Unofficial translation

REPUBLIC OF UZBEKISTAN
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INSTITUTE OF SOCIAL AND POLITICAL SCIENCES
NON-STATE HIGHER EDUCATION INSTITUTION

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PROCEDURE FOR ORGANISING SURVEY PROCESSES WITH THE PARTICIPATION OF STUDENTS, ACADEMIC STAFF, AND STAKEHOLDERS (EMPLOYERS)

(Updated on the basis of ESG objectives, contemporary pedagogical approaches, and digital education principles)

Tashkent - 2025

For the purpose of evaluating educational quality at the Institute, ensuring sustainable development on the basis of ESG (Environmental, Social and Governance) principles, and continuously improving contemporary pedagogical approaches — including case-study, project-based learning, problem-oriented learning, digital economy, and the digitalisation of education — a procedure for conducting surveys among students, academic staff, and stakeholders (employers) is hereby established.

Surveys shall be organised across the following categories:

a) Bachelor's and Master's degree students, in accordance with Annex 1;

b) Academic staff of departments, in accordance with Annex 2;

c) Stakeholders (employers), in accordance with Annex 3.

Surveys shall be conducted online through digital tools integrated into the Google Forms, LimeSurvey, or HEMIS platforms. The results shall be integrated into the ESG report and the annual quality monitoring process.

Note: The tags [ESG], [Digital Education], [Case-Study], [PBL], [Problem-Based], and [Digital Economy] appearing alongside each question indicate the relevant principle.

Annex 1

ANNEX 1: SURVEY QUESTIONS FOR INSTITUTE STUDENTS (30 questions)

Based on ESG principles, contemporary pedagogical approaches, and digital education

1. To what extent are digital technologies (AI tools, interactive platforms, virtual laboratories) actively used in classes?

a) Modern digital tools are used in almost all classes
b) Used in some courses, but inconsistently
c) Only a projector is used for displaying presentations
d) Digital tools are almost never used

2. How do you assess the quality of materials uploaded by instructors to the HEMIS platform (video lessons, interactive assignments, tests)?

a) All materials are of high quality and uploaded in multimedia format
b) Materials are available, but mainly consist of scanned books or plain text
c) Materials for many courses are insufficient or entirely absent
d) I am unable to assess the quality of materials

3. Which digital resources do you use for independent study? (multiple selections permitted)

a) HEMIS distance learning platform
b) Electronic library at http://kutubxona.isfi.uz/ or @isfiarmbot
c) Unified electronic library system at https://unilibrary.uz
d) Foreign open-access platforms (Coursera, edX, Khan Academy)
e) Artificial intelligence tools (ChatGPT, Gemini, and others)
f) I do not use electronic resources

4. Have instructors provided guidance on the correct and effective use of artificial intelligence tools?

a) Yes, detailed explanations have been provided and anti-plagiarism rules have been taught
b) Partial explanations have been provided by some instructors
c) This topic has never been discussed

5. To what extent are information technology tools used in the teaching process?

1 - not used at all
2 - used on rare occasions
3 - used sometimes
4 - used frequently
5 - actively used in almost all classes

6. To what extent is the case-study method (analysis of real-life situations) used in classes?

a) Real situations and cases are analysed in the majority of courses
b) Used only in certain courses
c) Almost never used; classes are mainly conducted as lectures

7. Are elements of project-based learning present in the teaching process?

a) Yes, students are assigned real projects and the outcomes are evaluated
b) Group assignments are given occasionally, but they are not real projects
c) Only traditional essays and independent work assignments are given

8. Does the instructor employ a problem-oriented learning approach?

a) Yes, consistently — problems are posed and students are required to seek solutions
b) Debates and problem-based questions arise in some classes
c) Ready-made information is mainly delivered; little opportunity for independent thinking

9. How do you assess collaboration and distribution of responsibilities among group members in group projects and case-study assignments?

1 - very low — all work falls on one person
2 - low
3 - average
4 - good — tasks are distributed equally
5 - very good — each member fully fulfils their responsibilities

10. Are independent study assignments oriented towards creative inquiry or solving real problems?

a) Yes, the assignments develop practical, creative, and critical thinking

b) Simple note-taking or essay writing is usually required

c) Assignments are formal — no one checks them

11. To what extent are sustainable development (ESG) topics — environmental responsibility, social justice, and corporate governance — covered in the curricula?

a) Yes, sustainable development topics are integrated into numerous courses

b) Briefly mentioned only in certain courses

c) These topics are almost never discussed

12. Do the activities of the Institute conform to the principles of social responsibility (student welfare, inclusive education, and equality)?

a) Yes, equal conditions have been created for all students

b) Partially, but certain problems exist

c) No, insufficient attention is paid to issues of social equality

13. Does the infrastructure of the Institute meet the requirements of ecological sustainability (energy efficiency, waste sorting, etc.)?

a) Yes, energy conservation and ecological standards are observed at the Institute

b) Partially; certain measures have been taken

c) No, these matters are not given attention

14. Is the assessment system (credit-module) transparent, fair, and fully trackable through a digital platform?

a) Yes, all grades are open and clear in HEMIS

b) Grades are sometimes subjective; the system does not function fully

c) Not transparent at all

15. Have you encountered instances of corruption during your studies?

a) Yes, I have encountered it on several occasions

b) I encountered it once

c) No, I have never encountered it

d) I find it difficult to answer

16. To what extent do course programmes (syllabi) correspond to the digital economy and contemporary professional competencies?

a) Yes, fully aligned with modern labour market requirements; digital skills are incorporated

b) Partially aligned, but certain topics are outdated

c) Programmes are based on information from 10–15 years ago

d) I am unable to assess

17. Which factors most hinder students from acquiring in-depth and contemporary knowledge? (multiple selections permitted)

a) All conditions for acquiring in-depth and contemporary knowledge have been created

b) Insufficient digital resources and modern literature base

c) Lack of case-study and project assignments

d) Classes conducted in a traditional and passive format

e) Low student motivation to learn

f) Other: _____

18. In what format are classes conducted?

a) Classes in all courses are conducted in the form of dialogue, case-study, and projects

b) Interactive methods are used only in certain courses

c) Classes are conducted mainly in the form of lecture delivery

19. In your opinion, what proportion of the courses being taught are genuinely useful for your future profession?

a) 80–100% — all are important and applicable in practice

b) 50–80% — the main portion is useful

c) 20–50% — many courses are not current

d) Less than 20% — theory is very far removed from practice

20. Are the activities of the Registrar's Office and departments organised through digital services (online applications, HEMIS, electronic queue)??

a) Yes, all services are provided in digital format

b) Partially digitalised; some processes are still conducted on paper

c) No, operations are mainly conducted on paper

21. Are students directed towards critical thinking and independent problem-solving by instructors during classes?

a) Yes, consistently — problems are analysed and students are asked to propose solutions

b) Discussions occur occasionally, but not systematically

c) No, ready-made information is mainly assimilated

22. Your overall rating of the Institute's educational process in terms of alignment with ESG principles (sustainability, transparency, social responsibility):

1 - not aligned at all

2 - not aligned

3 - average

4 - aligned

5 - fully aligned

23. Rate the extent to which instructors who taught in the previous semester applied modern pedagogical methods (digital tools, case-study, projects).

1 - very low — traditional lecture only

2 - low

3 - average

4 - high

5 - very high — modern approaches are consistently applied

24. How do you rate the overall quality of education at the Institute?

1 - very low

2 - low

3 - average

4 - good

5 - very high

25. Is your current field of study preparing you for work in the future digital economy?

a) Yes, I am fully prepared — digital skills and modern knowledge are being provided

b) Partially, but I have to learn many things independently

c) No, the programme is traditional and far removed from the digital economy

26. What is your primary objective in studying at the Institute?

a) Becoming a proficient and competitive specialist in my field
b) Creating new opportunities in the digital economy (start-up, innovation)
c) Obtaining a degree
d) Other: _____

27. How satisfied are you with the Institute's educational process?

1 - not satisfied at all
2 - not satisfied
3 - average
4 - satisfied
5 - fully satisfied

28. Rate the ease of use of digital education platforms (HEMIS, electronic library, online tests).

1 - very inconvenient — many problems in the system
2 - inconvenient
3 - average
4 - convenient
5 - very convenient — all processes are easily completed

29. Are open discussions held with students regarding the class schedule, types of assessment, and the credit system?

a) Yes, detailed explanations are provided at the beginning of each semester
b) Partially — some instructors provide explanations
c) No, students learn independently

30. Please enter your suggestions on improving educational quality, expanding digital education, and implementing ESG principles:

_____
_____
_____
_____

Annex 2

ANNEX 2: SURVEY QUESTIONS FOR ACADEMIC STAFF (30 questions)

Based on ESG principles and contemporary pedagogical approaches

1. What is your position within the department?

a) Professor
b) Associate Professor
c) Senior Lecturer
d) Lecturer (or Assistant)

2. What is your age?

a) 25–30
b) 31–40
c) 41–50
d) 51–60
e) 60+

3. What is your gender?

a) Male
b) Female

4. Rate your level of use of digital and information-communication technologies in the teaching process.

1 - I do not use them at all
2 - I use them rarely
3 - average
4 - I use them actively
5 - very actively — I use AI, interactive platforms, and virtual laboratories

5. Which contemporary pedagogical methods do you use in the teaching process? (multiple selections permitted)

a) Case-study (analysis of real situations)
b) Project-based learning
c) Problem-oriented learning
d) Flipped classroom (students study material in advance before the class)
e) Peer learning

f) Gamification (game elements)

g) Traditional lecture and note-taking method

6. How do you use artificial intelligence and digital tools in the educational process? (multiple selections permitted)

a) I use AI tools in preparing lesson materials

b) I create interactive assignments and tests for students

c) I teach students the rules on plagiarism and the use of AI

d) I have not yet fully integrated digital tools into my course

e) I do not have sufficient knowledge about these tools

7. Rate the technical capabilities and ease of use of the HEMIS information system.

a) Very convenient — all processes are easy and clear

b) Convenient — some minor difficulties may arise

c) Partially convenient — complexities exist in the system

d) Inconvenient — working with it is difficult

e) I do not use the system

8. To what extent do you cover topics of the digital economy and sustainable development in your course programme?

a) These topics constitute the core of my course

b) Partially incorporated — as certain topics

c) The programme is outdated; there is insufficient time or resources for updating

d) These topics are not relevant to my course

9. Do you consider the current curriculum to be aligned with international education standards, ESG principles, and the requirements of the digital economy?

a) Not aligned at all

b) Not aligned

c) Average

d) Aligned

e) Fully aligned

10. Rate the level of students' attitude towards independent study and their critical thinking skills.

1 - very low — students only await ready-made answers
2 - low
3 - average
4 - high
5 - very high — students conduct independent research and projects

11. Which measures do you consider effective for enhancing student potential? (up to 3 selections)

a) Increasing the proportion of practical and project-based sessions
b) Expanding case-study work and cooperation with real companies
c) Strengthening digital and AI skills
d) Supporting start-up and innovation projects
e) Establishing a mentoring and dual education system
f) Expanding international cooperation and student exchange programmes
g) Other: _____

12. Which factors do you consider most important for improving educational quality? (up to 3 selections)

a) Aligning curricula and programmes with ESG and digital economy requirements
b) Expanding case-study, PBL, and problem-oriented methods
c) Introducing artificial intelligence and digital platforms
d) Enhancing the qualifications of academic staff in modern technologies
e) Increasing student motivation through real projects and start-ups
f) Expanding international cooperation
g) Incorporating ecological and social responsibility topics into programmes
h) Other: _____

13. Rate the overall level of educational quality at the Institute.

a) Very high
b) High
c) Average
d) Low
e) Very low

14. Does the workload of an instructor affect the quality of teaching?

a) Yes, an excessive workload has a negative impact on quality

b) No noticeable impact

c) On the contrary, a greater workload enhances skills

15. To what extent does the stability of the class schedule (i.e., not being changed frequently) affect the effectiveness of the educational process?

a) Very important — schedule stability is one of the key factors ensuring teaching quality

b) Important — changes to the schedule interfere to some degree with the plans of instructors and students

c) Not significant

d) Has no impact at all

16. Are you satisfied with students' level of preparation for and interest in classes?

a) Fully satisfactory

b) Partially satisfactory

c) Not satisfactory

17. To what extent are you satisfied with the regular updating of the content of course programmes (syllabi)?

a) Fully satisfactory — ESG and digital topics are incorporated every year

b) Partially satisfactory

c) Not satisfactory — the content is outdated

d) I find it difficult to assess

18. Is the level of equipment in the Institute's classrooms and laboratories (projector, internet, digital equipment) adequate?

1 - not adequate at all

2 - not adequate

3 - partially adequate

4 - adequate

5 - fully adequate

19. What is the level of provision of library collections, electronic resources, and digital databases?

1 - very unsatisfactory
2 - unsatisfactory
3 - satisfactory
4 - good
5 - very good

20. In your opinion, are student knowledge assessment processes at the Institute organised on the basis of the principles of fairness and transparency?

a) Yes, fully fair and transparent
b) Partially — certain problems exist
c) No, subjectivity exists in the system

21. How frequently do situations occur that obstruct the meaningful continuation of the teaching process?

a) Frequently
b) Sometimes
c) Rarely
d) Not observed at all

22. If instances of class disruption are observed, what are the main causes?

a) Mobilisation of students for events by the administration
b) Students arriving late or leaving early
c) Inconsistencies in the schedule
d) Classroom or technical problems
e) Other: _____

23. To what extent is the Institute implementing the principles of ecological sustainability (energy efficiency, digital document management, paperless operations)?

a) Yes, ecological standards are being actively observed at the Institute
b) Partially — some measures are being taken
c) No, this matter is not being given attention

24. Have you encountered instances of officials performing their duties improperly at the Institute where you work?

a) Yes, sometimes

b) Yes, always
c) Rarely
d) No, I have never encountered it
e) I find it difficult to answer

25. How do you rate the social environment of the Institute (inclusive education, gender equality, conditions for persons with disabilities)?

1 - very unsatisfactory
2 - unsatisfactory
3 - average
4 - satisfactory
5 - very good

26. Rate the level of your colleagues' use of modern pedagogical methods (case-study, PBL, digital tools).

1 - very low
2 - low
3 - average
4 - high
5 - very high

27. Rate the level of students' reading habits and independent research activity.

1 - very weak
2 - weak
3 - average
4 - active
5 - very active

28. To what extent have critical thinking and independent decision-making skills been developed in students?

1 - very low
2 - low
3 - average
4 - high
5 - very high

29. Does the Institute prepare and publish ESG reports (ecological indicators, social impact, and governance transparency)?

a) Yes, they are published on a regular basis

b) Partially — some information is published

c) No, such reports are not prepared

d) I am not aware

30. Please enter your suggestions on improving educational quality, expanding digital education, and implementing ESG principles:

_____

_____

_____

_____

_____

Annex 3

ANNEX 3: SURVEY QUESTIONS FOR STAKEHOLDERS (EMPLOYERS) (30 questions)

Based on ESG principles and contemporary competencies

1. Type of activity of the organisation you lead:

a) State institution
b) Private company
c) Non-governmental organisation (NGO)
d) International organisation or representation
e) Other: _____

2. How many employees work in your organisation?

a) Up to 10
b) 11–50
c) 51–200
d) 201–500
e) More than 500

3. Has your organisation integrated ESG principles (ecological sustainability, social responsibility, and transparent governance) into its activities?

a) Yes, ESG is a core part of our strategy
b) Partially — implemented in certain areas
c) No, not yet implemented
d) A plan exists and is in the process of implementation

4. Are Institute students able to use digital technologies, artificial intelligence, and modern software during their internship?

a) Yes, most of them have good knowledge of modern digital tools
b) Partially — some do, some do not
c) No, their digital competencies are insufficient

5. Are students able to demonstrate case-study and independent problem-solving skills during their internship?

a) Yes, they are able to conduct independent analysis and propose solutions
b) Partially — they perform only when given instructions
c) No, independent thinking skills are not sufficiently developed

6. Do Institute students possess the necessary knowledge regarding ESG principles?

a) Yes, ESG topics have been well studied

b) Partially — a general understanding exists, but in-depth knowledge is lacking

c) No, their knowledge of these topics is insufficient

7. Are Institute students able to apply their theoretical knowledge in real work processes?

a) Yes, they are fully able to apply it

b) Partially able to apply it

c) With difficulty — a gap between theory and practice is evident

8. How do you assess the overall level of professional preparation of students undertaking internships at your organisation?

a) Good — theoretical knowledge and practical skills are balanced

b) Satisfactory — theoretical knowledge exists, but adaptation to practice is difficult

c) Unsatisfactory — knowledge does not correspond to modern requirements

9. Do Institute internship supervisors visit the internship sites and monitor students?

a) Yes, regular monitoring and effective cooperation have been established

b) Monitoring is carried out sometimes, but consistency is insufficient

c) Almost no monitoring is conducted

10. Were students familiarised with the internship programme after they began their internship at your organisation?

a) Yes, fully familiarised

b) Partially familiarised

c) No, not familiarised

11. What competencies should Institute graduates possess in the field of the digital economy and sustainable development? (rank by importance)

a) Professional application of digital technologies and AI tools

b) Skills in preparing ESG reports and analysis

c) Project management and teamwork

d) Critical thinking and problem-solving

e) Ability to work in accordance with international standards and in a competitive environment

12. Do you plan to accept Institute students for internships or permanent employment in the future?

a) Yes, if students possess the required competencies

b) Yes, definitely

c) It is not currently in our plans

13. Which competencies does your organisation most frequently require from new employees? (up to 3 selections)

a) Digital literacy and use of AI tools

b) Data analytics

c) Project management

d) Knowledge in ESG and sustainable development

e) Creativity and innovative thinking

f) Teamwork and communication skills

g) International languages — English and others

h) Other: _____

14. How do you assess students' attitude towards ecological sustainability and ESG principles?

1 - very low — no understanding of these topics

2 - low

3 - average

4 - high

5 - very high — able to apply ESG knowledge in practice

15. At what stage is your organisation in the digital transformation process?

a) Fully digital — all processes are automated

b) Main processes are digitalised

c) Partially digital — some processes are still traditional

d) In the process of digital transformation

e) Digital transformation has not yet commenced

16. Does your organisation have social responsibility programmes (CSR/ESG)?

a) Yes, comprehensive CSR/ESG programmes are being implemented

b) Partially — some social projects exist

c) No, such programmes do not currently exist

17. Are students who come for internships from the Institute able to demonstrate project-based learning (PBL) skills?

a) Yes, they have good knowledge of project methodology and apply it

b) Partially — good at individual assignments, but struggle with collaborative projects

c) No, project-based working skills are insufficient

18. Do Institute students possess critical thinking and problem-solving skills?

1 - very low

2 - low

3 - average

4 - high

5 - very high

19. Has the relevant department of the Institute invited your organisation to participate in the process of evaluating students' professional internship?

a) Yes, ongoing cooperation has been established

b) Invitations are extended occasionally

c) No, we have not been invited

20. Are conditions for completing an internship at your organisation adequate?

a) Yes, full conditions have been created

b) Conditions are partially adequate

c) Conditions are not adequate

21. Rate the level of compliance with gender equality in your organisation.

1 - very low

2 - low

3 - average
4 - high
5 - very high — full equality is ensured

22. How effective is the cooperation with the Institute (internships, projects, events)?

1 - not effective at all
2 - not effective
3 - average
4 - effective
5 - very effective

23. Does your organisation have the capacity to provide students with real project and case-study assignments?

a) Yes, we always provide real projects and situations
b) The opportunity arises sometimes
c) No, this capacity does not exist

24. Does the Institute consult with employers when developing its educational programmes?

a) Yes, consultations are held regularly and our suggestions are taken into account
b) Discussions occur occasionally
c) No, such cooperation does not exist

25. What measures is your organisation taking regarding ecological sustainability? (multiple selections permitted)

a) Transition to energy-efficient technologies
b) Introduction of paperless (digital) document management
c) Waste sorting and recycling
d) Carbon footprint reduction programmes
e) No ecological measures have yet been taken
f) Other: _____

26. Are joint scientific-practical projects or research activities carried out with the Institute?

a) Yes, regular cooperation has been established
b) They are carried out occasionally

c) No, such projects have not taken place

27. How important are ESG knowledge and digital competencies when recruiting graduates?

1 - not important at all
2 - not particularly important
3 - moderately important
4 - important
5 - very important — a primary criterion

28. How do you assess Institute students' skills in communication, presentation, and professional writing?

1 - very low
2 - low
3 - average
4 - high
5 - very high

29. What are your thoughts and suggestions regarding further development of educational programmes at the Institute, implementation of ESG principles, and expansion of contemporary pedagogical approaches?

_____
_____
_____
_____
_____

30. In which areas are you able to offer assistance or cooperation to the Institute in the future? (multiple selections permitted)

a) Provision of internship and traineeship placements
b) Providing real case-study and project assignments for students
c) Conducting master classes and seminars on ESG
d) Joint scientific research work
e) Participating as an expert in the teaching process (visiting specialist)
f) Financial support or grant
g) Other: _____