**ACADEMIC AUDIT FORMAT**

**Institute/Department: Date:**

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**Instructions:**

|  |  |  |
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| **Emerging** | **Established** | **Highly Developed** |
| Just started, Documents are available, and implementation is in progress | Implemented, Staff are aware, Progress is monitored and reviewed | Established, reforms are undertaken, and Continuous Quality Improvement is present |

\*During the assessment verify and validate all supporting documents are presented as evidence. Interview stakeholders. Rating to be based on compliance.

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| **Sl No.** | **Particulars** | **Available – Yes / No** | **Attach Document / write-up / flow chart / description (as per requirement)** | **Visibility of the Document** | **Remark** |
| 1 | Clarity of Mission, Vision, and Objectives **(availability)** |  |  |  |  |
| 2 | Dissemination of Mission, Vision, and Objectives to all stakeholders. – **(Published and medium via published to create awareness)**  |  |  |  |  |
| 3 | Programme compatibility with Mission, Vision, and Objectives – **(PO prepared, process of preparation and disseminated via. Also establishes consistency with vision, mission of the department)**  |  |  |  |  |
| 4 | Meets globalization, national and regional needs, and accreditation expectations / Value orientation / Heritage **(Dynamic curriculum & meets new NEP policy)**  |  |  |  |  |
| 5 | Flow of Curriculum development process ‐ STEPS **(flow chart)**  |  |  |  |  |
| 6 | POs and COs are clearly mentioned in the curriculum; Analysis of CO and PO attainment is conducted, and corrective measures are taken when necessary **(Process of mapping & analysis of it)** |  |  |  |  |
| 7 | Courses have focus on competency / employability / entrepreneurship / skill-development **(supporting document if applicable)**  |   |  |  |  |
| 8 | Focus on Inter / Multidisciplinary studies **(number of interdisciplinary courses taught & supporting document)**  |  |  |  |  |
| 9 | Focus on Multi skill development and vocational skills **(if any – attach supporting document)** |  |  |  |  |
| 10 | Focus on Emerging areas and Global relevance **( e.g., related to SDGs, contemporary technology like AI – attach supporting document)**  |  |  |  |  |
| 11 | Focus on Career orientation **(supporting document)** |  |  |  |  |
| 12 | Faculty participation / initiative in curriculum development / restructuring **(process followed)** |  |  |  |  |
| 13 | Consultation with academic experts within and outside the institution is effectively done for developing the curricula **(mention in flow chart)** |  |  |  |  |
| 14 | Consultations are done with industry / employment sector in the curriculum development process **(mention in flow chart)**  |  |  |  |  |
| 15 | Wide Range of programme options are available to learners in terms of Degrees, Certificates and Diplomas at different levels (UG/PG). **(attach course structure mentioning credits, hours been divided – lecture, tutorials, practical)**  |  |  |  |  |
| 16 | Provisions with reference to academic flexibility **(for example transfer of credits – if any)** |  |  |  |  |
| 17 | Programmes / Courses available to attract international students **(if any – supporting documents)** |  |  |  |  |
| 18 | New programmes / curriculum / added in last 2 years **(developed / adopted to meet the needs of the students & the society) – (supporting documents)**  |  |  |  |  |
| 19 | Choice‐based credit system (CBCS) is initiated in the department / institution **(wherever permissible by the Regulatory Bodies – supporting documents)**  |  |  |  |  |
| 20 | Options are available for students to take additions / supplementary / Enrichment / value added courses along with their regular curricula. **(highlight in the course structure – content enhanced beyond curriculum)** |  |  |  |  |
| 21 | Curriculum undergoes revision after each cycle. Whether any major and minor revisions have occurred during the last five years **(if applicable – provide supporting documents)** |  |  |  |  |
| 22 | The guidelines of statutory bodies / university are followed for developing and/or restructuring the curricula **(identify the extent to which it is followed)**  |  |  |  |  |
| 23 | National and international curricular modules are referred for curriculum update **(flowchart – reference can be made)** |  |  |  |  |
| 24 | Faculty takes initiative in the curriculum revision based on the feedback from stakeholders **(process followed if done)** |  |  |  |  |
| 25 | Institution integrates crosscutting issues relevant to Gender, Environment and Sustainability, Human Values, Health Determinants, Right to Health Issues, Emerging demographic changes, and Professional Ethics in the curricula **(mention – course structure)** |  |  |  |  |
| 26 | Students undertaking field visits / research projects / Industry internships / visits / Community postings as a part of curriculum enrichment **(proof – if any)** |  |  |  |  |
| 27 | Feedback on curriculum is collected from students / alumni, industry, academic peers and analyzed and action taken based on the suggestions in Curriculum revision **(supporting documents – if collected & analyzed)** |  |  |  |  |
| 28 | Curriculum Conclaves are conducted **(if done – write-up on it)** |  |  |  |  |
| 29 | Innovations / best practices in ‘Curricular Aspects’ are documented **(highlight in the curriculum or course structure)**  |  |  |  |  |
| 30 | The teaching and learning methods address to individual differences amongst learners **(slow and advanced learners – document as per MAHE format)**  |  |  |  |  |
| 31 | The institution has a well‐conceivedplan for continuously monitoring student progress **(slow & advanced learners – remedial measures)**  |  |  |  |  |
| 32 | The student evaluation processes are aligned with the expectation of university **(continuous assessment process followed)**  |  |  |  |  |
| 33 | The teachers have opportunities for continued academic growth and professional development **(enhanced qualification – faculty members)** |  |  |  |  |
| 34 | The institution has sustainable good practices in teaching, learning and evaluation to achieve academic excellence **(SDG based activities followed)** |  |  |  |  |
|  35 | Wide publicity of the admission process |  |  |  |  |
| * Through the Prospectus **(supporting documents and outcome of the activity)**
 |  |  |  |  |
| * Website / social media **(supporting documents and outcome of the activity)**
 |  |  |  |  |
| * Advertisement in Regional / National Newspapers **(supporting documents and outcome of the activity)**
 |  |  |  |  |
| 36 | Students’ selection for admission Cut off percentage for admission at the entry level, better than previous year **(Increase in Intake)** |  |  |  |  |
| 37 | Transparency in the Admission process – admissions are made as per the predetermined Criteria **(Merit, Interview score, Aptitude test)**  |  |  |  |  |
| 38 | Strategies deployed for ensuring equity and access to students specifically:Students from disadvantaged community / Women / Physically Challenged / Economically weaker sections / Sports personnel as Applicable **(proof)** |  |  |  |  |
| 39 | Student strength / Access / Representation from diverse population and geographical areas is evidenced **(covered all areas)** |  |  |  |  |
| 40 | Demand ratio is monitored **(records)** |  |  |  |  |
| 41 | Academic calendar is prepared at the beginning of the AY and informed to the students **(process involved)** |  |  |  |  |
| 42 | Teaching plan and evaluation blueprint / schedules are available **(attach document)** |  |  |  |  |
| 43 | Institutional strategies, contributing to acquisition of life skills, knowledge management skills, individual learning, and lifelong learning **(content enriched)** |  |  |  |  |
| 44 | Students and faculty keep pace with the recent developments in their respective subjects **(record maintained if any)** |  |  |  |  |
| 45 | Evaluation of the teachers by the students, analysis of the feedback is done, shared with faculty and action taken for improvement of teaching learning and reviewed **(record maintained)** |  |  |  |  |
| 46 | Teaching days as per Regulatory norms **(attendance record)** |  |  |  |  |
| 47 | Teaching methodologies **(supporting documents)**  |  |  |  |  |
| * Experimental focus
 |  |  |  |  |
| * Remedial / Tutorial classes and special coaching
 |  |  |  |  |
| * Mentoring
 |  |  |  |  |
| * Use of Education technology / Use of laboratory and equipment’s
 |  |  |  |  |
| * Experiential learning methodologies for participative learning are used
 |  |  |  |  |
| * Problem-solving approach as a teaching methodology is adopted
 |  |  |  |  |
| 48 | Library resources are effectively used to augment teaching-learning **(library records to be displayed)** |  |  |  |  |
| 49 | Laboratory equipment / field experiences are effectively deployed to maximize the teaching-learning process **(supporting documents)** |  |  |  |  |
| 50 | Adequate Number of qualified and competent teachers available as per regulatory norms **(Qualification details)** |  |  |  |  |
| 51 | Recruitment process / Recruitment procedures are followed as per regulatory /parent campus Guidelines **(HR data)** |  |  |  |  |
| 52 | Appointment of additional adjunct faculty to teach new programmes / modern areas of study **(records maintained)** |  |  |  |  |
| 53 | Awards/recognition received by the faculty during the last five years **(supporting documents)** |  |  |  |  |
