

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

Annexure 2

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

Annexure 3

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

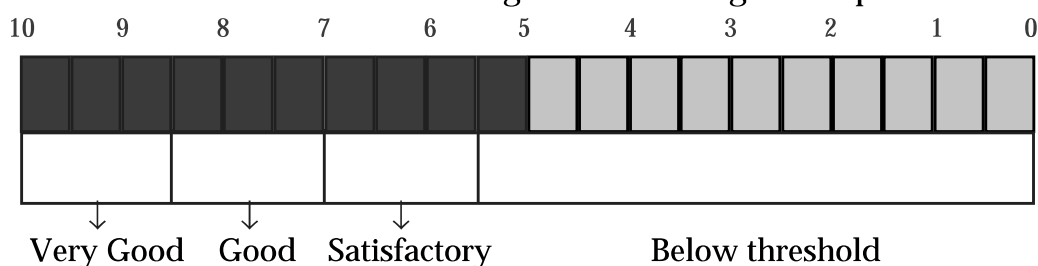
College XYZ

Programme:

Department

Semester/Term/Year :

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



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

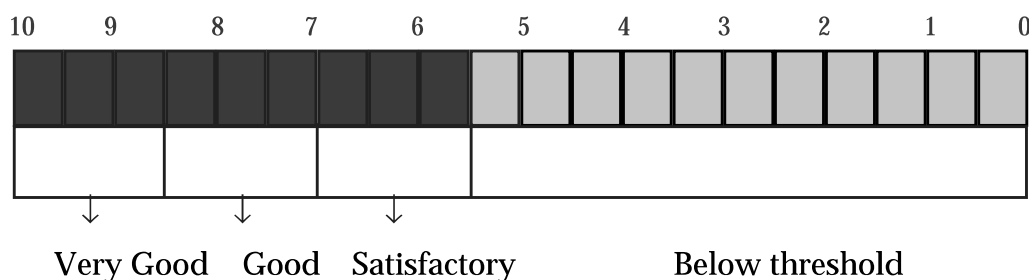
College XYZ

Student Feedback on Teachers

Department ::

Semester/Term/Year ::

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



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

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 oratorical 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 hostelite, 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

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	Satisfactory	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 :