|  |
| --- |
| A committee was constituted to customize the survey tools proposed in the SA Manual for program self-assessment. The proposed survey tools are thoroughly discussed, reviewed, customized and finalized by all the members of the sub-committee. The templates are essential for carrying out the self-assessment exercise in all programs of the Bangladesh’s universities. However, these are **samples** and very **generalized**. Program offering entities may **customize** these templates depending on their individual and specific requirements and context.  |

**Program Self-Assessment**

 **SURVEY QUESTIONNAIRE FOR EMPLOYER**

The purpose of this survey is to obtain employers’ input on the quality of education of the **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** program of **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**University. The survey is with regard to **the** graduates of **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**University employed at your organization. Your sincere cooperation would enable us to improve the quality of our graduates as per your requirements.

**Name of the Institute/Organization:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Corporate Office Address\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Email:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Web:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Tel: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Fax: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Nature:** Please put tick (√) in appropriate box

 Academic Research Business Enterprise Others\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Experience requirement for entry level employees. Please put tick (√) in appropriate box:

Highly Experienced Experience for few years Fresh Cannot be generalized

1. Please rate the following dimensions of quality of graduates according to importance in recruitment using the following rating scale:

5 = extremely important, 4=very important, 3= important, 2=less important, and 1=not at all important

|  |  |  |
| --- | --- | --- |
| No. | Dimensions of Quality | Rating |
| 1. **Knowledge**
 |
| 2.1 | Job knowledge (knowledge on the subject matter) |  |
| 2.2 | IT Knowledge |  |
| 2.3 | Innovative knowledge  |  |
| 1. **Communication Skills**
 |
| 2.4 | Oral communication  |  |
| 2.5 | Written communication  |  |
| 2.6 | Presentation skills  |  |
| 1. **Interpersonal Skills**
 |
| 2.7 | Ability to work in teams  |  |
| 2.8 | Leadership  |  |
| 2.9 | Empathy  |  |
| 2.10 | Motivation ability |  |
| 2.11 | Reliability |  |
| 2.12 | Appreciation of ethical values  |  |
| 2.13 | Adaptability |  |
| 1. **Work Skills**
 |
| 2.14 | Time management  |  |
| 2.15 | Judgment  |  |
| 2.16 | Problem formulation, solving and decision making skills  |  |
| 2.17 | Collecting and analyzing appropriate data  |  |
| 2.18 | Ability to link theory to practice  |  |
| 2.19 | Discipline  |  |
| 2.20 | Sense of responsibility |  |

1. Please evaluate the following dimensions of competence of graduates of …… Program, .… University based on their performance at your organization using the following scale:

5 – Excellent 4 – Very Good 3 – Good 2 – Fair 1 – Poor

|  |  |  |
| --- | --- | --- |
| No. | Dimensions of Quality | Rating |
| 1. **Knowledge**
 |
| 3.1 | Job knowledge (knowledge on the subject matter) |  |
| 3.2 | IT Knowledge |  |
| 3.3 | Innovative knowledge  |  |
| 1. **Communication Skills**
 |
| 3.4 | Oral communication  |  |
| 3.5 | Written communication  |  |
| 3.6 | Presentation skills  |  |
| 1. **Interpersonal Skills**
 |
| 3.7 | Ability to work in teams  |  |
| 3.8 | Leadership  |  |
| 3.9 | Empathy  |  |
| 3.10 | Motivation ability |  |
| 3.11 | Reliability |  |
| 3.12 | Appreciation of ethical values  |  |
| 3.13 | Adaptability |  |
| 1. **Work Skills**
 |
| 3.14 | Time management  |  |
| 3.15 | Judgment  |  |
| 3.16 | Problem formulation, solving and decision making skills  |  |
| 3.17 | Collecting and analyzing appropriate data  |  |
| 3.18 | Ability to link theory to practice  |  |
| 3.19 | Discipline  |  |
| 3.20 | Sense of responsibility |  |

1. Major weaknesses you have observed in the graduates of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Program of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_University working at your organization. (Add a separate sheet)
2. Do you provide any training just after recruitment before assigning any responsibility: Yes/No.

 If yes, please specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. General Comments (Please make additional comments or suggestions, which you think would help to strengthen our academic programs for the improvement of the quality of the graduates).

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Program Self-Assessment**

 **SURVEY QUESTIONNAIRE FOR ALUMNI**

(To be filled by the Graduates)

This form includes statements for self-assessment at program level. You as a graduate are requested to give your sincere comment against each of the statements by putting a tick (√) mark. Your sincere evaluation will be helpful for correct assessment of the program so that next improvement plan may be undertaken.

**Name of the entity (Faculty/Department/Discipline/Institute):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**University: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Degree and service Information:

1. Current status:
2. Searching job, b) Employed in an organization c) Engaged with own business

If the answer is b or c

Name of present organization: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Designation: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Address: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. Year of passing/graduation:
2. Time taken to get the first employment:

|  |  |
| --- | --- |
| **Year** | **Month** |
|  |  |

1. Recruitment process you faced to get in your present organization

|  |  |
| --- | --- |
| Direct Offer |  |
| Direct Oral Interview |  |
| Written & Oral Interview |  |
| Other (Pls. specify) |  |
|  |  |

5. Evaluate the following aspects of the program in terms of capacity to provide quality education by marking “√” in the box of corresponding column according to the scale given:

5–Strongly agree; 4–Agree; 3–Undecided; 2–Disagree; 1–Strongly disagree

(**Note for SAC:** The figures in the parentheses indicate standards under the assessment criteria)

1. **Governance**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Aspects of Evaluation | **5** | **4** | **3** | **2** | **1** |
| 1. Vision, mission and objectives of the entity are clearly stated (1.1)
 |  |  |  |  |  |
| 1. Academic decisions are taken by the entity with fairness and transparency X
 |  |  |  |  |  |
| 1. The intended learning outcomes (ILOs) satisfy the stated mission and objectives of the entity (1.2)
 |  |  |  |  |  |
| 1. The entity has adequate infrastructures to satisfy its mission and objectives X
 |  |  |  |  |  |
| 1. Academic calendars are maintained strictly by the entity X
 |  |  |  |  |  |
| 1. Results are published timely in compliance with the ordinance X
 |  |  |  |  |  |
| 1. The entity reviews its policy and procedures periodically for further improvement (1.4)
 |  |  |  |  |  |
| 1. Codes of conduct for the students and employees are well communicated (1.5)
 |  |  |  |  |  |
| 1. Disciplinary rules and regulations are explicitly defined and well circulated (1.5)
 |  |  |  |  |  |
| 1. Website is updated properly (1.6)
 |  |  |  |  |  |
| 1. The entity provides comprehensive guidelines to the students in advance by means of a brochure/handbook (1.7)
 |  |  |  |  |  |
| 1. The entity ensures a conducive learning environment X
 |  |  |  |  |  |
| 1. Students’ opinion regarding academic and extra-academic matters are addressed properly X
 |  |  |  |  |  |
| 1. The university has an organizational structure and organizational units with defined responsibilities in compliance with the legal framework under which the university is established **(1.3)**
 |  |  |  |  |  |
| 1. Documentation (decisions of committees, class attendance registers, questions, answer scripts, marks, examination results, student’s progress etc) at all levels of university administration from central to individual faculty members is properly maintained **(1.8)**
 |  |  |  |  |  |
| 1. Effective institutional leadership and sufficient autonomy are visible **(1.9)**
 |  |  |  |  |  |
| 1. Academic leaders and faculty members are judicious and guided by the values of quality assurance **(1.10)**
 |  |  |  |  |  |
| 1. Stakeholders’ feedback is collected for the purpose of improvement in teaching, learning and research **(1.11)**
 |  |  |  |  |  |

1. **Curriculum: content, design and review**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Aspects of Evaluation | **5** | **4** | **3** | **2** | **1** |
| 1. Courses in the curriculum from lower to higher levels are consistently arranged X CAN BE CONNECTED WITH 2.4
 |  |  |  |  |  |
| 1. Teaching strategies are clearly stated in the curriculum X CAN BE CONNECTED WITH 2.4
 |  |  |  |  |  |
| 1. Assessment strategies are explicit in the curriculum X CAN BE CONNECTED WITH 2.4
 |  |  |  |  |  |
| 1. Curriculum load is optimum and exerts no pressure X CAN BE CONNECTED WITH 2.4
 |  |  |  |  |  |
| 1. The curriculum is effective in achieving day-one skill (which happens right at the beginning in the first day at job place) X
 |  |  |  |  |  |
| 1. The university has a well defined procedure to design and review the curriculum of academic programs periodically **(2.1)**
 |  |  |  |  |  |
| 1. There is a committee with major stakeholder representation to design and redesign curriculum **(2.2)**
 |  |  |  |  |  |
| 1. Curriculum design/ redesign steps and processes are well documented **(2.3)**
 |  |  |  |  |  |
| 1. Curriculum is aligned with program objectives, intended learning outcomes through proper skill mapping **(2.4)**
 |  |  |  |  |  |
| 1. Designed curriculum satisfies the mission and defined graduate profile **(2.5)**
 |  |  |  |  |  |
| 1. Curriculum is reviewed and updated at regular intervals in compliance with the rules of the universities (2.1)
 |  |  |  |  |  |
| 1. Opinions from the relevant stakeholders (students, teachers, employers and alumni) are duly considered during review of the curriculum (2.2)
 |  |  |  |  |  |

1. **Student entry qualifications, admission procedure, progress and achievements**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Aspects of Evaluation | **5** | **4** | **3** | **2** | **1** |
| 1. Admission policy ensures entry of quality students X
 |  |  |  |  |  |
| 1. Commitment among students is observed to ensure desired progress and achievement X
 |  |  |  |  |  |
| 1. Admission procedure is quite fair (3.3)
 |  |  |  |  |  |
| 1. Students’ progress are regularly recorded and monitored (3.4)
 |  |  |  |  |  |
| 1. Teachers provide regular feedback to the students about their progress (3.4)
 |  |  |  |  |  |
| 1. The entity maintains individual student’s records properly (3.5)
 |  |  |  |  |  |
| 1. Entry requirements are well defined, measurable, and communicable to the potential candidates for admission **(3.1)**
 |  |  |  |  |  |
| 1. Entry requirements properly reflect the level of qualifications required to afford the academic loads of a particular program and match with the nature of the discipline **(3.2)**
 |  |  |  |  |  |

