

Geethanjali College of Engineering Technology

Cheeryal, Keesara (M), Medchal Dist.

External Quality Assurance

External Members Academic Audit - Feedback

(Program Academic Audit-External)

Name, designation and affiliation of

External Member 1:

External Member 2:

Department/Program:

1. The curriculum design process is followed periodically (once in two years).

Strongly agree Agree Fairly agree Disagree

2. Mapping of the curriculum with POs and PSOs is satisfactory.

Strongly agree Agree Fairly agree Disagree

3. Computation of extent of compliance with POs and PSOs has been done correctly.

Strongly agree Agree Fairly agree Disagree

4. Extent of compliance of the curriculum with POs and PSOs is good.

Strongly agree Agree Fairly agree Disagree

5. Computation of the attainment of COs (CIE, SEE and average) has been done correctly.

Strongly agree Agree Fairly agree Disagree

6. Computation of the attainment of POs and PSOs of the program has been done correctly.

Strongly agree Agree Fairly agree Disagree

7. Attainment of COs (CIE, SEE and average) is good.

Strongly agree Agree Fairly agree Disagree

8. Computation of the attainment of POs and PSOs of the program is good.

Strongly agree Agree Fairly agree Disagree

9. Lesson plans for all the courses prepared by the respective faculty are available.

Strongly agree Agree Fairly agree Disagree

10. The updated faculty Course file is available.

Strongly agree Agree Fairly agree Disagree

11. Calendar of events of the department and the individual faculty's teaching diary are available.

Strongly agree Agree Fairly agree Disagree

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12. Tutorials conducted and assignments given are available of internal assessment marks.

Strongly agree Agree Fairly agree Disagree

13. Remedial classes are conducted for students whose performance is not satisfactory in the SEE.

Strongly agree Agree Fairly agree Disagree

14. The continuous internal evaluation and the semester end examinations are conducted strictly following the rules and regulations (pattern and quality of the question paper and review of valuation).

Strongly agree Agree Fairly agree Disagree

15. Course materials for all the subjects are available.

Strongly agree Agree Fairly agree Disagree

16. The laboratory manuals are available.

Strongly agree Agree Fairly agree Disagree

17. Class review committee meetings are conducted and the records of the same are available

Strongly agree Agree Fairly agree Disagree

18. Student feedback on teaching-learning process is conducted and is available

Strongly agree Agree Fairly agree Disagree

19. Course end survey is conducted and is available

Strongly agree Agree Fairly agree Disagree

20. Improvements made in the course vis-a-vis previous academic year are visible and available

Strongly agree Agree Fairly agree Disagree

21. Course coordinator's meeting with faculty teaching the course are available

Strongly agree Agree Fairly agree Disagree

22. Mentoring is conducted and the records of the same are available

Strongly agree Agree Fairly agree Disagree

23. Academic Divisions / Group Heads meetings are conducted and minutes of the same are available

Strongly agree Agree Fairly agree Disagree

24. Industrial Visits are undertaken and the records of the same are available

Strongly agree Agree Fairly agree Disagree

25. Program Assessment Committee meetings are conducted and minutes of the same are available

Strongly agree Agree Fairly agree Disagree

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Audit Questions

I. Defining intended Course Outcomes, Program Outcomes and Program Specific Outcomes:

- a) Are the program Educational Objectives (PEOs) of the department aligned to the Mission of the Institution? Yes / No
- b) Are the statements of POs/PSOs relevant to the (a) PEOs and (b) curriculum prescribed by the College / University? Yes / No
- c) If the POs and PSOs are not aligned or aligned at the low level, what are the efforts put in by the department to bridge the gaps?
- 1.
 - 2.
 - 3.
- d) Did PAC/DAC ensure POs/PSOs align to the requirements of industry/employers? Yes / No
- e) Did PAC/DAC ensure POs/PSOs meet future employment needs of students and assist them acquire meaningful values and social skills? Yes / No
- f) Do the POs/PSOs take care of the holistic development of students?
- g) Did PAC/DAC communicate the learning outcomes to staff, students, and external examiners/employers/alumni? Yes / No
- h) Did PAC/DAC specify the basis of defining PSOs of the program? Yes / No
- i) Did the PAC/DAC seek inputs from faculty, students, alumni and industry/employers while developing and improving PEOs, POs/PSOs? Yes / No
- If yes, what mechanism(s) did they use?
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- j) Did the PAC/DAC develop relevant survey questionnaire/focus group discussions questions to seek such inputs? Yes / No
- k) Did the PAC/DAC show relevant documentation as evidence for conducting such an exercise? Yes / No
- l) Are data from such surveys analyzed which has been used to justify their decisions in designing and improving PEOs, PO/PSOs and COs? Yes / No
- m) What is the time frame used for seeking inputs on COs, PEOs, POs/PSOs for review, improvements and corrective action?

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II. Identifying curricular gaps and strategy to bridge the gaps

- a) Did you observe mapping of course outcomes with Program Outcomes (PO)/Program Specific Outcome (PSO)? Yes / No

If yes, please specify the percentage of courses mapped strongly.

- b) What are the major gaps, if any, identified by the department vis-a-vis the university/institution curricula?

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- c) Are there any POs/PSOs not addressed at all by university/institution curricula? Yes / No

If yes, provide those POs/PSOs? and how did they meet the concerned POs/PSOs?

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- d) Mention the justification given for considering courses meeting Program/Course Outcome as low, medium and high?

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- e) Does the PAC/DAC consider the courses in the university/institution curricula termed, "low" as adequate to meet program outcome requirements? Yes / No

If the response is yes, did they give justification. Yes/No

If the response is no, what are the additional inputs they have included in the curricula to bridge the gaps?

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- f) Do the courses cover all six Cognitive levels of Bloom's Taxonomy? Yes / No

If yes, are there sufficient courses that cover higher level skills of Bloom's Taxonomy?

Yes / No

Please specify the percentage of courses that cover higher levels of Bloom's Taxonomy.

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If no, what are the strategies adopted to include topics, core courses, and electives that cover higher levels of Bloom's Taxonomy adequately for students to master these skills?

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g) Does the PAC/DAC ensure mapping of laboratory experiments to POs/PSOs? Yes / No

h) Which level of Bloom's psychomotor and affective domain do these cover or not cover adequately?

i) Does the PAC/DAC state strategies to bridge the gaps? Yes / No

If yes, please mention those strategies

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j) How does the PAC/DAC ensure that the curriculum content enables students to achieve the POs/PSOs?

k) How does PAC/DAC ensure that the design and organization of the curriculum is effective in promoting student learning and achievement of POs/PSOs

l) How does the PAC/DAC ensure that the curriculum content and design is adequately informed by recent developments in pedagogy, research and changes in relevant occupational or professional requirements? Please briefly narrate the same.

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m) Does the PAC/DAC have adequate documents/evidence to justify the above? Yes / No

n) List the professionals/professional bodies with whom the PAC/DAC consult in identifying curricular gaps and bridging it?

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o) What did the PAC/DAC learnt from alumni/exit students and employers/industry?

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p) Does the PAC/DAC review best practices adopted by other departments in the institution as well as other institutions offering same program? Yes / No

If yes, what are the best practices and name the institutions from which they adopted

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q) What strategies were adopted to ensure that curriculum continuously remains updated?

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r) What are the recent changes in the curriculum?

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s) What is the basis for introducing these changes?

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III. Designing effective teaching and learning processes

a) How is teaching and learning organized for students?

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b) What pedagogical approaches are used by faculty to enhance teaching learning?

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- c) What strategies are used to stimulate student centric learning in the classroom?
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- d) What resources/ICT/learning simulation tools are used in teaching and learning?
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- e) How is the quality of teaching maintained and enhanced?
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- f) Did you observe the strategies such as effective faculty/staff development, peer review, induction and mentoring are used for quality enhancement? Please specify their impact on enhanced outcomes
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- g) How effectively did faculty use latest technological inputs, research, and professional activities in their teaching to fill curricular gaps?
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- t) Is there any academic support including handbooks, notes, videos and other written documents provided to students? Yes / No
- h) How does the PAC/DAC evaluate teaching and learning processes on a regular basis?
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u) Does the PAC/DAC seek student feedback? Yes / No
If yes, How many times did they seek the feedback from students in a semester?

i) What are the key performance indicators or benchmarks?

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j) How does the PAC/DAC evaluate the courses/programs?

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k) How is the analysis of data done and used for introducing improvements?

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IV. Innovations in Teaching-Learning Practices observed

Did you observe any innovative teaching-learning practices such as

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| 1. Collaborative Learning | Yes/No |
| 2. Interaction with student in and outside of class obtaining Feedback | Yes/No |
| 3. Group Learning, Developing Professional Competences. | Yes/No |
| 4. Teaching through value added courses | Yes/No |
| 5. Experiential Learning that facilitates development of Problem-Solving Skills in the students through project based learning | Yes/No |
| 6. Facilitating interaction with various experts in the field through Guest Lectures, Industrial Visits, Field trips thereby making them familiar with occupational awareness. | Yes/No |

V. Developing and using outcome based student assessment

a) Does the PAC/DAC define key quality performance indicators of your department?
(such as comparing student quality at admission time and at graduation time; students performance in first year; students graduating rate with and without backlog; improvements in students' performance who graduated to next year with backlogs; progress of weak students and challenging better performers to challenging tests and assignments?) Yes/No

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If yes, please specify

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b) How does the PAC/DAC ensure that the assessment processes overall and particular assessment tools used by faculty enable the students to demonstrate achievement of POs/PSOs/COs?

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c) How are the POs/PSOs/COs assessment moderated?

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d) How does the PAC/DAC ensure soundness of assessment tools used?

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e) How effectively is the student learning facilitated and improved through formative and summative feedback and monitoring arrangements?

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f) How do they monitor progress and use information to improve?

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VI. Assuring implementation of quality education - significant activities such as research and services, co- curricular and extracurricular activities to support program outcome

a) Does the department work collaboratively, involving faculty, to decide on quality assurance parameters? Yes / No

b) How does the PAC/DAC ensure that the COs and POs/PSOs are implemented as per plan and

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their assessment results are used effectively?

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c) What mechanisms have been employed to inform the stakeholders that the POs/PSOs are consistently met and continuously improved?

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d) What are the processes used to work together to interpret the results and take appropriate corrective action based on the analysis?

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e) How many among the faculty and the students have memberships in professional societies?

f) What co-curricular activities are planned and implemented to assess and meet COs and POs?

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g) How does the PAC/DAC analyze the impact of co-curricular activities on the POs?

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h) What extr-curricular activities are planned and implemented to assess and meet COs and POs?

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i) How does the PAC/DAC analyze the impact of extra-curricular activities on the POs?

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Please mention

Good Practices, if any

- 1.
- 2.
- 3.

Strengths, if any

- 1.
- 2.
- 3.

Weaknesses, if any

- 1.
- 2.
- 3.

Concerns, if any

- 1.
- 2.
- 3.

Deficiencies, if any

- 1.
- 2.
- 3.

Recommendations, if any

- 1.
- 2.
- 3.

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Brief report, if any

Suggestions for improvising the academic quality:

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Signature of the external audit committee member 1:

Signature of the external audit committee member 2"