

PONDICHERRY UNIVERSITY
(A Central University)
Planning & Development Section

ACADEMIC AND ADMINISTRATIVE AUDIT

INTRODUCTION:

Higher Education, in India, is one among the top three areas of development undergoing a tremendous change. The country is becoming a global hub for educational activities and a feeder for all kinds of international man-power requirement. There is a growing demand for, and also concern to, provide quality education with standard curriculum and globally acceptable system of education. Everywhere the idea of increasing Gross Enrollment ration, Generating more human resource with intellectual inputs are given much thrust. The NAAC(National Assessment and Accreditation Council) of India has evolved certain benchmarks for ascertaining and ensuring quality at different levels of Higher Education and for its continued sustenance. During the last ten years, Universities in India have taken serious note of these emerging needs and demands and trying to update the curriculum, design new Programs and offer better educational services while maintaining high quality. By establishing Internal Quality Assurance Cells (IQAC) and conducting External Quality Assurance checks its possible to go for a Total Quality Management in an Academic Institution.

All Higher Educational Institutions in India are expected to go through stringent quality assessment procedure by an external peer review, and series of accreditation based on a set of predetermined academic and administrative audit criteria. Accreditation and Re-accreditation have become regular processes for showing continuous improvements.

The monitoring and evaluation of the institutional processes require a carefully structured system of internal and external introspection. The National Assessment and Accreditation Council (NAAC) expects the Institutions to undertake continuous Academic and Administrative Audits by external peers, after every Assessment and Accreditation. This is an important step to evaluate independently as to how well the improvement processes are taking place and what more needs to be done. Not many Institutions are prepared to undertake this step mainly due to their reluctance to expose their weaknesses. The Institutions which strive to attain excellence are always on the move to contribute more to the growth and development of Education System.

For assuring quality and excellence in higher education, Pondicherry University has also taken steps to monitor its progress and evaluate the systems performances by establishing not only the Internal Quality Assurance Cells and but also through Academic and Administrative Audit (AAAC) conducted by external experts.

PURPOSE OF THE AUDIT:

The objective of AAAC is to evaluate the performance of the institution and to identify the issues that are to be attended to in order to improve the quality of Teaching and Research.

The following are the major objectives of AAAC:

01. 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 while teaching, learning and evaluation, student support and progression.
02. To ascertain whether the Departments/ centres are functioning efficiently and effectively with proven records of capacity building, research projects and publications and extension over a period of time or not.
03. To identify the bottlenecks in the existing administrative mechanisms and to identify the opportunities for academic reforms, administrative reforms and examination reforms for a long term progression with excellence and to face the challenges of Internationalisation in Higher education.
04. To evaluate the optimum utilization of financial and other resources, issues concerning with leadership and organization, functional autonomy and financial management.
05. To suggest the methods of improvement for maintaining quality in higher education.

METHODOLOGY:

Departmental Profile

The University, through a well structured format, collects the necessary primary data and information from all the Departments of Studies and other Sections of the University on Programs Offered, Students Enrolment, Faculty Strength, Infrastructure and other Programmes conducted during the last five years. The system of evaluation and internal assessment and the results of students, placement and further progression of students in higher education are assessed using these details. This forms the basis for the visit of the AAAC, in phase-1 of the analysis.

Profile of Teachers

A Self-Appraisal Form is prepared and distributed to all faculty members in order to collect the information from each Teacher regarding their Qualification, Experience, Research Publications during the last five years, number of Research Projects, and Funds Mobilized by the Teacher, Conferences Attended and Papers Presented, Foreign Academic Visits, Fellowships Obtained, Countries Visited, Organizations of Conferences, Membership of Academic Societies, etc. This forms another major input to evaluate the performances of Teachers and their capability matrix under the context of their Teaching, Learning, Research and Development, and Extension Activities.

Feedback of Students

Students' feedback is an essential component of any assessment. It provides an opportunity to elicit the views of the students regarding the general facilities available in the Department, their opinion about the teaching and research commitment and capability of the Faculty, role of administrators and system of administration, delays and denials of justice, and for providing better amenities and care on campus with modern tools and techniques. Questions regarding teacher's regularity in conducting classes, providing up-to-date information on the subject, their orientation to the assigned part of the curriculum, style and efficiency of teaching, clarity in imparting information, availability of the teacher before and after the class hours for consultation, general ability of the teachers, their capabilities in motivating students for progression, etc are normally included in such exercises. Students are also asked to give their feedback in an abstract manner. This is a good initiative for introspection from its stakeholders and beneficiaries. The AAAC evaluate these forms and suggests improvement possibilities.

Questionnaire for Administration

A questionnaire is also prepared for obtaining the role played by various administrative sections including the offices of Registrar, Registrar (Evaluation), Finance Officer and the other supporting units such as SC/ST Cell, University Library, Student Welfare Office, University Health Centre, Garden Department, National Service Scheme, Directorate of Correspondence Courses (DCC) and Estate Office while delivering services to students, staff and the other stakeholders and also to elicit the information regarding the efficiency of the functioning of these Offices. This will also help in carrying out reforms.

Spot Visit by AAAC:

The AAAC with the help of the IQAC initiates the process of Academic and Administrative Audit by visiting all the Departments, Units and Facilities for the purpose of understanding the Department, Faculty and their activities. This exercise is carried out in all Departments/Units to offer valuable suggestions to improve their performances both individually and collectively. Sufficient time is also provided for the Departments and the Faculty to prepare themselves for this exercise.

In each Department, the Faculty are allowed to present their Departmental Profile. The details of their programs, accomplishments, achievements of Faculty and the perspective plans for next five years as per the criterion-wise indicators given by the NAAC in this booklet. During this visit, the Students shall be asked to comment on the on-going teaching methods and programs offered by the Departments. They are also asked to not only to give their opinion about the relevance of the existing Programs but also to give their feedback about the quality of Teaching, Learning, evaluation and placements. The Students are given freedom to express their views frankly and freely to the members of AAAC. In addition, the AAAC shall also meet the teaching faculty, non-teaching and technical staff to obtain their feedback and suggestions for improvement.

Visit to Physical Infrastructure:

The AAAC shall visit all the laboratories, museums, student amenities, halls of residence, and facilities made available to its stakeholders.

Abstract Information of the Department/centre:

During the time of visit, in addition to showing all publications and research findings, the Head of the Department or centre is expected to provide the following data, in this proforma.

NAAC assessment Criteria for University

I Curricular Aspects 150 (15%)

II Teaching-Learning and Evaluation 250 (25%)

III Research, Consultancy and Extension 200 (20%)

IV Infrastructure and Learning Resources 100 (10%)

V Student Support and Progression 100 (10%)

VI Governance and Leadership 150 (15%)

VII Innovative Practices 50 (5%)