1. **Structures and facilities**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Aspects of Evaluation | **5** | **4** | **3** | **2** | **1** |
| 1. Classroom facilities are suitable for ensuring effective learning (4.1)
 |  |  |  |  |  |
| 1. Laboratory facilities are congenial for practical teaching-learning (4.1)
 |  |  |  |  |  |
| 1. Facilities for conducting research are adequate (4.1)
 |  |  |  |  |  |
| 1. The library has adequate up-to-date reading and reference materials to meet the academic & research needs (4.1)
 |  |  |  |  |  |
| 1. Indoor and outdoor medical facilities are adequate (4.1)
 |  |  |  |  |  |
| 1. There are adequate sports facilities (indoor and outdoor ) (4.1)
 |  |  |  |  |  |
| 1. Existing gymnasium facilities are good enough (4.1)
 |  |  |  |  |  |
| 1. Access to internet facilities with sufficient speed are available (4.2)
 |  |  |  |  |  |
| Office equipments are adequate to support the students’ need (4.1) |  |  |  |  |  |
| Entity has competent manpower to run the academic affairs (4.1) |  |  |  |  |  |

1. **Teaching learning and assessment**

**E.1: Teaching-learning**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Aspects of Evaluation | **5** | **4** | **3** | **2** | **1** |
| 1. Teaching-learning is interactive and supportive (5.1)
 |  |  |  |  |  |
| 1. Class size is optimum for interactive teaching learning (5.1)
 |  |  |  |  |  |
| 1. Entity provides adequate opportunities for practical exercises to apply in real life situation. (5.2)
 |  |  |  |  |  |
| 1. Students attained additional practical ideas apart from class room teaching (5.2)
 |  |  |  |  |  |
| 1. Modern devices are used to improve teaching-learning process(5.3)
 |  |  |  |  |  |
| 1. Diverse methods are practised to achieve learning objectives X
 |  |  |  |  |  |
| 1. Lesson plans/course outlines are provided to the students in advance (5.6)
 |  |  |  |  |  |
| 1. Teaching learning practices provide enough scope to integrate co-curricular and extra-curricular activities for intended skill development **(5.4)**
 |  |  |  |  |  |
| 1. Teaching method makes it easy to transfer identified skills from the faculty to the students **(5.5)**
 |  |  |  |  |  |

**E.2: Learning assessment**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Aspects of Evaluation | **5** | **4** | **3** | **2** | **1** |
| 1. Assessment systems are duly communicated to students at the outset of the term/semester (5.7)
 |  |  |  |  |  |
| 1. Assessment procedures meet the objectives of the course (5.8)
 |  |  |  |  |  |
| 1. Both formative (quizzes, assignments, term papers, continuous assessments, presentations etc.) and summative assessment (final examination) strategies are followed (5.9)
 |  |  |  |  |  |
| 1. Diverse methods are used for assessment (5.9)
 |  |  |  |  |  |
| 1. The students are provided feedback immediately after assessment X
 |  |  |  |  |  |
| 1. Assessment procedure tests the abilities and skills of students for integration and application of knowledge and analytical approaches **(5.10)**
 |  |  |  |  |  |

1. **Student support services**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Aspects of Evaluation | **5** | **4** | **3** | **2** | **1** |
| 1. There is an arrangement in the entity to provide academic guidance and counseling (6.1)
 |  |  |  |  |  |
| 1. Financial grants are available to the students in case of hardship X
 |  |  |  |  |  |
| 1. The entity provides co-curricular and extra-curricular exposures to the students (6.2 AND 6.3)
 |  |  |  |  |  |
| 1. There is an organized and supportive alumni association (6.5)
 |  |  |  |  |  |
| 1. The entity collects alumni feedback to update the learning outcomes of the program (6.6)
 |  |  |  |  |  |
| 1. There are opportunities to be involved with community services (6.8)
 |  |  |  |  |  |
| 1. Career counseling and activities related to placement of graduates are done on a regular basis under the management of a permanent administrative setup **(6.4)**
 |  |  |  |  |  |
| 1. The university and the program offering entity organize programs related to career guidance and university industry collaboration with active participation of the alumni association **(6.7)**
 |  |  |  |  |  |

1. **Research and extension services**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Aspects of Evaluation | **5** | **4** | **3** | **2** | **1** |
| 1. The entity has a well defined research and development policy (8.1)
 |  |  |  |  |  |
| 1. Mechanism exists for engaging the students in research and development (8.1)
 |  |  |  |  |  |
| 1. The entity has a community service policy (8.2)
 |  |  |  |  |  |

Other aspects:

1. What are the best practices of the program?

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. What practices of the program need to be improved?

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. What courses need to be included to improve the quality of the graduates?
	1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Program Self-Assessment**

 **SURVEY QUESTIONNAIRE FOR STUDENTS**

(To be filled by the Existing Students)

This form includes statements for self-assessment at program level. You as a graduating student are requested to give your sincere comment against each of the statements by putting a tick (√) mark. Your sincere evaluation will be helpful for correct assessment of the program so that next improvement plan may be undertaken.

