



JSS Academy of Higher Education and Research, Mauritius
DroopnatRamphul Avenue, Bonne Terre Vacoas, Republic of Mauritius

School of Pharmacy

Quality Assurance Policies

Manual

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Quality Assurance Committee

The Quality Assurance Committee (QAC) will be responsible for the establishment of an enabling transformative institutional culture. It will monitor and evaluate mechanisms, including quality advancement and performance management systems at all levels of the institution including teaching, research, and engagement as well as the infrastructural, technological, administrative and other functions which support these core activities.

The functions of the QAC will be to:

1. Guarantee relevance of teaching and learning with the world of work,
2. Ensure Quality of teaching and learning,
3. Improve quality of teaching and learning,
4. Continuously innovating teaching and learning,
5. Implement best local and international practices,
6. Strengthen research,
7. Enhance the international standing of JSSAHERM and/of any of its Faculties in particular,
8. Monitor and maintain quality of academic activities and support services,
9. Provide guidance and monitoring implementation of the quality assurance framework, and
10. Ensure compliance with requirements of all regulatory bodies.

Vision

To ensure quality culture as the prime concern for the Institution through institutionalizing and internalizing all the initiatives taken with internal and external support.

Objective

The primary aims of QAC are to:

- develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution.
- promote measures for institutional functioning towards quality enhancement through internalization of quality culture and institutionalization of best practices.

Strategies

QAC shall evolve mechanisms and procedures for:

- a) Ensuring timely, efficient and progressive performance of academic, administrative and financial tasks;
- b) Relevant and quality academic/ research programmes;

- c) Equitable access to and affordability of academic programmes for various sections of society;
- d) Optimization and integration of modern methods of teaching and learning;
- e) The credibility of assessment and evaluation process;
- f) Ensuring the adequacy, maintenance and proper allocation of support structure and services; and
- g) Sharing of research findings and networking with other institutions in India and abroad.

Functions

Some of the functions expected of the QAC are:

- a) Development and application of quality benchmarks;
- b) Parameters for various academic and administrative activities of the institution;
- c) Facilitation of the creation of a learner-centric environment conducive to quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process;
- d) Collection and analysis of feedback from all stakeholders on quality-related institutional processes;
- e) Dissemination of information on various quality parameters to all stakeholders;
- f) Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles;
- g) Documentation of the various programmes/activities leading to quality improvement; and
- h) Periodical conduct of academic and administrative audit and its follow-up.

Benefits

QAC will facilitate / contribute to:

- a) Ensure clarity and focus in institutional functioning towards quality enhancement,
- b) Ensure internalization of the quality culture,
- c) Ensure enhancement and coordination among various activities of the institution and institutionalize all good practices,
- d) Provide a sound basis for decision-making to improve institutional functioning,
- e) Act as a dynamic system for quality changes in the institution, and
- f) Build an organised methodology of documentation and internal communication.

Composition of the QAC

The QAC would be headed by a coordinator and supported by two faculty of the rank of assistant professor. The Dean of the program is the other member.

The membership of the members shall be for a period of two years. The QAC should meet at least once every quarter.

Assessment of Teacher Quality

The institution has devised a Performance Based Appraisal System (PBAS) for the staff based on self-review, peer review and feedback from students. The PBAS form (Appendix A) is to be submitted by the staff every year. The staff are evaluated on the following three areas:

- Teaching, learning and evaluation related activities;
- Co-curricular, extension, professional development related activities; and
- Research & Academic Contributions.

The QAC consolidates the Academic Performance Indicator (API) scores and submits the report to the Dean of faculty for further action.



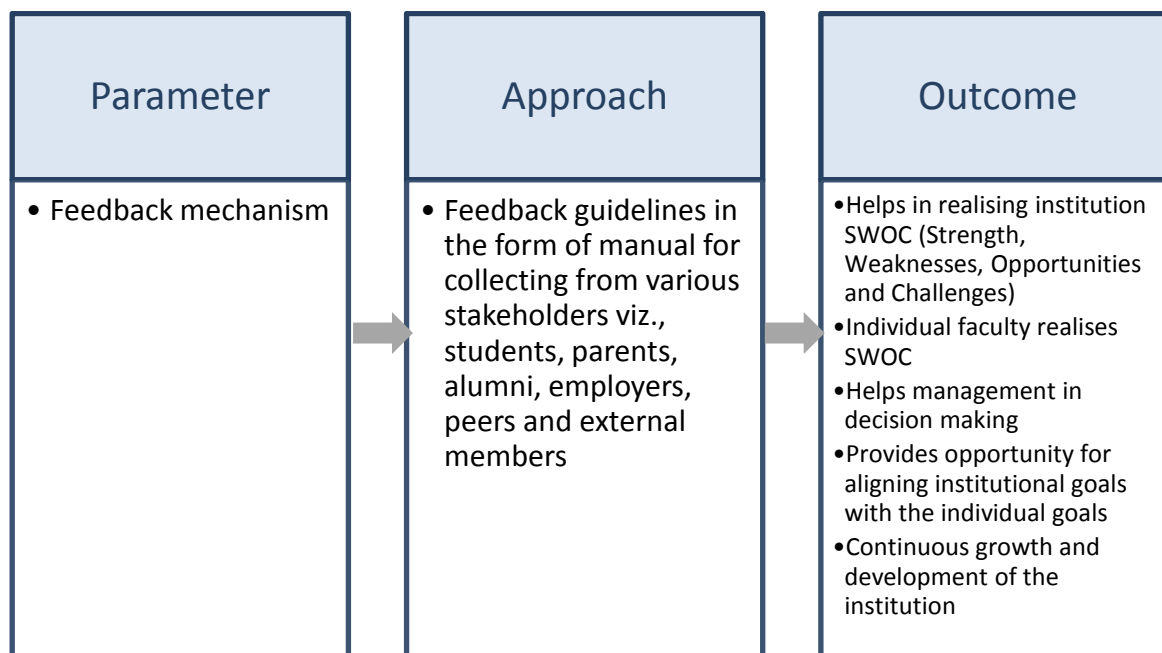
Feedback System

JSS Academy of Higher Education and Research, Mauritius has a well-structured feedback system. The QAC plays a major role in the implementation of the feedback and its analysis. The overview of the feedback system is depicted in the below figures.

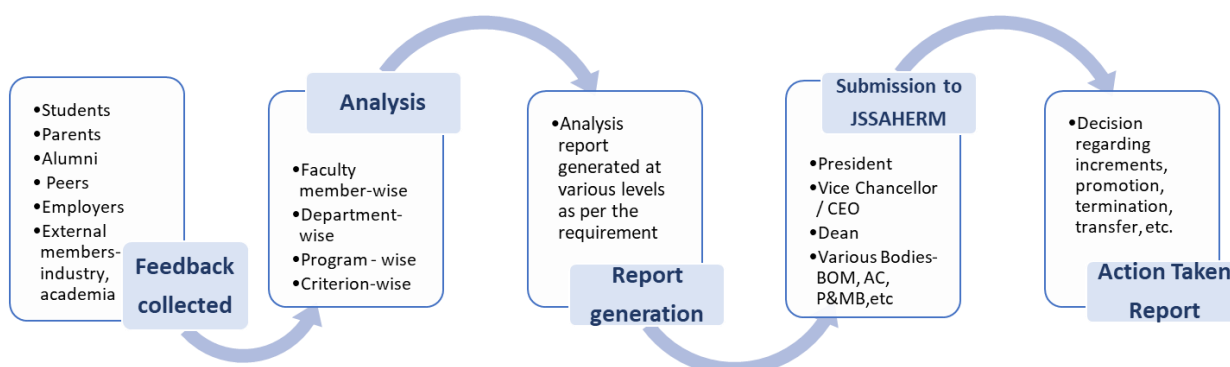
Feedback Cycle



Feedback Approach



Feedback Process



Assessment of Program Learning Outcomes and Course Learning Outcomes

Every subject/ course has course learning outcomes to be achieved by the students at the end of the course. They are linked to program learning outcomes. The student learning assessments are measured systematically and sequentially throughout the professional degree program using a variety of reliable direct assessment methods as listed below. The direct assessment represents the students' performance informative & summative examinations, seminars, and assignments among others. Through these tools, the attainment of course learning outcomes is quantified.

1. Formative assessment - the teachers employ continuous assessment during the course of the study for the purpose of measuring and improving student learning. The methods employed yield critical information for monitoring an individual's acquisition of knowledge and skills, evaluates analytical thinking, decision-making, and problem-

solving abilities. Measures employed include viva voce and written tests (internal assessment) during the course delivery. They permit the instructors to monitor the extent of attainment of course outcomes. Its main purpose is to identify the deficiencies so that the proper learning interventions can take place that allows the students to master the required skills and knowledge.

- **Internal Assessment:** This is a formative assessment, used to evaluate the academic performance of the student periodically.
- **Seminars:** The students are required to present a seminar on the course of study. The objective of the seminar presentation is to assess students' interaction with peers and teachers on assigned topics. The content, preparation, presentation, and communication skills are assessed.
- **Assignment:** The assignment is designed to assess students' understanding on the allotted topic, ability to gather information, understanding of the content, comprehension, innovation/ideas, analytical/critical thinking, interpretation skills and written communication skills with respect to the learning outcomes.
- **Viva voce:** The subject teacher regularly interacts with the student during the practical classes to evaluate the extent of knowledge and ability for critical thinking.
- **Project work:** The final semester students take up group research project under the guidance of the faculty member. The ability of the students to plan and then to execute the plan by designing and conducting experiments; to analyze & interpret data and to deliver the outcomes within a time frame are assessed.
- Attendance and Practical Record

2. Summative assessment - comprehensive evaluation of learning outcomes is carried out at the end of the semester. The methods employed are the end semester university examination that is conducted both in theory and practical covering the complete syllabus. Results of end semester examinations help determine the academic performance of the students at the end of the course besides the extent of outcomes that have been attained.

Besides the university examinations, the **indirect assessment** tools such as surveys and feedback by students, graduating students, alumni, employers and placement record are also carried out. The various surveys/feedbacks which to be conducted are as follows:

- Students feedback
- Graduating Students feedback
- Alumni feedback
- Employers' feedback
- Placement records
- Higher education records

1. Providing learning experiences that develop inter-culturally capable graduates who can make a difference as socially and ethically responsible global citizens.
2. Valuing and recognising individual and cultural diversity through the provision of an inclusive context of support and respect for all students.
3. Enhancing student engagement and learning through effective curriculum design, pedagogy and assessment strategies.
4. Continuously improving teaching practice through academic staff professional development, and critical reflection informed by a range of evaluation approaches;.
5. Conducting evaluation (feedback) exercises, through which the students will be encouraged to give their view and rate the teaching quality of each lecturer – The feedback survey forms would be analysed and reports would be generated. Appropriate measures would be taken to improve weaknesses and shortcomings; All feedback survey forms would be securely kept for verification and consultation as and when required; The feedback exercise will be conducted every semester before the end of courses to ensure that students' views are appropriately taken care prior to their sitting for examinations;
6. Conducting Performance Appraisal exercises for all teaching and non-teaching staff members; This exercise allows the institution to find room for improvement, evaluate the staff's opportunities for promotion and to channel staff members for training and development as learning is an on-going process not only students but for lecturers and other staff members also.

JSSAHERM considers feedback from students as vital and has established a student feedback form for each module being taught every semester. The criterion under which a course will be evaluated is as follows:

- a) Knowledge of the lecturer related to the subject;
- b) Coverage of the syllabus – Was the syllabus covered completely and thoroughly or was any topic not covered;
- c) Delivery of lecturer or demonstration for practical;
- d) Discipline in class (theory and practical) – Did the lecturer have control over his batch of students;
- e) Interaction in class – Did the lecturer invite students to participate in class?
- f) Audibility of voice – Did the lecturer express himself clearly and could all students hear / understand when he/ she explained?
- g) Explanation and emphasis on important points – Was the subject being explained with respect to the syllabus and were important points highlighted? Did the lecturer make use of relevant examples to support the explanations?
- h) Evaluation of subject notes or learning materials being provided to students – clarity, conciseness and relevance;
- i) Infrastructure being given for the subject being taught – classroom quality (clarity of white board, aeration, LCD and multimedia projector equipment, etc.)
- j) Evaluation of practical sessions – laboratories, equipment, safety, knowledge of the lecturer, etc.;

- k) Information being given students – Did the lecturer provide students with information that were related to only the subject matter or did they provide a broader picture of the subject for more learning.
- l) Were students motivated to attend conferences/ seminars / industrial training to enhance their knowledge.

The feedback exercise would be carried out anonymously meaning that students do not divulge their identities while filling the form. Once the feedback exercise has been carried out, the administrative department would work on each form and compile the data and submit same to the Head of Faculty. The latter will analyze the information and call the lecturers to inform them of the evaluation of the subject and work on ways to improve effectiveness and efficiency of lecturers and implementation of new ways of teaching and learning.

The feedback mechanism is expected to assist JSS AHERM, to improve the following:

- Quality of teaching
 - Service provided to students both academic and non-academic
 - Infrastructure – new equipment in laboratories, classrooms
 - Organization of extra-curricular activities – outings, sports activities, cultural events, etc.
 - Quality of learning materials distributed to students
 - Importance of courses being delivered;
 - Objectives and career pathway of students
 - Creation of short training programmes to enhance learning
 - Encouraging faculty members to pursue their studies to higher levels
 - Converting weaknesses of faculties to strengths to provide better learning opportunities for students.
-

Self-Assessment

Self-assessment provides feedback regarding the strengths, weaknesses, opportunities and threats relevant to quality assurance within the institute. Quality assurance framework within JSS Academy of Higher Education and Research, Mauritius involves all the administrative wings of institution. It covers governance to the implementation of policies and procedures. In this regard, the Quality division provides the necessary arrangements for feedback responses from students, parents and other stakeholders on quality related institutional processes. The ultimate goal of stakeholders' feedback is to get useful insights for the purpose of improvement in all aspects of teaching, learning, assessment and capacity.

The Feedback Mechanism



Stakeholders

1. Students
2. Parents
3. Alumni
4. Employers
5. Teachers

Types of feedback

- 1) Students' feedback
 - a. Feedback on teacher
 - b. Graduating student feedback
- 2) Alumni's feedback
- 3) Employers' feedback
- 4) Parents' feedback
- 5) Teachers' feedback

1. Students' Feedback:

It involves feedback on subject teacher related to professional competencies and learning environment during classroom teaching. It also collects students input on design of curriculum, services extended, incorporation of novel teaching technologies and their overall experience related to facilities and educational resources. The student's feedback on teachers will be collected within a week after commencement of the internal assessment. However, graduating student will be submitting their overall impression related to institute during final year of their course and this feedback is to be collected once before commencement of university examination.

2. Alumni's Feedback:

The purpose of this feedback is to obtain the inputs from the alumni on the quality of the graduates at JSS Academy of Higher Education and Research, Mauritius. This helps us to assess the extent of attainment of the programme outcomes. Alumni feedback will be collected from all participating alumni of JSS Academy of Higher Education and Research, Mauritius during Alumni meet held once a year and through online mode.

3. Employers' Feedback:

The purpose of the feedback is to obtain the employers' input on the quality of the graduates at JSS Academy of Higher Education and Research, Mauritius and to assess whether the expectations of recruiters were fulfilled. The students' ability to handle the interview process and knowledge acquired during their learning can also be assessed. The feedback from recruiters will be collected manually by Training & Placement Coordinator during campus placement and by online mode.

4. Parents' Feedback:

JSS Academy of Higher Education and Research, Mauritius takes the initiative of organizing Parents-Teachers-Students meet (PTM) once in a semester or twice annually to make parents and guardians acquainted with the academic and professional growth of their ward. Feedback from parents towards institutional performance and their overall satisfaction related to the progress of their ward is collected.

5. Teachers' Feedback:

The purpose of the feedback is to obtain the teachers input on the overall educational environment prevalent in JSS Academy of Higher Education and Research, Mauritius. This feedback will specifically target the inputs of teachers on curriculum design, assessment patterns, research policies, HR policies and overall working environment. The feedback from teachers will be collected online/manually once during an academic year.

Mode of Feedback Collection

Feedback collection can be made either in online or offline modes. Online mode includes submission of responses on the portal of JSS Academy of Higher Education and Research, Mauritius while offline submission involves the manual submission of feedback through printed questionnaire provided by respective coordinators at requisite schedule.

Type	Collection mode	Sample Format
Student's feedback	Online/Offline	Appendix B
Graduating student's feedback	Online/Offline	Appendix C
Alumni's feedback	Online/Offline	Appendix D
Employer's feedback	Online/Offline	Appendix E
Parent's feedback	Online/Offline	Appendix F
Teacher's feedback	Online/Offline	Appendix G

Role & Responsibilities

Role	Responsibilities
Individual Subject teacher	<ul style="list-style-type: none"> ❖ Motivate students to submit their feedback ❖ Analysis and submission of feedback report to concerned Head of Departments (HODs)
Class Teacher	<ul style="list-style-type: none"> ❖ Motivate students to submit their feedback ❖ Collection of parents' feedback during PTM ❖ Collection of graduating student feedback (Only final semester) ❖ Analysis and submission of data to feedback coordinator
Alumni Coordinator	<ul style="list-style-type: none"> ❖ Collection of alumni's feedback during alumni meet every year ❖ Analysis and submission of data to feedback coordinator
Training & Placement Coordinator	<ul style="list-style-type: none"> ❖ Collect employer feedback during campus placement

Role	Responsibilities
	❖ Analysis and submission of data to feedback coordinator
Online Coordinator	❖ Release online portal for feedback submission during scheduled dates
Feedback coordinator	<ul style="list-style-type: none"> ❖ Preparation of template and formats for various activities and co-ordination of whole program. ❖ Collection of feedback analysis and scores from class teachers, coordinators and HODs ❖ Submission of analysis report to program committees and head of institution for review, recommendation and subsequent action

Feedback Collection Schedule

Type	Stakeholder	Schedule			
		During First Semester		During Second Semester	
		First Feedback	Second Feedback	Third Feedback	Fourth Feedback
Feedback on Teachers	Students	One week after First sessional exam	One week after Second sessional exam	One week after First sessional exam	One week after Second sessional exam
Graduating students' feedback	Final Year Students	Before Commencement of university examination for last semester			
Alumni's feedback	Alumni of JSSAHERM	During Alumni Day			
Employers' feedback	Employers for recruitment	During Campus Placement			
Parents' Feedback	Parents	During Parents-Teacher Meet			

Type	Stakeholder	Schedule
Teachers' Feedback	Teachers	Once, at the end of an Academic Year

Feedback Analysis

This mechanism involves the compilation of data collected from various stakeholders in the prescribed format to be submitted to the feedback coordinator as soft as well as hard copy. This task is to be carried out by the individual subject teachers through their respective HODs, class teachers and respective co-ordinators for the feedback collected by them. The format (excel sheet) for the same will be provided to the HODs by the feedback coordinator.

The feedback collected manually will be analysed by respective coordinators, subject teachers, or class teachers and the scores will be submitted to the respective HODs or feedback coordinator for compilation of data.

Feedback Review & Recommendations

On the basis of the feedback received from various stakeholders, the feedback coordinator will compile the final observations (includes departmental average and institutional average) and the same will be put forth for further action by the respective program committee.

Action Taken

On the basis of feedback review and recommendations given by the program committee, the final action/ resolution to be taken by head of the institution.