Total Score 1000

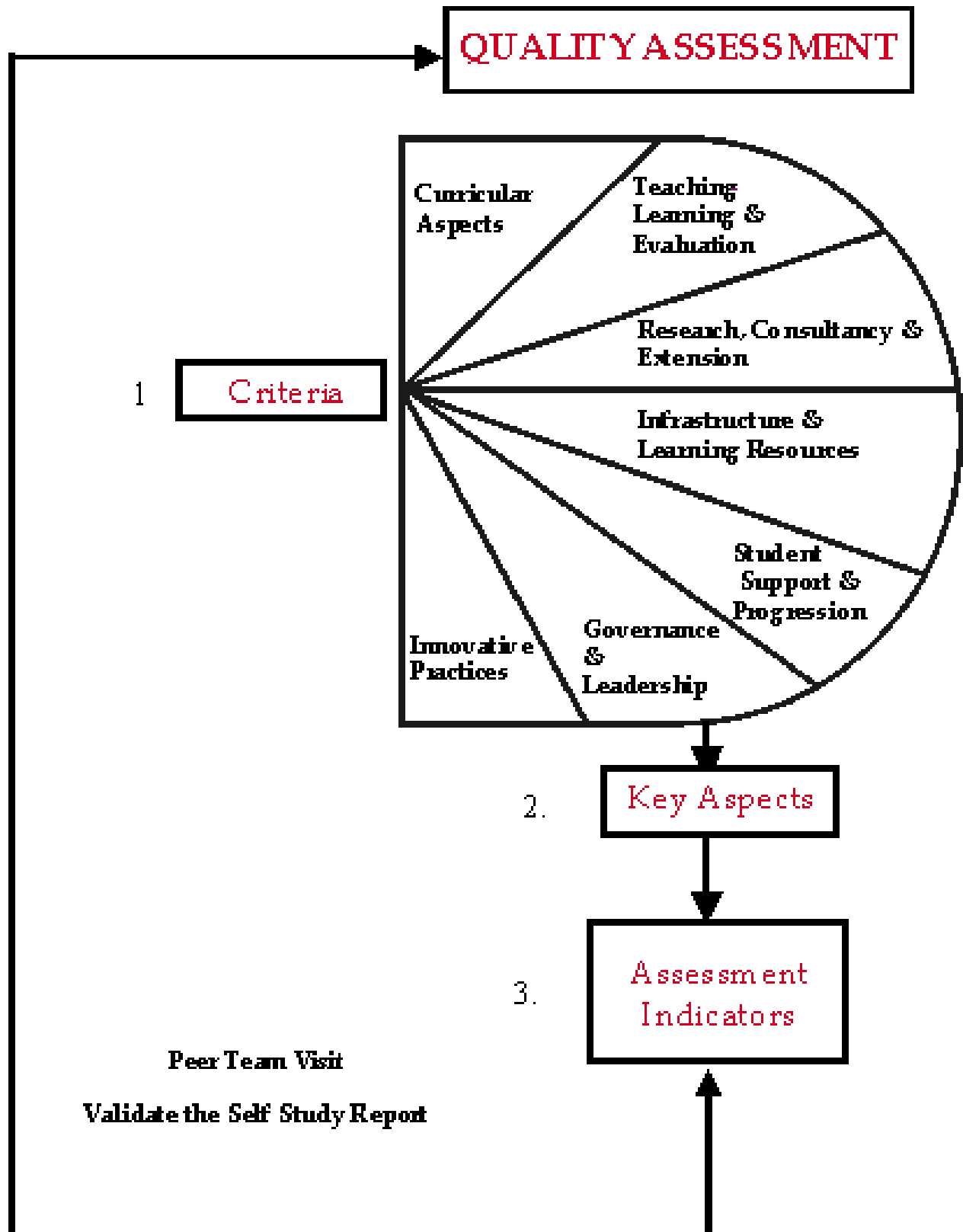
**PROFORMA OF ABSTRACT INFORMATION TO BE PREPARED BY
THE DEPARTMENTS/CENTRES**

01. Name of the Department	
02. Year of Establishment	
03. Courses Offered	
04. Intake of the Course	
05. Number of Applications Received for the P. G. Course	
06. Number of Students Admitted (2009-10)	
07. Number of Teachers: Permanent Temporary Guest Faculty Visiting Faculty	
08. a) Number of M. Phil Awarded during the last five years b) Number of Ph.Ds awarded during the last five years	
09. Number of M. Phil. and Ph. D. Scholars working at present	
10. Correspondence Courses offered by the Department, if any	
11. Number of other Staff	

12. Research Projects (during the last five Years)	Number	
	Amount (Rs)	
13. Student-Teacher Ratio		
14. Number of Books in the Department Library, if any		
15. Number of Computers in the Department		
16. Success Rate of P. G. Students(5 years)		
17. Infrastructure, in terms of labs, museums, etc		
18. Annual Budget		
19. Number of Seminars/Conference Organized during the last five years		
20. Seminars/Conference attended by faculty during the last five years, (give number only)		
21. Awards/Recognition/Patents during the last five years		
22. Number of Publications during the last five Years(by all faculty) a) Papers presented b) Peer-reviewed Papers published c) Books authored d) Contribution in edited Volumes e) Edited Books f) Other articles written		
23. Special Facilities		

24. Unique Features of the dept.	
25. Healthy Practices	
26. Issues of concern(if any)	

Key –Aspect-Wise Assessment Indicators as guidelines



CRITERION I : CURRICULAR ASPECTS

I. CURRICULAR ASPECTS (Total weightage 150)

Aim: To find whether the institution has clearly stated its goals and objectives that are communicated systematically to all its constituencies or not. Vision and mission of the institution and the awareness of students, teachers, staff and other stake holders on these. Mission statement in terms of addressing the needs of the society, the students institution's traditions and value orientation. Academic programmes in line with institutions goals and objectives. The curriculum caters to inclusion/integration of Information and communication Technology(ICT). Initiatives and contributions of the institution in curriculum design and development process.

1.1 Curriculum design and development (90)

Goal Orientation

- Clarity of mission and goals / Dissemination of mission and goals to stakeholders.
- Programme compatibility with mission/ Social relevance and national development
- Career orientation` /Meeting globalization needs and quality dimensions/ Value orientation /Heritage

Curriculum Development

- Curriculum development process / Modular course structure/ Choice based credit system/ Work based curriculum/ General competencies and skills / Inter/Multidisciplinary studies
- Technology layer / Multi skill development and vocational skills/ Value based education / Emerging areas and Global relevance/ Career orientation / Women empowerment and current concerns/ Continuing adult education/training/ Faculty participation/initiative in curriculum development/restructuring

Specific

- 1.101 Curriculum design is aligned with the institutional goals and objectives. The Programmes of the institution are consistent with its goals and objectives.
- 1.102 Curricula developed / adopted have relevance to the regional / national developmental needs
- 1.103 Curriculum design is suitable for meeting the overall development
- 1.104 Employability is a major consideration in the overall development of the curriculum
- 1.105 Developing global competencies is evident in the curriculum design
- 1.106 Curriculum has aspects on value-based education
- 1.107 Consultation with academic experts within and outside the institution is effectively done for developing the curricula
- 1.108 Consultations are done with industry / employment sector in the curriculum development process.
- 1.109 Faculty takes initiative (formally / informally) in the curriculum development process.

1.2 Academic Flexibility (30)

- The institution has a wide range of programme offerings that provide adequate academic flexibility. Range of programme options available to learners in terms of Degrees, Certificates and Diplomas. Provisions with reference to academic flexibility, value addition and course enrichment: Programmes and other facilities available for international students.
- Admission, Curriculum, Fee structure, Teacher qualification and salary etc. for Self-financing programmes. Implementation of the – Annual system/Semester system/Trimester system/Choice based credit system.

Programme Options

- Range of programmes / New programmes/curriculum/ Self financing courses / Academic flexibility/ Flexibility of curriculum/ Credit transfer/ Horizontal mobility / Elective options

Specific

- 1.201 Institution offers a number of program options leading to different degrees, diplomas and Certificates (UG / PG / PG Diploma / Diploma Certificate)
- 1.202 The curriculum offers a number of elective options
- 1.203 A number of new programs and program combinations are developed / adopted meet the needs of the students the society.
- 1.204 Options are available for students to take additions / supplementary / enrichment courses along with their regular curricula. (Eg. UG degree + a Certificate PG degree + a diploma and so on)
- 1.205 Number of value-added courses offered (Eg. A course on entrepreneurship. Personality development etc.)
- 1.206 Institution provides for inter-institutional credit transfers
- 1.207 Choice-based credit system (CBCS) and semester system are initiated in the institution

1.2 Feedback on curriculum (10)

Feedback from academic peers, students, employers and other stake holders are used in the imitation, review and redesign of programmes. Feedback on curriculum from – Students/Alumni/ Parents/Employers/ Industries/ Academic peers /Community. Feedback analysis and use of the outcome suggestions continuous improvement, communication to the affiliating university.

Feedback mechanism

- Feedback from students, alumni, industry, community/ Use of feedback / Major syllabus revision

Specific

- 1.301 Feedback from students
- 1.302 Feedback from alumni
- 1.303 Feedback from parents
- 1.304 Feedback from employers

1.3 Curriculum update (10)
<ul style="list-style-type: none"> Basis for syllabus revision, Frequency and the major revisions made during the last two years. Curriculum bears some thrust on issues of national development. Uses the guidelines of statutory bodies for developing and/or restructuring the curricula. Existing courses modified to meet the emerging national and global market requirements
Specific
<p>1.401 Frequency of curriculum revision</p> <p>1.402 National and international curricular modules are referred for curriculum update</p> <p>1.403 Curriculum has emerging thrust areas including interdisciplinary areas.</p> <p>1.404 Faculty takes initiative in the curriculum revision based on the feedback from stakeholders.</p>

1.4 Best practices in curricular aspects (10)
The institution practices sustainable curricular practices, to achieve academic excellence. Best practices in curricular design and development / Academic flexibility / feedback on curriculum / curricular update / or any other quality initiative the institution practices. Quality sustenance and quality enhancement measures undertaken by the institution during the last five years in curricular aspects.
Specific
Innovations/best practices in ‘Curricular Aspects’ planned/implemented by the institution(evaluate one best practice as identified by the institution.)

I. TEACHING – LEARNING AND EVALUATION (250)
Key issues covered in the Criterion
The institution has a transparent admission process. The programmes of teaching and learning cater to individual differences amongst learners. The institutions facilitates the effective conduct of the teaching-learning processes. The institution has provision for use of ICT in the enhancement of teaching process. The institution has a well-conceived plan for continuously monitoring student progress. The institution has an effective mechanism to recruit adequate qualified faculty. The student evaluation processes are reliable and valid. The institution has an open and participative mechanism for evaluation of teaching and promoting work satisfaction of the faculty. The teachers have opportunities for continued academic growth and professional development. The institution has sustainable good practices in teaching, learning and evaluation to achieve academic excellence.

1.1 Admission Process & Student profile(20)
<ul style="list-style-type: none"> Wide publicity of the admission process. Through the Prospectus/ Website/ Advertisement in Region/ National Newspapers. Students selection for admission Cut off percentage for admission at the entry level. Transparency in the Admission process – admissions are made as per the predetermined Criteria. Strategies deployed for ensuring equity and access to students specifically: Students from disadvantaged community/Women/Physically Challenged/Economically weaker sections/Sports personnel.

- Selection criteria (Merit, Interview score, Aptitude test)/ Reservation rules / Access to economically weaker section/ Provision for sports quota / Physically handicapped
- Women students (In Co-education Institutions)/ Demand ratio

Specific

- 2.101 Wide publicity and transparency in the admission process
- 2.102 Admission process is systematically administered on predetermined criteria
- 2.103 Admission process caters to access and equity considering the applicable norms including applicable reservation policies
- 2.104 Institution ensures due representation from different strata gender to locale.