**Name of the entity (Faculty/Department/Discipline/Institute):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**University: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. Evaluate the following aspects of the program in terms of capacity to provide quality education by marking “√” in the box of corresponding column according to the scale given:

5–Strongly agree; 4–Agree; 3–Undecided; 2–Disagree; 1–Strongly disagree

(**Note for SAC:** The figures in the parentheses indicate standards under the assessment criteria)

1. **Governance**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Aspects of Evaluation | **5** | **4** | **3** | **2** | **1** |
| 1. Vision, mission and objectives of the entity are clearly stated (1.1)
 |  |  |  |  |  |
| 1. Academic decisions are taken by the entity with fairness and transparency X
 |  |  |  |  |  |
| 1. The intended learning outcomes (ILOs) satisfy the stated mission and objectives of the entity (1.2)
 |  |  |  |  |  |
| 1. The entity has adequate infrastructures to satisfy its mission and objectives X
 |  |  |  |  |  |
| 1. Academic calendars are maintained strictly by the entity X
 |  |  |  |  |  |
| 1. Results are published timely in compliance with the ordinance X
 |  |  |  |  |  |
| 1. The entity reviews its policy and procedures periodically for further improvement (1.4)
 |  |  |  |  |  |
| 1. Codes of conduct for the students and employees are well communicated (1.5)
 |  |  |  |  |  |
| 1. Disciplinary rules and regulations are explicitly defined and well circulated (1.5)
 |  |  |  |  |  |
| 1. Website is updated properly (1.6)
 |  |  |  |  |  |
| 1. The entity provides comprehensive guidelines to the students in advance by means of a brochure/handbook (1.7)
 |  |  |  |  |  |
| 1. The entity ensures a conducive learning environment X
 |  |  |  |  |  |
| 1. Students’ opinion regarding academic and extra-academic matters are addressed properly X
 |  |  |  |  |  |
| 1. The university has an organizational structure and organizational units with defined responsibilities in compliance with the legal framework under which the university is established **(1.3)**
 |  |  |  |  |  |
| 1. Documentation (decisions of committees, class attendance registers, questions, answer scripts, marks, examination results, student’s progress etc) at all levels of university administration from central to individual faculty members is properly maintained **(1.8)**
 |  |  |  |  |  |
| 1. Effective institutional leadership and sufficient autonomy are visible **(1.9)**
 |  |  |  |  |  |
| 1. Academic leaders and faculty members are judicious and guided by the values of quality assurance **(1.10)**
 |  |  |  |  |  |
| 1. Stakeholders’ feedback is collected for the purpose of improvement in teaching, learning and research **(1.11)**
 |  |  |  |  |  |

1. **Curriculum: content, design and review**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Aspects of Evaluation | **5** | **4** | **3** | **2** | **1** |
| 1. Courses in the curriculum from lower to higher levels are consistently arranged X CAN BE CONNECTED WITH 2.4
 |  |  |  |  |  |
| 1. Teaching strategies are clearly stated in the curriculum X CAN BE CONNECTED WITH 2.4
 |  |  |  |  |  |
| 1. Assessment strategies are explicit in the curriculum X CAN BE CONNECTED WITH 2.4
 |  |  |  |  |  |
| 1. Curriculum load is optimum and exerts no pressure X CAN BE CONNECTED WITH 2.4
 |  |  |  |  |  |
| 1. The curriculum is effective in achieving day-one skill (which happens right at the beginning in the first day at job place) X
 |  |  |  |  |  |
| 1. The university has a well defined procedure to design and review the curriculum of academic programs periodically **(2.1)**
 |  |  |  |  |  |
| 1. There is a committee with major stakeholder representation to design and redesign curriculum **(2.2)**
 |  |  |  |  |  |
| 1. Curriculum design/ redesign steps and processes are well documented **(2.3)**
 |  |  |  |  |  |
| 1. Curriculum is aligned with program objectives, intended learning outcomes through proper skill mapping **(2.4)**
 |  |  |  |  |  |
| 1. Designed curriculum satisfies the mission and defined graduate profile **(2.5)**
 |  |  |  |  |  |
| 1. Curriculum is reviewed and updated at regular intervals in compliance with the rules of the universities (2.1)
 |  |  |  |  |  |
| 1. Opinions from the relevant stakeholders (students, teachers, employers and alumni) are duly considered during review of the curriculum (2.2)
 |  |  |  |  |  |

1. **Student entry qualifications, admission procedure, progress and achievements**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Aspects of Evaluation | **5** | **4** | **3** | **2** | **1** |
| 1. Admission policy ensures entry of quality students X
 |  |  |  |  |  |
| 1. Commitment among students is observed to ensure desired progress and achievement X
 |  |  |  |  |  |
| 1. Admission procedure is quite fair (3.3)
 |  |  |  |  |  |
| 1. Students’ progress are regularly recorded and monitored (3.4)
 |  |  |  |  |  |
| 1. Teachers provide regular feedback to the students about their progress (3.4)
 |  |  |  |  |  |
| 1. The entity maintains individual student’s records properly (3.5)
 |  |  |  |  |  |
| 1. Entry requirements are well defined, measurable, and communicable to the potential candidates for admission **(3.1)**
 |  |  |  |  |  |
| 1. Entry requirements properly reflect the level of qualifications required to afford the academic loads of a particular program and match with the nature of the discipline **(3.2)**
 |  |  |  |  |  |

1. **Structures and facilities**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Aspects of Evaluation | **5** | **4** | **3** | **2** | **1** |
| 1. Classroom facilities are suitable for ensuring effective learning (4.1).
 |  |  |  |  |  |
| 1. Laboratory facilities are congenial for practical teaching-learning (4.1)
 |  |  |  |  |  |
| 1. Facilities for conducting research are adequate (4.1)
 |  |  |  |  |  |
| 1. The library has adequate up-to-date reading and reference materials to meet the academic & research needs (4.1)
 |  |  |  |  |  |
| 1. Indoor and outdoor medical facilities are adequate (4.1)
 |  |  |  |  |  |
| 1. There are adequate sports facilities (indoor and outdoor ) (4.1)
 |  |  |  |  |  |
| 1. Existing gymnasium facilities are good enough (4.1)
 |  |  |  |  |  |
| 1. Access to internet facilities with sufficient speed are available (4.2)
 |  |  |  |  |  |
| Office equipments are adequate to support the students’ need (4.1) |  |  |  |  |  |
| Entity has competent manpower to run the academic affairs (4.1) |  |  |  |  |  |

