

PROGRAM SELF-ASSESSMENT

Survey Questionnaire For Employer

The purpose of this survey is to obtain employers' input on the quality of education of _____ 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:** _____

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

2. 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
A. Knowledge		
2.1	Job knowledge (knowledge on the subject matter)	
2.2	IT Knowledge	
2.3	Innovative knowledge	
B. Communication Skills		
2.4	Oral communication	
2.5	Written communication	
2.6	Presentation skills	
C. 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	
D. 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	

3. Please evaluate the following dimensions of competence of graduates 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	
E. Knowledge		
3.1	Job knowledge (knowledge on the subject matter)	
3.2	IT Knowledge	
3.3	Innovative knowledge	
F. Communication Skills		
3.4	Oral communication	
3.5	Written communication	
3.6	Presentation skills	
G. 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	
H. 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	

4. Major weaknesses you have observed in the Graduates of _____ Program
 _____ University working at your organization

5. Do you provide any training just after recruitment before assigning any responsibility: Yes/No
 If yes, please specify: _____

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

a) 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: _____

2. Year of passing/graduation:

3. Time taken to get the first employment:

Year	Month

4. 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)

A. Governance

Aspects of Evaluation	5	4	3	2	1
1. Vision, mission and objectives of the entity are clearly stated (1.1)					
2. Academic decisions are taken by the entity with fairness and transparency (1.2)					
3. The intended learning outcomes (ILOs) satisfy the stated mission and objectives of the entity (1.4)					
4. The entity has adequate infrastructures to satisfy its mission and objectives (1.5)					
5. Academic calendars are maintained strictly by the entity (1.5)					
6. Results are published timely in compliance with the ordinance (1.5)					
7. The entity reviews its policy and procedures periodically for further improvement (1.6)					
8. Codes of conduct for the students and employees are well communicated (1.7)					
9. Disciplinary rules and regulations are explicitly defined and well circulated (1.7)					
10. Website is updated properly (1.8).					
11. The entity provides comprehensive guidelines to the students in advance by means of a brochure/handbook (1.9)					
12. The entity ensures a conducive learning environment (1.12)					
13. Students' opinion regarding academic and extra-academic matters are addressed properly (1.13)					

B. 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 (2.3)					
2. Teaching strategies are clearly stated in the curriculum (2.3)					
3. Assessment strategies are explicit in the curriculum (2.3)					
4. Curriculum load is optimum and exerts no pressure (2.4)					
5. The curriculum is effective in achieving day-one skill (which happens right at the beginning in the first day at job place) (2.5).					

C. Student Entry Qualifications, Admission procedure, Progress and Achievements

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

D. Structures and facilities

Aspects of Evaluation	5	4	3	2	1
1. Classroom facilities are suitable for ensuring effective learning (4.1).					
2. Laboratory facilities are congenial for practical teaching-learning (4.1)					
3. Facilities for conducting research are adequate (4.1)					
4. The library has adequate up-to-date reading and reference materials to meet the academic & research needs (4.1)					
5. Indoor and outdoor medical facilities are adequate (4.1)					
6. There are adequate sports facilities (indoor and outdoor) (4.1)					
7. Existing gymnasium facilities are good enough (4.1)					
8. Access to internet facilities with sufficient speed are available (4.2)					

E. 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)					
2. Class size is optimum for interactive teaching learning (5.1)					
3. Entity provides adequate opportunities for practical exercises to apply in real life situation. (5.2)					
4. Students attained additional practical ideas apart from class room teaching (5.3)					

5. Modern devices are used to improve teaching-learning process(5.5)					
6. Diverse methods are practised to achieve learning objectives (5.5)					
7. Lesson plans/course outlines are provided to the students in advance (5.6)					

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).					
2. Assessment procedures meet the objectives of the course (5.8)					
3. Both formative (quizzes, assignments, term papers, continuous assessments, presentations etc.) and summative assessment (final examination) strategies are followed (5.8).					
4. Diverse methods are used for assessment (5.9).					
5. The students are provided feedback immediately after assessment (5.10).					

F. Student Support Services

Aspects of Evaluation	5	4	3	2	1
a. There is an arrangement in the entity to provide an academic guidance and counseling (6.1).					
b. Financial grants are available to the students in case of hardship (6.1)					
c. The entity provides co-curricular and extra-curricular exposures to the students (6.3)					
d. There is an organized and supportive alumni association (6.5).					
e. The entity collects alumni feedback to update the learning outcomes of the program (6.6)					
f. There are opportunities to be involved with community services (6.8).					