Appendices: A-G

APPENDIX A - Performance Based Appraisal System Form

Annual Self-Assessment for the Performance Based Appraisal System (PBAS)

Session/ Year (1st July to 30th June)

(To be completed and submitted at the end of each academic year)

PART A: GENERAL INFORMATION

Tick if applying for promotion (Unfilled/Incomplete forms will not be considered)

1.	Name (in Block Letters)	
2.	Department	
3.	Current designation & grade pay	
4.	Date of last promotion	
5.	If applying for promotion then mention duration of service in the current designation (Years & Months)	
6.	Address for correspondence (With Pincode)	
7.	Permanent address (with Pincode)	
8.	Telephone No.	
9.	Email ID (JSS AHER provided Email ID Only)	
10.	Whether acquired any degrees or fresh academic qualifications during the year	
11.	Medical/Dental/Pharmacy Education Course attended during the year (At least 7 days duration) with details of Name/Place/Duration/Sponsoring Agency	

PART B: ACADEMIC PERFORMANCE INDICATORS

(Please see detailed instructions of this PBAS Proforma before filling out this section)

CATEGORY I: TEACHING, LEARNING AND EVALUATION RELATED ACTIVITIES

- (i) Lectures, Seminar, Tutorials, Practicals, Contact Hour (give semester-wise details, where necessary)

Sl. No.	Course/Paper and year (eg. MBBS/BDS, etc.)	Level (eg. 1st Year)	Mode of teaching *	Hours allotted	% of classes taken as per documented record

*Lecture (L), Seminars (S), Tutorials (T), Practical (P), Contact Hours (C)

		API Score Claimed	API Score Awarded
(a)	Classes Taken-Average for the year (max 50 for 100% performance & Proportionate Score up to 60% performance, below which no score may be given)		
(b)	Teaching Load in excess of TEC norm (max score:10)		

- (ii) Reading/Instructional material consulted and additional knowledge resources provided to students.

Sr. No.	Course/Paper	Consulted	Prescribed	Additional Resource Provided
API Score based on preparation and imparting of knowledge/Instruction as per curriculum & syllabus enrichment by providing additional resource to Students (max. score: 20)				API Score Claimed
				API Score Awarded

(iii) Use of Participatory and Innovative Teaching-Learning Methodologies, Updating of Subject Content, Course Improvement etc.

S.No.	Short Description	API Score Claimed	API Score Awarded
	Total Score (Max. Score: 20)		

(iv) Examination Duties Assigned and Performed

S. No.	Type of Examination Duties	Duties Assigned	Extent to which carried out (%)	API Score Claimed	API Score Awarded
	Total Score (Max. 25)				

CATEGORY II: CO-CURRICULAR, EXTENSION, PROFESSIONAL DEVELOPMENT RELATED ACTIVITIES

Sl. No.	Type of Activity	Average Hrs/week	API Score Claimed	API Score Awarded
(i)	Extension, Co-curricular & Field based activities			
	Total (Max.: 20)			
(ii)	Contribution to Corporate Life and Management of the Institution	Yearly/Semester wise responsibility	API Score Claimed	API Score Awarded
	Total (Max.: 15)			
(iii)	Professional Development Activities		API Score Claimed	API Score Awarded

Sl. No.	Type of Activity	Average Hrs/week	API Score Claimed	API Score Awarded
	Total (Max.: 15)			
	Total Score (i + ii + iii) (Max: 25)			

Category III: Research & Academic Contributions*#

*Submit documentary evidence along with filled PBAS forms

#Please refer to publication policy of JSS AHERM

A. Published Papers in Journals

S.N.	Full Journal paper. (In format given below with author names in the order published. Eg: Amjit K. M & Chateerejee B, Optimisation of Cellular layout using Simulated Annealing, Int. J of Production Research, Vol 26 No.4, Dec 2009, pp 25-34)	ISSN/ ISBN No.	Whether peer-reviewed	Impact factor, if any	API Score Claimed	API Score Awarded
1						
2						
3						

Total API Score Claimed:

Total API Score Awarded:

B. (i) Articles/Chapters published in Books

S.N.	Full Articles/Chapters in books. (In format given below with author names in the order published. Eg: Benson, R, Crow P S & Stien R, <i>Benchmarking lessons in the process industries</i> , Chapt:Ed: May Amy, <i>Manufacturing Excellence</i> , 2 nd Edition, 1998 Haymarket Business Publications, London)	ISSN/ ISBN No.	Whether peer-reviewed	Publisher International /National /Regional	API Score Claimed	API Score Awarded
1						
2						
3						

Total API Score Claimed:

Total API Score Awarded:

B. (ii) Full Papers published in Conference Proceedings

S.N.	Full Papers in Conference proceedings. . (In format given below with author names in the order published. Eg: Bumstead, J and Cannons, K, <i>From 4PL to managed supply chain operations</i> , Procd. Int. Conf. on Supply Chain, NTU, Singapore, May 12-15, 2004, pp 18-25)	ISSN/ ISBN No.	Details of Conference International /National /Regional	API Score Claimed	API Score Awarded
1					
2					
3					

Total API Score Claimed:

Total API Score Awarded:

B. (iii) Books published as author or as editor

S.N.	Books Published. (Reference in the format given below with author names in the order published. Eg: Christopher, M and Peck, H (2003) <i>Marketing Logistics</i> , 2nd edition, Butterworth Heinemann, Oxford)	ISSN/ ISBN No.	International /National /Regional	Editor /Author	API Score Claimed	API Score Awarded
1						
2						
3						

Total API score Claimed:

Total API score awarded:

C. (i& ii). Ongoing /Completed Research projects and consultancies

S.N.	Title	Agency	Period	Principal Investigator or Co-PI	Grant/ Amount in (Rs Lakhs)	API Score Claimed	API Score Awarded

Total API score Claimed:

Total API score awarded:

C. (iii & iv) Completed Research outcomes: quality and outcomes

S.N.	Title	Agency	Period	Principal Investigator or Co-PI	Report Accepted/ Patent/ Technology transfered	API Score Claimed	API Score Awarded

Total API score Claimed:

Total API score awarded:

D. Research Guidance

S.N.	Number Enrolled	Thesis Submitted	Degree awarded	API Score Claimed	API Score Awarded
MD/MS/M. Phil/MPh/ MSc*					
Ph. D *					

***Note:** Attach List of Students with title of Thesis and year and names of Co-guides if any

Total API Score Claimed:

Total API Score Awarded:

E. (i) Training courses, teaching-learning-evaluation technology, faculty development programmes attended.

S.N.	Programme	Duration	Organized by	API Score

Total API score Claimed:

Total API score awarded:

E. (ii) Papers presented in Conferences, Seminars, Workshops, Symposia*

S.N.	Full Papers Presented. (In format given below with author names in the order published. Eg: Arun K P & Vidya CR, <i>Coordinating two level supply chains</i> , Int. Conf. on Supply Chain, IIT-KGP, Kharagpur, Dec 16-18, 2011)	ISSN/ ISBN No.	Details of Conference International /National /Regional	API Score Claimed	API Score Awarded
1					
2					

***Note:** Please see that for any conference paper published claim is not made for presentation also.

Total API score Claimed:

Total API score awarded:

E. (iii) Invited Lectures/ Refresher/Orientation course class and Chairmanships at National or International Conference/Seminars

Sl. No.	Details of event	Class/ Talk or Chair	International /National /Regional	API Score Claimed	API Score Awarded
1					
2					
3					
4					
5					

Total API score Claimed:

Total API score awarded:

OTHER RELEVANT INFORMATION

Please give details of any other significant contributions, awards etc. not mentioned earlier in this proforma.

Sl.No.	Details (Mention Year, Value etc., where relevant)

Declaration

I certify that the information provided is correct as per records available with the College/University and/or documents enclosed along with this filled in Proforma.

Place

Date

Name and Signature of the Faculty

FOR USE BY

Head of the Department

Specific Remarks:

Signature

VERIFIED AND COUNTERSIGNED

Principal/Vice-Principal/Dean

Remarks:

Place

Signature

Date:

(Office Stamp)

Instructions for Filling up Category –I, II & III of the PBAS Proforma

NOTE: Claim of points to be made only in one place for each activity.

Category I: Teaching, Learning and Evaluation Related Activities

Maximum Scores Allocated: 125

Minimum API Scores Required: 75

S. No.	Nature of Activity	Max. Score
(i) (a)	<p>Lectures, seminars, tutorials, practical, contact classes should be based on verifiable records which is the attendance sheet used by the teacher submitted to the office at the end of each semester along with the internal marks.</p> <p>No score should be assigned if a teacher has taken less than 60% of the assigned classes. University may give allowance for periods of leave where alternative teaching arrangements have been made. Assigned hours for classes=(hours available for taking classes based on timetable and teaching days available-classes lost for reasons other than due to the teacher concerned).</p> <p>Score to be given= ((Hours of classes taken/Assigned hours)*100-60)*1.25</p> <p>If Score as calculated above is negative zero score shall be given</p> <p>Maximum score of 50 if there is 100% performance</p>	50
(b)	If a teacher has taken classes exceeding TEC norms, then two points to be assigned for each extra hour of classes/week per semester or for every one credit additional per semester	10
(ii)	Imparting of knowledge/instruction as per curriculum with the prescribed material (Text book/Manual etc.), syllabus enrichment by providing additional resources to students. 2 points per paper taught with regularly used resources. 3 points per paper taught where additional resources were provided to students. 1 point per final project guided at Bachelor's/ master's level (100% compliance = 20 points)	20
(iii)	Use of participatory and innovative teaching-learning methodologies; updating of subject content, course improvement etc.	
	Updating of Course, design of curriculum, (5 points per single course)	10

S. No.	Nature of Activity	Max. Score
	Participatory & Innovative T/L Process with material for problem based learning, case studies, Group discussions etc. a) Interactive Courses : 5 points/each b) Participatory Learning modules : 5 points/each c) Case Studies : 5 points/each	10
	Use of ICT in T/L process with computer-aided methods like interactive panel/Multimedia/ Simulation/Software or Role Plays/Mind Mapping etc., (Use of anyone of these in addition to Power Point/Board : 5 points per course taught)	10
	Developing and imparting Remedial/Bridge Courses (each activity : 5 points/ set of material/course)	10
	Developing and imparting soft skills/communications skills/personality development course/ modules (each activity 5 points)	10
	Developing and imparting specialized teaching-learning programmes in Physical education, library; innovative compositions and creations in music, performing and visual arts and other traditional areas (each activity : 5 points)	10
	Organizing and conduction of popularization programmes/training courses in computer assisted teaching/web-based learning and e-library skills to students a) Workshop/Training course: 10 points each b) Popularization programmes: 5 points each	10
	Maximum Aggregate Limit	20
(iv)	Examination Related Work	
	College/University end semester/Annual Examination work as per duties, allotted. (invigilation – 2 points per duty taken, Evaluation of answer scripts – 5 points/subject/per exam; Question paper setting-3 points/ per subject/exam. 5 points per lab/Viva exam conducted as examiner.) (100% compliance = 25 points)	25
	Maximum Aggregate Limit B (iv)	25

Category II: Co-Curricular, Extension and Professional Development Related Activities.

Maximum Scores Allocated: 50

Minimum API Score Required: 15

S.No.	Nature of Activity	Max. Score
(i)	Extension and Co-curricular , Extension and Professional Development Related Activities	
	Institutional Co-curricular activities for students such as field studies/educational tours, industry-implant training, Placement etc (5 points each)	10
	Positions held/Leadership role played in organization linked with Extension Work and social service, Employment Bureau or any other similar activity at University level (each activity 10 points). Similar roles at college/Department level will get 3 points.	10
	Students and Staff Related Socio Cultural and Sports Programmes, Campus publications (departmental level 2 points, Institutional level 5 points)	10
	Community work such as values of National Integration, Environment democracy, socialism, Human Rights, peace, scientific temper; flood or, drought relief, etc. (5 points)	10
	Maximum Aggregate Limit	20
(ii)	Contribution to Corporate Life and Management of the Institution	
	Contribution to Corporate life in Universities/colleges through popular lectures, subject related events, articles in college magazine and University volumes (2 point each)	10
	Institutional Governance responsibilities like Member of BoM/ Academic Council, Registrar, Controller of Examinations, Dean, Chief Warden , IQAC Coordinator, Principal (15 points each)	15
	Departmental level Administrative responsibilities, Head of Dept, Director of School (10 points each) Chief superintendent of exams, Placement Co-ordinator (5 points each) Dept. Council secretary, Member BOS, Member of faculty (3 points, Member passing board- 2 points)	10

S.No.	Nature of Activity	Max. Score
	Responsibility for, or participation in committees for Students Welfare, Counseling and Discipline (3 points each), Batch co-ordinator-2 points.	10
	Organization of Conference/Refresher/ Training as Chairman/Organizational Secretary/Treasurer: (a) International (10 points) National/regional (5 points) (b) As member of the organizing committee (1 point each)	10
	Maximum Aggregate Limit	15
(iii)	Professional Development Related Activities	
	Membership in profession related committees at international and national level a) At international level : 5 points each b) At national level : 3 points each	10
	Participation in subject associations, conferences, seminars without paper presentation (each activity : 2 points)	10
	Participation in short term training courses less than one week duration in educational technology, curriculum development, professional development, Examination reforms, Institutional governance (each activity : 5 points)	10
	Membership/participation in International/National Bodies/Other University Bodies Committees on Education, Research and National Development (5 points each)	10
	Publication of articles in newspapers, magazines or other publications (not covered in category III); radio talks; television programmes (1 point each)	10
	Maximum Aggregate Limit	15

Note: For the above Activities wherever activities jointly conducted Principal organizer gets 70% points, Co-organizers share the remaining 30% points from total points allocable if activity performed by a single person.

CATEGORY –III: RESEARCH AND ACADEMIC CONTRIBUTIONS

Brief Explanation: Based on the teacher’s self-assessment, API Scores are proposed for research and academic contributions. The minimum API score required by teachers from this category is different for different levels of promotion and between university and colleges. The self-assessment score will be based on verifiable criteria and will be finalized by the screening/selection committee.

S.N.	APIs	Faculty of Health Sciences / Life Sciences	Faculty of Management Studies	Max. points for University and college teacher position
III(A)	Research Papers (Published in Journals)	Refereed Journals*	Refereed Journals*	15 / Publication
		Non-refereed but recognized and reputable journals and periodicals, having ISBN/ISSN numbers	Non-refereed but recognized and reputable journals and periodicals, having ISBN/ISSN numbers	10 / Publication
		Conference proceedings as full papers, etc. (Abstracts not to be included)	Conference proceedings as full papers, etc. (Abstracts not to be included)	10 / Publication
III (B)	Research Publications (books, chapters in books, other than refereed journal articles)	Text or Reference Books Published by International Publishers with an established peer review system.	Text or Reference Books Published by International Publishers with an established peer review system.	50/book; 10 /chapter in an edited book
		Subjects Books by International / National level publishers with ISBN/ISSN numbers	Subjects Books by International / National level publishers with ISBN/ISSN numbers	25/Book, and 5 / chapter in edited book
		Subject Books by Other local publishers with ISBN/ISSN numbers	Subject Books by Other local publishers with ISBN/ISSN numbers	15 /Book, and 3 / chapter in edited book
		Chapters contributed to edited knowledge based volumes published by International Publisher	Chapters contributed to edited knowledge based volumes published by International Publisher	10 / Chapter
		Chapters in knowledge based Volumes by International/National level publishers with ISBN/ISSN numbers and with numbers of national	Chapters in knowledge based Volumes by International /National level publishers with ISBN/ISSN numbers and with numbers of national and	5 / Chapter

S.N.	APIs	Faculty of Health Sciences / Life Sciences	Faculty of Management Studies	Max. points for University and college teacher position
		and international directories	international directories	
III C	Research Projects			
III C (i)	Sponsored Projects carried out/ ongoing	a) Major Projects amount mobilized with grants above 30.0 lakhs	Major Projects amount mobilized with grants above 5.0 lakhs	20 / each Project
		b) Major Projects amount mobilized with grants above 5.0 lakhs up to 30.0 lakhs	Major Projects amount mobilized with minimum of Rs.3.00 lakhs up to Rs.5.00 lakhs	15 / each Project
		c) Minor Projects (Amount mobilized with grants above Rs. 50,000 up to Rs. 5 lakh)	Minor Projects (Amount mobilized with grants above Rs. 25,000 up to Rs. 3 lakh)	10 / each Project
III C (ii)	Consultancy Projects carried out / ongoing	Amount mobilized with minimum of Rs.10.00 lakh	Amount mobilized with minimum of Rs.2.00 lakhs	10 points per every Rs.10.0 lakhs and Rs.2.0 lakhs, respectively

III C (iii)	Completed projects : Quality Evaluation	Completed Project Report (Acceptance from funding agency)	Completed project report (Accepted by funding agency)	20 / each major project and 10 / each minor project not covered in anywhere else
III C (iv)	Projects Outcome/Outputs	Patent/Technology transfer/ Product Process	Major Policy document of Govt. Bodies at Central and State level	25/ each national level output or patent. 40/each for international level output
III D	Research Guidance			
III D (i)	Masters Program	Degree Awarded only	Degree Awarded only	3 Points for each

				candidate
III D (ii)	Ph.D	Degree Awarded only	Degree Awarded only	10 Points for each candidate
		Thesis submitted	Thesis submitted	7 Points for each candidate
III E	TRAINING COURSES AND CONFERENCE / SEMINAR / WORKSHOP PAPERS Attended			
III E(i)	Refresher courses, Methodology workshops, Training, Teaching-Learning-Evaluation Technology Programmes, Soft skills development Programmes, Faculty Development Programmes (Max: 30 points)	(a) Not less than two weeks duration	(a) Not less than two weeks duration	20 points each
		(b) One week duration	(b) One week duration	10 points each
III E (ii)	Papers in Conference/ Seminars/ workshops etc. **	Participation and Presentation of research papers (oral/poster) in	Participation and Presentation of research papers (oral/poster) in	
		a) International Conference	a) International Conference	10 Points each
		b) National	b) National	7.5 Points each
		d) Local-Institution level	d) Local- Institution level	3 Points each
III E (iii)	Invited lectures or presentations for conferences/ symposia or talks in refresher courses	(a) International	(a) International	10 Points each
		(b) National Level	(b) National Level	5 Points each

Note: **1.** For Publications and paper presentations involving multiple authors, API calculations would be as given: From 1 to 3 Authors: 100% credit for each author. For 4 and above Authors: 60% credit for first & Corresponding author and 40% credit divided amongst others. Wherever relevant to any specific discipline, the API score for paper in refereed journal would be augmented as follows: (i) indexed journals – by 5 points; (ii) papers with impact factor between 1 and 2 by 10 points; (iii) papers with

impact factor between 2 and 5 by 15 points; (iv) papers with impact factor above 5 by 25 points.

(Impact Factor awarded by only Thomson Reuters Scientific to be considered)

2. For Thesis Guidance, Projects and Consultancy involving multiple persons in Investigator role, API calculations would be as given: *Principal Investigator or Guide gets 60% of the points, Co-investigators or co-guides share the remaining 40% of the points.*

3. If a paper presented in Conference/Seminar is published in the form of Proceedings, the points would accrue for the publication (III (A)) and not under presentation (III(E)(ii)).

E (IV). SUMMARY OF API SCORES

Sl. No.	Criteria	Last Academic Year	Total - API Score for Assessment Period	Annual Av. API Score for Assessment Period
I	Teaching, Learning and Evaluation related activities			
II	Co-curricular, Extension, Professional development, etc			
	Total I + II			
III	Research and Academic Contribution			

PART C: COMMENTS FROM REVIEW COMMITTEE:

Sl.No.	Activity	Assessment		
		Excellent	Satisfactory	unsatisfactory
1.	Academic activities	Excellent	Satisfactory	unsatisfactory
2.	Co-curricular activities	Excellent	Satisfactory	unsatisfactory
3.	Research activities	Excellent	Satisfactory	unsatisfactory

Any other comments:

Signature

For office use

Information communicated	
Action taken	
Sent to JSS AHERM (Record)	

APPENDIX B – STUDENT'S FEEDBACK

To be filled in by each student for each theory/practical subject attended during the current semester. You should give your honest and unbiased assessment. Your identity will remain undisclosed.

Name of the Professor/Lecturer/ _____

Department __

Name of Subject _____

Semester _____ Year _____

Please tick your assessment as appropriate.

SI. No.	Areas/ Items	Unsatisfactory	Average	Good	Very Good	Excellent
a.	Knowledge related to the subject					
b.	Delivery of lecture or demonstration for practical					
c.	Discipline, Decorum and control over class/practical batch					
d.	Interaction with students in classroom/laboratory/ staff room					
e.	Audibility of voice in classroom/ laboratory					
f.	Explanation and emphasis on important points in classroom/ laboratory					
g.	Clarity of board work classroom/ laboratory					
h.	Practical examples/projects/ability					

Sl. No.	Areas/ Items	Unsatisfactory	Average	Good	Very Good	Excellent
	to make lecture interesting					
i.	Review of past university question paper/viva- voce for practical					
j.	Evaluation of internals assessment/home assignment/ lab records					
k.	Attitude towards students in classroom/laboratories					
l.	Opinion about faculty language					
m.	Information beyond syllabus for more learning					
n.	Subject notes or learning materials provided					
o.	Motivation for conferences/ seminars/trainings/place ment/projects/ study etc.,					
p.	Coverage of syllabus					

APPENDIX C - GRADUATING STUDENT'S FEEDBACK

Section I: Professional Competencies/Program Outcomes

Please indicate the degree in which you agree or disagree with whether your curriculum prepared you for each of the listed professional competencies/outcomes. The Program prepared me to...

SI No.	Questions	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
1	Acquire knowledge of Life/Health sciences or management studies					
2	Demonstrate effective planning and implement plans within time frame.					
3	To analyze and interpret data					
4	To use current techniques, skills, and modern tools					
5	Function effectively individually and in a team, including diverse and multidisciplinary, to accomplish a task.					
6	Understand contemporary issues relating to pharmacy profession and challenges ahead.					
7	Be aware of ethical and professional responsibilities					
8	Possess the necessary interpersonal and communication skills to be a productive member of the team in work environment.					
9	Understand and appreciate the role in healthcare					

SI No.	Questions	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
	services/research					
10	Understanding of professional, legal, security and social issues and responsibilities					
11	Have strong background and motivation to pursue life-long learning					

Section II: Curriculum

The following statements refer to the curriculum at your college and/or your experiences with the curriculum. Please indicate the degree to which you agree or disagree with each statement.

Sl. No.	Questions	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
1	The sequence of courses was appropriate to build my knowledge and skill					
2	I developed the skills needed to prepare me for continued learning after my graduation					
3	I was provided opportunities to engage in active learning (e.g., laboratories, student portfolios, problem-based learning, in-class activities)					
4	I was encouraged to ask questions in class.					
5	Course loads were reasonable.					
6	The program included opportunities to develop professional attitudes, ethics and behaviours.					

Section III: Student Services

Please indicate the degree in which you agree or disagree with the following statements regarding student services.

Sl. No.	Questions	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
1	Academic advising by mentor helped me.					
2	Program coordinator/ class teacher met the intended responsibilities					
3	Career planning and guidance met my needs.					
4	Tutoring services met my needs.					

Section IV: The Student Experience

Please consider each of the following statements with regard to your experience as a student of the college. Please indicate the degree to which you agree or disagree with each statement.

Sl. No.	Questions	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
1	The college provided timely information about news, events and important matters within the institution.					
2	Information was made available to me about additional educational opportunities					
3	The institution's administration responded to problems and issues of concern to the student.					
4	I was aware of the process for raising issues with the administration.					
5	I was aware that student representatives served on various committees					
6	The institution is welcoming to students with diverse backgrounds.					
7	The admissions process of the institution was well organized.					
8	The institution had a student body that effectively communicated student opinions and perspectives to the					

Sl. No.	Questions	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
	faculty or administration.					
9	The institution made use of a variety of means (e.g. course evaluations, student surveys, focus groups, meetings with administrative leaders) to obtain student perspectives on curriculum, student services, faculty/student relationships and other aspects of the program.					
10	Faculty, administrators and staff were committed to serving as positive role models for students					
11	I was aware of expected behaviors with respect to professional and academic conduct.					
12	The institution effectively managed academic misconduct by students.					
13	The institution effectively managed professional misconduct by students.					
14	The institution's faculty and administration encouraged me to participate in regional, state or national scientific meetings.					
15	The institution was supportive of student professional					

Sl. No.	Questions	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
	organizations.					
16	I was aware of opportunities to participate in research activities with faculty.					

Section VI: Facilities and Educational Resources

The following statements refer to facilities, experiential sites and educational resources. Please indicate the degree to which you agree or disagree with each statement.

Sl. No.	Questions	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
1	My campus learning environment was safe.					
2	The computer and other information technology resources provided by the institution and/or elsewhere on campus were conducive to learning.					
3	The online services supported my active learning					
4	The classrooms in the institution were conducive to learning.					
5	The laboratories and other non-classroom environments were conducive to learning.					
6	The study areas in the institution or elsewhere on campus were conducive to learning.					
7	The common and other amenities available in the institution or nearby areas met my needs					
8	On-campus access to educational resources (e.g., library, electronic data bases) were conducive to learning.					

Section VII: Overall Impressions

These statements refer to your overall impressions of the institution and the profession of pharmacy. Please indicate the degree to which you agree or disagree with each statement.

Sl. No .	Questions	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
1	I am prepared to enter Pharmacy/Life Sciences/Management profession (academics/Industry/Hospitals)					
2	If I were starting my institution career over again I would choose to study Pharmacy/Life Sciences/Management profession.					
3	If I were starting my Pharmacy/Life Sciences/Management program over again I would choose the same institution. (If you select disagree or strongly disagree please indicate the reason why in the comment box at the end of this section.)					
4	I would recommend a career in Pharmacy/Life Sciences/Management profession to a friend or relative.					

Note: Scale of Rating

Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
5	4	3	2	1

Name of the student

Year of study

Signature & Date

APPENDIX D – ALUMNI’S FEEDBACK

The purpose of the feedback is to obtain the input from the alumni on the quality of the graduates at JSS Academy of Higher Education and Research, Mauritius and to assess the extent of attainment of the programme outcomes. Your response as an esteemed alumnus in this regard is valuable for our continuous improvement.

From your experience, please rate the degree to which JSS Academy of Higher Education and Research, Mauritius prepared you as a graduate to achieve the indicated Programme outcomes. Please use the indicated scale to give your opinion.

Section I: Professional Competencies/Program Outcomes

Please indicate the degree in which you agree or disagree with whether your curriculum prepared you for each of the listed professional competencies/outcomes. The Program prepared me to...

Sl no.	Questions	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
1	Acquire knowledge of Pharmacy/Life Sciences/Management studies					
2	Demonstrate effective planning and implement plans within time frame.					
3	To analyze and interpret data					
4	To use current techniques, skills, and modern tools					
5	Function effectively individually and in a team, including diverse and multidisciplinary, to accomplish a task.					
6	Understand contemporary issues relating to Pharmacy/Life Sciences/Management profession and challenges ahead.					
7	Be aware of ethical and professional					

Sl no.	Questions	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
	responsibilities					
8	Possess the necessary interpersonal and communication skills to be a productive member of the team in work environment.					
9	Understand and appreciate the role of pharmacist in healthcare services/research					
10	Understanding of professional, legal, security and social issues and responsibilities					
11	Have strong background and motivation to pursue life-long learning					

Section II: Overall Impressions

These statements refer to your overall impressions of the institution and the profession of pharmacy. Please indicate the degree to which you agree or disagree with each statement.

Sl. No.	Questions	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
1	If I were starting my Pharmacy/Life Sciences/Management program over again I would choose the same institution. (If you select disagree or strongly disagree please indicate the reason why in the comment box at the end of this section.)					
2	I would recommend a career in Pharmacy/Life Sciences/Management to a friend or relative.					

Name of the Alumni & Present affiliation

The course and year completed

Signature & Date

APPENDIX E – EMPLOYER'S FEEDBACK

The purpose of the feedback is to obtain the employers input on the quality of the graduates at JSS Academy of Higher Education and Research, Mauritius and to assess the extent of attainment of the programme outcomes. Your response as an esteemed employer in this regard is valuable for our continuous improvement.

From your experience with the graduates from JSS Academy of Higher Education and Research, Mauritius please rate the degree to which these graduates achieved the indicated Programme outcomes. The outcomes are expected to be normally achieved in a period of 2-3 years after graduation. Please use the indicated scale to give your opinion.

Professional Competencies/Program Outcomes

Sl.No.	The programme offered at JSS AHER, Mauritius prepared the graduates to	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
		5	4	3	2	1
1	acquire knowledge of Pharmacy/Life Sciences/Management					
2	demonstrate effective planning and implement plans within time frame.					
3	to analyze and interpret data					
4	to use current techniques, skills, and modern tools					
5	function effectively individually and in a team, including diverse and multidisciplinary, to accomplish a task.					
6	understand contemporary issues relating to pharmacy profession and challenges ahead.					
7	be aware of ethical and professional responsibilities					

Sl.No.	The programme offered at JSS AHER, Mauritius prepared the	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
8	possess the necessary interpersonal and communication skills to be a productive member of the team in work environment.					
9	understand and appreciate the role of pharmacist in healthcare services/research					
10	understanding of professional, legal, security and social issues and responsibilities					
11	have strong background and motivation to pursue life-long learning					

Overall Impressions/Suggestions for improvement

Name & Designation

Organisation

Signature & Date

APPENDIX F - PARENT'S FEEDBACK

The purpose of the feedback is to obtain the input from the parents on the quality of the education and services provided at JSS Academy of Higher Education and Research, Mauritius and to assess institutional performance and overall satisfaction related to the academic and professional growth of your ward. Your response as an esteemed parent in this regard is valuable for our continuous improvement.

***Please tick mark (✓) the appropriate response.**

S. No.	Questions	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
		5	4	3	2	1
1	The campus learning environment is safe.					
2	The facilities and learning resources available in institute is adequate enough to provide necessary learning at individual level.					
3	The institute provided necessary facilities to promote overall development of my ward through co-curricular and extracurricular activities.					
4	The necessary information related to the progress of my ward was made available, routinely.					
5	Academic and administrative staff is cordial and provided all necessary information well in advance.					
6	I am satisfied with the hostel and mess facility available in the institute.					
7	I can observe the positive changes in personality of					

S. No.	Questions	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
	my ward related to professional competencies.					
8	I am aware of the existence of grievance redressal cell and anti-ragging committee.					
9	I would recommend a career in pharmacy to a friend or relative.					
10	I would recommend JSS AHER, Mauritius to a friend or relative looking for admission of their ward.					

Overall Impressions/Suggestions for improvement.....

APPENDIX G - TEACHER'S FEEDBACK

The purpose of the feedback is to obtain the teacher's input on the overall educational environment prevalent in JSS AHER, Mauritius. This feedback will specifically target the inputs of teachers on curriculum design, assessment patterns, research policies, HR policies and overall working environment. Your response as an esteemed teacher in this regard is valuable for our continuous improvement.

*Please tick mark (✓) the appropriate response.

S. No.	Questions	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
		5	4	3	2	1
1	The design of curriculum is appropriate to cover all relevant topics for the assigned subject.					
2	The facilities and learning resources available in institute is adequate for effective teaching.					
3	I am satisfied with the assessment practices adopted by the institution for measuring student's performance.					
4	The institute provides enough opportunities for personal and professional growth.					
5	Academic and administrative staff is cordial and provided all necessary information well in advance.					
6	The institute provides enough opportunities and encouragement for pursuing research related activities.					

S. No.	Questions	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
		5	4	3	2	1
7	A transparent PBAS based increment and career advancement system is prevalent in the institution.					
8	I am aware of the existence of governing bodies for grievance redressal and prevention of women-harassment.					
9	I find job security and feel happy with existing HR policies prevalent in institution.					
10	I am satisfied with the overall working environment and practices followed in this institution.					

Overall Impressions/Suggestions for improvement.....