1. **Teaching learning and assessment**

**E.1: Teaching-learning**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Aspects of Evaluation | **5** | **4** | **3** | **2** | **1** |
| 1. Teaching-learning is interactive and supportive (5.1)
 |  |  |  |  |  |
| 1. Class size is optimum for interactive teaching learning (5.1)
 |  |  |  |  |  |
| 1. Entity provides adequate opportunities for practical exercises to apply in real life situation. (5.2)
 |  |  |  |  |  |
| 1. Students attained additional practical ideas apart from class room teaching (5.2)
 |  |  |  |  |  |
| 1. Modern devices are used to improve teaching-learning process(5.3)
 |  |  |  |  |  |
| 1. Diverse methods are practised to achieve learning objectives X
 |  |  |  |  |  |
| 1. Lesson plans/course outlines are provided to the students in advance (5.6)
 |  |  |  |  |  |
| 1. Teaching learning practices provide enough scope to integrate co-curricular and extra-curricular activities for intended skill development **(5.4)**
 |  |  |  |  |  |
| 1. Teaching method makes it easy to transfer identified skills from the faculty to the students **(5.5)**
 |  |  |  |  |  |

**E.2: Learning Assessment**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Aspects of Evaluation | **5** | **4** | **3** | **2** | **1** |
| 1. Assessment systems are duly communicated to students at the outset of the term/semester (5.7)
 |  |  |  |  |  |
| 1. Assessment procedures meet the objectives of the course (5.8)
 |  |  |  |  |  |
| 1. Both formative (quizzes, assignments, term papers, continuous assessments, presentations etc.) and summative assessment (final examination) strategies are followed (5.9)
 |  |  |  |  |  |
| 1. Diverse methods are used for assessment (5.9)
 |  |  |  |  |  |
| 1. The students are provided feedback immediately after assessment X
 |  |  |  |  |  |
| 1. Assessment procedure tests the abilities and skills of students for integration and application of knowledge and analytical approaches **(5.10)**
 |  |  |  |  |  |

1. **Student support services**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Aspects of Evaluation | **5** | **4** | **3** | **2** | **1** |
| 1. There is an arrangement in the entity to provide academic guidance and counseling (6.1)
 |  |  |  |  |  |
| 1. Financial grants are available to the students in case of hardship X
 |  |  |  |  |  |
| 1. The entity provides co-curricular and extra-curricular exposures to the students (6.2 AND 6.3)
 |  |  |  |  |  |
| 1. There is an organized and supportive alumni association (6.5)
 |  |  |  |  |  |
| 1. The entity collects alumni feedback to update the learning outcomes of the program (6.6)
 |  |  |  |  |  |
| 1. There are opportunities to be involved with community services (6.8)
 |  |  |  |  |  |
| 1. Career counseling and activities related to placement of graduates are done on a regular basis under the management of a permanent administrative setup **(6.4)**
 |  |  |  |  |  |
| 1. The university and the program offering entity organize programs related to career guidance and university industry collaboration with active participation of the alumni association **(6.7)**
 |  |  |  |  |  |

1. **Research and extension services**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Aspects of Evaluation | **5** | **4** | **3** | **2** | **1** |
| 1. The entity has a well defined research and development policy (8.1)
 |  |  |  |  |  |
| 1. Mechanism exists for engaging the students in research and development (8.1)
 |  |  |  |  |  |
| 1. The entity has a community service policy (8.2)
 |  |  |  |  |  |

Other aspects:

1. What are the best practices of the program?

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. What practices of the program need to be improved?

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. What courses need to be included to improve the quality of the graduates?
	1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Program Self-Assessment**

 **SURVEY QUESTIONNAIRE FOR NON-ACADEMICS**

(To be filled by the non-academic staffs)

This form includes statements for self-assessment at program level. As a non-academic staff you are requested to give your sincere comment against each of the statements by putting a tick (√) mark on appropriate grade-column. Your sincere evaluation will be helpful for correct assessment of the program so that next improvement plan may be undertaken.

**Name of the entity (Faculty/Department/Discipline/Institute):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**University: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. Evaluate the following aspects of the program in terms of capacity to provide quality education by marking “√” in the box of corresponding column according to the scale given:

5–Strongly agree; 4–Agree; 3–Undecided; 2–Disagree; 1–Strongly disagree

1. **Governance:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Aspects of Evaluation | **5** | **4** | **3** | **2** | **1** |
| 1. Vision, mission and objectives of the entity are clearly stated (1.1)
 |  |  |  |  |  |
| 1. Academic decisions are taken by the entity with fairness and transparency X
 |  |  |  |  |  |
| 1. The intended learning outcomes (ILOs) satisfy the stated mission and objectives of the entity (1.2)
 |  |  |  |  |  |
| 1. The entity has adequate infrastructures to satisfy its mission and objectives X
 |  |  |  |  |  |
| 1. Academic calendars are maintained strictly by the entity X
 |  |  |  |  |  |
| 1. Results are published timely in compliance with the ordinance X
 |  |  |  |  |  |
| 1. The entity reviews its policy and procedures periodically for further improvement (1.4)
 |  |  |  |  |  |
| 1. Codes of conduct for the students and employees are well communicated (1.5)
 |  |  |  |  |  |
| 1. Disciplinary rules and regulations are explicitly defined and well circulated (1.5)
 |  |  |  |  |  |
| 1. Website is updated properly (1.6)
 |  |  |  |  |  |
| 1. The entity provides comprehensive guidelines to the students in advance by means of a brochure/handbook (1.7)
 |  |  |  |  |  |
| 1. The entity ensures a conducive learning environment X
 |  |  |  |  |  |
| 1. Students’ opinion regarding academic and extra-academic matters are addressed properly X
 |  |  |  |  |  |
| 1. The university has an organizational structure and organizational units with defined responsibilities in compliance with the legal framework under which the university is established **(1.3)**
 |  |  |  |  |  |
| 1. Documentation (decisions of committees, class attendance registers, questions, answer scripts, marks, examination results, student’s progress etc) at all levels of university administration from central to individual faculty members is properly maintained **(1.8)**
 |  |  |  |  |  |
| 1. Effective institutional leadership and sufficient autonomy are visible **(1.9)**
 |  |  |  |  |  |
| 1. Academic leaders and faculty members are judicious and guided by the values of quality assurance **(1.10)**
 |  |  |  |  |  |
| 1. Stakeholders’ feedback is collected for the purpose of improvement in teaching, learning and research **(1.11)**
 |  |  |  |  |  |

1. **Staff and facilities: Recruitment and staff development**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Aspects of Evaluation | **5** | **4** | **3** | **2** | **1** |
| 1. Recruitment policy and practices are good enough for recruitment of competent academic and non-academic staff (7.1)
 |  |  |  |  |  |
| 1. Salary and incentives are attractive enough to retain the academic and non-academic staff (7.2)
 |  |  |  |  |  |
| 1. Good team spirit exists among different non-academic staff (7.3)
 |  |  |  |  |  |
| 1. A congenial atmosphere prevails to enhance professional knowledge through research and higher studies (7.4)
 |  |  |  |  |  |
| 1. Academics have enough opportunity to take part in different seminar/workshop/training programs for skill development X
 |  |  |  |  |  |
| 1. Non-academics have enough opportunity to take part in different training programs for skill development X
 |  |  |  |  |  |
| 1. The entity has a policy to provide mentoring/continuous guidance for new academic staff*.(*7.5)
 |  |  |  |  |  |
| 1. The entity practices seminars and workshops to share knowledge and experience among the faculty members (7.7)
 |  |  |  |  |  |
| 1. The entity has a performance award policy to inspire academic staff X
 |  |  |  |  |  |
| 1. Performance indicators are the criteria for promotion/up-gradation (7.8)
 |  |  |  |  |  |
| 1. Formal and documented peer observation is in practice in the entity **(7.6)**
 |  |  |  |  |  |

Other aspects:

1. What are the major weaknesses you have observed in the entity?
2. What are your suggestion(s) to improve the teaching learning environment?

**Program Self-Assessment**

 **SURVEY QUESTIONNAIRE FOR ACADEMICS**

(To be filled by the faculty members)

This form includes statements for self-assessment at program level. You as a teacher are requested to give your sincere comment against each of the statements by putting a tick (√) mark on appropriate grade-column. Your sincere evaluation will be helpful for meaningful assessment of the program so that next improvement plan may be undertaken

**Name of the entity (Faculty/Department/Discipline/Institute):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**University: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. Evaluate the following aspects of the program in terms capacity to provide quality education by marking “√” in the box of corresponding column according to the scale given:

5–Strongly agree; 4–Agree; 3–Undecided; 2–Disagree; 1–Strongly disagree

1. **Governance**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Aspects of Evaluation | **5** | **4** | **3** | **2** | **1** |
| 1. Vision, mission and objectives of the entity are clearly stated (1.1)
 |  |  |  |  |  |
| 1. Academic decisions are taken by the entity with fairness and transparency X
 |  |  |  |  |  |
| 1. The intended learning outcomes (ILOs) satisfy the stated mission and objectives of the entity (1.2)
 |  |  |  |  |  |
| 1. The entity has adequate infrastructures to satisfy its mission and objectives X
 |  |  |  |  |  |
| 1. Academic calendars are maintained strictly by the entity X
 |  |  |  |  |  |
| 1. Results are published timely in compliance with the ordinance X
 |  |  |  |  |  |
| 1. The entity reviews its policy and procedures periodically for further improvement (1.4)
 |  |  |  |  |  |
| 1. Codes of conduct for the students and employees are well communicated (1.5)
 |  |  |  |  |  |
| 1. Disciplinary rules and regulations are explicitly defined and well circulated (1.5)
 |  |  |  |  |  |
| 1. Website is updated properly (1.6)
 |  |  |  |  |  |
| 1. The entity provides comprehensive guidelines to the students in advance by means of a brochure/handbook (1.7)
 |  |  |  |  |  |
| 1. Decision making procedure in the entity is participatory X (This question only shows up here and doesn’t connect with any standards of governance)
 |  |  |  |  |  |
| 1. The entity ensures a conducive learning environment X
 |  |  |  |  |  |
| 1. Students’ opinion regarding academic and extra-academic matters are addressed properly X
 |  |  |  |  |  |
| 1. The university has an organizational structure and organizational units with defined responsibilities in compliance with the legal framework under which the university is established **(1.3)**
 |  |  |  |  |  |
| 1. Documentation at all levels of university administration from central to individual faculty members (decisions of committees, class attendance registers, questions, answer scripts, marks, examination results, student’s progress etc) is properly maintained (1.8)
 |  |  |  |  |  |
| 1. Effective institutional leadership and sufficient autonomy are visible **(1.9)**
 |  |  |  |  |  |
| 1. Academic leaders and faculty members are judicious and guided by the values of quality assurance **(1.10)**
 |  |  |  |  |  |
| 1. Stakeholders’ feedback is collected for the purpose of improvement in teaching, learning and research **(1.11)**
 |  |  |  |  |  |

