

Janta Shikshan Prasarak Mandal's
**MARUTRAOJI GHULE PATIL ART'S, COMMERCE AND
SCIENCE COLLEGE,
AHMEDNAGAR**



ACADEMIC AUDIT MANUAL

Prepared by:
Internal Quality Assurance Cell (IQAC)

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1. Introduction

1.1 Academic Audit

Academic audit reviews the processes and procedures used by various Programs in an institution to enhance the quality of their Programs in terms of program objectives and ensure graduate attributes as program outcomes as defined by each Department are achieved against the stipulated targets for which standard practices and processes need to be put in place.

1.2 Objectives of Academic Audit

The main objective of an academic audit is to ascertain whether the departments have put in place adequate and effective quality assurance mechanisms in terms of strategies, procedures, their applicability, that ensures quality inputs and consequently quality outputs; their agility in ensuring continuous improvements along with review of available resources, their optimal utilization, additional resource requirements for providing quality education.

1.2.1 Objectives of IQAC

1. To set quality performance indicators for teaching-learning, research, Admission, Evaluation and administration pertaining to departments/programs and other units of the Institution.
2. To develop benchmarks for quality performance indicators
3. To develop strategies to evaluate quality performance indicators
 - To evolve and implement self-evaluation proforma for faculty and staff
 - To evolve and implement stakeholders' feedback assessment
 - To facilitate periodic academic and administrative audit
4. To develop strategies to improve quality

1.2.2 Guiding Principles of Academic Audit:

1. Feedback collection, analysis and dissemination of relevant information citing concerns where improvement measures are required
2. To facilitate accreditation and review processes through external accreditation bodies

2. What do we audit

2.1 Unit of Audit

The primary unit of academic audit is the Program.

Academic Programs Identified for Academic Audit

Sr.No	Name of Department	Specialization	Chairman
1.	Department of Marathi	Yes	H.O.D.
2.	Department of Hindi	Yes	H.O.D.
3.	Department of Economics	Yes	H.O.D.
4.	Department of History	Yes	H.O.D.
5.	Department of Commerce	Yes	H.O.D.
6.	Department of Chemistry	Yes	H.O.D.
7.	Department of Botany	No	H.O.D.
8.	Department of Physics	No	H.O.D.
9.	Department of Mathematics	No	H.O.D.
10.	Department of Zoology	No	H.O.D.
11.	Department of English	No	H.O.D.
12.	Department of Politics	No	H.O.D.
13.	Department of Geography	No	H.O.D.
14.	Department of Computer Science	Yes	H.O.D.

2.2 Focus Areas

- (a) Defining intended Course Outcomes, Program Outcomes and Program Specific Outcomes
- (b) Identifying curricular gaps and strategy to bridge the gaps
- (c) Designing effective teaching and learning processes
- (d) Developing and using outcome based student assessment
- (e) Assuring implementation of quality education - significant activities such as research and services, co- curricular and extracurricular activities to support program outcomes and Program Specific Outcomes

3. Methodology

3.1 Approach

Institution creates various committees for conduct and review of activities at the institution and department levels. The compositions, functions of the committees are as follows:

Academic audit Team:

Institution level Academic Audit Committee:(Internal) [IAAC]

Composition:

1. Principal
2. One representative from management /One management nominee
3. Coordinator-Institute Quality Assurance Committee
4. Vice Principal
5. Faculty In charge

Broad Functions

- Contribute for the preparation of SAR especially information related to institutional and finance
- Seek timeline and action plan from each department for Direct and Indirect assessment and ensure its compliance.
- Interact with employers/industry/alumni and prepare manpower market analysis
- Conduct Semester end examination results analysis and achievement of POs/PSOs for all programmes
- Prepare annual report of success/failures on various parameters
- Taking corrective actions and additional inputs for meeting POs/PSOs
- Assessment and revision of PEOs
- Review of Institutional and Departmental Vision and Mission
- Develop faculty appraisal system and assess faculty performance annually; report to Governing Council

Frequency of Meetings

The committee should preferably meet once a month, with agenda and action taken record

(b) Department Level Committees

i. Academic Advisory Committee[AAC]- Department wise

Composition:

Chairman: HoD,

Three Faculty Members (One Professor, one Associate Professor and one Assistant Professor) and External Expert members - (One Alumni, One Industry expert, One R & D expert and Two student representatives)

Broad Functions

- HOD collects recommendations and suggestions and through department advisory committee come out with implementable actions or items points for continuous improvements of POs and PEOs

- HOD presents report to IAAC with resource requirements and academic directions
- Review assessment of Course Outcomes and their relationship with POs/PSOs prepared by HODs

Frequency of meeting

Meeting may be held at the end of the academic year and report prepared.

ii. Program Assessment Committee[PAC]

Composition:

- | | |
|---|-------------------------------|
| a. HoD(Group Coordinator) | e. One senior AP |
| b. Senior Professor from department. | f. One recently joined AP |
| c. Senior Professor from other connected department of the institution. | g. One alumnus representative |
| d. One Associate Professor | |

Functions

- Prepare and finalize the PEOs and POs/PSOs, Align them with the Mission and write the process of development of PEOs and POs
- Conduct assessment of placement record for ensuring PEOs attainments or revision if required
- Conduct assessment of curriculum and resources available to meet the developed PEOs and POs, decide additional course contents, electives to bridge the gaps and inform the shortfalls in resources to the Institutional Core Committee which will evaluate the needs and present the additional requirement to the management
- Supervises the COs and their alignment to POs, assignments, tests, quiz, activities, Bloom's Taxonomy and ensures targets set by faculty are realistic.
- Develop common Performance Indicators for respective Courses aligned to the PO and ensures the faculty develop activities, tests, quiz, assignments related to the common performance indicators as well as for their course specific indicators
- Monitors progress periodically
- Develop a description of the process with questionnaires and tools required for continuous assessment
- Develop faculty self-appraisal questionnaire and student feedback questionnaire
- Decide frequency of assessment of POs – internal and external
- Obtain COs from respective faculty for concerned PO along with their alignment with PO, Bloom's Taxonomy and target of expected achievements
- For direct assessment collects the student results for respective courses aligned to the PO and analyse the average achievement of performance
- Hold discussions with concerned faculty on shortfalls for the achievement of pre-set targets.
- Collects recommendations for improvements
- Prepare and conduct indirect assessment and prepare report
- Record the results and presents to the QAAC for direct and indirect assessment.
- Maintain and update website

Frequency of Meeting

Monthly monitoring and also at the end of semester

Institution level Audit panel/advisory committee:(External)**Composition:**

- a. Chairman (retired professor from IIT or NIT)
- b. One VTU Nominee(retired/ senior professor from autonomous institution)
- c. One from NDSU(part of the MOU)
- d. Two academic experts (retired professor from IIT or NIT or autonomous Institution with sufficient academic and administrative back ground)

Frequency of meeting

Visits and meeting may be held at the end of one academic year, report to be prepared and submitted to the Governing Council through Principal.

3.2 Process of Audit

The internal **academic audit** of the institution shall be for a duration of **one** academic year. The complete academic audit which includes the participation of external committee shall be for a duration of **two** academic year.

The Office of **Internal Quality Assurance Cell** has put in place an institute-wide academic quality management framework to gather evidence-based information on the quality of its programmes and graduates and to encourage a culture of continuous self-improvement through self-reflection of processes and best practices of Programme / Academic Groups (AG) through Academic Audits.

The Evaluation Cycle has to be implemented involving surveys related to the passing out graduates of immediate graduated batch(exit-survey), parents of graduated students and other stakeholders (including Alumni survey).

The CO, PO and PSO attainments computed are the quality indicators used in the academic audit of the institution.

The Management through Governing Council decides the main guidelines of academic audit indicating special reference to investigation to be made about the various practices being followed by the departments. The emphasis would remain on teaching, research and administration. All attempts be made to ensure that continuous growth of all major parameters related to quality of education are achieved. The achievement with specific reference to the plan of action related to PEOs and POs/PSOs will be monitored.

The GC will authorize IQAC to conduct the audit and collect information through various records that may include the following:

- Department action plan and targets
- Minutes of Departmental meetings of various committees
- Record of content delivery through lectures, practical etc. and
- Result analysis semester/annual of courses in relation to set targets.
- Results and interpretation of indirect assessment
- Corrective action envisaged
- Recommendations of department Advisory Board
- Any other evidential material

3.3. Reporting

The purpose of academic audit is not judgmental but to cause development to happen. The Department committees prepare a report that describes the strengths and weaknesses and each department's efforts to improve academic quality of their programs and identify plans for improvements and submit the same to IQAC. The main components of the report are:

- Recognition of Good practice
- Recommendations for improvement

IQAC committee identify the well performing departments and then the audit report is presented to the GC and made available to the departments to respond to the issues raised in the report. The response of the departments becomes part of the final audit report.

The audit report shall be presented to Governing Council and thereafter displayed on Department/institutional website.

3.3.1 Academic Audit Visiting Team Report(Institution external)

Record of Commendations, Affirmations, and Recommendations

This form must be completed by audit review team prior to concluding the visit. All observations included on this form should be represented as commendations, affirmations, or recommendations.

Note: Please be concise in your descriptions as you will have opportunity to expand upon your justification for each item in your written report during exit meeting. This document should serve as the outline of information to be disclosed during the exit session with the department. The original signed copy is to be submitted to IQAC with one copy to department chairperson prior to leaving campus.

**** Total Number of Commendations**

Commendation #1 –

Commendation #2 –

Commendation #3 –

Commendation #4 –

Total Number of Affirmations

Affirmation #1 –

Affirmation #2 –

Affirmation #3 –

Affirmation #4 –

Total Number of Recommendations

Recommendation #1 –

Recommendation #2 –

Recommendation #3 –

Recommendation #4 –



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(Affiliated to Savitribai Phule Pune University, Pune)

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Marutraoji Ghule Patil Art's, Commerce and Science College,
Ahmednagar

DEPARTMENTAL ACADEMIC AUDIT GRADE SHEET AND CHECKLIST

Name of the Department		
Year of Establishment		
Number of Faculty in dept.		
Head of the Department		
Contact Details		
Email		
Mobile Number		
Year of the Academic Audit		
* Remark of the AA Team: (Poor - 0, Average -1, Satisfactory- 2, Good - 3, Very Good - 4)		
Sr. No.	Indicator	Indicator AA Team Grade *
1.	Records of Board of Studies (BoS) and Departmental Meetings held in the academic year Documentation for Verification:	
	1. Invitation letter/ Notice of Meeting	
	2. Minutes of the meeting (BoS and Departmental Meeting)	
	3. Copy of Syllabus Approved by BoS.	
2.	Records of the timetable and workload distribution Documentation for Verification:	
	1. Central Time Table	
	2. Departmental Timetable	
	3. Workload Distribution Chart	
3.	Records of Induction Programmes organized by the Department Documentation for Verification:	
	1. Permission letter/notice of induction programme.	
	2. Detail Programme Schedule of the induction programme	
	3. List of participants	
	4. Detail Summary Report of the Induction programme	
4.	Records of Certificate courses/value-added courses run by the department Documentation for Verification:	
	1. Notice/Brochure	
	2. List of Registered Students	
	3. Schedule	
	4. Certificates awarded to the students	
	5. Detail Summary Report of the course.	

5.	Records of Internal Evaluation (CIE) during the academic year.....Documentation for Verification:	
	1. CIE Timetable or Notice to Students (F. Y./S. Y./T. Y./ PG-I/ PG-II)	
	2. Attendance Record	
	3. Mark List prepared and submitted to University/ College	
6.	Records of Students undertaking field projects/ internships/projects etc. in the academic year.....Documentation for Verification:	
	1. List of Students undertaken a project	
	2. List of Students undertaken Internship	
	3. Letters of Internship Award Letter	
	4. Completion Certificates of Projects/ internship	
7.	Records of guest lectures organized by the department. Documentation for Verification:	
	1. Permission letter for a guest lecture	
	2. Letter to Guest Lecturer	
	3. Notice for students	
	4. Attendance Records	
	5. A brief report of the activity	
8.	Experiential learning Activities (अनुभावात्मक शिक्षण उपक्रम) like problem solving sessions organized by the department. Documentation for Verification:	
	1. Attendance of Experiential learning activity.	
	2. A brief report of the activity	
9.	Result Analysis of the academic year.....Documentation for Verification:	
	1. Result Analysis chart of each course as per formats given in the teacher's academic diary.	
10.	Records of research projects undertaken by the department/Faculty members. Documentation for Verification:	
	1. Project Proposal	
	2. Sanction Letter	
	3. Progress Reports, if any	
	4. Final report, if any	
	5. Completion Certificate, if any	
11.	Records of Ph.D. Holder /Perusing faculty in the department Documentation for Verification:	
	1. Research Recognition committee letter	
	2 Ph.D. Notification(if completed)	
	3. Approval letter of Research Guides	
	4. any other document	
12.	Departmental record of Course outcome/Programme outcome mapping	
	1. course outcome/Programme outcome introduce to student	
	2. Question Paper analysis as per Bloom's taxonomy	
	3. course outcome mapping made for each course	
	4. Programme outcome mapping for each course	
	5. course exit survey conducted by department	

13.	Records of workshops/seminars/conferences conducted by the department. Documentation for Verification:	
	1. Sanction letter/ permission letter and brochure	
	2. Geotagged photographs	
	3. List of Participants	
	4. List of Resource persons	
	5. Details Summary Report of the Workshop/seminar conference etc.	
14.	Research Papers published by the faculty members in the UGC CARE list including SCOPUS journals in the academic year.....Documentation for Verification:	
	1. List of Publications	
	2. Copy of the Research Paper	
	3. Proof of the Journal listed in CARE List/ SCOPUS/ Web of science	
15.	Records of books and chapters in edited volumes/books and conference proceedings with ISBN/ ISSN number published by the faculty members in the academic year Documentation for Verification:	
	1. List of books and chapters in edited volumes/books.	
	2. List of Conference Proceedings.	
	3. Copy of the books and chapters in edited volumes/books.	
	4. Copy of conference proceedings.	
16.	Records of awards and recognitions received by the teachers and students for extension activities in the academic year Documentation for Verification:	
	1. List of teachers with awards and recognitions.	
	2. Copy of Award recognition letter	
17.	Records of collaborations/MoU signed by the department and activities in the academic year Documentation for Verification:	
	1. List of collaborations/MoU signed by the department.	
	2. Copy of collaborations/MoU signed by the department.	
	3. List of Activities organized under the collaborations/MoU signed by the department.	
18.	Records of e-content or study material developed by the faculty member in the academic year Documentation for Verification:	
	1. List of e-content developed by faculty members/ department along with the valid link	
	2. Copy of study material developed by the department/ faculty members	
19.	Records of scholarships sanctioned to students/ research students (Other than the regular scholarships) from government organizations or NGOs in the academic year Documentation for Verification:	
	1. List of Students	
	2. Copy of Sanction letters	

20.	Records of capacity development and skill enhancement activities organized for the students (Soft skills/Language and Communication / Yoga / Physical fitness / Technology awareness, etc.) Documentation for Verification:	
	1. Permission letter	
	2. List of Participant	
	3. Details Summary Report of the Workshop/seminar conference etc.	
21.	Records of placement of the student in the academic year.....(List of placed students and appointment letter, if any) Documentation for Verification:	
	1. List of placed students	
	2. Appointment/selection letters/joining letter (anyone)	
22.	Records of student progression to higher education (previous graduating batch) in the academic year Documentation for Verification:	
	1. List of students in the following format Name of the Student Degree Name of the admitted Institution Degree	
23.	Records of students qualified for State/national/international level examination. Documentation for Verification:	
	1. List of Students qualified for State/national/international level examination.	
	2. Certificate/Award letters of the qualified students.	
24.	Records of awards/ medals achieved by the students in sports/cultural activities at inter-university / state /national/international events. Documentation for Verification:	
	1. List of students with awards/medals in sports and cultural activities	
	2. Certificate/award letters.	
25.	Sports and cultural events/competitions/day celebrations organized by the department. Documentation for Verification:	
	1. Permission letter for events/competitions/day celebration.	
	2. List of participants	
	3. Details Summary Report of the event/competition/day celebrated by the department.	
26.	Alumni contribution in the academic year Documentation for Verification:	
	1. List of alumni along with the among of contributions.	
	2. Proof of the alumni contribution in the academic year	
27.	Records of conferences and seminars attended by the faculty members Documentation for Verification:	
	1. List of faculty members who attended conferences and seminars.	

	2. Certificates of participation/presentation etc.	
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28.	<i>Records of FDP (Professional Development Programmes, Orientation / Induction Programmes, Refresher Courses, Short Term Courses) attended by the faculty members by online or offline mode. Documentation for Verification:</i>	
	1. List of faculty members who attended FDP.	
	2. Certificates of participation/presentation etc.	
39.	<i>Academic Planning and Future plans for next academic yearDocumentation for Verification:</i>	
	1. Academic plan for the academic year	
40.	<i>Initiative for cleaning and Hygiene by concert department.</i>	

Total Observations and recommendations: -----

I/we agree with the observations and recommendations made by the Academic Audit Committee for the academic year

Head of the Department Academic Audit Committee

Sr. No	Name of the Committee member	Signature
1.		
2.		
3.		
4.		

IQAC

Principal

3.3.2 Roles and responsibilities of Audit Panel members and Audit Coordinator

Audit Panel members:

Audit Panel members are selected on the basis of their experience in higher education and are expected to use their experience in arriving at conclusions about the management of quality and academic standards by institutions. The IQAC arranges preparation sessions for Audit Panel members to ensure that they are familiar with the expectations of the audit methodology and have a good understanding of the context of higher education developments in India.

The principal expectations of panel members include:

- Experience of the management of quality and academic standards in higher education.
- A clear understanding of the governance and management of higher education institutions.
- An ability to read, analyse and synthesise a substantial amount of documentary material.
- An ability to engage in discussion and debate with institutional representatives to identify and comment on key issues relating to quality.
- An ability to produce written commentary on the outcomes of audit activity and to assist in the drafting of the report.
- Willingness to work as a member of a team and share responsibility for collective conclusions.

The Audit Panel Chair:

The Panel Chair has additional responsibilities of coordinating the activities of the Audit Panel, managing the audit meetings with the institution and liaising with the Audit Coordinator. The Chair is the spokesperson of the Audit Panel and has the responsibility for ensuring consensus between panel members and articulating the panel's conclusions.

The Panel Chair is expected to:

- Take the lead role in the management of formal audit meetings.
- Introduce Panel Members and outline the agenda for each meeting.
- Conclude meetings with a summary of the issues discussed.
- Chair the private meetings of the Audit Panel.
- Arbitrate in situations where panel members do not agree and broker consensus on key decisions.
- Liaise with the Audit Coordinator about the drafting of the audit report.
- When required, contribute to the IQAC discussions about institutions' progress reports.

The Audit Coordinator:

The role of the Audit Coordinator is to guide the panel and the institution through all stages of the audit, ensuring that approved procedures are followed. The Audit Coordinator

is responsible for the logistics of the audit programme including liaising with the institution, confirming the programmes for the initial meeting and the audit visit, keeping a record of all discussions and drafting the audit report. The Audit Coordinator will accompany Audit Panels throughout the visits to institutions.

The Audit Coordinator also has a role to advise and guide the Audit Panel in its deliberations to ensure that conclusions are securely based on evidence available and that each audit is conducted in a consistent manner. However, the Audit Coordinator is not a member of the Audit Panel and does not share the panel's responsibility for the collective findings of the audit.

It is expected that one single Audit Coordinator will manage all group audits for the Institution and also Institution level IQAC audits.

The principal responsibilities of the Audit Coordinator include:

- Ensuring compliance with approved institute procedures.
- Liaising with institutions about the schedule for the audit programme.
- Contributing to the selection and preparation of Audit Panel members.
- Confirming arrangements for the initial meeting of the panel and the audit visit and Keeping a record of discussions in meetings.
- Compiling the audit report and managing its production/publication.
- Produce the overview report based on the outcomes of the audits.

4. Audit Questions

4.1. Defining intended Course and Program Outcomes:

- a) What should a student who successfully completes the program know and be able to do?

- b) Are the program Educational Objectives (PEOs) of your department aligned to the Mission of the Institution?

- c) Are the statements of POs/PSOs relevant to the (a) PEOs and (b) curriculum prescribed (by the institution)?

- d) If the POs and PSOs are not aligned or aligned at the low level, what are the efforts by the department to bridge the gaps?

e) How do you ensure that the POs/PSOs align to the requirements of industry/employers?

f) How do you ensure POs/PSOs meet future employment needs of students and assist them acquire meaningful values and social skills?

g) How do the POs/PSOs take care of the holistic development of students?

h) How are the learning outcomes communicated to staff, students, and external examiners/employers/alumni?

i) What is the basis of defining PSOs of your department?

j) Did you seek inputs from faculty, students, alumni and industry/employers while developing and improving PEOs, POs/PSOs? If yes, what mechanism did you use?

k) Have you developed relevant survey questionnaire/focus group discussions questions to seek such inputs?

l) Do you have relevant documentation as evidence for conducting such an exercise

m) Are data from such surveys analysed so that you can justify your decisions in designing and improving PEOs, PO/PSOs and COs?

n) What is your planned time frame for seeking inputs on COs, PEOs, POs/PSOs for review, improvements and corrective action through direct and indirect method?

4.2. Identifying curricular gaps and strategy to bridge the gaps

a) Have you mapped your courses with Program Outcomes (PO)/Program Specific Outcome (PSO)?

b) What are the major gaps identified by your department with the university curricula?

c) Is there any PO/PSO that is not addressed at all by university curricula? If yes, provide the PO/PSO? and how do you meet the concerned PO/PSO?

d) What is your justification of considering courses meeting Program/Course Outcome as low, medium and high?

e) Do you consider the courses in the university curricula termed, "low" as adequate to meet your program outcome requirements? if your response is yes, give justification. if your response is no, what are the additional inputs you have included in the curricula to bridge the gaps?

f) Are your courses covering all 6 Cognitive levels of Bloom's Taxonomy? if yes, are there sufficient courses that cover higher level skills of Bloom's Taxonomy? If no, what is the strategy adopted to include topics, subjects, electives that cover higher levels of Bloom's Taxonomy adequately for students to master these skills?

g) Have you mapped your laboratory experiments to POs/PSOs?

h) Which level of Bloom's psychomotor and affective domain do these cover or not cover adequately? State your strategy to bridge the gaps?

i) How do you ensure that the curriculum content enables students to achieve the POs/PSOs?

j) How do you ensure that the design and organization of the curriculum is effective in promoting student learning and achievement of POs/PSOs

k) How do you ensure that the curriculum content and design is adequately informed

by recent developments in pedagogy, research and changes in relevant occupational or professional requirements? Do you have adequate documents/evidence to justify?

l) Who do you consult with in identifying curricular gaps and bridging it?

m) What have you learnt from alumni/exit students and employers/industry?

n) How do you ensure that there is agreement on the essential elements of the curriculum?

o) Did you review best practices adopted by other departments in your institution as well as other institutions offering same program?

p) How do you ensure that curriculum continuously remains updated?

q) What are the recent changes in your curriculum?

r) What is the basis for introducing these changes?

4.3. Designing effective teaching and learning processes

a) How is teaching and learning organized for students?

b) What pedagogical approaches are used by faculty to enhance teaching learning?

c) What strategies are used to stimulate student centric learning in the classroom?

d) What resources/ICT/learning simulation tools are used in teaching and learning?

- e) How is the quality of teaching maintained and enhanced? How do you ensure that strategies such as effective staff development, peer review, induction and mentoring are _____ used?

- f) How effectively do lecturers use latest technological inputs, research, professional activities in their teaching to fill curricular gaps?

- g) Is there any academic support including handbooks, notes, videos and other written documents provided to students?

- h) How do you evaluate teaching and learning processes on a regular basis?
- i) Do you seek student feedback? How many times do you seek the feedback from students in a semester?

- j) What are your key performance indicators or benchmarks?

- k) How do you evaluate the courses/programs? How do you calibrate your quality standards?

- l) How are the analysis of data done and used for introducing improvements?

4.4. Developing and using outcome based student assessment

- a) Have you defined key quality performance indicators of your department? such as comparing student quality at admission time and at graduation time; students performance in first year; students graduating rate with and without backlog; improvements in students' performance who graduated to next year with backlogs; progress of weak students and challenging better performers to challenging _____ tests _____ and _____ assignments?

- b) How do you ensure that the overall assessment processes and particular assessment tool used by faculty enables the students to demonstrate achievement of POs/PSOs/COs?

- c) How are the POs/PSOs/COs assessment moderated?

- d) How do you ensure soundness of assessment tools used?

- e) How effectively is the student learning facilitated and improved through formative and summative feedback and monitoring arrangements?

- f) How do you monitor progress and use information to improve?

.5.Assuring implementation of quality education - significant activities such as co-curricular and extra-curricular activities to support program outcome

- a) Does the department work collaboratively, involving faculty, to decide on quality assurance parameters?

- b) How do you ensure that the COs and POs/PSOs are implemented as per plan and their assessment results are used effectively?

- c) How do you inform the stakeholder that the POs/PSOs are consistently met and continuously improved?

- d) How do you work together to interpret the results and take appropriate corrective action based on the analysis?

- e) How do the faculty and the Department ensures memberships in professional society?

- f) How do you ensure and assess extra- curricular activities are planned to meet COs and POs?

- g) How do you analyse the impact of extra-curricular activities?

- h) How do you ensure and assess co-curricular activities are planned to meet COs and POs?

- i) How do you analyse the impact of extra and co-curricular activities?

4.6. Research Activities

a) What are the Research Areas in which faculty expertise available in the department?

b) How many research projects have been completed so far, what is the amount of funding received and which are the funding organizations?

c) How many ongoing research projects are there in the department, what is the amount of funding received and which are the funding organizations?

d) How many research papers were published in Scopus indexed refereed journals by faculty of department?

e) How many research papers were presented in conferences by faculty of department?

f) What is the percentage students who participate in research activities?

g) How many research papers are published in journals and presented in conferences along with students?

h) How many Patents are filed by the faculty and students of the department?

i) How many student projects resulted in / lead to publications of research papers in conference proceedings and in refereed journals?

j) How many research projects are sponsored by funding organizations on an average every year?

k) How many students projects are carried out in industries every year?

l) Which are the POs and PSOs are addressed by student projects?

m) What are consultancy activities carried out in the department and how much fund has been generated by these consultancy activities every year?

Academic Audit Visiting Team Report(Institution /External)

Record of Commendations, Affirmations, and Recommendations

Total Number of Commendations

Commendation #1 –

Commendation #2 –

Commendation #3 –

Total Number of Affirmations

Affirmation #1 –

Affirmation #2 –

Affirmation #3 –

Total Number of Recommendations

Recommendation #1 –

Recommendation #2 –

Recommendation #3 –

I/we agree with the observations and recommendations made by the Academic Audit Committee for the academic year

Sr. No	Name of the Committee member	Signature
1.		
2.		
3.		
4.		

IQAC

Seal of College

Principal