| 54 | Training/retraining programmes for the faculty in the use of Computers / internet / New Technologies / equipment **(Skill training)**  |  |  |  |  |
| 55 | Computer Aided Packages / Material / development for CAL, multimedia etc. by faculty (department – wise) |  |  |  |  |
| 56 | Percentage of positions filled as per sanctioned posts **(Promotion Policy – HR data)** |  |  |  |  |
| 57 | Professional development opportunities are available **(conferences, workshops & seminars attended)** |  |  |  |  |
| 58 | Student teacher ratio (FSR) as per regulatory norms **(details of student – teacher ratio)**  |  |  |  |  |
| 59 | Percentage of teachers with Ph.D. Qualification / terminal degree **(Qualification details)**  |  |  |  |  |
| 60 | Evaluation Policy in alignment with parent campus guidelines is available and communicated to all stakeholders **(disseminated to stakeholders prior)** |  |  |  |  |
| 61 | Mechanism for redressal of grievances regarding evaluation is in place and communicated to the students. Grievances are redressed in timely and transparent manner **(Grievance redressal cell)** |  |  |  |  |
| 62 | Feedback on Question Paper (QP) by peers **(process followed - peer feedback)** |  |  |  |  |
| 63 | Feedback on Evaluation process **(record maintained)**  |  |  |  |  |
| 64 | Who prepares the scheme of valuation? **(Process involved – Flow chart)**  |  |  |  |  |
| 65 | Percentage of overlap in QP set **(review process – record)** |  |  |  |  |
| 66 | Whether distributed evaluation is practiced **(Mention – process involved)** |  |  |  |  |
| 67 | Number of QP sets presently available in each course: **(include in Process followed)** |  |  |  |  |
| 68 | Security of the evaluation system is ensured **(include in Process followed)**  |  |  |  |  |
| 69 | Declares results within 15 days ofthe examinations (days) **(include in Process followed)**  |  |  |  |  |
| 70 | Whether QP reviewed by external expert (Yes/No)? **(include in Process followed)**  |  |  |  |  |
| 71 | Number of scripts gone for third valuation **(record maintained if any)** |  |  |  |  |
| 72 | Transparency in evaluation measures / Grievance redressal **(include in Process followed)**  |  |  |  |  |
| 73 | Single evaluation / double evaluation **(include in Process followed)**  |  |  |  |  |
| 74 | If its is single evaluation, is there any review process **(include in Process followed)**  |  |  |  |  |
| 75 | Number of subjects/courses applied for revaluation **(record maintained if any)** |  |  |  |  |
| 76 | Number of subjects/courses opted out after paper seeing **(record maintained if any)**  |  |  |  |  |
| 77 | Number of grade/class change **(record maintained if any)**  |  |  |  |  |
| 78 | Was there any delay in issuing Grade Reports **(record maintained if any, include in the time-line maintained for conducting examination and result announcements)** |  |  |  |  |
| 79 | Paper seeing /Revaluation process followed as per norms **(include in Process followed)**  |  |  |  |  |
| 80 | % of students whose grades get changed after revaluation. Does this meet University / Accreditation norms **(record maintained if any)**  |  |  |  |  |
| 81 | Any enquiry committee has been formed **(include in Process followed)**  |  |  |  |  |
| 82 | Number of cases escalated to the University **(record maintained if any)**  |  |  |  |  |
| 83 | Malpractice in examination is effectively addressed **(record maintained if any)**  |  |  |  |  |
| 84 | Number of malpractice cases reported during the previous examination cycle **(record maintained if any)**  |  |  |  |  |
| 85 | Any feedback/remarks on academic process from regulatory/accreditation bodies **(record maintained if any)**  |  |  |  |  |
| 86 | Whether the Result Analysis has been performed (Yes/No):Whether the result analysis observations were presented in BoS **(record maintained if any)**  |  |  |  |  |
| 87 | NEP Guidelines applicable sections identified, and action plan prepared for the applicable clauses **(include in process followed)**  |  |  |  |  |
| 88 | Examination committee meetings held – frequency and meeting minutes available **(record maintained if any)**  |  |  |  |  |
| 89 | Whether discussion/agenda on the “data security” during examination committee meetings are held as the data (Exam details/Answers) handled by external vendor **(MOM Recorded)**  |  |  |  |  |
| 90 | Data security/confidentiality clause added to the contract and no requirement of Vulnerability screening and Penetration testing as the vendor maintain the examination data **(include in Process followed)**  |  |  |  |  |
| 91 | The Grievances related to examination process like tab not working, not able to save etc. are recorded and corrective actions are initiated **(record maintained if any)**  |  |  |  |  |
| 92 | Whether corrective actions for the grievances identified and recorded **(record maintained if any)**  |  |  |  |  |
| 93 | Whether criteria for selection of “Surprise Visit Squad” is defined and records of visits including the observations and action on the same is maintained **(record maintained if any)**  |  |  |  |  |
| 94 | Corrective action plan for the Internal Audit findings in autonomous colleges **(include in Process followed)**  |  |  |  |  |
| 95 | Whether off site back up on the data of Evaluation / Examination server **(include in Process followed – by Examination Department)**  |  |  |  |  |
| 96 | Guidelines for the employees of “Question Bank” are established including what is allowed and what is not allowed (Mobile entry is not allowed, taking print out data etc. **(Circular sent before exam commencement)** |  |  |  |  |
| 97 | Internal audit / evaluation audit conducted for Examination process (**Process followed by Examination Department)** |  |  |  |  |
| 98 | Review of the audit including CAPA and action taken (**Process followed by Examination Department)**  |  |  |  |  |
| 99 |
| 100 | Formation of Research Committee to facilitate and monitor research activity **(Process to be followed for Research Department)** |  |  |  |  |
| 101 | Promoting faculty participation in research (providing seed money, grants, leave, other facilities) **(Record to be maintained)** |  |  |  |  |
|  102 | Provision in the institutional budget for research and development **(Record to be maintained)**  |  |  |  |  |
| 103 | Participation of the students in research activities **(Record to be maintained)** |  |  |  |  |
| 104 | Major research facilities developed and are available in the campus **(Record to be maintained)** |  |  |  |  |
| 105 | Initiatives taken by the institution for collaborative research **(Record to be maintained)**  |  |  |  |  |
| 106 | Research fellowship for students **(Include in research policy)**  |  |  |  |  |
| 107 | Provision for research facilities in terms of laboratory equipment, research journals and research incentives **(Record to be maintained)**  |  |  |  |  |
| 108 | Encouraging to apply for major/minor projects **(Include in research policy)**  |  |  |  |  |
|  109 | Special opportunities for students and staff for enhancement of research activities **(Include in research policy)**  |  |  |  |  |
| 110 | Encourage and promote research culture (eg. Teaching workload remission, opportunities for attending conference etc.) **(Include in research policy)**  |  |  |  |  |
| 111 | Initiate research by collaborating with other research organizations / industry **(Record to be maintained)**  |  |  |  |  |
| 112 | Faculty recognition for guiding research (PhD guideship) **(Include in research policy)**  |  |  |  |  |
| 113 | Establishment of specific research units / centers **(Infrastructure availability)**  |  |  |  |  |
| 114 | Research guides to research student’s ratio is high **(Include in research policy)**   |  |  |  |  |
| 115 | Departments recognized as research center **(Record to be maintained)**  |  |  |  |  |
| 116 | Priority areas for research are clearly identified and disseminated to all stakeholders **(Records maintained)** |  |  |  |  |
| 117 | Good number of ongoing Faculty Research Projects **(Records maintained)**  |  |  |  |  |
| 118 | Good number of ongoing Student Research Projects **(Records maintained)**  |  |  |  |  |
| 119 | Research scholars: JRF/ Ph.D. awards per year is improving **(Records maintained)**  |  |  |  |  |
| 120 | Output in terms of Ph.D. students **(Records maintained)**  |  |  |  |  |
| 121 | Minor research projects and Major research projects are increasing **(Records maintained if any)** |  |  |  |  |
| 122 | Total outlay for research & development and patents and Research Journals is as per accreditation expectations **(Records maintained if any)**  |  |  |  |  |
| 123 | Research papers published in referred journals (Scopus / WoS / ABDC), Books published by faculty. At least 2 paper per faculty **(Records maintained if any)**  |  |  |  |  |
| 124 | Major achievements of the research activities of the institution in terms of findings have led to contribution of the Industry / Societal needs **(Evidence from external reports)**  |  |  |  |  |
| 125 | Patents are registered/applied in good numbers **(Records maintained if any)**  |  |  |  |  |
| 126 | Research papers published in referred journals by the faculty shows improvement in citation, index and impact factor **(Records maintained)** |  |  |  |  |
| 127 | Publications of the faculty – Books / Articles / Conference / Seminar Proceedings / Theses / Coursematerials have increased **(Records maintained)** |  |  |  |  |
| 128 | Software packages or other learning materials for research and publications are available **(Records on availability of facility)** |  |  |  |  |
| 129 | Significant faculty involvement in Research is evidenced **(Records maintained)**  |  |  |  |  |
| 130 | The institution receives significant quantum of research grants from external agencies **(Availability of Records)** |  |  |  |  |
| 131 | The institution has received research recognition and awards (Including patents) **(Records maintained)**  |  |  |  |  |
| 132 | Research facilities are enhanced through research projects **(Records maintained)**  |  |  |  |  |
| 133 | Students’ publications are evidenced **(Records maintained)**  |  |  |  |  |
| 134 | Published books and proceedings on research work are evidenced **(Records maintained)**  |  |  |  |  |
| 135 | Institution publicizes its expertise available for consultancy services **(Records maintained)**  |  |  |  |  |
| 136 | Institution revenue/material generated through consultancy services are significant **(Records maintained)**  |  |  |  |  |
| 137 | Consultancy services to industries/Agencies (Govt/Non Govt) (provided by the Institution during the last 2 years) is diverse **(Records maintained)**  |  |  |  |  |
| 138 | Mutual benefits accrued due to consultancy is evidenced **(Records maintained)**  |  |  |  |  |
| 139 | Participation of the students and faculty in extension activities is evidenced **(Records maintained)**  |  |  |  |  |
| 140 | Outreach programmes organized by the institution and their integration with the academic curricula is evident **(Records maintained)**  |  |  |  |  |
| 141 | Partnership with University / Research institutions / Industries / NGOs etc. for extension activities **(Records maintained)**  |  |  |  |  |
| 142 | Local community benefit from theinstitution is demonstrated **(Records maintained)**  |  |  |  |  |
| 143 | Collaborative work with Govt./NGO in extension activities **(Records maintained if any)** |  |  |  |  |
| 144 | Collaborative activities of the institution – Local / State / National / International / Industry/Service sector / Agriculture sector / Local bodies / Community / Administrative agencies to enhance Research / Employability / Academics **(Records maintained if any)**  |  |  |  |  |
| 145 | Institutional benefits from collaborations – Curriculum development / Internship / On‐the‐job training / Faculty exchange and development / Research / Consultancy / Extension / Publication / Student Placement is Evidence - **(Records maintained if any)**  |  |  |  |  |
| 146 | MOU / MOC / mutually beneficial agreements signed with – Academic institutions / Industry / Other agencies is significant and actively used. **(Records maintained)**  |  |  |  |  |
| 147 | Linkages: National linkages / International linkages / Industry linkages / Membership inprofessional activities **(Records maintained)**  |  |  |  |  |
| 148 | Availability of infrastructure for:1. academic purpose
2. administrative functions
3. co‐curricular activities

As per regulatory norms **(Record on Infrastructure facility available)** |  |  |  |  |
| 149 | Development plan / Adequacy of infrastructure facilities as per regulatory norms **(Record on Infrastructure facility available)**  |  |  |  |  |
| 150 | Augmentation of infrastructure facilities during the last 2 years is significant **(Record on Infrastructure facility available)**  |  |  |  |  |
| 151 | The institution provides necessary facilities for classrooms (furniture and fixtures) as per regulatory norms **(Record on Infrastructure facility available)**  |  |  |  |  |
| 152 | The institution provides necessary facilities for laboratories (Furniture, fixtures, equipment and good laboratory practices) as per regulatory norms **(Record on Infrastructure facility available)**  |  |  |  |  |
| 153 | Provides sports / gym / swimming pool, auditorium facilities for students / faculty **(Record on Infrastructure facility available)**  |  |  |  |  |
| 154 | The institution has necessary facilities for general computer education of students **(Record on Infrastructure facility available)**  |  |  |  |  |
| 155 | Infrastructure facilities are being utilized optimally **(Record on Infrastructure facility available)**  |  |  |  |  |
| 156 | Adequate facilities for Women **(Record on Infrastructure facility available)**  |  |  |  |  |
| 157 | Appropriate faculties for differently abled student **(Record on Infrastructure facility available)**  |  |  |  |  |
| 158 | Library advisory committee and its functioning is evidenced **(Library policy and process followed)** |  |  |  |  |
| 159 | Access, use and security of library materials is demonstrated **(Include in the process followed – Library)** |  |  |  |  |
| 160 | Various support facilities are available in the library to support academics and research **(Include in the process followed – Library)**  |  |  |  |  |
| 161 | Purchase and use of current titles, important journals and other reading materials, percent of budget and amount spent on new books and journals during the last five years as per regulatory norms **(Library Records)** |  |  |  |  |
| 162 | Access of the on‐line and Internet services in the library to the students and faculty (hours, frequency of use, subscriptions, licensed software) **(Details on Library facility availability)** |  |  |  |  |
| 163 | Extent of library services being computerized (100%) **– (Details on Library facility availability)**  |  |  |  |  |
| 164 | Special facilities offered by the library to the visually and physically Challenged persons **(Details on Library facility availability)**  |  |  |  |  |
| 165 | Library networking is available for student / faculty use **(Details on Library facility availability)**  |  |  |  |  |
| 166 | Reading room facility for faculty and students is available **(Details on Library facility availability)**  |  |  |  |  |
| 167 | Reprographic facilities are available **(Details on Library facility availability)**  |  |  |  |  |
| 168 | No. of Computers and its utilization (Has adequate / up to date computer facilities) **(Details on IT Support available)**  |  |  |  |  |
| 169 | Institution has a website facility, updated regularly **(Details on IT Support available)**  |  |  |  |  |
| 170 | The institution provides clear information to students about admission, completion requirements for all programmes; the fee‐structure and refund policies; financial aid and student support services **(student Finance & admission department)** |  |  |  |  |
| 171 | Efforts made by the Institution to minimize the dropout rate and facilitate the students to complete the course is evidenced **(provide supporting documents if any - department-wise)**  |  |  |  |  |
| 172 | Percentage progression of the students to further studies and for employment is healthy **(provide supporting documents - department-wise)** |  |  |  |  |
| 173 | Support for students in appearing and qualifying in various competitive examinations is evident **(supporting documents if any - department-wise)** |  |  |  |  |
| 174 | Monitors student progression **(provide supporting documents - department-wise)** |  |  |  |  |
| 175 | Percentage progression to higher studies From UG to PG / From PG to research is tracked **(provide supporting documents - department-wise)**  |  |  |  |  |
| 176 | Average institutional academic performance in relation to the university average is monitored **(provide supporting documents - department-wise)**  |  |  |  |  |
| 177 | Facilitate progression to employment dept |  |  |  |  |
| 178 | Financial aid to students, the type and number of scholarships / free ships given to the students (other than those provided by the social welfare departments of the state or central governments) is evidenced **(Details – student finance & admission Department)**  |  |  |  |  |
| 179 | Institutional provision / schemes for student welfare (insurance, special diets, family counselling support, earn while you learn scheme etc.) is evidenced **(Details – Student Affairs)** |  |  |  |  |
| 180 | Special support services are available to overseas students **(Details – CSO and Student Affairs)**  |  |  |  |  |
| 181 | Placement and counselling services is available to the students **(supporting documents – department-wise)** |  |  |  |  |
| 182 | Developing entrepreneurial skills among the students **(Details – MILES & departments)** |  |  |  |  |
| 183 | Faculty participate in academic and personal counselling (**Mentor – Mentee records – department-wise)**  |  |  |  |  |
| 184 | Committee for prevention / action against sexual harassment of women students issues has addressed all issues in last 2 years **(supporting documents – CSO)** |  |  |  |  |
| 185 | Grievance redressal cell – its functions, major grievances redressed during the last 2 years **(supporting documents – CSO & student affairs)** |  |  |  |  |
| 186 | Provide health services optimally to make the campus safe for students with adequate security and lighting **(supporting documents – DDGS)** |  |  |  |  |
| 187 | Active Alumni Association and its activities are evidenced **(supporting documents – DDGS)** |  |  |  |  |
| 188 | Publication materials like catalogues, wall magazines, college magazine etc. **(supporting documents – departments)** |  |  |  |  |
| 189 | Student council or any similar body – constitution, major activities, and funding **(supporting documents – departments, CSO & student affairs)** |  |  |  |  |
| 190 | Alumni contributions in terms of donations in cash/kind, books, collaborations, academics etc. is evidenced **(supporting documents – departments)** |  |  |  |  |
| 191 | Access to and use of recreational / leisure time activities to students is evidenced **(supporting documents – physical education)** |  |  |  |  |
| 192 | Students’ participation in state‐ level sports events is evidenced **(supporting documents – physical education)** |  |  |  |  |
| 193 | Students’ participation in national level sports events is evidenced **(supporting documents – physical education)**  |  |  |  |  |
| 194 | Students’ participation in international‐level sports events is evidenced **(supporting documents – physical education)** |  |  |  |  |
| 195 | Academic and administrative planning in the institution is evident **(supporting documents – departments)** |  |  |  |  |
| 196 | There are fair and expeditious grievance redressal mechanisms at all levels of the institution’s functioning **(supporting documents – departments)** |  |  |  |  |
| 197 | The institution is effective in resource mobilization and planning development strategies **(supporting documents – departments)** |  |  |  |  |
| 198 | The finance of the institution is judiciously allocated and effectively utilized by proper budgeting system **(supporting documents – finance)** |  |  |  |  |
| 199 | Auditing procedures and the follow up actions are systematized **(supporting documents – finance)** |  |  |  |  |
| 200 | Institution has sustainable good practices for governance and leadership **(supporting documents – HR)** |  |  |  |  |
| 201 | Institutional vision is displayed and known to all stakeholders and translated to activities **(supporting documents – departments)** |  |  |  |  |
| 202 | Frequency of Governance Body meetings / Effectiveness of governing body function and implementation in terms of regularity of functioning **(supporting documents – departments & administration)** |  |  |  |  |
| 203 | Transparency of management –Communication of management decision to staff and students **(supporting documents – administration)** |  |  |  |  |
| 204 | Top management’s commitment, leadership role and involvement for effective and efficient transaction of teaching and learning processes is evidenced **(supporting documents – administration)** |  |  |  |  |
| 205 | Management encourages and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes **(supporting documents – departments & administration)** |  |  |  |  |
| 206 | Organizational structure and the details of the academic and administrative bodies of theInstitution **(supporting documents – department & administration)** |  |  |  |  |
| 207 | Meetings held, and the decisions made by these bodies, regarding finance, infrastructure, faculty recruitment **(supporting documents – HR, finance)** |  |  |  |  |
| 208 | Performance evaluation of teaching and non‐teaching staff, research, extension activities **(supporting documents – HR)** |  |  |  |  |
| 209 | Decentralized Administration, Decentralization of powers, Decentralization and participative Management **(supporting documents – administration)** |  |  |  |  |
| 210 | Collaborates with other sections/departments and personnel of the institution to improve and plan the quality of educational provisions **(supporting documents – departments)**  |  |  |  |  |
| 211 | Effective internal coordination and monitoring mechanism **(supporting documents – departments & administration)** |  |  |  |  |
| 212 | A grievance redressal cell for its employees. Effective functioning of the Grievance cell **(supporting documents – HR)** |  |  |  |  |
| 213 | Management meet the staff periodically to discuss on various academic and administrative issues **(supporting documents – administration)** |  |  |  |  |
| 214 | Internal coordinating mechanisms available **(supporting documents if any – administration)**  |  |  |  |  |
| 215 | Participatory management is demonstrated (**(supporting documents – departments)** |  |  |  |  |
| 216 | Coordination of all statutory bodies and advisory committees (like BoS, AC, EC) **(supporting documents – department & administration)** |  |  |  |  |
| 217 | Academic audit is regularly conducted (**(supporting documents – department)** |  |  |  |  |
| 218 | IQAC meetings are organized on quarterly basis **(supporting documents – IQAC)** |  |  |  |  |
| 219 | Observations of audit are reviewed, and action taken **(supporting documents – department & IQAC)** |  |  |  |  |
| 220 | External members are involved in academic and administrative audit **(supporting documents – department & IQAC)** |  |  |  |  |
| 221 | Involvement of students in assuring quality of education imparted by the institution **(supporting documents – department & IQAC)** |  |  |  |  |
| 222 | Initiatives taken up by the institution to promote best practices in the institution and their internalization **(supporting documents – department & IQAC)** |  |  |  |  |

**Remarks for discussion:**

Name of the Assessor (team leader)

Signature

Name of the Assessor

Signature