



**PONNAIYAH RAMAJAYAM INSTITUTE OF SCIENCE & TECHNOLOGY  
(PRIST)  
DEEMED TO BE UNIVERSITY  
THANJAVUR**

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**ACADEMIC AUDIT MANUAL**

## **VISION**

To evolve benchmarked quality metrics/procedures for educational practices, processes and methods

## **MISSION**

Mission is to benchmark the practices and process against National /International accreditation criteria and ranking parameters for facilitating administrative systems achieving continuous improvement


  
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## 1. ACADEMIC AUDIT

The Academic Audit, similar to traditional program reviews, is a peer evaluation process that involves conducting a self-study and hosting a site visit by external reviewers. Its focus extends beyond mere compliance with established standards, highlighting self-reflection and continuous improvement.

## 2. DEFINITIONS

- a) "Commission" means University Grants Commission(UGC).
- b) "Institution" means Ponnaiyah Ramajayam Institute of Science and Technology Deemed to be University.
- c) "Programme" refers to a structured set of courses, along with co-curricular and extracurricular activities, designed to achieve specific objectives that culminate in the awarding of a degree.
- d) "Course" refers to a unit of instruction covering specific topics, typically conducted over one semester, led by one or more faculty members, and attended by a designated group of registered students.
- e) "Degree" refers to an academic qualification awarded by the Institution to individuals who successfully complete an undergraduate, postgraduate, or doctoral program.
- f) "Academic Year" refers to a period comprising two consecutive semesters, one odd and one even.
- g) "Choice Based Credit System" refers to a system that allows students to choose courses from various categories (core, elective, value-based, and complementary skill courses) during their preferred semester, based on prerequisites and their individual learning preferences.
- h) **Program Educational Objectives (PEOs)** – Program Educational Objectives (PEOs) are broad statements outlining the achievements that graduates are expected to accomplish within a few years after completing the program. These objectives are aligned with the needs and expectations of the program's stakeholders.
- i) **Graduate Attributes (GAs)**-Graduate attributes are a set of measurable outcomes that reflect a graduate's potential to develop the competence required for practice at


  
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the appropriate level. They serve as exemplars of the qualities expected from a graduate of an accredited program. These attributes are clear, concise statements of the expected abilities, qualified as needed by a range of indicators suitable for the type of program.

- j) **Programme Outcomes (POs)**- Programme outcomes define what students should know and be able to achieve by the time they graduate. These outcomes encompass the skills, knowledge, and behaviors that students develop throughout the program. The learning outcomes at the program's exit level must align with its educational objectives.
- k) **Course Outcomes (COs)**-Course outcomes outline what students are expected to know and achieve by the end of a course. These outcomes pertain to the skills, knowledge, and behaviors that students develop throughout their participation in the course.
- l) **Assessment**-Assessment consists of one or more processes designed to identify, collect, and prepare data to evaluate the achievement of student outcomes. Effective assessment employs relevant direct, indirect, quantitative, and qualitative measures as suitable for the specific outcome being evaluated. Additionally, appropriate sampling methods may be utilized within the assessment process.
- m) **Evaluation**-Evaluation encompasses one or more processes aimed at interpreting the data and evidence gathered through assessment activities. It assesses the degree to which student outcomes are being achieved. The evaluation process is intended to inform decisions and actions related to program improvement.

### 3. PURPOSE OF ACADEMIC AUDIT

- To encourage departments or programs to assess their various academic processes in relation to quality—focusing on the essential faculty activities necessary for producing, assuring, and continuously enhancing the quality of teaching and learning.
- To assist Heads of Departments and deans, in understanding how faculty approach academic decision-making and organize their work, utilizing available resources and collaborating effectively to deliver quality education that prioritizes student learning.

  
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## **OBJECTIVES OF ACADEMIC QUALITY AUDIT:**


- To ensure that each course in the curriculum covers the agreed-upon content, that effective teaching practices are applied consistently, that assessments are conducted as intended, and that the plans for improving courses or the program as a whole are executed by the responsible individuals.
- To ensure that other faculty activities impacting students, such as academic advisement, are carried out appropriately and consistently.
- To offer meaningful and timely feedback and recognition to faculty regarding their performance in areas related to the curriculum, teaching and learning, assessment, and other practices that affect students.
- To identify benchmarked best practices in quality assurance and leverage this information to enhance how we ensure the program's work is executed appropriately and consistently
- To periodically review our quality assurance practices to identify potential improvements

## **.5• ELEMENTS OF ACADEMIC AUDIT**

1. Curriculum Design
2. Teaching-Learning
3. Assessment and Evaluation

### **Curriculum Design**


- Enhance, expand, innovate, redesign, add value to, reengineer, and broaden the scope of the education program.
- Compare the curriculum provisions with actual outcomes to identify gaps based on well-defined criteria.
- Evaluate the level of quality achieved throughout different phases of the curriculum life cycle.

  
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- Identify challenges in the implementation of the curriculum.
- Design and implement curricular innovations.
- Ensure quality for the next cycle of the programs.
- Compare the effectiveness of programs within the institution and across other institutions.
- Verify the extent of curriculum compliance with the guidelines of the relevant regulatory authority.
- Ensure effective participation and involvement of external stakeholders in curriculum design and revision.
- Confirm that the curriculum meets the requirements of the Program Specific Criteria (PSC) set by the appropriate professional or lead society.
- Verify the curriculum's adequacy in addressing all Program Outcomes of the respective programs.
- Assess the frequency of curriculum revisions and syllabus modifications.
- Analyze feedback summaries from faculty regarding courses and syllabi.
- Confirm that recommendations from the Board of Studies (BoS) and Academic Council have been incorporated into the curriculum and syllabi.
- Ensure the relevance of course outcomes in relation to the content.

### **Teaching Learning**

- To intentionally consider program and course outcomes when selecting teaching methods for our courses.
- To engage in discussions about our teaching practices and collaborate to enhance teaching and learning.
- To consult external sources beyond our faculty when choosing teaching practices (e.g., employers, students or graduates, comparable programs at other institutions, professional associations, etc.).
- To identify best practices in teaching and use this information to improve our own instructional methods.
- To periodically review our teaching strategies to explore potential improvements.

  
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- To oversee the implementation of innovative teaching and active learning methods that have been attempted, incorporated, or contemplated.
- To verify the maintenance of course files.
- To analyze student feedback and take necessary follow-up actions.

### **Assessment and Evaluation**

- To evaluate the extent to which students are achieving course and program outcomes.
- To collaborate in the development and implementation of assessments for course and program outcomes.
- To seek input from external sources when designing assessments for program learning objectives (e.g., employers, students or graduates, comparable programs at other institutions, professional associations).
- To analyze assessment data and utilize our findings to enhance our curriculum, co-curriculum, and teaching practices.
- To identify best practices in assessing course and program outcomes and leverage this information to improve our assessment strategies.
- To periodically review our assessment methods to identify opportunities for improvement.
- To evaluate the fairness and transparency of our evaluation processes.
- To ensure that assessments have been conducted for all course and program outcomes.
- To assess the effectiveness of the assessment methods employed.
- To verify the adequacy of laboratory spaces, equipment, and other resources for conducting experiments.


### **6. AUDIT PROCESS**

- Auditors are primarily academics trained in education quality processes and audit methodologies.
- The audit team, consisting of 2-4 members, typically comes from other institutions.

  
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- As auditors concentrate on quality processes, they do not need to belong to the same academic discipline as the department being audited.
- During the visit, auditors meet with departmental leadership, faculty, and students.
- Auditors prepare a report that highlights examples of exemplary practices, identifies areas for improvement, and evaluates the department's approach to educational quality practices.
- **GUIDELINES TO AUDITOR(S)/AUDITEE(S)**
- The following tables show the Audit guidelines for both Auditors and Auditees documents, material evidences, exhibits etc.to be verified during the audit process and prepared/maintained for audit process respectively

### Academic Audit Report

  
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