

Thiagarajar School of Management, Madurai.

Report of the Academic Audit- 2021-22

ACADEMIC AUDIT SHEET

Date of Audit: 26.11.2021

Academic Expert (1): Dr.C.Samuel Joseph, Professor & Head,

Karunya Institute of Technology, Coimbatore.

Academic Expert (2): Dr.R.Jeyakodeeswari, Professor &

Head & Coordinator for PGDHRD,

Department of Business Administration,

Lady Doak College, Madurai

Key Aspects	Commendations	Specific Recommendations
<p><b>Criterion I: Curricular Aspects</b></p> <p>1.1 Curriculum Design and Development</p>	<ul style="list-style-type: none"> <li>• Relevance of the curriculum to the emerging trends is evident from the continuous update and introduction of unique courses.</li> </ul>	<ul style="list-style-type: none"> <li>• Reframe the course titled – “Bottom of the pyramid Marketing” and specify how the courses provided for employability entrepreneurship/skill development have helped for the overachievement of students.</li> </ul>
<p>1.2 Curriculum Enrichment</p>	<p>There are relevant courses on emerging thrust areas</p>	<ul style="list-style-type: none"> <li>• It must be specified if the courses are revised or newly introduced and justification for the same must be given. In case of revised courses, the percentage of content revised must be specified</li> <li>• Curriculum should be devised matching to the global level, interstate level by giving importance to values such as gender, environment and sustainability, human values and professional ethics across culture cutting and justification to be given for the same</li> <li>• The topics identified or selected should be integrated and mainstreamed throughout all stages of development from policy design to implementation, evaluation, and learning.</li> <li>• Value added courses – should be streamlined as per NAAC guideline (With 30 or more contact hours -Subject code- minimum 3 courses)</li> </ul>

		<ul style="list-style-type: none"> <li>The duration can be 2-4 days and shall have minimum of 16 hours an maximum of 30-40 hours of Teaching, Learning and Training (60 % practical demonstration, hands on experience and 40 % theory, assignments, and group discussion). (Equivalent to one to two credits (Apart from regular curricular subjects)</li> <li>Field projects evidences and field project work to be highlighted with specific outcomes</li> </ul>
1.3 Feedback System	<ul style="list-style-type: none"> <li>Structured course feedback from students is obtained</li> </ul>	<ul style="list-style-type: none"> <li>The Structured feedback from students and faculty to be taken at the end of every trimester and the suggestions got from the feedback should be analyzed,</li> <li>There should be proof for the analysis and action taken. The feedback should be discussed in BOG, BOS &amp; Academic Faculty council Meetings and to be integrated in the curriculum revision</li> </ul>

**Criterion II: Teaching—Learning and Evaluation**

2.1 Catering to Student Diversity	<ul style="list-style-type: none"> <li>The Department organizes suitable orientation programmes for students</li> </ul>	<ul style="list-style-type: none"> <li>Have a mechanism to identify the advanced / slow learners and organize a greater number of structured programs based on that. The students must be continuously monitored to check if there are improvements in their performance.</li> <li>Bridge courses can also be organized to cater to the needs of the slow learners</li> </ul>
2.2 Teaching-Learning Process	<ul style="list-style-type: none"> <li>The teaching learning process has been designed to be extremely student centric</li> </ul>	<ul style="list-style-type: none"> <li>If the teachers are using ICT tools like YouTube videos, podcasts and augmented reality platforms should be substantiated with proofs</li> </ul>

	<ul style="list-style-type: none"> <li>• The teaching pedagogy reflects the importance given to participative learning, innovations and ICT enabled teaching - Smart Apps</li> <li>• Critical thinking is promoted in the teaching-learning process</li> <li>• The department gives opportunity for students to demonstrate innovative and creative contributions in the Teaching-Learning process</li> <li>• Projects / field experiences are integrated into the learning programmes</li> </ul>	<ul style="list-style-type: none"> <li>• Regarding the Mentor - mentee system, students should be allotted to teacher mentors based on their subject specialization. Record of mentoring activities must be maintained</li> <li>• Mentor records should be justified by citing transformational cases. Videos of testimonies of students can be kept as evidences.</li> </ul>
2.3 Teacher Quality	<ul style="list-style-type: none"> <li>• The Programme has adequate, well qualified faculty members</li> <li>• The quality and commitment of the teachers is noteworthy.</li> <li>• Many faculty members have participated and served as resource persons in development or enrichment programmes outside the college</li> <li>• Faculty members adopt creative teaching methods</li> </ul>	<ul style="list-style-type: none"> <li>• List of Visiting faculty may also be attached in the reports</li> </ul>
2.4 Evaluation Process and Reforms	<ul style="list-style-type: none"> <li>• The question papers are well designed to test the different skills of the learners based on Bloom's Taxonomy.</li> </ul>	<ul style="list-style-type: none"> <li>• There should not be long delays in result publication. Exam result publication time duration should be minimized to 10-15 days</li> </ul>

