

**Annex 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 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;

**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?

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

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

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_