1.2 Teaching learning process (90)

Academic calendar, teaching plan and evaluation blue print/schedules. Teaching learning methods used by the teachers (lecture method, interactive method, project based learning, computer assisted learning, experiential learning, seminars and others):

Student-centered learning. Institutional strategies, contributing to acquisition of life skills, knowledge management skills, individual learning and life long learning.

Use of modern teaching aids and tools like computers, audio-visuals multi-media, ICT, CAL, Internet and other information/materials. Students and faculty keep pace with the recent developments in their respective subjects. Effective use Departmental libraries for enhancement of teaching and learning. Evaluation of the teachers by the students analysis of use feedback for improvement of teaching learning.

Teaching-learning process

- Academic calendar / Teaching days / Teaching plan and organization
- Teaching methodologies / Experimental focus/ Tutorial classes and special coaching
- Mentoring/ Use of Education technology/ Use of laboratory and equipments
- Percentage of academic expenditure/ Use of Library/ Use of Internet

- 2.301 The teaching program schedule and methodologies are planned and organized in advance
- 2.302 Experiential learning methodologies for participative learning are used
- 2.303 Educational technology is effectively used (audio – visual aids)
- 2.304 Problem – solving approach as a teaching methodology is adopted
- 2.305 Computer-aided information retrieval and teaching methodology is adopted
- 2.306 Library resources are effectively used to augment teaching – learning
- 2.307 Use laboratory equipment / field experiences effectively to maximize the teaching – learning process
- 2.308 Use wide range of techniques, materials and experiences to engage student interests

1.3 Teacher quality (60)

- Number of qualified and competent teachers./ Recruitment process.
- Appointment of additional faculty to teach new programmes/modern areas of study.
- Awards/recognition received by the faculty during the last five years.
- Training/retraining programmes for the faculty in the use of Computers/internet/Audio Visual Aids/Computer Aided Packages/Material/ development for CAL, multimedia etc.

Teacher Quality

<ul style="list-style-type: none"> • Faculty Qualifications / Recruitment procedures/ Percentage of positions filled • Professional development/ Recognition and rewards/ Teacher characteristics/quality • Student teacher ratio
Specific
2.401 Percentage of teachers with Ph.D Qualification
2.402 Percentage of teaching position filled against sanctioned posts
2.403 Adherence to UGC / State Government / University norms with reference to teacher qualifications for recruitment
2.404 Faculty recruitment process is systematic and rigorous
2.405 Faculty development programs are initiated and utilized
2.406 Incentives / awards / recognitions are received by faculty
2.407 Faculty demonstrate creativity and innovation in teaching methodology

1.4 Evaluation process and reforms (50)
<p>Evaluation processes/methods of the institution and ensures transparency of the processes. Communication of Evaluation methods to the students and other institutional members. Progress of the students is monitored and communicate to the students and their parents. Mechanism for redressal of grievances regarding evaluation.</p> <p>Evaluation of Teaching</p> <ul style="list-style-type: none"> • Evaluation by the students / Evaluation by review officers. Evaluation by management/ Evaluation by Peers/ Evaluation by self <p>Evaluation of Learning</p> <ul style="list-style-type: none"> • Communication of evaluation method/ Continuous evaluation. Midterm/ semester/ trimester evaluation / Other methods of testing/ Tutor-ward meeting/ Parent principals/ teachers meeting <p>Evaluation Reforms</p> <ul style="list-style-type: none"> • Internal assessment/ Peer evaluation/ Double evaluation/ Moderation/ Revaluation. Transparency in evaluation measures/Grievance redressal
2.501 Provision for continuous evaluation and monitoring students progress
2.502 Conducts mid-term / semester evaluations
2.503 Declares results within two months of the examinations
2.504 Reforms in examination procedures and processes are evident
2.505 Examination processes are transparent and realizable
2.506 Security of the evaluation system is ensured
Student grievances regarding evaluation results are addressed

2.6 Best practices in teaching learning (10)
<p>Best practices in Admission process / Catering to diverse needs/ Teaching-learning process/ Teacher quality / evaluation process and reforms / or any other quality initiative the institution practices. Any significant innovations in teaching/learning evaluation introduced by the institution(evaluate one best practice as identified by the institution.)</p>

II. RESEARCH CONSULTANCY AND EXTENSION (200)

The institution promotes research culture among faculty and students. The institution encourages faculty to publish in academic journals. The institution encourages faculty to participate in professional academic programmes. The institution promotes faculty participation in consultancy work. The institution is responsive to community needs and conducts relevant extension programmes. The institution has sustainable good practices in research, consultancy and extension to achieve academic excellence.

2.1 Promotion of research(40)

Formation of Research Committee to facilitate and monitor research activity. Promoting faculty participation in research (providing seed money, grants, leave, other facilities). Provision in the institutional budget for research and development. Participation of the student in research activities. Major research facilities developed and available in the campus. Initiatives taken by the institution for collaborative research.

Promotion of Research

- Facilitating faculty participation/ Budget allocation for research. Research fellowship for students / Providing infrastructure facilities. Establishment of a research committee / Providing application forms for major/minor projects/ Special opportunities for students and staff for enhancement of research activities

- 3.101 Institution facilities faculty to undertake research by providing research funds (seed money)
- 3.102 Provision for research facilities in terms of laboratory equipment, research journals and research incentives
- 3.103 Encourage and promote research culture (eg. Teaching work load remission, opportunities for attending conference etc.)
- 3.104 Initiate research by collaborating with other research organizations / industry
- 3.105 Faculty recognition for guiding research
- 3.106 Establishing research committees for promoting and directing research
Establishment of specific research units / centres

2.2 Research and publication output (90)

- Research guides and research students
 - a) Departments recognized as research center.
 - b) Faculty recognized as research guides.
 - c) Priority areas for research.
 - d) Ongoing Faculty Research Projects.
 - e) Ongoing Student Research Projects.

Research Output

- Research scholars; JRF/ Ph.D. awards per year/ Minor research projects and Major research projects/ Total outlay for research & development and patents and Research Journals/ Departments getting UGC/SAP/ASSIST and Action Research/student projects

Publication Output

- Research papers published in National referred journals/ Research papers published in

<p>International referred journals/ Books published by faculty (specify per faculty)</p> <ul style="list-style-type: none"> • Project Reports <p>Major achievements of the research activities of the institution (findings contributed to the Industry needs / requirements, community development, patents, etc.)</p> <p>Research papers published in referred journals by the faculty – citation index and impact factor.</p> <p>Publications of the faculty – Books/Articles/Conference/Seminar Proceedings/Theses/Course materials (for Distance Education)/Software packages or other learning materials.</p>
<p>3.201 Significant faculty involvement in Research</p> <p>3.202 Recognized Research Centres (National & International (Eg. UGC, SAP, DST, DBT, UNESCO, UNICEF)</p> <p>3.203 Significant number of major and minor research projects</p> <p>3.204 The institution receives significant quantum of research grants from external agencies</p> <p>3.205 Output in terms of M.Phil, Ph.D students is significant</p> <p>3.206 The institution has received research recognition and awards (including patents)</p> <p>3.207 The institution research has contributed to the industry’s requirements / productivity</p> <p>3.208 Research facilities are enhanced through research projects</p> <p>3.209 Significant number of research articles are published in reputed / referred journals</p> <p>3.210 Published books and proceedings based on research work</p> <p>Citation Index / Impact Factor</p>

<p>2.3 Consultancy(20)</p> <p>Agencies (Govt./NGO’s/Industry/Academic) and the consultancy services provided by the Institution during the last years (free of cost and /or remunerative). Institution approaches to publicize the expertise available for consultancy services. Benefits to the staff for the consultation provided including revenue sharing. Institution utilization of the revenue generated through consultancy services.</p> <p>Consultancy</p> <ul style="list-style-type: none"> • Promotion of Consultancy/ Consultancy services/ Finance generated
<p>3.301 Publicize the expertise available for consultancy services</p> <p>3.302 Render consultancy services to industries</p> <p>3.303 Render consultancy services to be Government</p> <p>3.304 Render consultancy services to Non- government organizations / community / public</p> <p>3.305 Resources (financial and material) generated through consultancy services</p> <p>3.306 Mutual benefits accrued due to consultancy</p>

<p>2.4 Extension activities (30)</p> <ul style="list-style-type: none"> • Participation of the students and faculty in extension activities(NSS, NCC, YRC and others NGOs). • Outreach programmes organized by the institution-their integration with the academic curricula. • College-neighborhood network in which students acquire attitude for service and training contributive to community development. • Partnership with University / Research institutions / Industries / NGOs etc. for

<p>extension activities.</p> <ul style="list-style-type: none"> • Local community benefit from the institution. • Institutions benefit from the community (Community participation in institutional development, institution-community networking etc.) • Awards or recognition received by the Faculty / Students / Institution for the extension activities. <p>Extension Activities</p> <ul style="list-style-type: none"> • Promotion of extension/ Promotion of College and industry neighbourhood network <p>Participation in Extension</p> <ul style="list-style-type: none"> • Participation of faculty in extension/ NSS activities • NCC activities/ Participation of students in extension • Adult and continuing education • Collaborative work with Govt./NGO in extension activities
<p>3.401 Promotion of extension activities</p> <p>3.402 Organize need-based extension Programme</p> <p>3.403 Participation of students and faculty in extension programs</p> <p>3.404 Organize NSS / NCC activities</p> <p>3.405 Awards and recognitions received for extension activities</p> <p>3.406 Impact of extension activities on the community evaluation, review and upgrading the extension programmes</p> <p>3.407 Establish partnerships with industry, community and NGOs for extension activities</p>

<p>2.5 Collaborations (10)</p> <p>Collaborative activities of the institution – Local / State / National / International / Industry/Service sector/Agriculture sector/Local bodies / Community/Administrative agencies. Institutional benefits from collaborations – Curriculum development / Internship / On-the-job training / Faculty exchange and development/ Research/ Consultancy/ Extension/ Publication/Student Placement. MOU/MOC / mutually beneficial agreements signed with – Academic institutions/Industry/Other agencies.</p> <p>Linkages</p> <ul style="list-style-type: none"> • National linkages/ International linkages/Industry linkages/ Membership in professional activities
<p>3.501 Institution level / local</p> <p>3.502 National / State</p> <p>3.503 International</p> <p>3.504 Industry / Service Sector / Agriculture</p>

<p>2.6 Best Practices in research, consultancy and extension (10)</p> <p>Best practices in Promotion of research / Research and publication output/ Consultancy / Extension activities / Collaborations / or any other quality initiative the institution practices</p> <ul style="list-style-type: none"> • Significant innovations / good practices in Research, Consultancy and Extension activities of the institution(evaluate one best practice as identified by the institution.)
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III. INFRASTRUCTURE AND LEARNING RESOURCES (100)

The institution has adequate physical facilities for the conduct of the educational programmes efficiently. The growth of the infrastructure keeps pace with the academic growth of the institution. The institution has effective mechanisms for maintenance and optimal use of infrastructure. The institution has adequate library, computer facilities and other learning resources, with easy access to all its constituencies. The institution has sustainable good practices for ensuring adequate infrastructure and learning resources and its optimum use to facilitate student learning.

4.1 Physical facilities (20)

Infrastructure Facilities available for Academic activities/ Co-curricular activities. Extra-curricular activities and sports. Augmentation of the infrastructure to keep pace with academic growth – last five years. Facilities like common room, separate wash / rest rooms for women students and women staff. Optimally utilize the available infrastructure. Infrastructural facilities meet the special requirements of the differently abled students. Physical facilities

- Availability of infrastructure for:
 1. academic purpose/
 2. administrative functions
 3. co-curricular activities
- Development plan/ Adequacy of infrastructure facilities
- Augmentation of infrastructure facilities during the last 5 years

- 4.101 The institution provides necessary facilities for classrooms (furniture and fixtures)
- 4.102 The institution provides necessary facilities for laboratories (Furniture, fixtures, equipment and good laboratory practices)
- 4.103 Provides sports facilities for students / faculty
- 4.104 The institution has necessary facilities for general computer education of students
- 4.105 Infrastructural facilities are augmented from time to time
- 4.106 Infrastructure facilities are being utilized optimally
- 4.107 Additional, facilities for sports and extra-curricular activities (Gym, swimming pool, auditorium etc) are provided
- 4.108 Adequate facilities for Women
- 4.109 Appropriate facilities for differently- abled student

4.2 Maintenance of Infrastructure (10)

Budget allocation for the maintenance of – and/Building/ /Furniture/Equipment/Computers/Vehicles. Optimal utilization of budget allocated for various activities. Maintenance and repair of the infrastructure facilities, services and equipment.

Maintenance of Infrastructure

- Adequate personnel for maintenance/ Budget allocation for maintenance
- Utilization of infrastructure facilities / Utilization of the budget

- 4.201 Has a maintenance budget for the physical facilities through existing / mobilized

resources.

- | | |
|-------|---|
| 4.202 | Utilizes the funds allocated for maintenance |
| 4.203 | Adequate systems for maintaining and utilizing physical facilities |
| 4.204 | Adequate systems for maintaining and utilizing library and information facilities |
| 4.205 | Adequate systems for maintaining computer and network facilities |

4.3 Library as a learning resource (35)

Library advisory committee and its functioning. Access, use and security of library materials. Various support facilities available in the library. 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. Access of the on-line and Internet services in the library to the students and faculty (hours, frequency of use, subscriptions, licensed software). Extents of library services computerized. Use of INFLIBNET / DELNET / IUC facilities? If yes, give details. Motivation provided to students/teachers to read existing new arrivals. Interlibrary borrowing facility. Special facilities offered by the library to the visually and physically Challenged persons. Other information services provided by the library to its users.

Library as a Learning Resource: Library stock / Library operation and facilities/ Library advisory committee/ Library networking/ Library services and automation and internet services/ Use of library

- | | |
|-------|--|
| 4.301 | Number of titles of books in the library |
| 4.302 | Number of journals (National + International) and other library resources (i.e CDs / Cassettes etc.) |
| 4.303 | Library resources are augmented very year with newer editional and titles |
| 4.304 | Effective and user-friendly library operations (issue of books, getting the necessary references, etc) |
| 4.305 | Reading room facility for faculty and students |
| 4.306 | Reprographic facilities |
| 4.307 | Internet facility for information retrieval |
| 4.308 | Library advisory committee and its effective functioning |
| 4.309 | Inflibnet / Telnet facilities |
| 4.310 | Computerization of library and networking with other libraries |

4.4 ICT as learning Resources (15)

Adequate and up-to-date computer facility – available hardware and software and its access to all faculty and students. Central computing facility - favourable timings, access and cost to both students and faculty. Facilities available in the college for the Faculty facilitated to prepare computer aided teaching/learning materials. Institution website – frequency of its update, information posted on the website. Provision made in the annual budget for updation, deployment and maintenance of the computers in the institution.

Computers as Learning Resources

- No. of Computers and its use/ Access and Availability to students/ Access and Availability to faculty/Access and Availability to non-teaching staff/ Maintenance/Output-software for academic and administrative purpose/ Use of Internet

- 4.401 Has adequate / up to date computer facilities
- 4.402 Provides access to computers for the faculty
- 4.403 Provides access to computers for the students
- 4.404 Provides internet facility for faculty and students
- 4.405 Institution has a website facility, updated regularly

4.5 Other facilities (10)

- a) Capacity of the hostels(Boys and for Girls)
 - b) Recreational facilities.
 - c) Sports and Games (Indoor and Outdoor) facilities.
 - d) Health and Hygiene(Health care center, Ambulance, attending Nurse, Qualified Doctor, Pharmacist etc.)
- Participation of women in intra and inter institution sports competitions and cultural activities.
Common facilities available with the Institution (Staff room, Day care center, Common room for students, Rest rooms, Health Centre, Vehicle Parking, Guest House, Canteen, Telephone, Internet Café, Transport, Drinking Water etc.)

Other Facilities

- Hostels (Boys + Girls)/ Gymnasium/Student center/Sports/Health Center
- Guidance and Counselling center/Canteen/Electricity, transport, Phone, Fax, intercom
- Placement Centre/Instrumentation Centre

- 4.501 Staff rooms
- 4.502 Common rooms for students
- 4.503 Rest rooms and toilets
- 4.504 Health Centre
- 4.505 Vehicular parking
- 4.506 Hostels
- 4.507 Guest Houses
- 4.508 Canteen
- 4.509 Communication facilities (Telephone: STD: ISD)
- 4.510 Electricity and lighting
- 5.511 Transport
- 5.512 Landscape (approach roads / gardens and general ambience)

4.6 Best practices in development of infrastructure and Learning resource (10)

Best practices in Physical facilities for learning / Maintenance of infrastructure / Library as learning resource / ICT as learning resources / other facilities / or any other quality initiative the institution practices. Innovations/best practices in 'Infrastructure and Learning Resources' in vogue or adopted/adopted by the institution. (evaluate one best practice as identified by the institution.)

IV. STUDENT SUPPORT AND PROGRESSION(100)

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. The institution has sufficient and well-run support services to all its students. Student progression is monitored effectively. Institution has mechanisms for student counseling and placement services. The institution has an effective mechanism to use student feedback for quality enhancement. The institution has good sustainable practices for effective student support and progression.

Student Profile

- Student strength/ Access/ Representation from diverse population and geographical areas

5.1 Student progression (30)

Socio-economic profile(General, BC, OBC etc.) of the students. Efforts made by the Institution to minimize the drop out rate and facilitate the students to complete the course. Percentage progression of the students to further studies and for employment. Support for students in appearing and qualifying in various competitive examinations (UGC-CSIR-NET, SLET, GATE, CAT, GRE, TOFEL, GMAT, Civil Services – IAS, IPS, IFS, Central/State services etc. Institutional academic performance with reference to other colleges of the affiliating University.

Student Progression

- Programme completion and success rate / Drop out rate (Negative rating)
- Progression to higher studies/ Progression to research/ Progression to employment

5.101 Monitors student progression

5.102 Makes efforts to reduce the drop-out Rate

5.103 Percentage progression to higher studies

- From UG to PG./ From PG to research

5.104 Average institutional academic performance in relation to the university average
Facilitate progression to employment

5.2 Student support (30)

Prospectus, handbooks and other student information material annually - the information/contents disseminated to students through these publications. Financial aid to students, the type and number of scholarships/freeships given to the students (other than those provided by the social welfare departments of the state or central governments). Institutional provision/schemes for student welfare (insurance, special diets, family counseling support, earn while you learn scheme etc.). Types of special support services available to overseas students. Placement and counseling services available to the students. Developing entrepreneurial skills among the students. Faculty participation in academic and personal counseling. Committee for prevention/action against sexual harassment of women students issues addressed in last two years. Grievance redressal cell – its functions, major grievances redressed during the last two years. Provision for compulsory computer skills/literacy for all students in the curriculum. Value added courses introduced by the institution aimed at developing life skills; career training; community orientation; good citizenship, personality development etc. Safety and security of the students, faculty and the institutional assets.

	<ul style="list-style-type: none"> • Student welfare (general, SC/ST, Overseas, etc)/ Information access and dissemination (Handbook & Prospectus)/ Grievance Redressal/ Sexual harassment cell/Health service/Counseling services/ Placement services/ Scholarship
5.201	Ensures institutional information access and dissemination
5.202	Adequate student welfare measures (scholarships, free ships, insurance etc.)
5.203	Adequate counseling services
5.204	Adequate placement services
5.205	Provide health services optimally make the campus safe for students with adequate security and lighting

Student activities (30)	
<p>Alumni Association and its activities. Students participation in extra curricular activities including sports and games. Publication materials like catalogues, wall magazines etc, college magazine etc. Student council or any similar body – constitution, major activities and funding. Mechanism to seek and use data and feedback from its graduates and from employers to improve the preparation of the programme and growth and development of the institution.</p> <p>Student Activities</p> <ul style="list-style-type: none"> • Sport and recreation/Recognition and incentives/ Extracurricular activities • Alumni profile and Alumni activities 	
5.301	Organize student cultural activities
5.302	Access to and use of recreational / leisure time activities to students
5.303	Sports and games facilities for students (I) Indoor (II) Out door
5.304	Students participation in institutional sports events
5.305	Students participation in state-level sports events
5.306	Students participation in national-level sports events
5.307	Students participation in international-level sports events

5.3 Best practices in student support and progression (10)	
<p>Best practices in Student progression / Student support / student activities / or any other quality initiative the institution practices. Innovations in Student Support and Progression (evaluate one best practice as identified by the institution.)</p>	

V. GOVERNANCE AND LEADERSHIP (150)	
<p>The leadership provides clear vision and mission to the institution. The functions of the institution and its academic and administrative units are governed by the principles of participation and transparency. Academic and administrative planning in the institution move hand in hand. The institution practices relevant welfare schemes for all its constituencies. There are fair and expeditious grievance redressal mechanisms at all levels of the institution's functioning. The institution is effective in resource mobilization and planning development strategies. The finance of the institution are judiciously allocated and effectively utilized by proper budgeting system. Auditing procedures and the follow up actions are systematized. Institution has sustainable good practices for governance and leadership.</p> <p>Leadership, Goal Orientation and Decision Making</p>	

- Institutional vision and leadership/Organizational arrangements
- Frequency of EC, AC, GC meeting /Effectiveness of governing body function and implementation/ Transparency of management – Availability of management decision to staff and students.

6.1 Institutional vision and leadership(15)

Vision and Mission statement of the institution. Ensures that the vision and mission of the institution is in tune with the objectives of the Higher Education Policies of the nation.

Translate its vision statement in to its activities. Top management’s commitment, leadership role and involvement for effective and efficient transaction of teaching and learning processes.

Management and head of the institution ensure that responsibilities are defined and communicated to the staff of the institution. Management/head of the institution ensure that valid information (from feedback and personal contacts etc.) is available for the management to review the activities of the institution. Management encourage and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes.

6.101 Vision, mission and goals of the institution in tune with the objectives of higher education

6.102 Demonstration of effective leadership in institutional governance

6.103 Management by fact, information and objectives

6.104 Reforms in education (structure and resources)

6.105 Valuing employees (faculty and non-teaching staff)

6.2 Organizational arrangements (20)

Organizational structure and the details of the academic and administrative bodies of the institution, meetings held, and the decisions made by these bodies, regarding finance, infrastructure, faculty recruitment, performance evaluation of teaching and non-teaching staff, research, extension activities, linkages and examinations during the last year. Decentralized Administration. Collaborates with other sections/departments and personnel of the institution to improve and plan the quality of educational provisions. Effective internal coordination and monitoring mechanism. A grievance redressal cell for its employees. Management meet the staff periodically to discuss on various academic and administrative issues.

Organization Structure, Power and Functions of the Functionaries

- Organization structure/ Decentralization of powers/ Internal coordinating mechanisms
- Participate management

6.201 Structural organization as per the norms

6.202 Informal arrangements and committees

6.203 Decentralization and participative Management

6.204 Coordination of all statutory bodies and advisory committees like BoS, AC, EC

6.205 Management and monitoring of the affiliated colleges effectively

6.206 Effective functioning of the Grievance cell

6.207 Cell for preventing sexual harassment

6.3 Strategy development and deployment (30)

Academic plan prepared in partnership and active contribution of the Teachers, Students and administrators. The objectives are communicated and deployed at all levels to ensure individual employee's contribution for institutional development. Different committees are constituted by the institution for management of different institutional activities. Institutions MIS in place, to select, collect align and integrate data and information on academic and administrative aspects of the institution. Institution uses the data and information obtained from the feedback in decision-making and performance improvement. Institution's initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty (Skill sharing across departments creating/providing conducive environment).

Perspective Planning

- Master Plan/ Academic Calendar/ Plan Proposals

- 6.301 Perspective plan document
- 6.302 Strategic action plan and schedules for future development
- 6.303 Deployment with a Systems Perspective
- 6.304 Institutional approach to decision making

6.4 Human resource management (40)

Mechanisms in place for performance assessment of faculty and staff use of the evaluations to improve teaching, research and service of the faculty and other staff. Welfare measures for the staff and faculty. Strategies and implementation plans of the institution to recruit and retain diverse faculty and other staff who have the desired qualifications, knowledge and skills. The criteria for employing part-time/Adohc faculty (Ex., salary structure, workload, specializations). Policies, resources and practices of the institution that support and ensure the professional development of the faculty (Ex., Budget allocation for staff development, sponsoring for advanced study, research, participation in seminars, conferences, workshops, etc. and supporting membership and active involvement in local, state, national and international professional associations). Staff development programme for skill up-gradation and training of the staff. The facilities provided to faculty (Well-maintained and functional office, instructional and other space to carry out their work effectively). Major mechanisms in place for faculty and other stake holders to seek information and/or make complaints.

Man power Planning and Recruitment

- Assessing human power requirement/ Teacher recruitment and Non-teaching staff recruitment/ Ratio of filled position to sanctioned position (Teacher)
- Adequacy of non-teaching staff/ Induction training etc

Performance Appraisal

- Performance appraisal of teaching and Non-teaching staff (by students) /Self appraisals
- Peer evaluation etc

Staff Development Programmes

- To teaching and Non-teaching staff/ Skill up gradation/ Benefits
- Introduction of ICT, etc

- 6.401 Institutional initiatives in planning the manpower (teaching and non-teaching staff)
- 6.402 Institutional initiatives to fill up vacancies
- 6.403 Compliances of GOI / State Government policies on recruitment (access, equity, gender sensitivity and differently-abled)
- 6.404 Conducts self appraisal of teaching and non-teaching staff

6.405	Conducts performance appraisal regularly
6.406	Specific complaints / legal enquiry about the institutions functioning
6.407	Continuously makes efforts to improve the overall organizational effectiveness, capabilities, development, action and review
6.408	Conducts programme for professional development of staff

6.5 Financial management and resource mobilization (35)

Financial support from the government and their optional utilization. Source of revenue and income generated and quantum of resources mobilized through donations. Adequacy of operational budget to cover the day-to-day expenses. Budgetary resources to fulfill the mission and offer quality programs (Budget allocations over the past five years, depicted through income expenditure statements, future planning, resources allocated during the current year, and excess/deficit). Regularity of audited – internal and external audit procedures and information on the outcome of last two audits. (Major pending audit paras, objections raised and dropped). Computerization of finance management systems.

Resource mobilization by

- Tuition fees, other fees/ Donations and Endowments/ Letting out premises
- Self financing programmes etc

6.8 Finance Management

- Budgeting/ Current fee structure/Unit cost/ Allocation of finance
- Internal monitoring/ Financial audit/ Utilization of grants

6.501	Budgetary provisions for academic and administrative activities (including maintenance)
6.502	Optimal utilization of budget
6.503	Monitoring financial management practices through internal audit
6.504	Regularity to external audit
6.505	Institutional initiatives for mobilization of resources

6.6 Best Practices in governance and leadership (10)

Best practices in Institutional vision and leadership / Organizational arrangements / strategy development and deployment / human Resource Management / Financial Management and Resource Mobilization / or any other quality initiative the institution practices.

VI. INNOVATIVE PRACTICES (50)

- The institution displays sensitivity to changing educational, social and market demands.
- The institution is geared to promote an ambience of creativity innovation and improving quality. The institution promotes inclusive practices for social justice and better stake holder relationships. The institution adopts quality management strategies in all academic and administrative aspects. The institution promote value-based education for inculcating social responsibilities and good citizenry amongst its student community.

7.1 Total Quality Management

- Vision, Mission, Goals & Objectives
- Academic audit
- IQAC

- Academic quality
- Quality of administration

7.2 Innovations

- Innovation in curriculum
- Innovation in teaching, learning and evaluation
- Innovation in research and extension
- Innovation in governance

7.3 Value Based Education

- Exclusive courses on value education
- Integrate value dimension into course wherever possible
- Any other

7.4 Social Responsibilities and Citizenship roles

- Social responsibilities are included in the Curriculum or through enrichment programmes
- Citizenship roles
- Community Orientation

7.5 Overall Development

- Involvement of all stakeholders in academic programmes
- Curricular and Co-curricular
- Research and Development
- Community sensitiveness
- Personality development

7.6 Institutional Ambience and Initiatives

- Institutional ambience
- Initiatives for technologically advanced infrastructure
- Learner friendly system

Stakeholder relationship ?

Internal quality assurance cell

Examination reforms cell

Academic reforms cell

External audit- academic and administrative audit- annual

Director for Research

E-learning resource creation cell

Publications division

Purchase and stores division

Public relations division

7.1 Internal quality assurance system(20)

- Mechanism developed by the institution for quality assurance within the existing academic and administrative system.
- Functions carried out in the quality enhancement of the institution.
- Involvement of students in assuring quality of education imparted by the institution.
- Initiatives taken up by the institution to promote best practices in the institution and their internalization.
- Value addition to student's learning quality enhancement.

7.101 System structure

7.102 System Functions

7.103 Student participation in quality enhancement / Quality assurance
7.104 Situational initiatives in institutionalizing and internalizing best practices and innovation
7.105 Continuously add value to students through enhancement in quality of education
7.2 Inclusive practices (15)
7.201 Practices taken up by the institution to provide access to students from the following sections of the society: Socially-backward/Economically-Weaker/Differently-abled.
7.2.1 Efforts made by the institution to recruit staff from the disadvantaged communities.
7.2.2 Special efforts made to achieve gender balance amongst students and staff.
7.2.3 Gender-related sensitizing courses for the staff/students.
7.2.4 Intervention strategies adopted by the institution to promote overall development of the students from rural/tribal background.
7.2.5 Mechanism to record the incremental academic growth of the students admitted from the disadvantaged sections.
7.206 Practices to facilitate inclusion and academic performance of socially disadvantaged groups.
7.202 Special initiatives to promote empowerment of students from rural / tribal area
7.203 Institutional sensitivity towards gender and differently-abled wards
Incremental academic growth of the students admitted from disadvantaged sections
7.3 Stakeholder relationships (15)
7.3.1 Stakeholders involvement in planning, implementing and evaluating the academic programmes.
7.3.2 Overall climate conducive to learning.
7.3.3 Key factors that attract students and stakeholders resulting in stakeholder satisfaction.
7.3.4 Elicit co-operation from all stakeholders to ensure overall development of the students considering the curricular and co-curricular activities, research, community orientation the personal/spiritual development of the students.
7.3.5 Anticipate public concerns with current and future programme offerings and operations.
7.3.6 Promote social responsibilities and citizenship roles among the students.
7.3.7 Institutional efforts to bring in community-orientation in its activities.
7.3.8 Institution actively support and strengthen the neighborhood communities – identify community needs and determine areas of emphasis for organizational involvement and support.
7.3.9 Student satisfaction, relative to academic benchmarks-update the approach in view of the current and future educational needs and challenges.
7.3.10 Build relationships.
➤ To attract and retain students.
➤ To enhance student's performance and
➤ To meet their expectations of learning
7.3.11 Complaint management process-ensure that complaints are resolved promptly and effectively complaints aggregated and analyzed for use in the improvement of the organization, and used for better stakeholder-relationship and satisfaction.
7.301 Societal perception of stakeholders (includes parents, alumni and others)
7.302 Focus on social responsibilities
7.303 Evidences for student satisfaction

ACADEMIC AUDIT GLOSSARY

Academic infrastructure: Academic infrastructure is the name given to the array of quality-related processes and practices in the United Kingdom.

Academic recognition: Academic recognition is a set of procedures and processes for the acknowledgement and acceptance (subject to conditions), between institutions and countries, of higher education qualifications.

Academic year: The academic year is:
1. the duration of a specific programme of study (which may not last a complete 12 months and is divided into terms, semesters or quarters).
2. the start and finish dates of the annual cycle of a university or national higher education system.

Access: Access is the process of enabling entry to higher education. Access has two linked but distinct meanings.
1. the general concept that relates to making higher education accessible.
2. a shorthand for programmes that provide preparation for entry to higher education, such as the UK **Access courses**;

Access courses are preparatory programmes for students to gain entry to higher education.

Accountability: Accountability is the requirement, when undertaking an activity, to expressly address the concerns, requirements or perspectives of others.

Accreditation: Accreditation is the establishment of the status, legitimacy or appropriateness of an institution, programme or module of study.

Accreditation body: An accreditation body is an organisation delegated to make decisions, on behalf of the higher education sector, about the status, legitimacy or appropriateness of an institution, or programme.

Accreditation duration: Accreditation decisions are usually limited to a fixed and stated period of time, after which the institution or programme is required to engage with a more or less rigorous re-accreditation process.

Accreditation status: Accreditation status is the embodiment of the decision made by the accreditation body.

Accreditors: Accreditors are agencies that provide recognition to institutions as part of an accreditation process (see also accreditation body).

Additional learning opportunities: Additional learning opportunities are elements of the programme of study that augment the usual classroom teaching of the syllabus content.

Agency: Agency is, in the context of quality in higher education, shorthand for any organisation that undertakes any kind of monitoring, evaluation or review of the quality of higher education.

Aim: An aim is an overall specification of the intention or purpose of a programme of study or institutional mission or policy.

Alumnus: An alumnus (plural alumni) is a graduate of an institution.

Approval: Approval is an overarching term to cover various forms of academic recognition of a programme or institution.

Appraisal of student learning: Appraisal of student learning is the process of providing formative and summative feedback to students on the development of their learning

Articulation agreement: See credit transfer

Assessment: A general term that embraces all methods used to judge the performance of an individual, group or organisation.

Assessment of student learning: Assessment of student learning is the process of evaluating the extent to which participants in education have developed their knowledge, understanding and abilities.

Assessment of teaching and learning: Assessment of teaching and learning is the process of evaluating the quality and appropriateness of the learning process, including teacher performance and pedagogic approach.

Associate degree: See foundation programme

Assurance: Assurance of quality in higher education is a process of establishing stakeholder confidence that provision (input, process and outcomes) fulfils expectations or measures up to threshold minimum requirements.

Audit: Audit, in the context of quality in higher education, is a process for checking that procedures are in place to assure quality, integrity or standards of provision and outcomes.

Audit panel: See review team

Audit report: An audit report is a codification of the process, findings and outcomes of the audit process, usually prepared by the auditors and project team.

Auspices: Auspices is the provenance under which a quality monitoring agency operates.

Autonomy: Autonomy is being able to undertake activities without seeking permission from a controlling body.

Bachelor degree: A bachelor degree is the first-level higher education award, usually requiring three or four years' study but more in some medical subjects.

Benchmark: A benchmark is a point of reference against which something may be measured.

Benchmark statement: A benchmark statement, in higher education, provides a reference point against which outcomes can be measured and refers to a particular specification of programme characteristics and indicative standards.

Benchmarking: Benchmarking is a process that enables comparison of inputs, processes or outputs between institutions (or parts of institutions) or within a single institution over time.

Best practice: Best practice refers to effective, ideal or paradigmatic practice within an organisation that others would benefit from adopting or adapting.

Binary system: A binary system is one that has higher education taught in two different type of institution, traditional (academic) universities alongside more vocationally-oriented institutions.

Blended learning: Blended learning is a flexible approach that combines face-to-face teaching/learning with remote (usually internet-based) learning.

Block grant: Block grant is a term used to refer to the core funding provided by a national government (via a funding council) to a higher education institution.

Certification: Certification is the process of formally acknowledging achievement or compliance: it can be used to signify the achievement of an individual, such as a student, or of an institution.

Classification: Classification is the process of identifying types of institution based on their core functions or economic status.

Code of Practice: A code of practice is a documented set of recommended or preferred processes, actions or organisational structures to be applied in a given setting.

Community college: A community college, is an intermediate college between compulsory education and higher education, although it offers some programmes that may be defined as higher education.

Community-based education: Community-based education (CBE) is learning that takes place in a setting external to the higher education institution.

Comparability: Comparability is the formal acceptance between two or more parties that two or more qualifications are equivalent.

Competence: Competence is the acquisition of knowledge skills and abilities at a level of expertise sufficient to be able to perform in an appropriate work setting (within or outside academia).

Compliance: Compliance is undertaking activities or establishing practices or policies in accordance with the requirements or expectations of an external authority.

Consistency (as a definition of quality): See perfection

Continuing education: Continuing education is:
1. a generic term for any programme of study (award-bearing or not) beyond compulsory education.
2. post-compulsory education of a short-term nature that does not lead directly to a major higher education qualification.

Continuing professional development (CPD): Continuing professional development (CPD) refers to study (that may accumulate to whole programmes with awards) designed to upgrade knowledge and skills of practitioners in the professions.

Control: Control is the process of regulating or otherwise keeping a check on developments in higher education.

Co-operative education: Co-operative education includes work experience as part of the learning experience.

Co-operative study: See sandwich; co-operative education

Corrective action: Corrective action is process of rectifying problems.

Correspondence course: A correspondence course is a study unit undertaken by the student remotely from campus via written communication with teachers.

Course: See programme

Credit: Recognition of a unit of learning, usually measured in hours of study or achievement of threshold standard or both.

Credit accumulation: Credit accumulation is the process of collecting credit for learning towards a qualification.

Credit transfer: Credit transfer is the ability to transport credits (for learning) from one setting to another.

Criteria: Criteria are the specification of elements against which a judgment is made.

Criteria-referenced assessment: Criteria-referenced assessment is the process of evaluating (and grading) the learning of students against a set of pre-specified criteria.

Curriculum: Curriculum is the embodiment of a programme of learning and includes philosophy, content, approach and assessment.

Degree: Degree is the core higher education award, which may be offered at various levels from foundation, through bachelors, masters to doctoral.

Departmental audit: See internal sub-institutional audit

Diploma: Diploma is:

1. a generic term for a formal document (certificate) that acknowledges that a named individual has achieved a stated higher education award.
2. an award for a specific level of qualification (diploma level) which in some countries is between a bachelor and a masters-level award.
3. a term for any award beyond bachelors level up to but excluding doctoral level awards, including continuing education certification.

Diploma supplement: A diploma supplement is a detailed transcript of student attainment that is appended to the certificate of attainment of the qualification.

Dissertation: A dissertation is an extended (usually written) project involving research by the student, which contributes significantly towards a final assessment for a (higher) degree.

Distance education: Distance education is higher education undertaken by students in a setting remote from the physical campus of the higher education institution.

Distributed education: Distributed education occurs when the teacher and student are situated in separate locations and learning occurs through the use of technologies (such as video and internet), which may be part of a wholly distance education programme or supplementary to traditional instruction.

Doctoral degree: The doctoral degree is the highest level of award in most higher education systems.

Duration of accreditation: see [accreditation duration](#)

Effectiveness: Effectiveness is the extent to which an activity fulfils its intended purpose or function.

Efficiency: Efficiency is the extent to which an activity achieves its goal whilst minimising resource usage.

Employability: Employability is the acquisition of attributes (knowledge, skills, and abilities) that make graduates more likely to be successful in their chosen occupations (whether paid employment or not).

Empowerment: Empowerment is the development of knowledge, skills and abilities in the learner to enable them to control and develop their own learning.

Enhancement: Enhancement is a process of augmentation or improvement.

Equivalency examination: See [accreditation of prior learning](#)

Evaluation: Evaluation (of quality or standards) is the process of examining and passing a judgment on the appropriateness or level of [quality](#) or [standards](#).

Evaluation of institutions: See [external evaluation](#); [external institutional audit](#)

Evaluations of quality assurance mechanisms: See [audit](#)

Excellence: Excellence means exhibiting characteristics that are very good and, implicitly, not achievable by all.

External evaluation: External evaluation is:
1. a generic term for most forms of quality review, enquiry or exploration.
2. a process that uses people external to the programme or institution to [evaluate quality](#) or [standards](#).

External evaluation team: External evaluation team is the group of people, including persons external to the programme or institution being reviewed, who undertake the [quality evaluation](#).

External examiner: An external examiner is a person from another institution or organisation who monitors the assessment process of an institution for fairness and academic standards.

External expert: External expert is someone with appropriate knowledge who undertakes a quality or standards review (of any kind) as part of a team or alone and who is external to the programme or institution being reviewed.

External institutional audit: An external institutional audit is a process by which an external person or team check that procedures are in place across an [institution](#) to assure quality, integrity or [standards](#) of [provision](#) and [outcomes](#).

External quality monitoring (EQM): External quality monitoring (EQM) is an all-encompassing term that covers a variety of quality-related evaluations undertaken by bodies or individuals external to higher education institutions.

External review indicator: An external review indicator is a measurable characteristic pertinent to an external quality evaluation.

External sub-institutional audit: An external sub-institutional audit is a process by which an external person or team check that procedures are in place to assure [quality](#), integrity or [standards](#) of [provision](#) and [outcomes](#) in part of an institution or relating to specific aspect of institutional provision or outcomes.

Faculty: Faculty is:
1. the organisational unit into which cognate disciplines are located in a higher education institution
2. a shorthand term for the academic (teaching and research) staff in a higher education institution.

Faculty audit: See [internal sub-institutional audit](#)

Faculty review: Faculty review has two different meanings, the first based on faculty as a term for academic staff, the second based on faculty as an organisational unit:
1. Faculty review is a process of reviewing the inputs, process or outputs of a faculty as an organisational unit; its structure, mode of operation, mission, [aims](#) and [objectives](#).

2. Faculty review, (meaning review of academic staff) evaluates the performance of researchers and teachers. (See also [assessment of teaching and learning](#))

Fees: Fees are the financial contribution made by students to their higher education

Fitness of purpose: Fitness of purpose evaluates whether the quality-related intentions of an organisation are adequate.

Fitness for purpose: Fitness for purpose equates [quality](#) with the fulfilment of a specification or stated [outcomes](#).

Follow up: Follow up is shorthand for procedures to ensure that outcomes of [review](#) processes have been, or are being, addressed.

Formal learning: Formal learning is planned learning that derives from activities within a structured learning setting.

Formative assessment: Formative assessment is evaluation of student learning that aids understanding and development of knowledge, skills and abilities without passing any final judgement (via recorded grade) on the [level](#) of learning.

Foundation degree: A foundation degree is an intermediary (sub-degree) qualification in the UK designed in conjunction with employers to meet skills shortages at the higher technician level.

Foundation programme: A foundation programme provides an introduction to degree-level study.

Franchise programmes: Franchise programmes are study units of one higher education institution adopted by and taught at another institution, although the students formally obtain their [qualification](#) from the originating institution.

Full-time equivalent (FTE): Full-time equivalent is the proportion of a nominal full-time student in higher education that a non-full-time student is judged to constitute.

Further education: Further education is post-compulsory education at pre-degree level, which may include (the opportunity to take) qualifications also available at the level of compulsory schooling.

Governance: Governance in higher education refers to the way in which institutions are organised and operate internally and their relationships with external entities with a view to securing the objectives of higher education as a realm of enquiry and critique.

Grading: Grading is the process of scoring or ranking student academic work as part of assessing student learning.

Graduate: A graduate is someone who has successfully completed a higher education programme at least at bachelor degree level.

Higher degree: A higher degree is an award beyond the basic-level higher education qualification.

Higher education: Higher education is usually viewed as education leading to at least a bachelor's degree or equivalent.

Impact: Impact in the context of quality in higher education refers to the consequences that the establishment of quality processes (both internal and external) has on the culture, policy, organisational framework, documentation, infrastructure, learning and teaching practices, assessment/grading of students, learning outcomes, student experience, student support, resources, learning and research environment, research outcomes and community involvement of an institution or department.

Improvement: Improvement is the process of enhancing, upgrading or enriching the quality of provision or standard of outcomes.

Informal learning: Informal learning is:
1. learning that derives from activities external to a structured learning context.
2. unstructured learning within a structured learning environment.

Indicator: An indicator is something that points to, measures or otherwise provides a summary overview of a specific concept. A set of indicators that are combined is referred to as an index.

Inspection: Inspection is the direct, independent observation and evaluation of activities and resources by a trained professional.

Institution: Institution is shorthand for institution of higher education, which is an educational institution that has students graduating at bachelor degree level or above.

Institutional accreditation: Institutional accreditation provides a licence for a university or college to operate.

Institutional audit: See external institutional audit; internal institutional audit.

Institutional review: See external institutional audit; review

Interdisciplinary: Interdisciplinary refers to research or study that integrates concepts from different disciplines resulting in a synthesised or co-ordinated coherent whole.

Internal audit: See internal institutional audit, internal sub-institutional audit

Internal evaluation: Internal evaluation is a process of quality review undertaken within an institution for its own ends (with or without the involvement of external peers).

Internal institutional audit: Internal institutional audit is a process that institutions undertake for themselves to check that they have procedures in place to assure quality, integrity or standards of provision and outcomes across the institution.

Internal sub-institutional audit: Internal sub-institutional audit is a process that an institution has for checking that procedures are in place to assure quality, integrity or standards of provision and outcomes within a department, faculty or other operational unit or that specific issues are being complied with across the institution.

Internal quality monitoring: Internal quality monitoring (IQM) is a generic term to refer to procedures within institutions to review, evaluate, assess, audit or otherwise check, examine or ensure the quality of the education provided and/or research undertaken.

Internship: See sandwich

Joint degree: A degree awarded by more than one higher education institution.

Learning outcome: A learning outcome is the specification of what a student should learn as the result of a period of specified and supported study.

League tables: League tables is a term used to refer to ranking of higher education institutions or programmes of study.

Level:

1. Level refers to the complexity and depth of learning.
2. Level refers to the formally designated location of a part of a study programme within the whole.

Level descriptor: A level descriptor is a statement that provides an indication of appropriate depth and extent of learning at a specific stage in the programme of study.

Licensing/Affiliating : Affiliation/ Licensing is the formal granting of permission to (a) operate a new institution (b) a new programme of study

Lifelong learning: Lifelong learning is all learning activity undertaken throughout life, whether formal or informal.

Management audit: Management audit, in higher education, is a process for checking that management structures and abilities are appropriate for assuring quality, integrity or standards of provision and outcomes.

Master's degree: Master's degree is an award higher than a bachelor's degree.

Mobility: Mobility is shorthand for students and academics studying and working in other institutions, whether in the same country or abroad.

Mode: Mode of study refers to whether the programme is taken on a part-time or full-time basis, or through some form of work-linked learning and may include whether taken on-campus or through distance education.

Module: A module is a formal learning experience encapsulated into a unit of study, usually linked to other modules to create a programme of study.

Module specification: Module specification is statement of the aims, objectives/learning outcomes, content, learning and teaching processes, mode of assessment of students and learning resources applicable to a unit of study.

Monitoring: Monitoring has two meanings:
1. the specific process of keeping quality activities under review;

2. a generic term covering all forms of internal and external quality assurance and improvement processes including audit, assessment, accreditation and external examination.

Mutual recognition (MoU): Agreement between two organisations to recognise each other's processes or programmes.

Objective: An objective is:
(a) a specific statement about what students are expected to learn or to be able to do as a result of studying a programme: more specifically this is a learning objective;
(b) a measurable operationalisation of a policy, strategy or mission: this is an implementation objective.

Off-shore provision: Off-shore provision is the export of higher education programmes from one country to another.

One-level degree structure: One-level degree structure is where a single programme of study results in a final (masters-level) award.

Outcomes: Outcome is:
1. shorthand for the product or endeavours of a higher education institution (or sector), including student learning and skills development, research outputs and contributions to the wider society locally or internationally (institutional outcomes).
2. shorthand for learning outcome (discussed elsewhere).

Outcomes-based approach: An outcomes-based approach to learning and teaching specifies in advance what the student should be able to do at the culmination of a programme of study.

Outputs: Outputs refers to the products of higher education institutions: including, graduates, research outcomes, community/business activities and the social critical function of academia.

Oversight: Oversight, in the quality context, refers to the process of keeping a quality process or initiative under observation, such that a person or organisation has a watching brief on developments.

Peer: Peer, in the context of quality in higher education, is a person who understands the context in which a quality review is being undertaken and is able to contribute to the process.

Peer Review: Peer review is the process of evaluating the provision, work process, or output of an individual or collective who operating in the same milieu as the reviewer(s).

Performance indicators: Performance indicators are data, usually quantitative in form, that provide a measure of some aspect of an individual's or organisation's performance against which changes in performance or the performance of others can be compared.

Performance audit: Performance audit is a check on the competence of someone to undertake a task.

Periodic review:

Personal Development Planning (PDP): Personal development planning is a structured and supported process to assist students in arranging their own personal educational and career progression.

Ph.D (Doctor of Philosophy): See Doctoral degree

Polytechnic: A polytechnic is a non-university higher education institution usually focusing on vocational education.

Postgraduate: A postgraduate is someone who is undertaking study at post-first degree level.

Preliminary study: Preliminary study is an initial exploration of issues related to a proposed quality review.

Primary degree: A primary degree is the first-level, higher education qualification (often synonymous with a bachelor's degree).

Prior learning: Prior learning is previous learning from informal and formal learning situations.

Process: Process, in the context of quality, is the set of activities, structures and guidelines that:
1. constitute the organisation's or individual's procedures for ensuring their own quality or standards.
2. constitute the mechanism for reviewing or monitoring the quality or standards of another entity.

Profession: A profession is a group of people in a learned occupation, the members of which agree to abide by specified rules of conduct when practicing the occupation.

Professional accreditation: See programme accreditation; specialized accreditation

Professional body: A professional body is a group of people in a learned occupation who are entrusted with maintaining control or oversight of the legitimate practice of the occupation.

Professional development: See continuing professional development.

Professional programme: A professional programme is shorthand for a co-ordinated set of study elements that lead to a recognised professional qualification.

Professional recognition: Professional recognition is the formal acknowledgement of an individual's professional status and right to practice the profession in accordance with professional standards and subject to professional or regulatory controls.

Programme: Programme is a study curriculum undertaken by a student that has co-ordinated elements, which constitute a coherent named award.

Programme accreditation: Programmes accreditation establishes the academic standing of the programme or the ability of the programme to produce graduates with professional competence to practice.

Programme evaluation: Programme evaluation is a process of reviewing the quality or standards of a coherent set of study modules.

Programme specification: A programme (program) specification documents the aims, objectives or learning outcomes, programme content, learning and teaching methods, process and criteria for assessment, usually with indicative reading or other reference material as well as identifying the modules or subunits of the programme, setting out core and optional elements, precursors and levels.

Progress file: A progress file is an explicit record of achievement, an aid to reflecting on the achievement and a mechanism to enable future planning.

Project team: The project team is the group of people, within a quality monitoring agency, who organise and arrange the external quality process.

Provision: Provision is an all-encompassing term that refers to the learning opportunities, research and community activity offered/undertaken by an institution of higher education.

Qualification: Qualification is the award to which a formal programme of study contributes.

Qualities: Qualities are the characteristics, attributes or properties of a person, collective, object, action, process or organisation.

Quality: Quality is
1. (n) the embodiment of the essential nature of a person, collective, object, action, process or organisation.
2. (adj) means high grade or high status (as in a quality performance).
3. a shorthand, in higher education, for quality evaluation processes.

Quality assessment: See assessment

Quality assurance: See assurance

Quality audit: See audit

Quality control: Quality control is a mechanism for ensuring that an output (product or service) conforms to a predetermined specification.

Quality evaluation: See evaluation

Quality guidelines: See guidelines

Quality management:

Quality monitoring: See external quality monitoring

Quality review: See review

Quality validation: See accreditation; validation

Ranking: Ranking is a term used to refer to the rating and ordering of higher education institutions or programmes of study based on various criteria.

Re-accreditation: Re-accreditation is the re-establishment or re-statement (usually on a fixed periodic cycle) of the status, legitimacy or appropriateness of an institution, programme (i.e. composite of modules) or module of study or of the professional recognition of an individual.

Recognition: Recognition is the formal acknowledgement of the status of an organisation, institution or programme.

Recognition of prior learning: Recognition of prior learning is formal acknowledgement of previous learning, from informal as well as formal learning situations.

Regulatory body: A regulatory body, in the context of higher education, is an external organisation that has been empowered by legislation to oversee and control the educational process and outputs germane to it.

Report: Report (n.) is the documented outcome or results of an evaluation process.

Review:

1. Review is generic term for any process that explores the quality of higher education.
2. Review refers to explorations of quality that do not result in judgements or decisions.

Review team: The review team is the group of people undertaking a quality monitoring or evaluation process.

Sandwich: A sandwich programme is one that has a significant period of work experience built into it such that the programme is extended beyond the normal length of similar programmes without the sandwich element.

Self-assessment: Self-assessment is the process of critically reviewing the quality of ones own performance and provision.

Self-evaluation: See self-assessment

Self-study: See self-assessment

Semester: A semester is a division of the academic year; usually two semesters in a year.

Seminar: A seminar is, ideally, a small-group teaching situation in which a subject is discussed, in depth, by the participants.

Site visit: A site visit is when an external evaluation team goes to an institution to evaluate verbal, written and visual evidence.

Stakeholder: A stakeholder is a person (or group) that has an interest in the activities of an institution or organisation.

Sub-institutional audit: See external sub-institutional audit; internal sub-institutional audit

Summative assessment: Summative assessment is the process of evaluating (and grading) the learning of students at a point in time.

Tertiary education: Tertiary education is formal, non-compulsory, education that follows secondary education.

Thematic evaluation: A thematic evaluation is a review of a particular aspect of quality or standards focusing on an experience, practice or resource that cuts across programmes or institutions.

Thesis: Thesis is:
1. short hand for doctoral thesis, the outcome of a student research at doctoral level.
2. an argument proposing and developing a theory about a substantive or conceptual issue.
3. an intellectual proposition.

Total student experience: Total student experience refers to all aspects of the engagement of students with higher education.

Transcript: A transcript is a printed or electronic record of student achievement while in higher education.

Transformation: Transformation is the process of changing from one qualitative state to another.

Transnational education: Transnational education is higher education provision that is available in more than one country.

Undergraduate: Undergraduate is a student who is undertaking a first-level degree programme of study, normally a bachelor's degree or equivalent.

Unit: Unit has two meanings in the context of quality in higher education, one as subject and one as object of quality review.
1. unit is the generic name for a quality monitoring department internal to an institution.

2. unit is any element that is the subject of quality review: institution, subject area, faculty, department or programme of study.

Unitary system: Unitary system is one that has higher education located in a single type of institution.

University: University is an institution of higher education that grants its own degrees including the award of Ph.D and normally undertakes leading-edge research, as well as having a social critical role.

Validation: Validation is a process of confirming that an existing programme of study or a newly designed one can continue or commence operation.

Value added: Value added is the enhancement that students achieve (to knowledge, skills abilities and other attributes) as a result of their higher education experience.

Value for money: Value for money is one definition of quality that judges the quality of provision, processes or outcomes against the monetary cost of making the provision, undertaking the process or achieving the outcomes.

Vocational education and training (VET): Vocational education and training is any formal, post-compulsory education that develops knowledge, skills and attributes linked to particular forms of employment, although in some interpretations this would exclude professional education.

Widening access: See access

Work-based learning: Work-based learning refers to any formal higher education learning that is based wholly or predominantly in a work setting.

Work experience: Work experience is the linking of a period of activity in a work setting (whether paid or voluntary) to the programme of study, irrespective of whether the work experience is an integral part of the programme of study.

Work-related learning: Work-related learning refers to any formal higher education learning that includes a period of learning that takes place in a work setting or involves activities linked to a work setting.

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