which would make them more confident and improve their communication skill.	There should be better interaction between teachers, students and the management. Absolute transparency and impartiality in the system is a must.	Students should be involved in group tasks and maximum exposure should be given to them by working in different situations.

Personal interaction of teachers with students must be encouraged and proper guidance should be given to each student.	Each academic institution should have a good counseling centre for tackling students' stress and strain.	Value education classes should also be held in the institutions. Parents of students should also be encouraged to participate in educational seminars and other activities.
Higher educational institutions need to have updated curricula which focus not only on theoretical knowledge but make students capable to handling all sorts of challenges with confidence and sustainability.	Career oriented courses and vocational trainings.	Innovative, creative and interactive teaching-learning methods.
Value oriented education	Objective assessment of the students.	Vibrant and sensitive faculty.
Updated and relevant syllabus.	Suitable infrastructure	Self evaluation on the part of teachers and students
Use of advanced technology.	Abundance of extra and co-curricular activities.	Regular publication of research findings.
Starting of the semester system.	Well advanced information about examination pattern like semester system, objective type paper, etc.	Strictly following the objectivity in allotting practical/project marks.

Change and reform in evaluation and revaluation pattern.	Increasing the number of short questions, instead of only five essay type questions.	Checking of question papers at institutions only.
Minimizing the number of answer books to be checked in one day.	Setting the question paper as 60% objective and 40% subjective. Following the pattern of competitive exams.	Strictly checking the mass-copying practice at some institutions.
Initiating on-line examination.	Making a compulsory attempt of each unit segmentation.	Making provision of internal evaluation by teachers.
The examination pattern should uncover the students' originality, c r e a t i v i t y , innovativeness, practical usage, applicability, analytical and critical thinking.	Regular presentations, projects, minor research projects, case studies, and observation reports should be made mandatory and evaluated properly	HEIs should constitute a mechanism where a small group of students are attached to certain teachers so as have continuous interaction with them.

STUDENTS RESPONSES ON HOW THEY CAN PARTICIPATE IN INSTITUTIONAL QUALITY ASSESSMENT BY NAAC

Students should be allowed to assess their teachers.	There should be more inter-active sessions between students and the NAAC team.	Students (and also teachers) should be made aware of NAAC quality assessment parameters. There should be open debates about the validity, relevance, and applicability of the parameters in the institution.
Assessment by NAAC should not be a one-time affair but a continuous process.	Students can contribute to shaping and assessing the quality of the learning process and higher education in general.	Opinion needed to be considered in the preparation of the syllabus.
Students are the most vital component of the educational spectrum.	They can become an asset to the society.	To promote them in such a way that everyone actively participates and contributes.

STUDENTS VIEWS ON THE MODE OF INVOLVEMENT IN A/A BY NAAC

Students must also fill up a part of the self assessment proforma of the institution of NAAC which should be directly collected by the NAAC team.	Specific responses from students should be collected on infra structure, availability of faculty and the mode of teaching and evaluation system in this proforma.	Different committees with student representatives should be made to assess the availability of facilities in the institution.
Separate reports should be prepared and the student representative of a committee should directly place that report before the NAAC team when it visits the institution.	NAAC team/office should be accessible to students representative, who can be contacted at regular intervals of time to make NAAC aware of the facilities being provided any improvement/degeneration in a particular field and the grievances of the students.	Students can give their suggestions/views through their college/institution bulletin magazine. A copy of the same should be regularly forwarded to NAAC.
There should be Quality Cell with teachers, administrators, and students as members.	Students can participate in quality assessment if they are involved in the academic and administrative processes. A transparent administration and a learner-centric academic approach will make the	NAAC while assessing an institution should take into account the views of students, alumni, parents, society, and the industry. It should also consider the placement record of the institution.

	students more responsible and accountable.	
there should be feedback from all the students and it should not be limited to a few.	To make it more effective the NAAC should attempt surprise visits.	Feedback from Alumni should be considered.
Sub committees with staff and student coordinators should be formed.	IQAC co-ordinators of all colleges should be given instructions for ensuring the proper functioning of IQAC.	Students insisted on their participation in curriculum planning and they are of the view that college magazines can play a significant role in spreading awareness about NAAC.
External monitoring typically takes place periodically for only a limited period. It is difficult for an external agency to effect direct improvement of the learning processes. Students are ever present and could make a real contribution to the improvement of quality, if empowered to participate in the process.	There should be a regular student forum, which will also give the student's satisfaction index.	The learning environment should be assessed by student councils and group discussions should be encouraged

Student's councils can rate the pattern of use of the facilities for learning to take place. Findings from survey have to be acted on by the management.	Student participation in quality issues can be done in the many areas	Must be effectively implemented
Students' Unions needed to be involved in a bigger way with the Quality Assessment process. She felt that students needed to be kept informed about campus affairs and made a part of institutional decision making.	Initiatives for improvement of the quality of education provided by an institution will have to come from the students, teachers, administration and other stakeholders in education.	University could take on the responsibility of keeping a closer watch on institutions under its purview.
He also felt that there was need for teaching and evaluation methods to be revamped.	Through their active participation in academic, cultural, social and sports activities they can make the campus vibrant and enhance the quality of education.	A majority of the participants opined that the formation of Alumni Associations could effectively participate in Institutional Quality Assessment by NAAC rather than students participating in it either collectively or severally.

STUDENTS CONCERNS REGARDING THE NAAC PROCESS

There is a need to have a change of perception to make the students active shapers and assessors of quality.	There were unreasonable expectations from NAAC. Quality is the result of institutional effort and NAAC is only an external quality assessment agency.	Institutions put up a show for the NAAC visit and nothing is sustained once the visit is over.
Felt that students needed to introspect and recognize their obligations towards their institution and sincerely fulfill these obligations.	Proper usage, protection and Maintenance of Infrastructure	Some expressed apprehensions that such participation by students might expose them to victimization either by teaching staff or management.
NAAC should not give the impression of being a spying body but should act like a friend and guide to make the institution realize its potential. For, assessment that doesn't lead to improvement will be a waste of effort.	Students clearly desire to have quality higher education. Teaching and learning research and community engagement are core functions of higher education.	Students were not being provided with the opportunity to participate in the quality assessment process
She was critical of the fact that just before the NAAC's visit there was a lot of activity with career guidance cells, health care cells etc., being set up but all these initiatives have since petered out.	He was entirely ignorant of the assessment and accreditation process and this interaction session had provided him with information on this.	

RAJASTHAN UNIVERSITY – UGC-ASC

Questionnaire circulated to the participants recording their responses

 Name

 Class

 Faculty

 Category General/SC/ST/OBC/PH (please tick the relevant one)

 Name of the institution

Note: Given below are some statements asking about views and role of students in quality enhancement of higher education. Read them carefully and answer as per your personal opinion.

Q.1 The word quality means for me:-

Q.2 According to me, Indian Higher Education system is:- (Tick one of the below)
   a) Excellent in quality
   b) Satisfactory in quality
   c) Poor in quality

Q.3 In my opinion, quality education should cover the following components.

Q.4 For enhancing quality in higher education, the following initiatives should be undertaken individually by these stakeholders:-

   A) By students-

   B) By teachers-

   C) By Management/Administration-

   D) By Government/Funding agencies-

Q.5 Quality enhancement will bring definite positive changes in general. Of these may be:-

Q. 6 I would like to have the following kind of student services in the higher education system:-

Q. 7 The following student services are in function at my institution.

Q. 8   Past and present results are the best guide for the future. Thus, feedback mechanism is an important tool for quality enhancement. Suggest possible feedback/evaluation practices for the following:-

- Teachers participation
- Students Participation
- Infrastructure
- Course Content
- Student Services
- Examination pattern
- Teaching aids
- Library
- Cafeteria
- Teacher-students interaction
- Co-curricular and extra-curricular activities

Q. 9   Mention the essential qualities of teachers as well as students for achieving excellence in higher education.

Teacher   Students

_____   _____

_____   _____

Q. 10   In which academic bodies, students should be represented.

Q. 11   Suggest some strategies for improving teaching-learning quality.

Q. 12   Are you aware of NAAC?

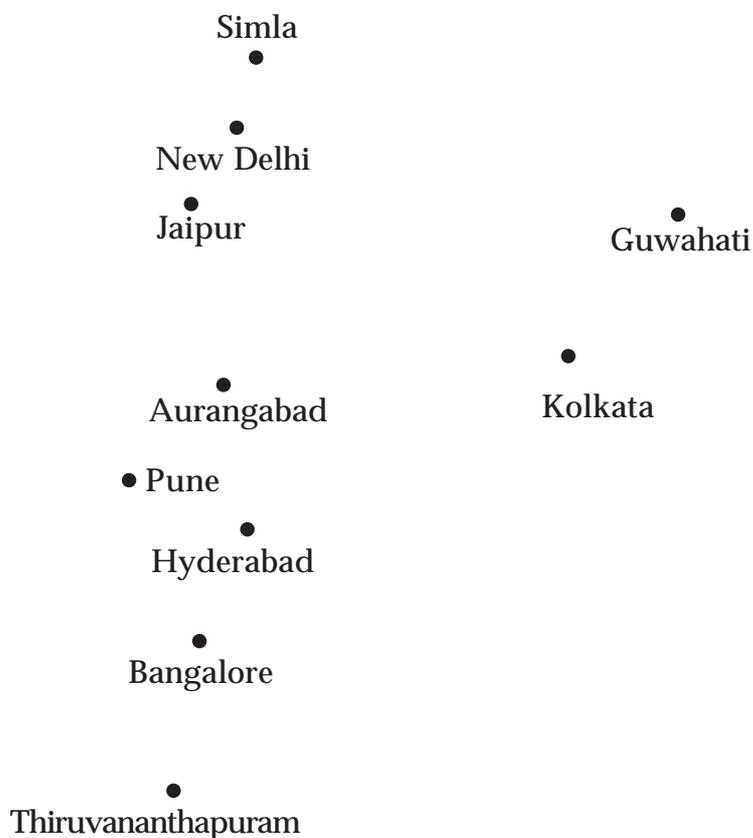Q. 13   Is your institution accredited by NAAC?

Q. 14   Name two strongest points of your institution, which can be considered for   quality.

Q.15   Name two weakest points which are hampering quality

Q.16   As an autonomous body of the UGC, NAAC aims at quality promotion of higher education institutes. In your opinion, how students can participate in institutional quality Assessment by NAAC?

UGC-ASCs WHERE THE TEN ONE-DAY SEMINARS WERE HELD ON "STUDENT PARTICIPATION IN QUALITY ENHANCEMENT"

Simla
•

•
New Delhi
•
Jaipur

Guwahati
•

•
Kolkata

•
Aurangabad

• Pune

•
Hyderabad

•
Bangalore

•
Thiruvananthapuram

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Map not to scale

(Approximate locations only)