G. 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)					

2. Mechanism exists for engaging the students in research and development (8.1)					
3. The entity has a community service policy (8.3)					

Other aspects:

1. What are the best practices of the program?

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

3. What courses need to be included to improve the quality of graduates?

- a. _____
- b. _____
- c. _____

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 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)

A. Governance

Aspects of Evaluation	5	4	3	2	1
1. Vision, mission and objectives of the entity are clearly stated (1.1)					
2. Academic decisions are taken by the entity with fairness and transparency (1.2)					
3. The intended learning outcomes (ILOs) satisfy the stated mission and objectives of the entity (1.4)					
4. The entity has adequate infrastructures to satisfy its mission and objectives (1.5)					
5. Academic calendars are maintained strictly by the entity (1.5)					
6. Results are published timely in compliance with the ordinance (1.5)					
7. The entity reviews its policy and procedures periodically for further improvement (1.6)					
8. Codes of conduct for the students and employees are well communicated (1.7)					
9. Disciplinary rules and regulations are explicitly defined and well circulated (1.7)					
10. Website is updated properly (1.8).					
11. The entity provides comprehensive guidelines to the students in advance by means of a brochure/handbook (1.9)					

12. The entity ensures a conducive learning environment (1.12)					
13. Students' opinion regarding academic and extra-academic matters are addressed properly (1.13)					

B. 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 (2.3)					
2. Teaching strategies are clearly stated in the curriculum (2.3)					
3. Assessment strategies are explicit in the curriculum (2.3)					
4. Curriculum load is optimum and exerts no pressure (2.4)					

C. Student Entry qualifications, Admission procedure, Progress and Achievements

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

D. Structures and facilities

Aspects of Evaluation	5	4	3	2	1
1. Classroom facilities are suitable for ensuring effective learning (4.1).					
2. Laboratory facilities are congenial for practical teaching-learning (4.1)					
3. Facilities for conducting research are adequate (4.1)					
4. The library has adequate up-to-date reading and reference materials to meet the academic & research needs (4.1)					
5. Indoor and outdoor medical facilities are adequate (4.1)					
6. There are adequate sports facilities (indoor and outdoor) (4.1)					

7. Existing gymnasium facilities are good enough (4.1)					
8. Access to internet facilities with sufficient speed are available (4.2)					

E. 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)					
2. Class size is optimum for interactive teaching learning (5.1)					
3. Entity provides adequate opportunities for practical exercises to apply in real life situation. (5.2)					
4. Modern devices are used to improve teaching-learning process(5.5)					
5. Diverse methods are practised to achieve learning objectives (5.5)					
6. Lesson plans/course outlines are provided to the students in advance (5.6)					

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).					
2. Assessment procedures meet the objectives of the course (5.8)					
3. Both formative (quizzes, assignments, term papers, continuous assessments, presentations etc.) and summative assessment (final examination) strategies are followed (5.8).					
4. Diverse methods are used for assessment (5.9).					
5. The students are provided feedback immediately after assessment (5.10).					

F. 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).					
2. Financial grants are available to the students in case of hardship (6.1)					
3. The entity provides co-curricular and extra-curricular exposures to the students					

(6.3)					
4. There is an organized and supportive alumni association (6.5).					
5. The entity collects alumni feedback to update the learning outcomes of the program (6.6)					
6. There are opportunities to be involved with community services (6.8).					

G. 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)					
2. Mechanism exists for engaging the students in research and development (8.1)					
3. The entity has a community service policy (8.3)					

Other aspects:

1. What are the best practices of the program?

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

3. What courses need to be included to improve the quality of graduates?

- a. _____
- b. _____
- c. _____

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 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)

A. Governance:

Aspects of Evaluation	5	4	3	2	1
1. Vision, mission and objectives of the entity are clearly stated (1.1)					
2. Academic decisions are taken by the entity with fairness and transparency (1.2)					
3. The intended learning outcomes (ILOs) satisfy the stated mission and objectives of the entity (1.4)					
4. The entity has adequate infrastructures to satisfy its mission and objectives (1.5)					
5. Academic calendars are maintained strictly by the entity (1.5)					
6. Results are published timely in compliance with the ordinance (1.5)					
7. The entity reviews its policy and procedures periodically for further improvement (1.6)					
8. Codes of conduct for the students and employees are well communicated (1.7)					
9. Disciplinary rules and regulations are explicitly defined and well circulated (1.7)					
10. Website is updated properly (1.8).					
11. The entity provides comprehensive guidelines to the students in advance by means of a brochure/handbook (1.9)					

B. 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)					
2. Salary and incentives are attractive enough to retain the academic and non-academic staff (7.2).					
3. Good team spirit exists among different non-academic staff (7.4).					
4. A congenial atmosphere prevails to enhance professional knowledge through research and higher studies (7.5)					
5. Academics have enough opportunity to take part in different seminar/workshop/training programs for skill development (7.7)					
6. Non-academics have enough opportunity to take part in different training programs for skill development (7.7)					
7. The entity has a policy to provide mentoring/continuous guidance for new academic staff.(7.8)					
8. The entity practices seminars and workshops to share knowledge and experience among the faculty members (7.11)					
9. The entity has a performance award policy to inspire academic staff (7.12)					
10. Performance indicators are the criteria for promotion/up-gradation (7.12)					

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;

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

A. Governance

Aspects of Evaluation	5	4	3	2	1
1. Vision, mission and objectives of the entity are clearly stated (1.1)					
2. Academic decisions are taken by the entity with fairness and transparency (1.2)					
3. The intended learning outcomes (ILOs) satisfy the stated mission and objectives of the entity (1.4)					
4. The entity has adequate infrastructures to satisfy its mission and objectives (1.5)					
5. Academic calendars are maintained strictly by the entity (1.5)					
6. Results are published timely in compliance with the ordinance (1.5)					
7. The entity reviews its policy and procedures periodically for further improvement (1.6)					
8. Codes of conduct for the students and employees are well communicated (1.7)					
9. Disciplinary rules and regulations are explicitly defined and well circulated (1.7)					
10. Website is updated properly (1.8).					
11. The entity provides comprehensive guidelines to the students in advance by means of a brochure/handbook (1.9)					
12. Documentations (decisions of committees, class attendance registers, questions, answer scripts, marks, examination results, students' progress etc) are maintained properly (1.10)					

13. Decision making procedure in the entity is participatory (1.11)					
14. The entity ensures a conducive learning environment (1.12)					
15. Students' opinion regarding academic and extra-academic matters are addressed properly (1.13)					

B. 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)					
2. Opinions from the relevant stakeholders (students, teachers, employers and alumni) are duly considered during review of the curriculum (2.2)					
3. Courses in the curriculum from lower to higher levels are consistently arranged (2.3)					
4. Teaching strategies are clearly stated in the curriculum (2.3)					
5. Assessment strategies are explicit in the curriculum (2.3)					
6. Curriculum load is optimum and exerts no pressure (2.4)					
7. Curriculum addresses the program objectives and program learning outcomes (2.4)					
8. The curriculum is effective in achieving day-one skill (which happens right at the beginning in the first day at job place) (2.5).					

C. Student Entry qualifications, Admission procedure, Progress and Achievements

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

D. Structure and Facilities

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

E. 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)					
2. Class size is optimum for interactive teaching learning (5.1)					
3. Entity provides adequate opportunities for practical exercises to apply in real life situation. (5.2)					
4. Teaching-learning process encompasses co-curricular activities to enrich students' personal development. (5.4)					
5. Modern devices are used to improve teaching-learning process(5.5)					
6. Diverse methods are practised to achieve learning objectives (5.5)					
7. Lesson plans/course outlines are provided to the students in advance (5.6)					

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).					
2. Assessment procedures meet the objectives of the course (5.8)					
3. The assessment system is reviewed at regular intervals (5.8)					
4. Both formative (quizzes, assignments, term papers, continuous assessments, presentations etc.) and summative assessment (final examination) strategies are followed (5.8).					
5. Diverse methods are used for assessment (5.9).					
6. The students are provided feedback immediately after assessment (5.10).					
7. Fairness and transparency is maintained in assessment system (5.9)					

F. Students 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).					
2. Financial grants are available to the students in case of hardship (6.1)					
3. The entity provides co-curricular and extra-curricular exposures to the students (6.3)					
4. There is an organized and supportive alumni association (6.5).					
5. The entity collects alumni feedback to update the learning outcomes of the program (6.6)					
6. There are opportunities to be involved with community services (6.8).					

G. 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)					
2. Salary and incentives are attractive enough to retain the academic and non-academic staff (7.2).					
3. Good team spirit exists among different academic staff (7.4).					

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

H. Research & Extension Services

Aspects of Evaluation	5	4	3	2	1
1. The entity has a well defined research and development policy (8.1)					
2. Mechanism exists for engaging the students in research and development (8.1)					
3. Teachers always take initiative to hunt research fund for smooth running of the research (8.1)					
4. The entity has a community service policy (8.3)					

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

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)					
2. The entity embraces the spirit of continual quality improvement (9.2).					
3. Academic programs are reviewed by the entity for the enhancement students' learning (9.3).					
4. 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:
