



MONITORING AND EVALUATION FRAMEWORK AND MONITORING TOOLS FOR ACADEMIC PROGRAMS

2021

Khesar Gyalpo University of Medical Sciences of Bhutan

Published by:

Academic Program Unit

Office of the President

Khesar Gyalpo University of Medical Sciences of Bhutan

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Website: www.kgumsb.edu.bt

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the President, Khesar Gyalpo University of Medical Sciences of Bhutan

ACKNOWLEDGEMENT

Khesar Gyalpo University of Medical Sciences of Bhutan (KGUMSB) would like to acknowledge the Chair and esteemed members of Academic Board of the University for reviewing and approving the Monitoring and Evaluation Framework and Monitoring Tools Academic Programs 2021. The University would also like to acknowledge the contributions made by the following officials and education professionals to the development of this document.

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BACKGROUND

The Khesar Gyalpo University of Medical Sciences of Bhutan (KGUMSB) was established in 2013 as per the University of Medical Sciences Act of Bhutan 2012. The University has three constituent faculties – Faculty of Traditional Medicine, Faculty of Nursing and Public Health, and Faculty of Postgraduate Medicine, and three affiliated institutes – Faculty of Health Sciences, Royal Thimphu College, Arura Academy of Health Sciences, and Apollo Bhutan Institute of Nursing.

The University is mandated to provide quality medical education in Bhutan to address human resource requirements through the training of healthcare workforce such as short and long-term trainings.

Since its inception, the University continuously strives to ensure quality of medical and health education. University also emphasizes on better networking and enhancing the collaboration with national, regional, and international partners to ensure that the curriculum is relevant and sensitive to the health needs of the Bhutanese community.

Although different institutes at the university implements their own monitoring and evaluation (M & E) for academic programs, there is a need to develop standard framework, which can be implemented uniformly across the University to enhance the delivery of quality education.

GOAL(S)

This framework aims to establish a robust M & E mechanism to improve the quality of medical and health education at the University.

OBJECTIVES

- To standardize various tools and processes for M & E;
- To ensure uniform implementation of M & E standards;
- To track program implementation and outputs systematically;

- To assess program achievements;
- To ensure continuous quality improvement of the programs;
and
- To delegate the roles of stakeholders in M & E.

FRAMEWORK FOR MONITORING AND EVALUATION OF ACADEMIC PROGRAMS

Framework for M & E of Academic Programs is a systematic and thorough process for assessing the performance of academic programs and enabling it to provide quality education in the faculties and institutes under KGUMSB. The framework presents outline of the critical areas of institutional development and performance that can be assessed objectively. The M & E process as outlined in this framework will assess academic programs based on a set of seven standards. Each standard has key areas and indicators that are significant, relevant, measurable and achievable.

The seven standards are:

1. Curriculum design and review;
2. Teaching, learning and assessment;
3. Teaching faculty;
4. Research, publication and linkages;
5. Infrastructure and learning resources;
6. Student progress and support system;
7. Governance.

Standard	Areas	Indicators	Means of Verification	Frequency	Responsible Stakeholder
1 Curriculum Development and Review	1.1. Curriculum Development and Development	Committee for curriculum development and review in place with defined SOP.	- Minutes of the meeting - Review records	Annually	Deputy Dean, Academic Affairs
	1.2. Curriculum Evaluation and Review	- Number of validated curriculum in place. - Number of curriculum reviewed and revised.	Review records	Annually	
	1.3. Academic and Program Diversification	- Number of diverse programs offered. - Availability of elective options for students. - Provision for credit transfer system in place.	- Documents review of programs offered - MoU/ Review records		
2 Teaching, Learning and	2.1. Teaching and learning process	- Academic plan in place: - Semester plan; - Module plan; and	Documents review of academic plan	Biannually	Program Leader/ Course

Assessment		iii. Lesson plan. • Varieties of teaching methodologies: i. Work place-based teaching and learning; ii. Structured clinical teaching (inpatient and OPD); iii. Blended teaching and learning; and iv. Mentorship.	• Clinical log book • Portfolio • Reflective journal • Assignments.		Coordinator
	2.2. Semester Feedback System	• Availability of documented records of feedback on teaching and learning compiled, analyzed and disseminated.	• Student feedback records		ADM/HR/ IT
	2.3. Peer evaluation practice	• Percentage of teaching faculty who practiced peer evaluation.	• Observation records		Program Leader/ Course Coordinator
	2.4. Assessment Process	• Assessment system adopted/implemented as	• Review records	Biannually	Deputy Dean,

	2.5. Continuous Assessment 2.6. Summative Assessment 2.7. Thesis Project	outlined in policies/regulations. • Number of teaching faculties using more than one mode of continuous assessment. • Number of modules with moderated question papers. • Availability of thesis guideline. • Availability of thesis committee.	• Review of ongoing and summative assessment • Review records		AA
3 Teaching Faculty	3.1. Continuous professional development (CPD) for faculties	• Percentage of teaching faculty trained in pedagogy and academic related CPD in past one year.	Review records Date-base	Annually	Dean
	3.2. Quality Human Resource	• Number of teaching faculties with relevant qualification and experience.	Staff portfolio		ADM/HR Officer

	3.3. Faculty availability	- Percentage of teaching faculty available in each department in past six months. - Number of modules taught by each teaching faculty.	Class Attendance register Semester Plan Module Plan		Program Leader/ Course Coordinator
	3.4. Academic Meetings	- Number of academic related meetings conducted. - Percentage of teaching faculties attended each academic related meeting.	Minutes of meeting	Biannually	Dean
	3.5. Recognition and Reward	Number of teaching faculties receiving recognitions and awards.	Review records	Annually	
4 Research, Publication and Linkages	4.1. Research Culture	- Clear research policy in place. - Availability of research fund. - Number of teaching	Review records	Annually	Dean

		faculties trained in research. • Number of teaching faculties and students conducted research.			
	4.2. Research and Publications	• Number of teaching faculties and students' research work published in peer reviewed journals. • Number of peer reviewed books and book chapters published. • Number of research outputs presented at the conferences and published as conference proceedings. • Database for research activities maintained.			Deputy Dean, AA

	4.3. Consultancy and Extension Services	• Consultancy policy document in place. • Availability of database for consultancy services. • Revenue generated from consultancy services. • Percentage of time spent by the teaching faculty for consultancy services.	Review records		Dean
	4.4. Collaborations and Linkages	• Number of student/faculty exchange programmes carried out. • Number of MoUs signed with relevant organizations. • Number of activities carried out through collaborations and membership.			

5 Infrastructure and Learning Resources	5.1. Academic infrastructure	Availability of adequate teaching and learning facilities as per the BMHC requirements.	Physical verification	Annually	Dean
	5.2. Teaching Learning Materials	• Availability of reading materials as per the prescribed curriculum. • Availability of ICT learning materials.	Review records and physical verification		Dean
6 Student Progress and Support System	6.1. Student progression	• Completion rate at the end of the program. • Attrition rate during the program. • Number of students recognized and rewarded.	Review records	Biannually	Deputy Dean, SA
	6.2. Student Academic Support System	• Number of remedial/coaching sessions provided.		Biannually	

		• Number of students provided with counselling services when required. • Percentage of students happy/satisfied with the academic programs.			
7 Governance	7.1. Relevant policies and regulations instituted	• Availability of Condition of Services (COS), academic policies and regulations with clear organizational structure and mandate. • Percentage of teaching faculties and staff aware of the COS, academic polices and regulations.	Review records of the existing policies	Annually	Registrar / Dean

	7.2. Quality assurance mechanism	• Quality assurance mechanism in place. • Annual Monitoring Report system in place.	Documents review	Annually	
		• Percentage of teaching faculties satisfied and happy	Satisfaction survey Documents review		
	7.3. Resource support	• % of total budget allocated for academic activities (Example, curriculum, CPD, assessment) • % of total budget allocated for monitoring of academic programs.			

ROLES AND RESPONSIBILITIES

1. Faculty and Institutes

The head of institutes shall be responsible to ensure all relevant officials and departments comply with the requirements mentioned in this document.

In addition, the institutes shall ensure that all units maintain all the quality documents and records, which would aid the monitoring and evaluation team from the office of the Registrar of the university.

2. Office of the Registrar

The office of the Registrar at the University shall be responsible in conducting the M & E. The M & E team shall be constituted by the Office of the registrar as per the need. The team shall function as per the ToR and function in close coordination with the Dean's office of the respective institute.

3. Frequency of M & E

The M & E shall be conducted biannually or annually or as and when required.

4. M & E Report

- 4.1. The M & E team shall compile the report and present to the management of the concerned institute on the last day of the M & E.
- 4.2. A copy of the report shall be submitted to the Registrar.

- 4.3. Institute shall submit the conformity report within the given deadline to the Registrar for review and non-conformity issues shall be forwarded to the Academic Board Meeting for necessary action.
- 4.4. The head of the institute shall be accountable for compliance of the M & E recommendations.

Tools for Monitoring Academic Programs

Checklist

Direction:

Assess and put tick (✓) in the appropriate column.

Date of Assessment:

Name of the institute/college:

Address:

Sl. No.	Items	Frequency/ Who	Yes	No	Comments / Evidence
Curriculum Design and Review					
1	Is there a committee for design and review of the curriculum?	Annually by AA			
2	Is the curriculum for all the programs validated? <i>Annexure I: List of Programs Offered.</i>	Annually by AA			
3	Are there elective options (module/program) available for students, if applicable?	Annually by AA			
4	Is there a system of credit transfer with other institution?	Annually by AA			
Teaching, Learning and Assessment					

1	Is there a semester plan in place?	Semesterly by AA			
	Is there a module plan in place?	Semesterly by PL/CC			
2	Is there a lesson plan in place? <i>Annexure II: Lesson Plan Format</i>	Semesterly by TF			
3	Which of the following teaching learning (TL) methodologies are commonly used by each teaching faculty? (<i>tick where relevant</i>):				
3.1	• Blended TL approaches	Semesterly by TF			
3.2	• VLE				
3.3	• Flip classroom				
3.4	• Journal clubs				
3.5	• Tutorial				
3.6	• Problem/Cas e Based Learning				
3.7	• Self-directed learning				
3.8	• Mentorship				
3.9	• Any others (<i>specify</i>):				

4	Are there documented evidences of students' feedback for all faculties maintained? <i>Annexure III: Student Feedback Form</i>	Semesterly by ADM/ HR/ IT			
5	Are there documented evidences of peer evaluation (observation) maintained by each teaching faculty? (at least one peer observation) <i>Annexure IV: Peer Observation Form</i>	Semesterly by TF			
6	Which of the following formative assessment methodologies are commonly used by each teaching faculty? (<i>tick where relevant</i>):				
6.1	Work Placed Based Assessment (WPBA)	Semesterly by TF			
6.2	Direct Observation Procedural Skills (DOPS)				
6.3	360-degree feedback				
6.4	Mini Cex				
6.5	Any others				

	(specify):				
7	Which of the following continuous assessment methodologies are commonly used by each teaching faculty? (tick where relevant):				
7.1	• Portfolios	Semesterly by TF			
7.2	• Reflective journals				
7.3	• Clinical log book				
7.4	• Signing out				
7.5	• Practical record books				
7.6	• Assignments /Projects				
7.7	• Quiz				
7.8	• Proposal writing				
7.9	• Class test				
7.10	• Any others (specify):				
8	Is there moderation of question items for each module?	Semesterly by AA			
9	Are blue prints used for preparing questions in each	Semesterly by AA			

	module?				
10	Is there marking scheme for every question for each module?	Semesterly by AA			
11	Are there evidences of item analysis conducted by faculties for the module they teach?	Semesterly by AA/TF			
13	Is there standard guideline for thesis?	Annually by AA			
14	Is there committee for thesis?	Annually by AA			
15	Is there system of proposal evaluation by the committee for thesis?	Annually by AA			
16	Is there identified thesis supervisor/mentor and co-supervisor for each student?	Annually by AA			
Teaching Faculty					
1	Are there teaching faculties with the following qualifications? (Regular/Core/Adjunct)				Number
1.1	• PhDs	Annually by			

1.2	• Masters	Dean			
1.3	• Bachelors				
1.4	• Others (specify)				
2	Are there adequate number of teaching faculties as per the BMHC requirement?				
2.1	• Regular	Annually by Dean			
2.2	• Core				
2.3	• Adjunct				
2.4	• Visiting				
3	Are there teaching faculties certified in basic pedagogy? • <i>Annexure V: CPD statement of faculties</i>	Annually by Dean			
4	Did the faculties attend refresher's pedagogy training in past one year? <i>Annexure V: CPD statement of faculties</i>	Annually by Dean			
5	Is there record of the teaching faculties who attended continuous professional development (CPD)	Annually by Dean			

	training in the past one year? • <i>Annexure V: CPD statement of faculties.</i>				
6	Is there monitoring system for faculty availability? <i>Annexure VI: Faculty Availability Record</i>	Semesterly by Dean			
7	Is there documented record of semester module distribution as per academic regulation?	Semesterly by Dean			
8	Are there documented records of teaching faculties involved in the following academic meetings? <i>(tick where relevant)</i>				
8.1	• General staff meeting	Annually by Dean			
8.2	• Academic Committee Meeting				
8.3	• Board of Examination Meeting				
8.4	• Clinical meeting				
8.5	• Mortality				

	Meeting, if applicable				
8.6	Senior Management Team/Faculty HRC				
8.7	Quality assurance meeting				
9	Is there system for award and recognition of teaching faculties?	Annually by Dean			
Research, Publication, and Linkages					
1	Is there clear research policies in place?	Annually by Dean			
2	Is there a research committee in place?	Annually by AA	AA		
3	Is there a dedicated fund allocated for research?	Annually by Dean			
5	Did the institute receive research grant(s) from external funding in the past one year?	Annually by Dean			
6	Are the teaching faculties trained in research and its related activities?	Annually by Dean			

	<i>Annexure V: CPD statement of faculties</i>				
7	Did the teaching faculties and students conduct research?	Annually by Dean			
8	Did the institute organize research events in past one year? (conferences, seminars, workshops, training programmes, etc.)	Annually by Dean			If yes, list.
9	Did faculty publish in the form of monographs, peer reviewed books, books edited and book chapters in the last one year? <i>Annexure VIII: (List of Publications by Faculty)</i>	Annually by Dean			
10	Did the faculties present papers in national and international conferences? <i>Annexure VIII: (List of Publications by Faculty)</i>	Annually by Dean			

11	Is there a research database maintained for (in?) the institute?	Annually by Dean			
12	Is there consultancy policy document in place?	Annually by MECRIT			
13	Did the institute provide any major consultancy services in the past one year?	Annually by Dean		.	If yes, list
14	Did the institute generate any revenue from consultancy services in the past one year?	Annually by Dean			If yes, mention amount
15	Is there student exchange program in place?	Annually by Dean			
16	Are there formal collaborations, partnership/ linkages with other institutions? (e.g. MoU, MoA, MoC, other documentary evidence, etc.).	Annually by Dean			If yes, list
17	Are the established collaboration/partners	Annually by Dean			

	hip/linkages active?				
	Infrastructure and Learning Resources				
1	Is there adequate academic infrastructure?				
1.1	Lecture halls	Semesterly by Dean			
1.2	Classroom/Tutorial/Discussion Rooms				
1.3	skill laboratory				
1.4	Spacious library				
1.5	Any others (<i>specify</i>):				
2	Is there adequate Teaching and Learning Resources?				
2.1	LCD Projector	Annually by Dean			
2.2	Smart board				
2.3	AV Aids				
2.4	Models				
2.5	Computers				
2.6	e-learning resources				
2.7	Reliable internet and Wi-Fi facilities				
2.8	text books/reference books				
2.9	Any others (<i>specify</i>):				

	Student Progress and Support System				
1	Is there documented information for student completion and attrition rate for each program <i>Annexure IX: Completion and attrition information for each program</i>	Annually by SA			
2	Is there system for award and recognition of the students?	Annually by SA			If yes, list
3	Does the faculty/institute provide following academic support services to the students?				
3.1	Remedial	Semesterly by AA			
3.2	Coaching	Semesterly by AA			
3.3	Counselling	Semesterly by SA			
4	Does the institute conduct student satisfaction (exit) survey? <i>Annexure X: Student Satisfaction Survey Form</i>	Annually by SA			
	Governance				

1	Are the teaching faculties aware of the following academic policies and regulations in place?				
1.1	University Act	Annually by Dean			
1.2	Academic Regulations				
1.3	Quality Assurance (QA) Policy				
1.4	Condition of service (COS)				
1.5	Strategic Plan				
1.6	HR Master Plan				
3	Are the documents made accessible to faculty?				
4	Is there dedicated fund allocated for the following academic activities?				
4.1	Design and review of curriculum	Annually by Dean			
4.2	Validation of Curriculum				
4.3	Assessment				
4.4	M & E of academic Activities				
4.5	CPD Activities				
4.6	Student support activities				