1. **Curriculum design and review**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Aspects of Evaluation | **5** | **4** | **3** | **2** | **1** |
| 1. Curriculum is reviewed and updated at regular intervals in compliance with the rules of the universities (2.1)
 |  |  |  |  |  |
| 1. Opinions from the relevant stakeholders (students, teachers, employers and alumni) are duly considered during review of the curriculum (2.2)
 |  |  |  |  |  |
| 1. Courses in the curriculum from lower to higher levels are consistently arranged X CAN BE CONNECTED WITH 2.4
 |  |  |  |  |  |
| 1. Teaching strategies are clearly stated in the curriculum X CAN BE CONNECTED WITH 2.4
 |  |  |  |  |  |
| 1. Assessment strategies are explicit in the curriculum X CAN BE CONNECTED WITH 2.4
 |  |  |  |  |  |
| 1. Curriculum load is optimum and exerts no pressure X CAN BE CONNECTED WITH 2.4
 |  |  |  |  |  |
| 1. The curriculum is effective in achieving day-one skill (which happens right at the beginning in the first day at job place) X
 |  |  |  |  |  |
| 1. The university has a well defined procedure to design and review the curriculum of academic programs periodically **(2.1)**
 |  |  |  |  |  |
| 1. There is a committee with major stakeholder representation to design and redesign curriculum (2.2)
 |  |  |  |  |  |
| 1. Curriculum design/ redesign steps and processes are well documented **(2.3)**
 |  |  |  |  |  |
| 1. Curriculum is aligned with program objectives, and intended program learning outcomes through proper skill mapping (2.4)
 |  |  |  |  |  |
| 1. Designed curriculum satisfies the mission and defined graduate profile **(2.5)**
 |  |  |  |  |  |

1. **Student entry qualifications, admission procedure, progress and achievements**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Aspects of Evaluation | **5** | **4** | **3** | **2** | **1** |
| 1. Admission policy ensures entry of quality students X
 |  |  |  |  |  |
| 1. Commitment among students is observed to ensure desired progress and achievement X
 |  |  |  |  |  |
| 1. Admission procedure is quite fair (3.3)
 |  |  |  |  |  |
| 1. Students’ progress are regularly recorded and monitored (3.4)
 |  |  |  |  |  |
| 1. Teachers provide regular feedback to the students about their progress (3.4)
 |  |  |  |  |  |
| 1. The entity maintains individual student’s records properly (3.5)
 |  |  |  |  |  |
| 1. Entry requirements are well defined, measurable, and communicable to the potential candidates for admission **(3.1)**
 |  |  |  |  |  |
| 1. Entry requirements properly reflect the level of qualifications required to afford the academic loads of a particular program and match with the nature of the discipline **(3.2)**
 |  |  |  |  |  |

1. **Structure and facilities**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Aspects of Evaluation | **5** | **4** | **3** | **2** | **1** |
| 1. Classroom facilities are suitable for ensuring effective learning (4.1)
 |  |  |  |  |  |
| 1. Laboratory facilities are congenial for practical teaching-learning (4.1)
 |  |  |  |  |  |
| 1. Facilities for conducting research are adequate (4.1)
 |  |  |  |  |  |
| 1. The library has adequate up-to-date reading and reference materials to meet the academic & research needs (4.1)
 |  |  |  |  |  |
| 1. Indoor and outdoor medical facilities are adequate (4.1)
 |  |  |  |  |  |
| 1. There are adequate sports facilities (indoor and outdoor ) (4.1)
 |  |  |  |  |  |
| 1. Existing gymnasium facilities are good enough (4.1)
 |  |  |  |  |  |
| 1. Office equipments are adequate to support the students’ need (4.1)
 |  |  |  |  |  |
| 1. Entity has competent manpower to run the academic affairs (4.1)
 |  |  |  |  |  |
| 1. Access to internet facilities with sufficient speed are available (4.2)
 |  |  |  |  |  |

1. **Teaching learning and assessment**

 **E.1: Teaching Learning**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Aspects of Evaluation | **5** | **4** | **3** | **2** | **1** |
| 1. Teaching-learning is interactive and supportive (5.1)
 |  |  |  |  |  |
| 1. Class size is optimum for interactive teaching learning (5.1)
 |  |  |  |  |  |
| 1. Entity provides adequate opportunities for practical exercises to apply in real life situation. (5.2)
 |  |  |  |  |  |
| 1. Students attained additional practical ideas apart from class room teaching (5.2)
 |  |  |  |  |  |
| 1. Modern devices are used to improve teaching-learning process(5.3)
 |  |  |  |  |  |
| 1. Diverse methods are practised to achieve learning objectives X
 |  |  |  |  |  |
| 1. Lesson plans/course outlines are provided to the students in advance (5.6)
 |  |  |  |  |  |
| 1. Teaching learning practices provide enough scope to integrate co-curricular and extra-curricular activities for intended skill development (5.4)
 |  |  |  |  |  |
| 1. Teaching method makes it easy to transfer identified skills from the faculty to the students **(5.5)**
 |  |  |  |  |  |

**E.2: Learning assessment**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Aspects of Evaluation | **5** | **4** | **3** | **2** | **1** |
| 1. Assessment systems are duly communicated to students at the outset of the term/semester (5.7)
 |  |  |  |  |  |
| 1. Assessment procedures meet the objectives of the course (5.8)
 |  |  |  |  |  |
| 1. Both formative (quizzes, assignments, term papers, continuous assessments, presentations etc.) and summative assessment (final examination) strategies are followed (5.9)
 |  |  |  |  |  |
| 1. Diverse methods are used for assessment (5.9)
 |  |  |  |  |  |
| 1. The students are provided feedback immediately after assessment X
 |  |  |  |  |  |
| 1. Assessment procedure tests the abilities and skills of students for integration and application of knowledge and analytical approaches **(5.10)**
 |  |  |  |  |  |
| 1. Fairness and transparency are maintained in the assessment system X CAN BE CONNECTED WITH 5.7
 |  |  |  |  |  |
| 1. The assessment system is reviewed at regular intervals X
 |  |  |  |  |  |

1. **Students support services**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Aspects of Evaluation | **5** | **4** | **3** | **2** | **1** |
| 1. There is an arrangement in the entity to provide academic guidance and counseling (6.1)
 |  |  |  |  |  |
| 1. Financial grants are available to the students in case of hardship X
 |  |  |  |  |  |
| 1. The entity provides co-curricular and extra-curricular exposures to the students (6.2 AND 6.3)
 |  |  |  |  |  |
| 1. There is an organized and supportive alumni association (6.5)
 |  |  |  |  |  |
| 1. The entity collects alumni feedback to update the learning outcomes of the program (6.6)
 |  |  |  |  |  |
| 1. There are opportunities to be involved with community services (6.8)
 |  |  |  |  |  |
| 1. Career counseling and activities related to placement of graduates are done on a regular basis under the management of a permanent administrative setup **(6.4)**
 |  |  |  |  |  |
| 1. The university and the program offering entity organize programs related to career guidance and university industry collaboration with active participation of the alumni association **(6.7)**
 |  |  |  |  |  |

1. **Staff and Facilities: Recruitment and staff development**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Aspects of Evaluation | **5** | **4** | **3** | **2** | **1** |
| 1. Recruitment policy and practices are good enough for recruitment of competent academic and non-academic staff (7.1)
 |  |  |  |  |  |
| 1. Salary and incentives are attractive enough to retain the academic and non-academic staff (7.2).
 |  |  |  |  |  |
| 1. Good team spirit exists among different academic staff (7.3)
 |  |  |  |  |  |
| 1. A congenial atmosphere prevails to enhance professional knowledge through research and higher studies (7.4)
 |  |  |  |  |  |
| 1. Academics have enough opportunity to take part in different seminar/workshop/training programs for skill development X
 |  |  |  |  |  |
| 1. Non-academics have enough opportunity to take part in different training programs for skill development X
 |  |  |  |  |  |
| 1. The entity has a policy to provide mentoring/continuous guidance for new academic staff*.(*7.5)
 |  |  |  |  |  |
| 1. The entity practices seminars and workshops to share knowledge and experience among the faculty members (7.7)
 |  |  |  |  |  |
| 1. The entity has a performance award policy to inspire academic staff X
 |  |  |  |  |  |
| 1. Performance indicators are the criteria for promotion/up-gradation (7.8)
 |  |  |  |  |  |
| 1. Formal and documented peer observation is in practice in the entity **(7.6)**
 |  |  |  |  |  |

1. **Research & extension services**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Aspects of Evaluation | **5** | **4** | **3** | **2** | **1** |
| 1. The entity has a well defined research and development policy (8.1)
 |  |  |  |  |  |
| 1. Mechanism exists for engaging the students in research and development (8.1)
 |  |  |  |  |  |
| 1. Teachers always take initiative to hunt research fund for smooth running of the research X CAN BE CONNECTED TO 8.1
 |  |  |  |  |  |
| 1. The entity has a community service policy (8.2)
 |  |  |  |  |  |

1. **Process control internal (Quality assurance and continuous quality Improvement) THESE QUESTIONS ARE NOT ASKED TO THE NON-ACADEMICS/ STUDENTS/ ALUMNI**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Aspects of Evaluation | **5** | **4** | **3** | **2** | **1** |
| 1. The entity always acts in compliance with the decision of the university regarding continuous quality improvement X
 |  |  |  |  |  |
| 1. The entity embraces the spirit of continual quality improvement X
 |  |  |  |  |  |
| 1. Academic programs are reviewed by the entity for the enhancement students’ learning X
 |  |  |  |  |  |
| 1. The entity ensures a usual practice for students’/ Alumni’s feedback as a culture X
 |  |  |  |  |  |
| 1. The entity has an internal quality assurance system with set policies and procedures **(9.1)**
 |  |  |  |  |  |
| 1. The entity conducts self-assessment following a cycle **(9.2)**
 |  |  |  |  |  |
| 1. The entity continually and systematically review the effectiveness of the QA procedure to meet the objectives **(9.3)**
 |  |  |  |  |  |

Other Aspects:

1. Major weaknesses you have observed in the quality of graduates: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
2. Enlist your suggestion(s) to improve the quality of graduates:

 **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**