**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 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. 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: content, design and review**

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| --- | --- | --- | --- | --- | --- |
| Aspects of Evaluation | **5** | **4** | **3** | **2** | **1** |
| 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. 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. **Structures 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. 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 (5.3) |  |  |  |  |  |
| 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. 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. **Student Support Services**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 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. **Research and 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. The entity has a community service policy (8.3) |  |  |  |  |  |

Other aspects:

1. What are the best practices of the program?

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

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

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