5	Is there QA mechanism in place? (Eg. Tools/TOR/SOPs/Guidelines)	Annually by Dean			
6	Does the institute conduct teaching faculty satisfaction survey? <i>Annexure VII: Faculty satisfaction survey form</i>	Annually by ADM/ HR			
6	Is Annual Monitoring and Evaluation Report generated and disseminated? <i>Annexure XI: Annual Monitoring and Evaluation Report Form</i>	Annually by Dean			

Note: *AA = Deputy Dean, Academic Affairs; SA = Deputy Dean, Student Affairs; PL = Program Leader; CC = Course Coordinator; and TF = Teaching Faculty.*

Annexure I: List of the Curriculum for all the Programs Offered (Annually)

[illegible]

(Name & Signature of Evaluator)

(Name & Signature of Representative of Institute)

Annexure II: Lesson Plan Format

Lesson Plan

Module Title:

Date:

Topic:

Category:

Teaching Faculty:

Learning Outcomes:

.....
.....
.....
.....

Session Hour	Contents	T-L methods	T-L tools/ materials	Evaluation/ Assessment
1 hour				

Comments:

.....
.....
.....
.....

Annexure III: Student Feedback Form

Name of the Teaching Faculty :

Module/Semester :

Date : ----- to ----- 20---

Sl. No	Areas of mentoring and guidance (teaching)	Rating			
		1 (Rarely)	2 (Often)	3 (Mostly)	4 (Always)
A. Teaching and Learning (class room based)					
1.	Punctuality <i>(He/she always comes on time and follows schedule.)</i>				
2.	Use of teaching technology and media <i>(He/she always uses more than one teaching tools)</i>				
3.	Quality <i>(He/she is always able to explain things in simple manner with updated knowledge)</i>				
B. Academic Related (hands/skills based/case presentation/discussion/field based or any clinical based activities):					
4.	Timely Supervision <i>(He/she is always present to supervise students when needed)</i>				
5.	Quality of supervision <i>(He/she always comes prepared)</i>				
C. Assignment OR Topical Presentation OR Research Related:					
6.	Accessibility for advice and guidance <i>(He/she is always available for advice or guidance)</i>				

7.	Contribution during the activity <i>(He/she is always actively involved to prompt students to learn more)</i>					
8.	Updated knowledge and skills <i>(He/she always has new information or experience to share)</i>					
D. Accessibility for guidance and mentorship <i>(Availability outside of the working hours for professional and personal guidance and advices)</i>						
9.	Availability for consultation <i>(He/she is always happy to be contacted for some advice or guidance)</i>					
10.	Motivation and enthusiasm level <i>(He/she is always open and full of energy)</i>					
11.	Role modeling <i>(He/she always demonstrates behavior expected from a teacher/senior/mentor)</i>					
E. Any other comments:						

Annexure IV: Peer Observation Form

Name of the Teaching Faculty: _____

Module and Topic: _____

Category/Program: _____

Observer: _____

Date: _____

Number of students present: _____

Teaching Skills Used:

Focus your attention on a few teaching skills that are of particular interest to you and that you feel are important to student learning. Respond to each of the following by circling the answer that best expresses your judgment.

Use the following criterion:

“Yes” = it was observed

“No” = it was not observed

“NI” = it was observed but needs improvement

“NA” = not applicable, the item did not apply to this observation

Peer Observation Checklist

Sl #	Areas of Observation	Yes	No	Ni	NA
Knowledge on Subject Matter					
1	Does the instructor exhibit knowledge and mastery of content?				
2	Is the level of material appropriate to the course and students?				
3	Is this content considered important within the discipline?				
Organization and Clarity of Presentation					
4	Does the faculty provide relevant updated information?				
5	Link new material to previously learned concepts?				
6	Sequence the content logically?				
7	Provide appropriate transitions; distinguish major from minor points?				
8	Provide periodic summaries of the most important ideas?				
9	Define new terms and concepts clearly?				
10	Provide appropriate examples and illustrations of difficult ideas?				
11	Use appropriate teaching learning materials to accompany verbal presentation?				
12	The teaching was clear and audible throughout the session?				
13	The faculty maintains normal pace while delivering the content.				
Teaching Strategies					
14	Does the faculty use active learning techniques relevant to the topic?				
15	Are teaching methods appropriate for delivering the content?				

	Question and Answer Session				
16	Are student questions welcomed and responded to effectively?				
17	Are students comfortable in asking questions?				
18	Does the instructor use enough time for students to respond?				
19	Are the answers repeated for clarity?				
	Teacher-Student Rapport				
20	Does the instructor maintain eye contact with students?				
21	Respond to student questions or comments with respect?				
22	Does the students' behavior indicate respect for the faculty?				

Comments:

.....

.....

.....

Annexure V: Number of CPD training participated by each faculty

Name of the Institute:

Name of the Department:

Year of Monitoring:

Sl.No.	Name of the Teaching Faculty	Basic Pedagogy		Advanced Pedagogy		Pedagogy Refresher's Course		Research Training		Other CPD Trainings	Remarks
		Yes	No	Yes	No	Yes	No	Yes	No		
1											
2											

**Annexure VI: Teaching Faculty Availability Record: Frequency and days spent on training/
workshop/conferences/meetings/leave**

Sl. No.	Name of the Teaching Faculty	Frequency		No. of days		Leave	Total
		In-country	Ex-country	In-country	Ex-country		

Annexure VII: Teaching Faculty Satisfaction Survey Form

Teaching Faculty Satisfaction Survey Form

Demography Information

Position Title:

Number of years in teaching:

Name of the Institute:

Gender:

Qualification:

Department:

Type of Teaching Faculty: Regular/Core/Adjunct

Sl. No.	Faculty Experience/Items	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1
	Workplace Environment & Values					
1	The present infrastructure is adequate as required.					
2	The institution takes reasonable steps to provide a safe and secure environment.					
3	The cleanliness of the workplace is well maintained.					
4	The Faculty members are appropriately involved in decision making related to academic programs					
5	I can freely express my opinion					

6	The opinions expressed by me is respected					
7	I am kept well informed of matters important to the institute					
8	I don't feel discriminated at the workplace					
9	There is good teamwork at the workplace.					
10	I am proud to work in this institution					
	Leadership and Supervision					
1	Supervisors make expectations clear and solicit ideas.					

2	I am kept abreast with the new developments in the Institute/University					
3	I am involved in or informed of the institutional planning.					
4	My supervisor is consistent, transparent and fair.					
5	I am provided the resources I need to be effective in my job.					
	Workload					
1	My workload is manageable within the working hours					
2	I work more than my coworkers					
3	I teach more than two modules in a semester					

4	The institute has adequate teaching faculty					
5	Workload is evenly distributed among the teaching faculty					
6	I am assigned for the right job as per my expertise					
7	Time available to conduct research is sufficient					
8	I am burdened with additional job responsibilities					
Personal and Professional Development						
1	I get opportunities for relevant in-country training and workshop					
2	I get opportunities for relevant ex-country training and workshop					

3	The institute provides regular personal and professional development opportunities					
4	The training opportunities are fair and transparent					
5	The faculty/institute has clear path to advance my career					
6	There is adequate budget allocated for personal and professional development					
Performance Appraisal						
1	The work plan included in the Performance Appraisal is mutually agreed between me and my supervisor.					
2	I am involved while rating my performance by the supervisor.					

3	Teaching as a core responsibility is given more weightage in the performance appraisal.					
4	The job responsibilities that are assigned to me is fairly reflected and recognized in the performance appraisal.					
5	The score in the performance appraisal is given due importance during the promotion.					
6	The management informs me of my shortcomings and gives due opportunities for improvement.					
7	I am happy with the current performance appraisal system					
	Salary and Incentives					

1	I feel I am being paid a fair amount for the current position I hold					
2	I am satisfied with the entry level position (grade) assigned					
3	I am satisfied with the current promotion system					
4	I feel I am being fairly recognized and compensated as per my performance					

Comments:

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**Annexure VIII: Number of research conducted/Peer Reviewed Research Publications/
Books/Chapters/Monographs/Research Paper Presentations**

SL. No.	Name of the Teaching Faculty	Research conducted	Research Publications		Books/ Chapters/ Monograph	Research Paper Presentations at Conference		Consultancy Services
			Author	Co-author		National	International	

Annexure IX: Completion and attrition information for each program

Sl. No.	Name of the Program	Strength of the program	Drop Out	Suspension	Termination	Completion	Remarks

Annexure X: Student Satisfaction Survey (Exit) Form

The main objectives of the survey are:

1. To assess students level of satisfaction with mess, hostel, and teaching learning facility

Section A: Demographic Information

Please tick (circle?) against the relevant option.

No	Demographic Information	Category
1	Gender	1. Male. 2. Female
2	Age (in completed years?)	Your age:
3	Name of the Program	1. MD, 2. B.Sc. in TM 3. B.Sc. Counselling 4. Dip GNMs. 5. Dip in TM 6. Dip. Community Health 7. Dip in Technician 8. Dip in EMR 9. B.Sc. in Nursing and Midwifery 10. B.Sc. in Public Health
4	Number of years studied to complete the program	1. 3 years, 2. 4 years 3. 5 years 4. 6 years 5. 7 years
5	Name of the faculty graduating from	1. FoTM., 2. FNPH 3. FoPGM 4. Apollo BIN 5. Arura AHS 6. FHS, RTC

Note: S.A stands for = strongly agree, **S.D.** = strongly disagree

Section B: Hostel Facilities

Sl. No.	Questionnaire	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	The hostel is equipped with basic furniture.					
2	There is adequate lighting facilities in the rooms.					
3	My room had functional plug points (socket facilities)					
4	There is regular water supply.					
5	There are adequate toilet & bath room facilities.					
6	The environment in the hostel is safe and secure.					
7	Provost inspects my room and toilets regularly? frequently.					
8	The management monitors the hostel and mess occasionally.					
9	No student uses tobacco, drugs and alcohol in the hostel.					
10	I have access to games and sports facility.					
11	I was bullied by the seniors.					
12	I am satisfied with the hostel facilities					

Note: Your comments to improve hostel

1.-----

2.-----

2.-----

Section C: Mess Facility

Sl. No.	Questionnaire	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	The kitchen and dining hall are kept clean at all times.					
2	There is adequate water supply in the kitchen.					
3	There is a mess committee to monitor the quality of mess.					
4	The food that you are served in the mess is hygienic and well cooked.					
5	The food you are served in the mess is adequate and nutritious.					
6	The Provost often monitors hygiene and the quality of food served in the mess.					
7	Mess committee maintains transparency in management of mess accounts.					
8	I am satisfied with the overall mess management.					

Note: Your comments to improve mess

1.-----

2.-----

3.-----

Section D: ICT and Library Facilities

Sl. No.	Questionnaires	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Students have access to computer facilities.					
2	The library has an adequate space for academic activities.					
3	The library is equipped with adequate number of books and other learning materials.					
4	The Library is staffed (adequately?) to assist students.					
5	The library timing is convenient to me.					
6	I have access to uninterrupted internet facilities.					
8	The Library has electronic books and e-journals.					
9	I am satisfied with the overall functionality of library services.					

Your comments to improve library and ICT facility:

- 1.-----
- 2.-----
- 3.-----

Section E: Teaching Learning Activity

Sl. No.	Questionnaire	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Teaching faculties are approachable, helpful and encourages students for better learning					
2	Teaching faculties provide evidence based knowledge and information.					
3	Teaching faculties have good knowledge and skills in the subject matters.					
4	The teaching faculties are fair and impartial.					
5	Teaching faculties provide adequate supervision and teaching during your clinical posting.					
6	You are provided with adequate clinical practice.					
7	I am satisfied with the quality of training.					

Your feedback to improve teaching learning in the faculty

- 1.-----
- 2.-----
- 3.-----

Section F: Administration

Sl. No.	Questionnaire	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Food item in the Institute cafeteria is affordable.					
2	Management responds to your suggestions/feedback and takes necessary actions.					
3	There is transparency while collecting electricity bills.					
4	There is access to printing and photocopy services.					
5	The support staff are friendly and supportive.					
6	I have access to counseling services.					
7	There is proper care and referral system for sick students					
8	I am aware of the student welfare fund.					
9	The student welfare fund is managed transparently.					
10	I am satisfied with overall management of the institute.					

Your comments to improve administrative services:

- 1.-----
- 2.-----
- 3.-----

Annexure XI: Monitoring and Evaluation Report Format

Format for the Monitoring and Evaluation Report

Instruction:

The M & E team should provide a critical evaluation of the performance of the Programs during the past year. It should be based on evidence, and should use the following headings based on such evidence, as they consider necessary and appropriate:

1. Background
2. Objectives
3. Observations and Findings
4. Recommendations
 - 4.1. Minor Non-Conformity
 - 4.2. Major Non-Conformity
5. Conclusion