	<ul style="list-style-type: none"><li>• The Department ensures that all assessments are evaluated with a proper rubrics/ scheme without any bias.</li><li>• New technologies are deployed by the faculty members of the Department to enhance student learning and for Evaluation.</li><li>• The learning outcome is reflected in the pedagogical and assessment processes</li></ul>	
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<p>2.5 Student Performance and Learning Outcomes</p>		<ul style="list-style-type: none"> <li>• Course outcomes should be given for all the courses. Collect and record the success stories of student alumnae after the completion of their courses.</li> <li>• The course teachers and students must be oriented well with the Course Outcomes (COs) for all courses which they teach and learn respectively. The communications related to this must be documented.</li> <li>• The attainment of the Program outcomes (POs) should be discussed in Board of studies and Academic council meetings and be approved.</li> <li>• The overall program outcome attainment is to be calculated by summing up 80% of direct assessment and 20% of indirect assessment.</li> <li>• There should be a mechanism to analyse the short falls in achieving the Course outcomes if any</li> </ul>
<p><b>Criterion III: Research, Consultancy and Extension</b></p>		
<p>3.1 Enhancing the research qualities</p>	<ul style="list-style-type: none"> <li>• Workshops/ training programmes /sensitization programmes are conducted by the Department to promote a research culture</li> </ul>	<ul style="list-style-type: none"> <li>• Specific research units/centres to be established with Research Advisory Committee/ Research Ethics Committee. Code of ethics must be ensured through these committees.</li> </ul>

		<ul style="list-style-type: none"> <li>• A scrutiny committee can be formed to facilitate screening of all research presentations of the faculty members and students before they present it outside the college.</li> </ul>
<p>3.2 Resource Mobilization for Research</p>	<ul style="list-style-type: none"> <li>• Projects sponsored by the industry/ corporate house are availed by the Department.</li> </ul>	<ul style="list-style-type: none"> <li>• Government grants should be availed by the faculty.</li> <li>• Research projects should be undertaken by the faculty from various funding agencies</li> </ul>
<p>3.3 Research Publications, Awards and Patents</p>	<p><b>Key Aspects</b></p> <p><b>Commendations</b></p> <ul style="list-style-type: none"> <li>• The staff members exhibit strong research orientation and undertaking.</li> <li>• There is research collaboration by way of Industrial training.</li> <li>• The Department's research has contributed to the industry's requirements/ productivity.</li> </ul>	<p><b>Specific Recommendations</b></p> <ul style="list-style-type: none"> <li>• Faculty and students should be encouraged to get a greater number of research awards and recognition from reputed professional bodies and agencies</li> <li>• Incubation hub can be established.</li> <li>• Entrepreneurship, Community orientation Centers can also be established.</li> <li>• The Intellectual Property Rights (IPR) must be increased.</li> <li>• Faculty should acclaim for their research as evidenced by metrics such as Citation index, Impact Factor, h-index, SNIP, SJR, etc</li> </ul>
<p>3.4 Consultancy</p>	<ul style="list-style-type: none"> <li>• The Department has very good provision for consultancy services</li> </ul>	<ul style="list-style-type: none"> <li>• The details of consultancy / MDP programs organized along with the revenue generated should be documented.</li> </ul>

<p>3.5 Institutional Social Responsibility (Service Learning / Life Frontier Engagement)</p>	<ul style="list-style-type: none"> <li>• Lot of philanthropic activities are undertaken. Students have shown a deep involvement in it.</li> <li>• Red cross is actively engaged.</li> </ul>	<ul style="list-style-type: none"> <li>• More number of extension activities like the RDIP program should be organized to benefit the people in the locality. The success stories for the beneficiaries should be recorded. The beneficiaries should be monitored continuously for their further upliftment.</li> <li>• Government – initiated programs such as swatch Bharat, AIDS awareness, gender sensitizing must be organized like outreach program for the local community in collaboration with the industry, community, and NGOs.</li> </ul>
<p>3.6 Collaborations and Networking</p>	<ul style="list-style-type: none"> <li>• The Department enjoys strong and meaningful linkages with various quarters aiding in the constant upgradation of their programmes.</li> <li>• The collaborations established with industries praiseworthy.</li> <li>• Institute-industry interactions have resulted in the establishment / creation of highly specialized facilities.</li> </ul>	<p>-----</p>
<p>Criterion IV: Infrastructure and Learning Resources</p>		
<p>4.1 Laboratory Facilities</p>	<ul style="list-style-type: none"> <li>• The department has adequate facilities for teaching learning, classrooms, and Computer equipment.</li> <li>• Classrooms and Seminar halls have ICT enabled facilities</li> </ul>	<p>-----</p>



	<ul style="list-style-type: none"> <li>The computer lab deserves special mention for the ambience. The lab is well equipped with software to facilitate hand-on training for the students.</li> </ul>	
<p>4.2 Library (General and Department)</p>	<ul style="list-style-type: none"> <li>The Department library which is well maintained with the right ambience for students to read is another facility which is indeed commendable.</li> <li>The library is stocked with adequate number of journals (national + international) and other library resources (i.e. CDs/ cassettes, etc.).</li> </ul>	
<p><b>Criterion V: Student Support and Progression</b></p>		
<p>5.1 Academic Support for Students</p>	<ul style="list-style-type: none"> <li>The personal support system extended to students is quite impressive.</li> <li>The Alumnae contacts are significantly utilized to the academic plan of the department.</li> <li>Development of entrepreneurial skills among students is well appreciated</li> </ul>	<ul style="list-style-type: none"> <li>Placement efforts of the Department could be strengthened after conducting a survey with the students. Career guidance could be provided from the <del>2<sup>nd</sup> year of UG and 1<sup>st</sup> year of PG programmes</del></li> <li>All communications related to committee functioning has to be documented.</li> <li>There should be a separate committee for grievance handling and all matters carried out with that have to be documented</li> </ul>

		<ul style="list-style-type: none"> <li>• Specific student support must be provided for economically weaker sections of society.</li> </ul>
5.2 Academic Progression of the Students	<ul style="list-style-type: none"> <li>• The department has a track of well placed students.</li> </ul>	<ul style="list-style-type: none"> <li>• The Department should have a successful track record of students appearing and qualifying in competitive examinations.</li> </ul>
5.3 Student Participation and Activities	<ul style="list-style-type: none"> <li>• A wide spectrum of activities are being offered by the Department at various levels to identify and showcase the specific skill of students.</li> <li>• The following Capacity Development and Skill Enhancement activities are organized for improving students' capabilities:  Soft Skills Language and Communication Skills Life Skills (Yoga, Physical fitness, Health and Hygiene)</li> </ul>	<ul style="list-style-type: none"> <li>• Number of students benefitted by scholarships and freships provided by the Government during the year</li> <li>• Scholarships very low. It has to be increased to support economically weak and meritorious students'</li> <li>• Encourage Alumnae to provide Scholarships</li> <li>• Awareness of Trends in Technology Must be done systematically – (hours -Syllabus- Course content - ) Proof</li> <li>• Number of awards/medals for outstanding performance in sports and/or cultural activities at inter-university / state /national / international events (award for a team event should be increased</li> </ul>

**Criterion VII: Governance and leadership**

<p>7.3.1 Measures initiated by the institution for the promotion of gender equity during the year</p>	<ul style="list-style-type: none"> <li>The Principal of the institution is a woman which itself shows the importance shown to women in the institution</li> </ul>	<ul style="list-style-type: none"> <li>Initiate some practices that can benefit the people in the society and can create brand value to the institution.</li> <li>Highlight all gender equity practices of institution. highlight the percentage of women students admitted , number of women in higher positions in the institution.</li> </ul>
<p>7.1.6 Quality audits on environment and energy undertaken by the institution:</p> <p>7.1.6.1. The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following:</p> <ol style="list-style-type: none"> <li>1. Green audit</li> <li>2. Energy audit</li> <li>3. Environment audit</li> <li>4. Clean and green campus recognitions/awards</li> </ol>	<ul style="list-style-type: none"> <li>The total campus is green and clean.</li> </ul>	<ul style="list-style-type: none"> <li>Quality audit on environment and energy - Green audit, Energy audit, Environment audit, must be done every year</li> </ul>

Signature of the Auditors:

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**PROFESSOR & HEAD**  
Department of Management Studies  
School of Sciences, Arts, Media and Management  
Karunya Institute of Technology and Sciences  
(Deemed to be University)  
Karunya Nagar, Coimbatore - 641 114



Signature of the IQAC coordinator:

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[Dr. R. Jayalaxmi]

Signature of the Principal:

