**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;

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

1. **Governance**

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| 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 (1.2)
 |  |  |  |  |  |
| 1. The intended learning outcomes (ILOs) satisfy the stated mission and objectives of the entity (1.4)
 |  |  |  |  |  |
| 1. The entity has adequate infrastructures to satisfy its mission and objectives (1.5)
 |  |  |  |  |  |
| 1. Academic calendars are maintained strictly by the entity (1.5)
 |  |  |  |  |  |
| 1. Results are published timely in compliance with the ordinance (1.5)
 |  |  |  |  |  |
| 1. The entity reviews its policy and procedures periodically for further improvement (1.6)
 |  |  |  |  |  |
| 1. Codes of conduct for the students and employees are well communicated (1.7)
 |  |  |  |  |  |
| 1. Disciplinary rules and regulations are explicitly defined and well circulated (1.7)
 |  |  |  |  |  |
| 1. Website is updated properly (1.8).
 |  |  |  |  |  |
| 1. The entity provides comprehensive guidelines to the students in advance by means of a brochure/handbook (1.9)
 |  |  |  |  |  |
| 1. Documentations (decisions of committees, class attendance registers, questions, answer scripts, marks, examination results, students’ progress etc) are maintained properly (1.10)
 |  |  |  |  |  |
| 1. Decision making procedure in the entity is participatory (1.11)
 |  |  |  |  |  |
| 1. The entity ensures a conducive learning environment (1.12)
 |  |  |  |  |  |
| 1. Students’ opinion regarding academic and extra-academic matters are addressed properly (1.13)
 |  |  |  |  |  |

1. **Curriculum Design and Review**

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| 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 (2.3)
 |  |  |  |  |  |
| 1. Teaching strategies are clearly stated in the curriculum (2.3)
 |  |  |  |  |  |
| 1. Assessment strategies are explicit in the curriculum (2.3)
 |  |  |  |  |  |
| 1. Curriculum load is optimum and exerts no pressure (2.4)
 |  |  |  |  |  |
| 1. Curriculum addresses the program objectives and program learning outcomes (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) (2.5).
 |  |  |  |  |  |

1. **Student Entry qualifications, Admission procedure, Progress and Achievements**

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| Aspects of Evaluation | **5** | **4** | **3** | **2** | **1** |
| 1. Admission policy ensures entry of quality students (3.1).
 |  |  |  |  |  |
| 1. Commitment among students is observed to ensure desired progress and achievement (3.2)
 |  |  |  |  |  |
| 1. Admission procedure is quite fair (3.3)
 |  |  |  |  |  |
| 1. Students’ progress are regularly recorded and monitored (3.7)
 |  |  |  |  |  |
| 1. Teachers provide regular feedback to the students about their progress (3.7)
 |  |  |  |  |  |
| 1. The entity maintains individual student’s records properly (3.8)
 |  |  |  |  |  |

1. **Structure and Facilities**

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| 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**

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| 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. Teaching-learning process encompasses co-curricular activities to enrich students’ personal development. (5.4)
 |  |  |  |  |  |
| 1. Modern devices are used to improve teaching-learning process(5.5)
 |  |  |  |  |  |
| 1. Diverse methods are practiced to achieve learning objectives (5.5)
 |  |  |  |  |  |
| 1. Lesson plans/course outlines are provided to the students in advance (5.6)
 |  |  |  |  |  |

**E.2: Learning Assessment**

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| --- | --- | --- | --- | --- | --- |
| 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. The assessment system is reviewed at regular intervals (5.8)
 |  |  |  |  |  |
| 1. Both formative (quizzes, assignments, term papers, continuous assessments, presentations etc.) and summative assessment (final examination) strategies are followed (5.8).
 |  |  |  |  |  |
| 1. Diverse methods are used for assessment (5.9)*.*
 |  |  |  |  |  |
| 1. The students are provided feedback immediately after assessment (5.10).
 |  |  |  |  |  |
| 1. Fairness and transparency is maintained in assessment system (5.9)
 |  |  |  |  |  |

1. **Students Support Services**

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| Aspects of Evaluation | **5** | **4** | **3** | **2** | **1** |
| 1. There is an arrangement in the entity to provide an academic guidance and counseling (6.1).
 |  |  |  |  |  |
| 1. Financial grants are available to the students in case of hardship (6.1)
 |  |  |  |  |  |
| 1. The entity provides co-curricular and extra-curricular exposures to the students (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. **Staff and Facilities: Recruitment and staff development**

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| 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 (7.4).
 |  |  |  |  |  |
| 1. A congenial atmosphere prevails to enhance professional knowledge through research and higher studies (7.5)
 |  |  |  |  |  |
| 1. Academics have enough opportunity to take part in different seminar/workshop/training programs for skill development (7.7)
 |  |  |  |  |  |
| 1. Non-academics have enough opportunity to take part in different training programs for skill development (7.7)
 |  |  |  |  |  |
| 1. The entity has a policy to provide mentoring/continuous guidance for new academic staff*.(*7.8)
 |  |  |  |  |  |
| 1. The entity practices seminars and workshops to share knowledge and experience among the faculty members (7.11)
 |  |  |  |  |  |
| 1. The entity has a performance award policy to inspire academic staff (7.12)
 |  |  |  |  |  |
| 1. Performance indicators are the criteria for promotion/up-gradation (7.12)
 |  |  |  |  |  |

1. **Research & Extension Services**

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| 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 (8.1)
 |  |  |  |  |  |
| 1. The entity has a community service policy (8.3)
 |  |  |  |  |  |

1. **Process Control Internal (Quality Assurance and Continuous quality Improvement)**

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| 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 (9.1)
 |  |  |  |  |  |
| 1. The entity embraces the spirit of continual quality improvement (9.2)*.*
 |  |  |  |  |  |
| 1. Academic programs are reviewed by the entity for the enhancement students’ learning (9.3).
 |  |  |  |  |  |
| 1. The entity ensures a usual practice for students’/ Alumni’s feedback as a culture (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:

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