MARUDHAR KESARI JAIN COLLEGE FOR WOMEN (AUTONOMOUS)

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Recognized u/s 2(f) & 12(B) of UGC Act, 1956

Permanently Affiliated to Thiruvalluvar University

Accredited with "A+" Grade by NAAC (4th Cycle)

An ISO 21001:2018 Certified Institution

Supported by DST-FIST

GUIDELINES

FOR ACADEMIC AND ADMINISTRATIVE AUDIT



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NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL, BENGALURU

Academic and Administrative Audit (AAA)
A brief advisory note

Context:

The **National Assessment and Accreditation Council** (NAAC) has evolved tools and guidelines for improving quality for different levels of Higher Education Institutions (HEIs) and for its sustenance. By establishing Internal Quality Assurance Cell (IQAC) and undergoing External Quality Assurance process it's possible to continuously strive for excellence.

The monitoring and evaluation of the institutional processes require a carefully structured system of internal and external review. The NAAC expects the Institutions to undertake continuous Academic and Administrative Audits (AAA). This brief note is intended to serve as advisory to all accredited HEIs who volunteer to undertake AAA.

About **Academic and Administrative Audit** (AAA):

Academic and Administrative Audit (**AAA**), are very essential for the excellence in Higher Education. These are interrelated concepts. Thus in order to have a quality oriented academic, there should be a strong administrative background.

Academic Audit: - Academic audit can be understood as a scientific and systematic method of reviewing the quality of academic process in the institution. It is related with the quality assurance and enhancing the quality of academic activities in HEIs.

Administrative Audit: - It can be defined as a process of evaluating the efficiency and effectiveness of the administrative procedure. It includes assessment of policies, strategies & functions of the various administrative departments, control of the overall administrative system etc.

Major objectives of AAA:

1. To understand the existing system and assess the strengths and weaknesses of the Departments and Administrative Units and to suggest the methods for improvement and for overcoming the weaknesses.
2. To identify the bottlenecks in the existing administrative mechanisms and to identify the opportunities for academic reforms, administrative reforms and examination reforms etc.
3. To evaluate the optimum utilization of financial and other resources.
4. To suggest the methods for continuous improvement of quality keeping in mind criteria and reports by NAAC and other bodies.

Approach towards AAA: - World class Universities or institutions of eminence cannot be built overnight or legislated into existence. For that strict and continuous Audit of Academic and Administrative process should be adopted. Both the AAA can be done internally and externally. Internally it should be done by the IQAC of the institutions, while externally it can be done by the University (for Colleges) or by other peers. In some states it is organised by state level agencies. **Knowledge Consortium of Gujarat** (KCG) has developed a very good model of AAA in state of Gujarat. It is also learnt that many of the HEIs volunteering for third and fourth cycles of accreditation have done AAA.

Methodology:

NAAC has not prescribed any specific methodology or guidelines for conducting AAA. It is expected that each HEI may evolve its own guidelines and methodology by learning from good practices followed by leading institutions within and outside India. The successful practices can be adapted to suit specific context and requirement of HEI on various aspects such as given below:

- **Criteria:** IQAC of HEIs can decide set of criteria to be used for AAA. Some HEIs follow NAAC criteria as it compliments periodic assessment and accreditation by NAAC. Some HEIs have developed slightly different set of criteria. It is also learnt that some HEIs have taken NAAC departmental evaluation format and have done department-wise also.

- **Periodicity:** Some HEIs undertake the AAA exercise on annual basis. However many HEIs prefer to do this exercise once in three years or five years. An internal excersice every year and involvement of external peers once in a three or five years could be a good option.

- **Selection of peers/experts:** Since peer review is backbone of AAA, similar to accreditation by NAAC, it is important to select good experts as peers for AAA. Even though no specific qualifications can be prescribed for good peers, it is vital that peers should be able to command respect from faculty on the basis of their credentials such as academic distinctions, experience as reviewer on NAAC or similar bodies and professionalism.

- **Process:** HEIs can device its own process including self-evaluation by faculty and administrative units, schedule of onsite visit, format of report and outcome etc... Many HEIs try to follow NAAC's process and formats with some changes.

- **Outcome:** The outcome of AAA may be placed before Internal Quality Assurance Cell (IQAC) and Governing Bodies (GB) of the HEIs. Plan of action can be prepared to implement the suggestions accepted by IQAC and GB.

It is important that HEIs should formally prepare the guidelines / statues / ordinances for AAA, so that it becomes an institutionalised practice. As the facilitator of quality culture in higher education, the NAAC will be taking efforts to promote any good practices of AAA brought to its attention. At present, NAAC has sponsored a good number of seminars across the country on the theme of AAA. The HEIs are advised to take benefit from deliberation of these seminars to update recent trends in AAA as tool for continuous quality improvement.

Bengaluru
13th April, 2017

Prof. D.P. Singh
Director, NAAC

GUIDELINES FOR ACADEMIC AND ADMINISTRATIVE AUDIT

PREAMBLE

In pursuit of excellence and continuous quality enhancement, Marudhar Kesari Jain College for Women (Autonomous), Vaniyambadi, through its Internal Quality Assurance Cell (IQAC), envisions a robust and transparent system for the assessment and assurance of academic and administrative performance. Quality sustenance in higher education requires a well-defined mechanism for periodic monitoring, evaluation, and improvement of institutional processes.

As per the guidelines of the National Assessment and Accreditation Council (NAAC), Academic and Administrative Audits (AAA) are vital tools for self-introspection, external validation, and strategic advancement. These audits serve to assess the effectiveness of curriculum development, teaching-learning practices, research initiatives, governance, infrastructural support, and administrative systems in alignment with institutional vision and regulatory benchmarks.

The Guidelines for AAA are designed to provide a structured and comprehensive framework for conducting both internal reviews and external audits. These guidelines promote accountability, transparency, and a sustained culture of continuous improvement within the institution. The document outlines the structure, scope, methodology, and audit schedule, along with clearly defined roles and responsibilities of the Core and Internal Committees. It also includes a proforma aligned with maturity-based accreditation, enabling academic departments and administrative units to actively participate in and contribute to the institution's ongoing growth and pursuit of excellence.

PURPOSE

The primary purpose of the AAA is to ensure systematic and objective evaluation of the academic and administrative processes of the institution. It aims to:

- Assess the effectiveness of curriculum design, development, delivery, teaching-learning practices, learning outcomes, Extended Curricular Engagements, student support systems, research, Innovation, Extension, best practices, Alumni Engagement.
- Evaluate administrative efficiency, resource utilization, Human Resource Management, Infrastructure, Student & Employee Welfare, Sustainability (Green Initiatives) and governance mechanisms.
- Promote a culture of quality, transparency, and accountability among departments and administrative units.
- Identify strengths, gaps, and areas for improvement to support evidence-based planning and strategic development.
- Align institutional practices with national quality benchmarks and NAAC accreditation standards.

The audit serves as a catalyst for quality enhancement and supports the continuous improvement of academic outcomes and administrative functioning through constructive feedback.

SCOPE

The scope of the AAA encompasses a comprehensive review of all academic and administrative activities carried out by the institution. It includes,

Academic Components

- Curriculum design, delivery, and revision
- Faculty Resources, development, Performance appraisal
- Teaching-learning methodologies, Learning Outcomes and innovations
- Evaluation and assessment practices
- Extended Curricular Engagements - Clubs activities, Sports activities, Community related activities
- Student support and progression
- Research, publications, and extension activities
- Alumni Engagement
- Best Practices & Innovations

Administrative Components

- Institutional governance and leadership
- Human resource management
- Financial planning and resource mobilization
- Infrastructure and learning resources
- Record keeping, documentation, and compliance
- ICT integration and digital governance
- Statutory Compliance
- Student & Employee Welfare
- Sustainability (Green Initiatives)
- Uniqueness/Situatedness
- Maintenance of facilities (cleanliness, repairs)

Both internal and external audits will be conducted periodically, and the findings will be used for planning quality initiatives and institutional reforms.

Role of IQAC in AAA

1. Activity

Step	Activity
1	Planning and Approval
2	Audit Team Selection
3	Audit Framework Preparation
4	Data Collection by Departments
5	Onsite Audit Visit
6	Report by Audit Team
7	Report Review
8	Action Plan Creation
9	Follow-up and Monitoring
10	Documentation and Reporting

2. Description

Role	Description
1. Initiator	Proposes the need for AAA and seeks approval from the institutional head (Principal/Management).
2. Planner	Designs the AAA framework, including timelines, methodology, and scope (departments, offices, cells).
3. Coordinator	Coordinates between external auditors, departments, and administrative units to ensure smooth conduct of the audit.
4. Data Facilitator	Collects and compiles data such as Self-Assessment Reports (SAR) or Departmental Evaluative Reports in a standard format.
5. Host & Facilitator	Organizes onsite visits, interactions, and presentations during the audit days.
6. Quality Reviewer	Analyzes the audit report submitted by the external team and identifies key findings.
7. Recommender	Prepare an action plan for improvement based on audit suggestions and recommendations.
8. Monitor	Ensure follow-up actions are implemented and monitors their progress through review meetings.
9. Reporter	Presents AAA outcomes and improvements in Annual Quality Assurance Reports (AQARs) and during NAAC visits.

PROCESS OF INTERNAL AND EXTERNAL AUDITS

1. Phases of Audit

1. **Pre Audit Phase**
   - Approve audit schedule and framework.
   - Share audit guidelines, checklists, and SSR templates.
   - Train departments on documentation preparation.
   - Communicate with external auditors.
2. **Audit Phase**
   - Facilitate auditor visits and department presentations.
   - Organize stakeholder interactions (students, faculty, admin).
   - Ensure access to documents, facilities, and infrastructure.
3. **Post Audit Phase**
   - Collect and compile the final audit reports.
   - Prepare the Action Taken Report (ATR).
   - Present findings to IQAC/Academic Council.
   - Monitor implementation of suggested improvements.

2. Composition of Audit Teams

- **Internal Audit Team:** Constituted by IQAC and may include senior faculty members, heads of departments, and administrative staff with experience in quality assurance processes.
- **External Audit Team:** Should include academicians from reputed autonomous institutions, preferably with expertise in NAAC assessments / IQAC functioning.

3. Audit Tools and Templates

- Standardized Audit Proformas, Evaluation Rubrics, and Departmental Self-Assessment report (SAR) Forms will be developed and shared by the IQAC.

4. Internal Academic and Administrative Audit

The Internal Academic and Administrative Audit will be coordinated and conducted by the Internal Quality Assurance Cell (IQAC) of the institution in collaboration with an Internal Audit committee constituted for this purpose **(Refer Annexure – II for composition).**

- At least one internal audit shall be conducted in each academic year. Additional audits may be carried out based on specific needs identified by the IQAC and duly approved by the head of the Institution.

- The internal audit will primarily examine the parameters aligned with NAAC criteria, including curricular aspects, teaching-learning processes, research output, student support, governance, and administrative efficiency.

- The audit team shall prepare a detailed Internal Audit Report, highlighting strengths, weaknesses, and recommendations for improvement.

- The report shall be submitted to the Principal, who will direct the preparation of an Action Taken Report (ATR).

- The Internal Audit Report along with the ATR shall be placed before the Academic Council for its perusal and further recommendations.

5. External Academic and Administrative Audit

The External Academic and Administrative Audit will be conducted by a panel of Eminent Academicians and Experts from reputed institutions, preferably from institutions with A+ / A++ NAAC grades, NIRF ranking, Autonomous or equivalent academic reputation **(Refer Annexure – I for composition)**.

- At least one external audit shall be organized every academic year.

- The external audit shall broadly follow the parameters and guidelines recommended by the IQAC. However, the external audit team shall have the liberty to include additional relevant parameters based on their expertise and institutional best practices.

- The External Audit Report shall be submitted to the Principal, who shall ensure the preparation of an Action Taken Report (ATR) in response to the recommendations. The External Audit Report along with the ATR shall be presented before the Academic Council for its review, validation, and policy-level action.

This structured audit process ensures a balanced and comprehensive evaluation of both academic and administrative functions, supporting MKJC's ongoing journey toward quality excellence.

The Peer Team conducts the academic & administrative audit on the following framework.

1. Academic Audit Framework

Criteria	Indicators	Documents/Evidence	Verification Method
1. Curriculum Design and Development	- Periodic syllabus revision- Industry/NEP/ CBCS /OBE compliance- Stakeholder involvement, Practical and Industry Focus, Skill Orientation	BoS Minutes, Revised Syllabus, Curriculum Feedback	Document Review, Presentation
2. Faculty Resources	Faculty Quality, Faculty Development, Faculty Student ratio, Performance appraisal	Faculty Profile, API Scores, Certificates, CVs	Document
3. Teaching–Learning Process	- Teaching plan and logbook, ICT-enabled teaching, Remedial & bridge courses	Lesson Plans, PPTs, LMS Records, Timetables	Classroom Visit, Faculty Interaction
4. Learning Outcomes	- Course Outcomes (COs), Program Outcomes (POs)- CO-PO Mapping- Attainment levels	Outcome Attainment Reports, Rubrics	Analysis Reports, Sample Assessments
5. Extended Curricular Engagements	Clubs activities, Value Education, Sports activities, Community related activities	Students activities club wise	Document
6. Student Support & Progression	- Mentoring & counseling- Scholarships, Placement & progression	Mentoring Records, Placement Reports, Scholarship Data	Interaction with Students
7. Student Outcomes	Placements/ Employment, Graduate Progression, Awards/Prizes/ Recognitions	Academic Awards and Recognitions received Campus placement	Document

8. Research, Innovation & Extension	- Faculty research & publications, Projects, patents- Community service	Publication Lists, Project Reports, MoUs	Document Verification
9. Best Practices & Innovations	- Unique teaching, research, or admin practices	Best Practice Reports, Photos	Presentations & Interaction
10. Alumni Engagement	Alumni association, contributions, Alumni profile	Association activities, contributions	Documents

2. Administrative Audit Framework

Criteria	Indicators	Documents/Evidence	Verification Method
1. Governance and Leadership	- Organizational structure- Decision-making process, Vision & Mission implementation, Institutional Development Plan, e-governance	Org Chart, Meeting Minutes	Management
2. Finance and Resource Mobilization	- Budgeting and utilization, Fundraising and grants	Audit Reports, Fund Utilization	Finance Office Visit
3. Human Resource Management	- Staff recruitment & promotion, Staff welfare measures	Recruitment Records, Staff Appraisal	Admin Staff Interaction
3. Infrastructure	Physical, Learning Resources, IT, Research Resources, Divyangjan friendly facilities,	Classrooms /lecture halls, Labs, High-speed and reliable internet, Library, Divyangjan friendly Provisions	Stock Registers, AMC Records- Physical Verification

5. Administrative Efficiency	- Office automation- Record keeping, Feedback system	ERP Reports, File Logs	Admin Office Visit
6. Statutory Compliance	- UGC/AICTE/NAAC/ NIRF submissions, ISO/Autonomy adherence	Certificates, Compliance Reports	Document Review
7.Student & Employee Welfare	Schemes, Policy	Policy documents, Insurance schemes	Documents
8. Sustainability (Green Initiatives)	Community activities, Waste and Water Management, Green Audits and Initiatives, Energy conservation practices	Certificates, activity reports	Documents
9. Uniqueness/ Situatedness (Administrative Context)	Best administrative practices, local adaptations	SOPs, unique programs	Presentation
10. Maintenance of facilities (cleanliness, repairs)	Maintenance register, AMC reports	On-site inspection, photographs, maintenance reports	Onsite visit

METHODOLOGY OF INTERNAL AND EXTERNAL AUDITS

1. Internal Academic and Administrative Audit

- IQAC circulates audit schedule, guidelines, and formats to departments and administrative units.
- Departments prepare and submit their Self-Assessment Reports in the prescribed format, including supporting documents and performance metrics.
- Audit teams are formed internally from senior faculty, HODs, criterion heads and administrative heads.
- Teams are assigned specific departments/offices to review.
- The audit team visits departments/offices as per schedule and Interact with faculty, staff, and students to verify practices.

- The audit team prepares a structured report including - Observations, Strengths, Non-compliance (if any), Suggestions for improvement after reviewing of documents, files, registers, meeting records, and infrastructure.
- The report is submitted to the Principal through IQAC.
- IQAC compiles Action Taken Reports (ATR) in consultation with departments.
- The Internal Audit Report and ATR are placed before the principal for review.

2. External Academic and Administrative Audit

The External Audit is an independent and expert-driven evaluation conducted by academicians from reputed institutions.

- IQAC, with approval from the Principal, identifies external experts and finalizes audit dates.
- Departments are informed and asked to prepare Departmental Self-Study Reports and submit supporting documents.
- The External team's evaluation based on - Departmental SSRs, Academic and administrative processes, Infrastructure and facilities, Feedback from stakeholders, Additional parameters suggested by auditors.
- After that Exit meeting will be held with Principal, IQAC, and heads of departments to provide preliminary feedback and Open discussion for clarification and further recommendations.
- External auditors submit a comprehensive audit report with observations, commendations, and actionable recommendations.
- IQAC prepares an Action Taken Report (ATR).
- The final external audit report and ATR are presented to the Academic Council for further action.

The outcomes of both internal and external audit reports, along with the corresponding Action Taken Reports, shall be presented before the Academic Council and the Board of Management. The recommendations made by these statutory bodies shall be duly implemented and the implementation status shall be reported in their subsequent meetings

REVIEW OF THE GUIDELINES

These guidelines shall be reviewed periodically by the IQAC to ensure their relevance and effectiveness. Also, modifications may be made based on Feedback from audit teams and departments, Changes in regulatory frameworks (e.g., NAAC manual updates), Institutional restructuring or strategic planning requirements.

ANNEXURE –I

Composition of Core Academic and Administrative Audit Committee

S. No.	Designation/Role	Position in Committee
1	Principal	Chairperson
2	IQAC Director	Convener
3	Chief Administrative Officer	Member
4	Controller of Examinations / CDC Director	Member
5	Director of Teaching Learning Center	Member
6	Director of Skill Development	Member
7	Senior Faculty Member (NAAC/AAA experience)	Member
8	Two Academic Expert from an Autonomous Institution (External)	Invitee Auditor
9	One Administrative Expert (External)	Invitee Auditor
10	NAAC/NIRF/ISO Coordinator	Member
11	Technical Staff / Documentation Officer	Member

Roles and Responsibilities of the Core Committee Members

S. No.	Designation/Role	Position in Committee	Roles and Responsibilities
1	Principal	Chairperson	- Provide overall leadership and policy direction for AAA. - Approve the audit schedule, audit teams, and final reports. - Ensure that recommendations are implemented institutionally. - Present audit outcomes to Academic Council and Governing Body.
2	IQAC Director	Convener	- Coordinate all internal and external audit processes. - Develop audit framework, tools, formats, and schedule. - Facilitate communication among stakeholders. - Compile audit reports and Action Taken Reports (ATR).
3	Chief Administrative Officer	Member	- Ensure availability and accuracy of administrative records. - Coordinate with non-teaching departments for audit preparedness. - Support the implementation of administrative recommendations.
4	Controller of Examinations / CDC Director	Member	- Provide examination and curriculum-related data.

			- Ensure compliance with examination reforms and NAAC-related academic standards. - Coordinate with departments on evaluation procedures.
5	Director of Teaching and Learning	Member	- Review teaching-learning practices and innovation adoption. - Assess use of technology in pedagogy. - Support departments in implementing outcome-based education (OBE, LMS).
6	Director of Skill Development	Member	- Present data on skill development, training programs, and industry collaborations. - Suggest improvements for employability and experiential learning. - Assist in documenting capacity-building initiatives.
7	Senior Faculty Member (with NAAC/AAA experience)	Member	- Provide expert input on quality indicators. - Mentor departments during the internal audit process. - Ensure audits are aligned with NAAC criteria and best practices.
8	Two Academic Experts from an Autonomous Institution	Invitee Auditors	- Conduct independent academic audit of departments. - Interact with faculty and students. - Submit observations and recommendations to the Principal and IQAC. - Suggest innovations and benchmarking practices.
9	One Administrative Expert (External)	Invitee Auditor	- Review administrative structures and processes. - Evaluate office functioning, file maintenance, and service delivery. - Offer suggestions for administrative efficiency and governance.
10	NAAC/NIRF/ISO Coordinator (if applicable)	Member	- Ensure data validation and alignment with quality assurance frameworks. - Support departments in maintaining data accuracy for NAAC/NIRF/ISO. - Assist in preparing reports and dashboards for audits.
11	Technical Staff / Documentation Officer	Member	- Assist in data collection, documentation, and digital archiving. - Maintain and organize audit files, checklists, and reports. - Provide technical support during presentations and report generation.

ANNEXURE –II

Composition of Internal Academic and Administrative Audit Committee

Composition of the Committee

S. No.	Designation/Role	Position in Committee
1	Principal	Chairperson
2	IQAC Director	Convener
3	Chief Administrative Officer	Member
4	Controller of Examinations	Member
5	Senior Faculty Member – Science Stream	Internal Auditor
6	Senior Faculty Member – Arts/Commerce Stream	Internal Auditor
7	Dean/Head of the Department	Member
8	Librarian	Member
9	Technical/ICT Staff	Member
10	Documentation Officer (IQAC)	Member Secretary

Roles and Responsibilities of Internal AAA Committee Members

S. No.	Designation/Role	Position in Committee	Roles and Responsibilities
1	Principal	Chairperson	- Provide strategic direction and policy oversight for internal audit. - Approve audit schedule, tools, and composition. - Review audit findings and ATRs. -Ensure implementation of key recommendations across departments.
2	IQAC Director	Convener	- Design the audit framework and schedule. - Coordinate the audit process in collaboration with departments. - Guide internal auditors and monitor audit activities. - Compile and submit audit reports and Action Taken Reports (ATRs).
3	Senior Faculty Member – Science Stream	Internal Auditor	- Evaluate academic activities, curriculum planning, and research in science departments. - Interact with faculty and students for qualitative insights. - Prepare audit findings and suggest improvements.

4	Senior Faculty Member – Arts/Commerce Stream	Internal Auditor	- Assess academic practices in arts and commerce departments. - Verify teaching-learning, evaluation, and departmental documentation. - Prepare and submit departmental audit reports.
5	Dean / Head of the Department	Member	- Provide departmental data and facilitate smooth audit operations. - Coordinate with faculty and staff to ensure readiness. - Implement recommendations and prepare follow-up reports.
6	Controller of Examinations	Member	- Provide data on examinations, evaluations, and result analysis. - Support the audit team in assessing academic rigor and exam integrity. - Assist in aligning assessment procedures with quality benchmarks.
7	Chief Administrative Officer	Member	- Ensure availability of administrative documents and records. - Support verification of office processes, HR policies, and compliance. - Facilitate interaction between auditors and administrative staff.
8	Librarian	Member	- Present data on library resources, usage statistics, and digital access. - Assist in evaluating academic support services. - Suggest improvements to enhance student and faculty resource access.
9	Technical/ICT Staff	Member	- Provide insights on ICT infrastructure, LMS usage, and e-governance tools. - Ensure technical support for data access and digital audit tools. - Suggest upgrades to digital platforms if needed.
10	Documentation Officer (IQAC)	Member Secretary	- Maintain and archive all audit-related records and communications. - Assist in report drafting and formatting. - Support internal auditors in documentation and report compilation. - Serve as liaison between departments and IQAC.

ANNEXURE –III

Academic and Administrative Audit Schedule format - Model

Day 1 **Date :**

Time	Activity/Department	Venue	Remarks
9:30 - 10:00 AM	Inaugural Session & Briefing	IQAC/ Seminar Hall	Welcome address by Principal Audit guidelines by IQAC
10:00 - 10:45 AM	Department of Tamil	Dept. Premises	Presentation & Document Review
10:45 - 11:30 AM	Department of English	Dept. Premises	Teaching–Learning, Research
11:30 - 12:15 PM	Department of Mathematics	Dept. Premises	Outcome-based Education focus
12:15 - 1:00 PM	Department of Commerce	Dept. Premises	Industry linkages, Projects
1:00 - 2:00 PM	**Lunch Break**		
2:00 - 2:45 PM	Department of BBA	Dept. Premises	Placement, Innovations
2:45 - 3:30 PM	Department of Biochemistry	Dept. Premises	Research, Lab Facilities
3:30 - 4:15 PM	Department of Computer Science	Dept. Premises	ICT Integration
4:15 - 4:45 PM	Interaction with Students	Seminar Hall /Auditorium	Feedback by Audit Team

Day 2

Time	Activity/Unit	Venue	Remarks
9:30 - 10:15 AM	Administrative Office	Office Premises	Recordkeeping, HR, Governance
10:15 - 11:00 AM	Controller of Examinations	Exam Office	Assessment methods, Result analysis
11:00 - 11:45 AM	Library	Library Hall	Resources, Automation
11:45 - 12:30 PM	IQAC	IQAC Office	AQAR, Best Practices
12:30 - 1:15 PM	Finance and Accounts	Admin Block	Budget, Utilization
1:15 - 2:00 PM	**Lunch Break**		
2:00 - 2:45 PM	Interaction with Faculty	Seminar Hall	Suggestions and Observations
2:45 - 3:30 PM	Exit Meeting and Feedback	Seminar Hall	Audit Team shares key findings
3:30 - 4:00 PM	Vote of Thanks & Closure	Seminar Hall	Organized by IQAC

ANNEXURE –IV

CHECKLIST FOR AAA DOCUMENTATION

For an **Academic and Administrative Audit (AAA)**, the **Internal Quality Assurance Cell (IQAC)** must prepare a comprehensive set of documents and reports to facilitate a smooth and effective audit process. Below is a **checklist of key areas** and documents IQAC should prepare and present:

1. Curriculum Design (Input)

- Board of Studies (BoS) meeting minutes
- Curriculum revision records (syllabus version history)
- Stakeholder feedback (students, alumni, industry, teachers)
- Mapping with NEP/OBE/Graduate attributes
- Academic flexibility & add-on courses
- Interdisciplinary / value-added / skill-based courses
- Course outcome & program outcome mapping
- Curriculum feedback reports (students/alumni/employers)

2. Faculty Resources (Input)

- Faculty profile and qualification matrix
- Faculty workload and subject allotment
- FDP/Orientation/Refresher/Short-Term Course certificates
- Performance Appraisal Reports
- Faculty achievements, awards & recognitions
- Faculty recruitment and retention policy
- Teaching workload and time-table

3. Infrastructure (Input)

- Physical facilities (classrooms, labs, hostels, etc.)
- Infrastructure utilization report
- Lab/facility/equipment list
- Classroom, library, ICT tools availability
- Accessibility for differently abled (Divyangjan)
- Safety, security, and maintenance logs
- Budget allocation & utilization for infrastructure
- Campus Wi-Fi and internet connectivity
- Library resources (books, journals, e-resources)
- Maintenance and safety protocols

4. Financial Resources & Management (Input)

- Annual budget and audited financial statements
- Financial statements, audits (internal & external)
- Grant utilization reports (UGC, DST-FIST, etc.)
- Resource mobilization policies
- Fund allocation to departments
- Fee structure and transparency documents

5. Learning & Teaching (Process)

- Teaching-learning plans & academic calendars
- Course files (Lesson plans, PPTs, Question banks)
- Use of ICT & innovative pedagogies
- Peer teaching, flipped classrooms
- Internal test/assessment analysis
- Bridge/remedial/slow & advanced learner support
- Use of LMS (e.g., Moodle, Google Classroom)
- Experiential learning, fieldwork, flipped classrooms
- Innovative pedagogical approaches

6. Extended Curricular Engagements (Process)

- List of extension, outreach, and community programs
- NSS/NCC/YRC activities
- Internship/field visit reports
- MoUs with industry/NGOs for field engagement
- Club/Cell/Association reports
- Student participation in co/extra-curricular events

7. Governance and Administration (Process)

- Organizational structure & policy manuals
- IQAC functioning and minutes
- Statutory committee records (Academic Council, BoM)
- HR policies & service rules
- E-governance initiatives
- Grievance redressal reports
- Staff welfare measures

8. Student Outcomes (Outcome)

- Program and course outcome attainment analysis
- Academic performance result analysis
- Placement records (including higher studies)
- Competitive exam results (NET, GATE, etc.)
- Alumni achievement reports
- Pass %, dropout %, and progression reports
- Feedback from employers and stakeholders
- Alumni engagement reports

9. Research & Innovation Outcomes (Outcome)

- List of research publications & impact factor
- Patents/IPR filed and granted
- Ongoing and completed funded projects
- Research policy & ethics committee documents
- Faculty publications (Scopus/Web of Science/SCI)
- Student research projects
- Innovation/Incubation Cell reports
- MoUs and collaborations for research

10. Sustainability Outcomes (Including Green Initiatives) (Outcome)

- Green Audit/Environment Audit reports
- Solid/liquid/waste/e-waste management practices
- Energy conservation measures
- Rainwater harvesting, solar panels, etc.
- Plantation and campus biodiversity data
- Environmental awareness activities
- Plastic-free campaigns
- Sustainability in curriculum (value education, EVS)

BONUS: Uniqueness/Situatedness (Process/Outcome)

- Institutional Best Practices
- Contextual innovations
- Distinctive achievements or recognitions
- Local relevance/impact case studies
- Success stories with measurable outcomes

General Institutional Information

- Vision & Mission
- College Profile (Autonomy, NAAC, UGC, ISO, NIRF)
- Institutional Perspective Plan
- Organizational structure
- Governance and leadership structure
- Strategic Plan and Monitoring Reports

IQAC Documentation

- IQAC composition and minutes of meetings
- Annual Quality Assurance Reports (AQARs)
- Institutional Strategic Plan
- Quality initiatives and best practices
- MoUs, collaborations, and networking activities
- Reports of Academic and Administrative Audits (previous cycles)

Other Mandatory Documents

- NAAC Peer Team Report (latest cycle)
- Autonomy extension orders
- AISHE/ISO/ARIIA/NIRF participation reports

ANNEXURE –V

EVALUATION PROFORMA

1. CURRICULAR ASPECTS

Metric No/ S.No	Description	Relevant Documents
1	Is there a Curriculum Development Cell in the institution? Is there an official policy document for curriculum development?	Onsite visit, Policy documents
2	Does each department have a Curriculum Development Committee?	Committee composition
3	Are Pre-BOS and BOS meetings conducted regularly?	BOS meetings documents
4	Are the curricula aligned with NEP/UGC/AICTE/TANSCHE model syllabi?	Curricular Design
5	Is the Choice Based Credit System/Discipline based elective being followed in all the programmes?	Syllabi – documents
6	Is the curriculum based on a Credit Framework with specified instructional hours?	Curricular Design
7	Is the curriculum designed to meet the Local / National /Regional /Global needs.	Curricular Design
8	Do all programmes include: 1. Learning Objectives, 2. Programme Outcomes (POs), 3. Program Specific Outcomes (PSOs), 4. Course Outcomes (COs)?	PO, PSO, CO for all the Courses
9	Is the curriculum subject-centered, learner-centered, or problem-centered?	Curricular Design
10	i. How often is the curriculum revised? ii. Is revision based on structured feedback from stakeholders?	BOS Proceedings Academic Council Approval
11	Are courses classified based on focus areas such as i. Employability. ii. Entrepreneurship iii. Skill Development	Classification of the courses.
12	Are new courses introduced regularly based on need analysis?	List of New Courses
13	Does the programme offered by the department have the scope for integrating the following in the curriculum? i. Environment ii. Sustainability. iii. Human Values. iv. Professional Ethics.	List of Courses in each

	v. Holistic approach vi. Learn by Doing	
14	Is there a provision for the students to carry out project/internship with the industry during the programme period?	Curricular Design
15	Does the programme have the scope to offer the following in curriculum include - Indian Knowledge System - Value added courses - Skill enhancement courses - Disaster Management - Ability enhancement course - Community engagement	Curricular Design
16	Do all faculty members contribute to curriculum development?	BOS members, Meetings
17	Are certificate/add-on programs offered by the departments to enhance student skill sets?	Documents
18	Is feedback collected from students, alumni, industry, employers, and faculty on curriculum relevance and quality?	Feedback form and reports
19	Does the curriculum allow flexibility via MEME, ABC, Elective/optional/Dual Degree/twinning programme, education in mother tongue, creditization of EC and CC engagements, and inter-institution credit transfer	ABC-NAD reports
20	Are online SWAYAM or other recognized MOOC platforms credited within the curriculum?	Curricular Design
21	Academic Bank of Credits (ABC) the scheme implemented and followed across departments?	ABC Cell
22	Are credits stored and transferred through NAD/Digilocker portals?	ABC ID, NAD data entry
23	Apart from the regular curriculum, has the department introduced any certificate or diploma programmes	Syllabi – documents, Certificate
24	Are institution emphasizing inclusive education and curriculum design that addresses the needs of students with disabilities, including those with autism, vision problems, and other learning challenges	Regulations, Documents
25	Do institutions regularly conduct meetings of the Academic Council and Governing Body?	Meetings reports

EVALUATION PROFORMA

2. FACULTY RESOURCES

Metric No/ S.No	Description	Relevant Documents
1	What is the total number of sanctioned and currently filled full-time faculty positions in the department?	Office records
2	Are pay and allowances provided to faculty members as per UGC/AICTE norms?	Documents for implementation
3	Percentage of faculty attending training programs (AICTE, UGC, ARPIT, and similar)	Certificates
4	Have faculty members participated in FDPs/Refresher/Orientation/Induction Programs?	Certificates, FDP Attendance Records
5	Do faculty members attend short-term training, workshops, and seminars regularly?	Participation Certificates, Circulars
6	Is there a structured faculty appraisal and performance review system in place?	Appraisal Forms, Review Reports
7	Is student feedback on faculty collected and analyzed?	Feedback Forms, Analysis Report
8	Are faculty members actively involved in research, publications, and funded projects?	Research guidance, papers, funded projects
9	Are faculty members participating in administrative roles (e.g., committees, exam duties)?	Committees, examination duties
10	Are faculty members involved in curriculum development processes such as BoS or Academic Council?	Committee list
11	Are faculty involved in extension activities like NSS, community training, or outreach?	Community engagement, NSS, training reports
12	How many faculty members have received State, National and International awards	Certificates
13	How many teachers are qualified with Ph.D., NET/SET?	Staff Profile
14	What percentage of sanctioned posts have been continuously held by the same faculty for the last 3 years?	Faculty profile
15	Has the department organized or participated in faculty exchange or guest lectures?	Reports
16	How many papers were presented by faculty in academic conferences/seminars?	Reports
17	Are faculty involved in mentoring incubates or in startups?	Reports
18	Have faculty authored or edited books with ISBN?	Reports, Books
19	Are faculty members serving as reviewers or editorial board members in journals?	Reports, Certificates
20	Are faculty involved in statutory bodies, IQAC, and policy-making?	Documents, Committee

EVALUATION PROFORMA

3. INFRASTRUCTURE

Metric No/ S.No	Description	Relevant Documents
1	What percentage of the total budget is allocated for infrastructure development excluding salaries? Are the utilization certificates and audited statements available?	Budget Estimates. Audited Utilization Statement
2	Are all the physical infrastructure facilities such as 1.Classrooms /lecture halls, 2. Laboratories, 3.Workshops, 4.Hostel, 5.Computer Lab, 6.Sports facilities, 7. Grounds, 8. Gymnasium, 9.Auditoriums, 10. Seminar halls, 11. Health and wellness center, 12.Canteen, 13.GuestHouse, 4.Transportation facilities, 15. Faculty common room, 16. Separate clean washrooms for girls and boys, 17. Clean drinking water facilities, 18. Adequate lighting facility, 19. Museum, 20. Artifacts adequately available and maintained?	List of classrooms. List of laboratories List of Digital Classrooms List of Indoor Sports facilities. List of Outdoor Facilities. List of Coaches. ICT facilities. LMS facilities
3	Is the library fully or partially automated using ILMS? What digital/e-resource subscriptions are available?	Details of ILMS software. Proof of Automation of Library. Subscription list for e-resources and Journals
4	What is the total annual expenditure on books? Are records maintained?	Library Expenditure
5	What is the current student-to-computer ratio in your institution? Is it in accordance with norms?	Bills
6	Are all IT facilities such as 1. High-speed and reliable internet 2. Effective Learning Management System, 3. Virtual Labs/classroom, 4. Technical Support for ICT-related issues, 5. Computers, 6. Licensed software 7. AR/VR are available and functional?	Bills, Photos
7	Does the institution have access to digital repositories like e-journals, Membership/subscription of e-Shodh Sindhu, Membership/subscription of Shodh ganga,	Library bills

	Discipline-specific Databases, Plagiarism Check software, Licensed statistical software, discipline Specific simulation software	
8	Are ramps/lifts available for barrier-free access to classrooms and other areas?	Photos
9	Are there washrooms designed for differently-abled persons on campus?	Photos
10	What provisions are available for differently-abled students such as readers, scribes, or human assistance?	Reports,
11	Is there an established Innovation or Tinkering Lab on campus?	Photos
12	Is student hostel available and regularly audited for safety and hygiene?	Documents
13	How is energy conservation managed on campus (solar panels, LED lighting, automation)?	Reports
14	Is there adequate backup power supply (generators, UPS) for academic and admin blocks?	UPS usage
15	Are classrooms and laboratories equipped with fire safety and emergency protocols?	Photos
16	Is there a digital attendance/academic monitoring system in place for students?	Digital attendance
17	Is there a disaster management plan/infrastructure risk assessment conducted?	Documents
18	Does the institution has the following facilities for e-content development and other resource development i. Audio-visual centre, mixing equipment, editing facilities and media studio ii. Lecture capturing system (LCS) iii. Central Instrumentation Centre iv. Animal House v. Museum vi. Business Lab vii. Research / Statistical database viii. Theatre ix.. Art Gallery x. Any other facility to support Research	Photos, Onsite

EVALUATION PROFORMA

4. FINANCIAL RESOURCES AND MANAGEMENT

Metric No/ S.No	Description	Relevant Documents
1	Is there a well-defined and approved annual budget?	Budget documents, Governing Body approval
2	Are financial resources adequate for academic and infrastructure development?	Utilization reports, fund allocation letters
3	Does the institution receive government grants or funding (UGC, RUSA, DST-FIST, etc.)?	Grant sanction orders, Utilization Certificates (UCs)
4	Are regular internal and external financial audits conducted?	Audit reports (internal & external), CA statements
5	Is there transparency in financial transactions and procurement?	Purchase orders, Tender documents, Stock register
6	Are finance and accounts maintained using digital tools (Tally, ERP, etc.)?	Software screenshots, Reports
7	Is there an effective mechanism for financial planning and monitoring?	Finance committee meeting minutes, budget vs actual reports
8	Are staff salaries disbursed regularly and as per norms?	Salary statements, Bank payment slips
9	Are records of income and expenditure-maintained department-wise?	Departmental expenditure reports
10	Are funds mobilized through consultancy, projects, alumni, or donations?	Project proposals, MoUs, Receipts
11	Are financial support and scholarships provided to students?	Scholarship disbursal records
12	Is there periodic review of financial performance by management/IQAC?	Review reports, meeting minutes
13	Are there any internal guidelines or SOPs for fund utilization and approval?	Financial SOPs, Approval workflows
14	Is the institution maintaining a contingency or emergency fund?	Budget allocations
15	Are the statutory deductions (PF, TDS, ESI) being remitted on time?	Remittance challans, Government receipts
16	Are regular financial literacy or training programs conducted for administrative and finance staff?	Training schedules, Attendance, Certificates
17	How are unutilized funds handled at the end of the financial year?	Carry-forward policy, Finance committee decisions
18	Are externally funded research/project grants managed through designated accounts?	Fund utilization reports, Bank account statements

EVALUATION PROFORMA

5. TEACHING – LEARNING AND EVALUATION

Metric No/ S.No	Description	Relevant Documents
1	Are all the sanctioned seats filled year-wise? Provide enrollment trends.	Student enrollment and profile
2	Are the seats under SC/ST/OBC categories filled as per reservation policy?	Student enrollment and profile
3	What is the current student-faculty ratio?	Student faculty ratio-documents
4	What bridge or remedial/add-on courses were conducted?	Bridge Course Schedule, Attendance
5	Are diverse methods like (1) Group- Learning and Teaching (2) Individual learning/self-study (3) Game Based learning (4) Technology based learning (5) Peer teaching (6) Learning through problem-solving (7) Project based Learning used in classrooms?	Photos, Reports
6	Is a structured mentor-mentee system in place?	Documents
7	How are slow and advanced learners identified and supported?	Learner List, Remedial Records
8	What student-centric methods are adopted in your department?	Lesson Plans, Feedback
9	Are activities like field visits, discussions, or projects incorporated into learning?	Projects, field visits, group discussions, Activity Reports, Photos
10	What types of industry collaborations have taken place? a. Lectures from Industry Experts b. Field visit c.Collaborative workshop with industry and stakeholders, d. Internship e. Industry visit f. Organizing Seminar/Conference/Workshop followed?	MOU documents
11	Do faculty members undergo training for outcome-based education (OBE) and Bloom's Taxonomy alignment?	
12	How is ICT integrated into teaching and learning processes?	ICT Usage Reports, LMS Screenshots

13	Do faculty members maintain academic and work diaries?	Work dairy
14	Are LMS or HiGrade platforms used for academic purposes? Are e-resources uploaded to LMS regularly (notes, quizzes, assignments)?	LMS, Higrade
15	Are timetable, syllabus, and login credentials distributed on the first day?	
16	Is the college website accessible for Divyangjan screen-reading compatibility according to Web Content Accessibility Guidelines (WCAG)?	Website
17	Are soft copies of reading and study materials provided to differently-abled students?	Documents proof
18	What support systems (ICT tools, resource rooms, scribe policy) are available for students with disabilities?	
19	What methods are used for continuous Evaluation (a) MCQ (b) Portfolio (c) Open book exam/take home exercises (d) Case study (e) Projects/Assignments	CIA tests, assignments, seminars etc
20	Does the Examination section initiate any reforms in examination and evaluation process?	Online exams, question paper moderation, revaluation List of such initiatives
21	What is the average percentage of applications for revaluation leading to change in marks?	Documents
22	What is the average time taken to declare the results after the last examination?	Report
23	Is result analysis carried out and communicated to stakeholders?	Result Analysis Reports
24	Are course and program outcomes (CO/PO) clearly defined and displayed?	Course Outcomes (CO), Program Outcomes (PO)
25	How is the attainment of outcomes measured?	CO-PO mapping, analysis done

EVALUATION PROFORMA

6. EXTENDED CURRICULAR ENGAGEMENTS

Metric No/ S.No	Description	Relevant Documents
1	Are technical/domain-specific student clubs actively available in the institution?	Onsite visit
2	Are there any club activities focusing on values, ethics, and moral development? Are lectures/seminars on value education conducted regularly?	Programme reports
3	Are the students engaged in clubs promoting mental health awareness, Yoga, counselling, or meditation practices?	Photographs, Reports,
4	Have students participated in sports events conducted by other institutions at the state/national levels? Are sports events conducted by the institution?	Enrollment list, Activity reports
5	Has the institution organized social awareness programs related to: ▪ Sex ratio improvement ▪ Gross Enrollment Ratio ▪ Clean village recognition ▪ Disease-free village ▪ Eco-friendly village ▪ Literacy enhancement ▪ Women empowerment ▪ Hygiene & medical camps ▪ Blood donation ▪ Promoting local sports ▪ Educating rural students ▪ Adoption of village under UBA?	Awareness programme reports
6	Are students actively participating in NSS, NCC, YRC, RRC, Scouts & Guides, or other service organizations?	Enrollment list, Activity reports
7	Are outreach programs and social responsibility activities conducted regularly?	Photographs, Reports, Feedback
8	Has the institution actively participated in national campaigns like Swachh Bharat, Fit India, or Voter Awareness drives?	Certificates, Event reports
9	Are various student clubs (literary, eco, arts, sports, science, etc.) vibrant and functional?	Club reports, Attendance, Photos
10	Do students participate in intercollegiate, university, or national-level competitions?	Award certificates, Participation lists
11	Is there systematic documentation of extracurricular activities in college annual reports or magazines?	College magazine, Annual report

12	Are life skills training, personality development workshops, and wellness programs organized for students?	Brochures, Attendance sheet
13	Are student activities and initiatives aligned with the Sustainable Development Goals (SDGs)?	Activity plans, Outcome records
13	Is feedback collected from stakeholders on curricular and co-curricular engagement? Is the feedback analyzed and acted upon?	Feedback forms, Analysis
14	Are there platforms for students to present papers or posters at conferences/seminars/symposia?	Certificates, Proceedings, Photographs
15	Are student contributions to newsletters, departmental magazines, or institutional publications encouraged?	Publication copies, Author lists
16	Are students engaged in cultural, literary, or heritage-based community engagements or outreach activities?	Cultural fest reports, Photographs, Media coverage
17	Are students sensitized to national missions (Digital India, Make in India, Skill India, etc.) through engagement activities?	Event brochures, Photographs, Reports
18	Are the extended curricular engagements mapped with Programme Outcomes (POs) or Course Outcomes (COs)?	Mapping sheets, Academic audit reports
19	Are students participating in innovation, incubation, or entrepreneurship activities?	Startup registrations, Innovation contest entries, IIC reports
20	Does the institution offer any student exchange or exposure programs (national/international)?	MoUs, Program brochures, Feedback reports
21	Are student-industry interactions (expert talks, workshops, webinars, alumni interactions) organized regularly?	Event reports, Invitations, Feedback
22	Are students encouraged to undertake internships, field visits, or industrial training as part of their learning experience?	Internship letters, Field visit reports, Student reflections, Certificates
23	Are students involved in real-life projects, case studies, or community-based projects?	Project reports, Faculty evaluations
24	Are student-industry interactions (expert talks, workshops, webinars, alumni interactions) organized regularly?	Event reports, Invitations, Feedback
25	Are students provided mentoring or guidance on academic/career/personal development as part of extended engagements?	Mentoring logs, Interaction reports

EVALUATION PROFORMA

7. GOVERNANCE AND ADMINISTRATION

Metric No/ S.No	Description	Relevant Documents
1	Is the Vision and Mission of the institution clearly defined, displayed, and periodically reviewed?	Vision/Mission display, Review reports
2	Are Institutional Strategic or Development Plans formulated and effectively implemented?	Strategic Plan document, Progress reports
3	Does the institution follow a decentralized and participative governance model?	Organization structure, Policy document
4	Are the roles and responsibilities of stakeholders clearly defined and communicated?	Institutional Manual, Circulars
5	Are statutory bodies such as Governing Body, Academic Council, BoS, Finance Committee functional and meeting regularly?	Meeting notices, Minutes, Resolutions
6	Has the institution implemented e-governance in administration, finance, examinations, and library?	ERP screenshots, Software details
7	Is the IQAC functioning effectively with periodic meetings, AQAR submissions, and quality initiatives?	IQAC minutes, AQAR reports
8	Are performance appraisals of teaching and non-teaching staff conducted regularly?	Appraisal forms, Reports
9	Is a grievance redressal mechanism in place and effectively functioning for staff and students?	Grievance cell records, Redressal reports
10	Are service rules, leave rules, and service registers maintained and followed?	HR policy, Attendance registers
11	Are internal and external audits regularly conducted for administrative and financial processes?	Audit reports, Compliance records
12	Are Codes of Conduct and Ethics for staff and students displayed and enforced?	Handbooks, Display boards, Undertakings
13	Are recruitment and promotion processes transparent and policy-driven?	Advertisement, Selection panel minutes
13	Are training programs conducted for administrative staff in ICT, service rules, and soft skills?	Circulars, Photos, Feedback
14	Are policy documents on governance, autonomy, discipline, and quality assurance accessible to all stakeholders?	Handbook/Policy Booklet, Website links
15	Is financial support provided to faculty for attending conferences, workshops, and for professional body memberships?	Documents
16	Has the institution adopted the following quality assurance practices: a) Academic and Administrative Audit (AAA) with follow-up	Audit reports, Certificate

	b) Collaborative quality initiatives c) Orientation on quality issues d) Participation in NIRF/ QS/ other rankings e) Participation in state/national/international quality audits	
17	Has the institution implemented Digital India/governance initiatives including: a) ABC/NAD b) Complaint redressal & paperless admin c) Digital finance & accounting d) Online admission & student support e) Digital examination systems f) Use of SAMARTH platform	Reports, Policy
18	Does the institution have effective Employee Welfare provisions for teaching, non-teaching staff and other beneficiaries which include following: (a) Subsidized interest/interest free loans or consideration/concession to employees' dependents in admission (b) Health & life Insurance schemes (c) Support through in-campus infrastructure facilities like in-house crèche, school (s), staff quarters, hospital, and other facilities (d) Policy on various leaves and academic concessions (e) Safety audit and resultant maintenance for continuous Quality living & ambience (f) Any other please specify	Policy, proof documents
19	Does the institution have Institutional level grievance handling Mechanisms to resolve grievances including a. Women Anti Sexual-Harassment Cell b. Anti Ragging Cell c. Counseling Centre d. Grievance redressal Cell e. Ombudsman f. Specify if, any other Cell	List of cells, Policy documents
20	Does the institution regularly conduct life skills and employability enhancement programs such as: • Life skill workshops • Personality and aptitude development • Communication skills training • Campus interviews, Job fairs • Mentoring/Career counseling	Reports

EVALUATION PROFORMA

8. STUDENT OUTCOMES

Metric No/ S.No	Description	Relevant Documents
1	What percentage of students progressing to higher education (PG, M.Phil, Ph.D., etc.)	Alumni progression data, Admission letters
2	How many students qualified for competitive exams (NET/SLET/GATE/Civil Services etc.) Are coaching or training programs conducted for civil services, NET/SLET, etc.?	Certificates, Hall tickets, Reports
3	What is the placement percentage (on-campus/off-campus)	Placement cell data, Offer letters
4	What is percentage of graduated students becoming entrepreneur/self-employed	Document Proof
5	No. of external Academic Awards and Recognitions received by the students in the assessment period	Certificates
6	Number of student research papers, presentations in conferences, or publications	Copies of papers, Conference booklets
7	Soft skills, life skills, and career development programs conducted and their outcomes	Attendance sheets, Feedback, Photos
8	Start-ups or entrepreneurial ventures initiated by students	Proof of registration, Media reports
9	Students selected for international exchange/fellowships/summer schools	Letters of selection, Reports
10	Alumni engagement in mentoring, curriculum feedback, or financial contributions	Alumni records, Testimonials

EVALUATION PROFORMA

9. RESEARCH AND INNOVATION OUTCOMES

Metric No/ S.No	Description	Relevant Documents
1	Does the institution have a documented Research Promotion Policy? Does the institution have a Research Advisory Committee or Internal Quality Review Cell for Research?	Research Promotion Policy Document
2	Is seed money provided to faculty for research?	Seed money allocation letters

3	How many research papers are published in peer-reviewed/indexed journals (Scopus, SCI, WoS)?	Publication copies, Indexing details
4	Have any books or book chapters with ISBN been published by faculty?	Publisher proof, ISBN
5	List the number of funded research projects (Govt/Non-Govt).	Sanction letters, Project reports
6	Are there any patents filed/published/granted by the faculty.	Patent filing receipts / grant certificates
7	How many faculty members are recognized as Ph.D. research supervisors?	Guide recognition letters
8	Provide details of Ph.D. / M.Phil. scholars guided and awarded degrees.	Award notifications, Thesis details
9	Have any faculty received research fellowships/awards? Have any faculty received research fellowships/awards?	Award letters, announcements
10	Have any consultancy services offered by the department/faculty and revenue generated?	MoUs, Invoices, Bank statements
11	Are there any collaborative research projects with industry/institutions?	MoUs, Joint publications
12	Provide details of student minor/major research projects completed.	Project reports, Student certificates
13	What student participations are recorded in hackathons, innovation contests, etc.?	Certificates, Event reports
13	Does the institution have an Innovation/Incubation Cell?	Cell reports, Photographs
14	Any entrepreneurship/start-ups initiated by faculty or students?	Registration details, Media proof
15	Have any revenue generated through IPR, incubation, or innovation activities	Financial statements
16	Has the institution participated in innovation rankings (e.g., ARIIA, NIRF Innovation)?	Certificates, Reports submitted
17	Is there a stated Code of Ethics to check plagiarism and malpractices in research?	Policy documents,
18	Is plagiarism checking software made available and used before submission/publication of research?	Software
19	Provide the number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings per teacher	List of Books/Chapters.
20	Have faculty developed e-content for platforms i. e-PG Pathshala ii. CEC (Undergraduate) iii. SWAYAM iv. MOOC Platform v. Any other Govt. Initiatives vi. For Institutional LMS	Screenshot, reports

21	What is the average h-index and citation index from Scopus/WoS per faculty?	Scopus links
22	Extension activities in the neighborhood community in terms of impact and sensitizing students to social issues & holistic development & awards from Government / recognized bodies received	List of such activities/Awards
23	Number of extension and outreach programs conducted in collaboration with industry, community and Non – Government Organizations through NSS/NCC/Red cross/YRC etc.,	Reports, Photos
24	Number of functional MoUs with institutions/ Industries in national, international for internship, on-th-job training, project work, student/faculty exchange and collaborative research	MOU documents
25	Number of programs organized to sensitize people about IPR/helping institutions to file IPR, applications for protection of geographical indicators	Programme brochure, reports

EVALUATION PROFORMA

10. SUSTAINABILITY (GREEN INITIATIVES)

Metric No/ S.No	Description	Relevant Documents
1	Is there a functional Eco Club or Environment Committee? How often are meetings conducted?	Committee formation, Minutes of meetings
2	What energy-saving technologies are implemented? Is there any tracking of energy saved annually? (e.g., LED lights, sensor-based lighting)	Photos, Purchase bills, Usage report
3	Are renewable energy systems installed? What percentage of energy is derived from these sources? (e.g., solar panels, biogas)	Installation proof, Energy bills
4	Water conservation facilities available in the institution a) Rainwater Harvesting b) Borewell/Open well recharge c) Construction of tanks & bunds d) Wastewater recycling e) Maintenance of water bodies and distribution system in the campus	Layout plan, Maintenance logs
5	Is there a policy for each type of waste? (solid, liquid, e-waste, biomedical waste) Who are the vendors handling the disposal?	Policy documents, Vendor bills

6	Are waste bins color-coded and labelled? Are students/staff trained on waste segregation?	Photographs, Awareness posters
7	Are green landscaping and tree plantation carried out annually? Any special herbal garden?	Plantation records, Photos
8	Is the campus plastic-free? - Are alternatives promoted? - Are regular awareness drives held?	Circulars, Posters, Event reports
9	What water-saving devices are in place (aerators, drip irrigation)? - Are usage reports maintained?	Implementation details, Reports
10	Is environmental education part of the syllabus? - Are awareness programs conducted regularly?	Syllabus copy, Event brochures
11	When was the last Green/Environment Audit conducted? - What actions were taken post-audit?	Audit report copy, Action Taken Report
12	What paper-saving strategies are adopted (digital workflows, e-docs)?	Policy initiatives
13	Are green awareness slogans, signages, or eco-symbols visible on campus?	Photographs
13	Are standard operating procedures (SOPs) available for hazardous material handling?	Log books, Compliance reports
14	Has the institution participated in government-led environmental drives? - Any recognitions received? Participation in Swachh Bharat / Government eco-friendly initiatives	Photos, Certificates of participation
15	Is the campus biodiversity monitored (flora/fauna records, butterfly garden, bird survey)?	Biodiversity register, Photos, Nature audit report
16	Is there a practice of Green Budgeting or allocation of funds for eco-initiatives?	Budget documents, Utilization records
17	Are stakeholders (students, community) involved in green initiatives (e.g., clean-ups, plantation drives)?	Participation reports, Event attendance records
18	Does the institution celebrate global environmental days (e.g., Earth Day, Water Day, World Environment Day)?	Reports, Posters, Photos
19	Are there student-led sustainability projects or startups?	Project proposals, Awards, Start-up documentation
20	Is there a mechanism for feedback on environmental initiatives from stakeholders?	Feedback forms, Survey reports

EVALUATION PROFORMA

UNIQUENESS, IMPACT, AND SITUATEDNESS

Metric No/ S.No	Description	Relevant Documents
1	What unique institutional practices or initiatives distinguish your department/college from others?	Documented Best Practices, Case Studies, Awards
2	Are there any locally adapted programs, pedagogies, or cultural integrations reflecting institutional identity?	Syllabi, Cultural Activities, MoUs with local bodies
3	What measurable outcomes have been observed from your academic, extension, or research activities?	Outcome metrics, Impact assessment reports
4	What local partnerships (industry, NGOs, community) support context-specific academic or extension work?	MoUs, Activity reports, Photos
5	How does the institution address region-specific issues (e.g., agriculture, water scarcity, literacy)?	NSS/NCC activity reports, Community outreach program logs

MARUDHAR KESARI JAIN

COLLEGE FOR WOMEN (AUTONOMOUS) VANIYAMBADI

ACADEMIC AND ADMINISTRATIVE AUDIT (AAA)

DEPARTMENTAL SELF-ASSESSMENT QUESTION BANK

Aligned with NAAC Manual for Autonomous Colleges & Institutional AAA Guidelines (2025 Onwards)

Criterion I – Curricular Aspects

S.No	Key Indicator	Departmental Self-Assessment Question	Response (Yes/Partly/No) Max Mark (5)	Evidence / Remarks
1	Curriculum Design & Review	Does the department have CDC committee for Board of Studies (BoS)? Are Pre-BOS and BOS meetings conducted regularly? Are minutes documented?		
2	Curriculum Development	Are the curricula aligned with NEP/UGC/AICTE/TANSCHE Are syllabus revisions carried out periodically as per NEP/OBE/CBCS norms? Is the curriculum designed to meet the Local / National /Regional /Global/ industry needs Are courses classified based on focus areas such as i. Employability. ii. Entrepreneurship iii. Skill Development List the new courses introduced		
3	Stakeholder Involvement	Is structured feedback on curriculum collected from students, alumni, industry, and faculty?		
4	Outcome-based Education	Are LOs, POs, PSOs, and COs clearly defined, mapped, and displayed?		
5	Curriculum Flexibility	Are value-added / skill-based / add-on courses offered to enhance employability?		

6	Curriculum Enrichment (Integration)	Are aspects like environment, human values, ethics, and sustainability integrated in curriculum?		
		List of programmes which includes field projects/ internships / student projects Skill Oriented courses		
7	Academic Bank of Credits	Are ABC IDs created and credits transferred through Digilocker/NAD?	5	
8	Innovative Courses	Are certificate/diploma programs introduced based on need analysis?		
9	Online Courses (Blended learning)	Are online SWAYAM or other recognized MOOC platforms credited within the curriculum? Percentage of students enrolled		
10	IKS	List of course which integrates India's rich heritage of traditional knowledge, wisdom and cultural values into the curriculum.		
		Students project and research on IKS List Certificate course/ Workshops/ Seminars on IKS		

Criterion II – Faculty Resources

S.No	Key Indicator	Departmental Self-Assessment Question	Response Max Mark (5)	Evidence / Remarks
1	Faculty profile	Total number of full-time faculty positions in the department Faculty profile available?		
2	FDP	Faculty attending training programs FDP (AICTE, UGC), Refreshers courses / Orientation/ Induction Programs?		
3	Participation & Training	Do faculty members attend short-term training, workshops, and seminars regularly?		
		Do faculty members undergo training for outcome-based education (OBE) and Bloom's Taxonomy alignment?		

4	Faculty engaged in research/Publications	Are faculty members actively involved in research, publications, and funded projects? No. of teachers engaged in research Have faculty authored or edited books with ISBN?		
5	Ph.D/NET/SET	How many teachers are qualified with Ph.D.,		
		No of SET / NET qualified faculty		
		List the full-time teachers with Ph. D.		
		List the full-time teachers doing Ph. D.		
6	Guest lectures	Has the department organized or participated in faculty exchange or guest lectures?		
7	Faculty paper presentation	How many papers were presented by faculty in academic conferences/seminars?		
8	Reviewers or editorial board members	Are faculty members serving as reviewers or editorial board members in journals?		
9	Student feedback	Is student feedback on faculty collected and analyzed?		
10	Appraisal system	Is there a structured faculty appraisal and performance review system in place?		
11	Resource person / External Examiner	Faculty acted as Resource person / External Examiner/ DC member		

Criterion III – Infrastructure

S.No	Key Indicator	Departmental Self-Assessment Question	Response Max Mark (5)	Evidence / Remarks
1	Infrastructure Adequacy	Are classrooms, labs, and ICT facilities adequate and well maintained?		
2	Library	Library fully or partially automated? Does the department have access to digital/e-resources and LMS? What is the total annual expenditure on books		

3	IT Facilities	Is high-speed internet and Wi-Fi available in teaching and research spaces?		
4	Maintenance	Are safety, maintenance, and AMC records maintained?		
5	Divyangjan Accessibility	Are Divyangjan-friendly facilities available? Washrooms designed for differently-abled persons Are Divyangjan assistive technologies (screen readers, tactile paths, special software) available and functional?		
6	ICT Labs	Are e-content development and virtual labs accessible? Student-to-computer ratio? Are AR/VR-based learning systems established		
7	Green Infrastructure	Are eco-friendly and energy conservation measures in place?		
8	Learning Resources	Are multimedia tools and licensed software used for teaching?		
9	Budget	Is there a defined departmental budget for infrastructure upgradation?		
10	Disaster Management	Is there a safety and disaster management plan displayed and practiced?		
11	Hostel	Is student hostel available and regularly audited for safety and hygiene?		
12	Energy Management	How is energy conservation managed on campus - solar panels, LED lighting Is there adequate backup power supply		
13	Risk Management	Is there a documented risk management strategy for infrastructure and IT systems (fire, flood, cyber risk)?		
14	Green Campus & Net-Zero Compliance	Has the institution-initiated steps toward Net Zero campus (carbon, paper, and waste management)?		
15	Digital Repository	Does the institution maintain an open-access digital repository of academic and research content?		

16	Safety & Fire	Are there annual fire & safety audits, evacuation drills and certified compliance available?		
17	Cybersecurity	Are firewall, antivirus & data backup systems audited regularly?		

Criterion IV – Financial Resources and Management

S.No	Key Indicator	Departmental Self-Assessment Question	Response Max Mark (5)	Evidence / Remarks
1	Financial resources & Budget	Are financial resources adequate for academic and infrastructure development? Is there a well-defined and approved annual budget?		
2	Grants & Funding	Does the institution receive government grants or funding (UGC, RUSA, DST-FIST, etc.)?		
3	Audit	Are regular internal and external financial audits conducted?		
4	ERP	Are finance and accounts maintained using digital tools (Tally, ERP)		
5	Scholarships	Are financial support and scholarships provided to students?		
6	PF, TDS, ESI	Are the statutory deductions (PF, TDS, ESI) being remitted on time?		
7	Financial literacy training	Are regular financial literacy or training programs conducted		
8	Financial Sustainability	Are there decentralized budgeting and fund utilization practices for infrastructure?		
9	Data Governance & Privacy	Is there compliance with the Digital India and Data Protection Policy (as per 2024 NAAC norms)?		
10	Review	Is there periodic review of financial performance by management/IQAC?		

Criterion V – Teaching, Learning

S.No	Key Indicator	Departmental Self-Assessment Question	Response Max Mark (5)	Evidence / Remarks
1	Teaching Process	Are lesson plans, course files, and teaching logs maintained and verified?		
2	Student-Centric Learning	Are methods like project-based, experiential, and peer learning adopted?		
3	ICT Integration	Is ICT effectively integrated into classroom teaching (PPT, LMS, e-content)?		
4	Mentoring	Is a structured mentor–mentee system implemented?		
5	Bridge/Remedial Courses	Are slow and advanced learners identified and supported?		
6	Continuous Evaluation	Are internal assessment and feedback mechanisms transparent and timely?		
7	Result Analysis	Is course-wise result analysis carried out and discussed in departmental meetings?		
8	Examination Reforms	Are innovative examination/evaluation reforms implemented?		
9	Attainment	Are course outcome attainments periodically measured and analyzed?		
10	Feedback	Is student feedback on teaching–learning analyzed and used for improvement?		
11	Industry collaborations	What types of industry collaborations have taken place? a. Lectures from Industry Experts b. Field visit c.Collaborative workshop with industry and stakeholders, d. Internship e. Industry visit f.Organizing Seminar/Conference/Workshop followed?		

Criterion VI – Extended curricular engagements

S.No	Key Indicator	Departmental Self-Assessment Question	Response Max Mark (5)	Evidence / Remarks
1	Clubs	Are technical / domain-specific student clubs actively available in the institution?		
2	Clubs activities	club activities focusing on values, ethics, and moral development?		
3	Students engagement	Are the students engaged in clubs promoting mental health awareness, Yoga, counselling, or meditation practices?		
4	Sports	Have students participated in sports events conducted by other institutions at the state/national levels? Are sports events conducted by the institution?		
5	Social awareness	Has the institution organized social awareness programs related to: ▪Sex ratio improvement ▪Gross Enrollment Ratio ▪Clean village recognition ▪Disease-free village ▪Eco-friendly village ▪Literacy enhancement ▪Women empowerment ▪Hygiene & medical camps ▪Blood donation ▪Promoting local sports ▪Educating rural students ▪Adoption of village under UBA?		
6	Outreach	Are extension/outreach activities organized through NSS/NCC/YRC or clubs?		
7	Community Linkage	Are local community or NGO partnerships established?		
8	Student Participation	Are students actively involved in community and outreach programs?		
9	Documentation	Are outreach activities/ extracurricular activities documented with photos, reports,		

		outcomes in college annual reports or magazines?		
10	Impact	Are measurable outcomes assessed from extension activities?		
11	National campaigns	Has the institution actively participated in national campaigns like Swachh Bharat, Fit India, or Voter Awareness drives?		
12	Students clubs	Are various student clubs (literary, eco, arts, sports, science, etc.) vibrant and functional?		
13	Students sensitized to national missions	Are students sensitized to national missions (Digital India, Make in India, Skill India, etc.) through engagement activities?		
14	Mapping	Are the extended curricular engagements mapped with Programme Outcomes (POs) or Course Outcomes (COs)?		
15	Community-based projects	Are students involved in real-life projects, case studies, or community-based projects?		
16	Seminar/Conference	No. of Seminar/Conference organized by the department to enrich the knowledge among Students?		

Criterion VII – Governance and administration

S.No	Key Indicator	Departmental Self-Assessment Question	Response Max Mark (5)	Evidence / Remarks
1	Vision & Mission	Is departmental vision/mission aligned with institutional goals?		
2	Leadership	Is participative and decentralized leadership encouraged?		
3	Strategic Planning	Are departmental perspective plans developed and reviewed annually?		
4	Policy Implementation	Are institutional policies (HR, Research, Finance) effectively implemented?		
5	IQAC	Are IQAC quality initiatives implemented in the department?		

6	Training	Are faculty and staff trained in ICT, soft skills, and quality systems?		
7	Appraisal	Is performance appraisal carried out annually and reviewed?		
8	Welfare	Are faculty and staff welfare schemes and student welfare scheme implemented ?		
9	E-Governance	Is e-office, digital documentation, and ERP used in administration, Finance and Accounts, Student Admission and Support, examination etc		
10	Best Practices	Does the department implement any unique administrative/academic best practice?		
11	Statutory bodies	Are statutory bodies such as Governing Body, Academic Council, BoS, Finance Committee functional and meeting regularly?		
12	Grievance redressal mechanism	Is a grievance redressal mechanism in place and effectively functioning for staff and students?		
13	Audits	Are internal and external audits regularly conducted for administrative and financial processes?		
14	Codes of Conduct and Ethics	Are Codes of Conduct and Ethics for staff and students displayed and enforced?		
15	Institution - quality assurance	Has the institution adopted the following quality assurance practices: a) Academic and Administrative Audit (AAA) with follow-up Audit reports, Certificate b) Collaborative quality initiatives c) Orientation on quality issues d) Participation in NIRF/ QS/ other rankings e) Participation in state/national/international quality audits		
16	Grievance handling Mechanisms	Does the institution have Institutional level grievance handling Mechanisms to resolve grievances including a. Women Anti Sexual-Harassment Cell b. Anti Ragging Cell c. Counseling Centre		

		d. Grievance redressal Cell e. Ombudsman f. Specify if, any other Cell		

Criterion VIII – Students Outcomes

S.No	Key Indicator	Departmental Self-Assessment Question	Response Max Mark (5)	Evidence / Remarks
1	Students progression	What percentage of students progressing to higher education (PG, M.Phil, Ph.D., etc.)		
2	Student qualification	How many students qualified for competitive exams (NET/SLET/GATE/Civil Services etc.) Are coaching or training programs conducted for civil services, NET/SLET, etc.?		
3	Placement / self-employed	Are students provided placement training and job opportunities? What is the placement percentage (on-campus/off-campus) What is percentage of graduated students becoming entrepreneur/self-employed		
4	Awards	No. of external Academic Awards and Recognitions received by the students in the assessment period		
5	Research/ Conference presentation	Number of student published research papers, Presentations in conferences, or publications		
6	Skill Development	Soft skills, life skills, and career development programs conducted and their outcomes		
7	Start-ups	Start-ups or entrepreneurial ventures initiated by students		
8	Student exchange	Students selected for international exchange/fellowships/summer schools		
9	Alumni Association	Alumni Association Registration and Renewal available?		
10	Prizes	Number of awards/medals for outstanding performance in curricular,co-curricular and extra curricular activities and sports at state/regional/national/international events for students.		
11	Enrollment ratio VS	Percentage of students admitted in first year of the program		

	Graduation Rate:	Percentage of students graduated & Drop outs		
12	Alumni engagement	Alumni engagement in mentoring, curriculum feedback, or financial contributions, interactions etc		
13	Ph.D	No. of Ph.D candidates Produced?		

Criterion IX – Research, Innovation and Extension

S.No	Key Indicator	Departmental Self-Assessment Question	Response Max Mark (5)	Evidence / Remarks
1	Research Policy	Does the department follow institutional research policy guidelines?		
		Does the institute have a research advisory committee, Ethical Committee		
		Strategies implemented to promote research		
2	Publications	Do faculty publish in peer-reviewed or indexed journals (Scopus/WoS/SCI)? Number of papers published in the year		
3	Projects	Are faculty or scholar involved in funded research or consultancy projects? No. of funds received for research related activities		
4	Patents/IPR	Have any patents been filed or published by faculty or students? Research projects with societal benefits		
		No. of patents been granted/filed or published by faculty/ scholars or students?		
5	Innovation	Are there student innovation or incubation activities in the department? Innovation based student projects, products, publications		
6	Research Guidance	Are faculty recognized research supervisors (Ph.D.)?		
7	Collaboration	Are MoUs signed with industries/institutions for collaborative research?		
8	Student Projects	Do students undertake research-based or community-oriented projects?		
9	Ethics	Is plagiarism checking mandatory before publication/submission?		
		Ethical practices followed by the institution – Ethical policy, Plagiarism report,		

		Disposal of wastes, Maintenance of instruments, Chemicals, purchase etc.		
10	Recognition	Have faculty or scholar received awards/fellowships for research/innovation?		
11	Ph.Ds registered	Number of Ph.Ds registered per eligible teacher during the year		
12	Collaboration	Nature and no. of collaborative research activities undertaken with other academic, research institutions, corporates etc		
		No. of MoUs signed for research collaborations- National/International Institutes, Research centers, Industry		
13	Research Resources	Does the institute provide relevant research resources to support research activities (monetary, material, infrastructure etc) Does the institute maintain an auditory account of revenue generated or spent due to research activities Are incubation labs, innovation centres, and maker spaces available for student start-ups and prototypes?		
14	Research support	Is seed money provided to faculty for research (Management contribution)		
15	e-content development	Have faculty developed e-content for platforms i. e-PG Pathshala ii. CEC (Undergraduate) iii. SWAYAM iv. MOOC Platform v. Any other Govt. Initiatives vi. For Institutional LMS		
16	h-index / citation index	What is the average h-index and citation index from Scopus/WoS per faculty?		
17	MOU	Number of functional MoUs with institutions/ Industries in national, international for internship, on-th-job training, project work, student/faculty exchange and collaborative research		

Criterion X – Sustainability outcomes

S.No	Key Indicator	Departmental Self-Assessment Question	Response Max Mark (5)	Evidence / Remarks
1	Green Initiatives	Are green practices like waste management and plantation drives implemented?		
2	Energy Conservation	Are LED, solar, or renewable energy systems used in department areas?		
3	Water Management	Are rainwater harvesting or water recycling practices in place? Water conservation facilities available in the institution a) Rainwater Harvesting b) Borewell/Open well recharge c) Construction of tanks & bunds d) Wastewater recycling e) Maintenance of water bodies and distribution system in the campus		
4	Waste Management	Is e-waste and plastic waste handled responsibly?		
5	Environmental Audit	Has the department participated in Green/Environment audits?		
6	Awareness	Are students sensitized to environmental and sustainable practices?		
7	Policy	Is there an eco-policy or green campus initiative adopted?		
8	Biodiversity	Are herbal garden or biodiversity activities promoted?		
9	Social Responsibility	Are sustainability initiatives linked with local community development?		
10	SDGs	Are departmental activities mapped with Sustainable Development Goals (SDGs)?		

Institutional Distinctiveness & Innovation Practices

S.No	Key Indicator	Departmental Self-Assessment Question	Response Max Mark (5)	Evidence / Remarks
1	Distinctiveness	Does the department have unique features or niche areas of strength?		

2	Innovation	Are innovative pedagogies or technologies practiced?		
3	Local Relevance	Do departmental activities address regional or societal needs?		
4	Impact	Are success stories and best practices documented and shared?		
5	Benchmarking	Are departmental practices benchmarked with reputed institutions?		

Criterion X – Overall Departmental Performance Summary

Area	Strengths Identified	Areas for Improvement	Proposed Action Plan	Responsible Person / Timeline
Curriculum				
Teaching-Learning				
Research				
Infrastructure				
Governance				

S. No.	Attributes	Input/Process/Outcome
1	Curriculum Design	Input
2	Faculty Resources	
3	Infrastructure	
4	Financial Resources& Management	
5	Learning & Teaching	Process
6	Extended Curricular Engagements	
7	Governance and Administration	
8	Student Outcomes	Outcome
9	Research & Innovation Outcomes	
10	Sustainability Outcomes (Including Green Initiatives)	
	Uniqueness/Situatedness	**Process/Outcome**

Annexure –VI

MARUDHAR KESARI JAIN
COLLEGE FOR WOMEN (AUTONOMOUS), VANIYAMBADI

Academic Administrative Audit- GRADE SHEET

1.CURRICULAR ASPECTS

Criteria 1	QUESTIONS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Max Mark
	MARKS	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
	Obtained																					

2.FACULTY RESOURCES

Criteria 2	QUESTIONS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Max Mark
	MARKS	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
	Obtained																					

3.INFRASTRUCTURE

Criteria 3	QUESTIONS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Max Mark
	MARKS	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
	Obtained																					

4.FINANCIAL RESOURCES AND MANAGEMENT

Criteria 4	QUESTIONS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Max Mark
	MARKS	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
	Obtained																					

5.TEACHING – LEARNING AND EVALUATION

Criteria 5	QUESTIONS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Max Mark
	MARKS	5	5	5	5	10	5	5	5	5	10	5	5	5	10	5	5	5	5	10	5	
	Obtained																					

6.EXTENDED CURRICULAR ENGAGEMENTS

Criteria 6	QUESTIONS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Max Mark
	MARKS	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
	Obtained																					

7.GOVERNANCE AND ADMINISTRATION

Criteria 7	QUESTIONS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Max Mark
	MARKS	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
	Obtained																					

8.STUDENT OUTCOMES

Criteria 8	QUESTIONS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Max Mark
	MARKS	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
	Obtained																					

9.RESEARCH AND INNOVATION OUTCOMES

Criteria 9	QUESTIONS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Max Mark
	MARKS	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
	Obtained																					

10.SUSTAINABILITY (GREEN INITIATIVES)

Criteria 10	QUESTIONS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Max Mark
	MARKS	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
	Obtained																					

UNIQUENESS, IMPACT, AND SITUATEDNESS

	QUESTIONS	1	2	3	4	Max Mark
	MARKS	20	20	20	20	
	Obtained					

INTERNAL AUDITOR 1 **INTERNAL AUDITOR 2** **ADMINISTRATIVE EXPERT**

IQAC DIRECTOR **PRINCIPAL**