

Academic Audit

Summary of Recent Audited Reports:

The most recent of the internal quality assessment academic audit was conducted over the half yearly period of September 2022 and March 2023. All three schools which are a part of the University were covered under the ambit of the quality audits. The number of individual faculty lecture attended by the internal peer review team is listed below.

- School of Design and Innovation - 23
- School of Management and Entrepreneurship - 34
- School of Digital Technology - 10

The parameters were classified into absolute basic requirements (class hygiene), opening remarks, recap of the previous session and expected outcomes from the current session (Setting the context) and usage of diverse pedagogical methods in teaching while engaging with students (Knowledge Delivery and Connect). The impact of the delivered lecture and the students' experience along with their interactivity has been measured to improve efficacy of faculty member within the classroom. Different weights for each parameter are part of the total rubrics while measuring these parameters, in order to arrive at a rational score using reasonable expectations. The parameters and the rubrics were part of a comprehensive evaluation form. The faculty members were apprised about the parameters and the processes. Evaluation schedules were arrived at on a weekly basis. The random evaluation process was aided by the academic coordinators and the evaluation expert. The evaluation expert would usually join these randomly identified classes and be a silent observer. The initial observations, showed almost 100% on-time start of lecture sessions by the faculty members. Similar improvements were observed with respect to classroom hygiene and other parameters.

The evaluation team would thus measure each lecture session, based on the rubrics. The form would capture observations in the form of detailed notes on what transpired in class. The form also captured the level of 'Digital Quotient' that was demonstrated in the session, which were conducted online. Utilisation of digital tools in online classes was expected to maximise the impact of such sessions. Hence, they were encouraged to use Google ClassRooms for dissemination of information and general engagement of students, use tools such as WhiteBoards, digital survey or quiz modules such as Mentee.com etc. An evaluation expert would cover three to four sessions each day.

The feedback was shared with the respective faculty member by the Dean of the School. The faculty members were expected to implement the measured outcomes through necessary changes to be

brought about in their classroom delivery. The implemented changes have been evaluated on a continuous assessment basis with the aim of identifying implementation of earlier feedback and documentation of improvements observed. In addition, random students would also be interviewed/surveyed to document student perceptions on their experience in class. Composite feedback would then be shared with the faculty member documenting the entire process and their final comments and plans. This has enabled establishment of a closed-loop quality improvement process to measure Knowledge Delivery mechanism within the University.

The evaluations were based on 12 parameters grouped under five major categories namely 1) Classroom Hygiene, 2) Classroom Context 3) Knowledge Delivery and Connect 4) Efficacy of faculty member and 5) Digital Quotient.

Determined Outcomes based of audit report implementation:

This quality improvement scheme has helped students with a variety of tools to learn, thereby making the learning process simpler and effective. At the same time, the process encouraged the faculty members to adopt more innovative pedagogical methods in their teaching. It has been consistently observed and also reflected in the empirical data that the faculty members improved with each session and thereby increasing their interactivity and connectivity with students on one-on-one basis or in groups. A visible change has been observed in the student community through cross-pollination of ideas, opinions, suggestions etc. based on increased interactivity by the teacher in the classroom. At ASU, the belief is that diverse ideas and thoughts, contribute to an enriching learning experience. Accordingly, lecture sessions at ASU use discussions – individual and in groups, debates, group projects etc. with the intention of improving levels of interaction between faculty members and students and also between peers to enhance learning experience. Another important outcome of this audit process has been the identification and collation of good practices observed and documented over time and through multiple sessions. The observed good pedagogical methods have been imparted to the faculties through concurrent faculty development programmes. Such customised knowledge assessment mechanisms has enabled the University to be at the forefront of hybrid and blended learning pedagogy.

Assessment & Evaluation Audit

Each academic year ends with the structured audit of the students performances in each course of each programme. This initiative led by the Director of Board of Assessment & Evaluation, who shares the relevant statistics of the results with the respective head/ deans of the schools. Proper analytical presentation is made by the school head to all the stakeholders on the outcomes.

ATLAS SKILLTECH UNIVERSITY

Six monthly Academic-Audit, Session-2022-2023

Audit Framework and detailed findings

1. Name of the College/Department: School of Management and Entrepreneurship
2. Date of Audit: 30th June 2023
3. Period for which Academic audit conducted: Jan- June 2023
4. Findings:

Criterion	Parameters	Verification	Comments& Suggestions, if any
(A) Academic Process Compliance			
1.CURRICULAR ASPECTS	1.1 Whether necessary approvals from BoS & Academic Council taken for curriculum design	YES	
	1.2 No. of courses added & deleted during the audited session.	YES	
	1.3 Programmes in which syllabus revision carried out during the audited year/session & % of revision	YES	Course File Audit Form to be included
	1.4 Value added courses introduced and attendance of number of students registered in it	YES	
	1.5 Whether CO & PSO defined & curriculum is designed based on PSOs	YES	Mapping in place
	1.6 Are credits allotted/distributed on logic (regulatory & PSOs requirement)?	YES	Credit structure in place
	1.7 No. of courses having employability, entrepreneurship & skill development activities .	YES	100% Technology to be an integral part of the curriculum
	1.8 Are contents / syllabi drawn from or matches with Course Outcomes (COs)?	YES	Courses align with the School's objectives
	1.9 a Is course Outcome (COs) attainment measured.	YES.	Course Attainment
	1.9 b Is PSOs & POs attainment measured.	Partially	Audit Form to be drawn to incorporate all students
	1.10 a Does curriculum matches regulatory framework requirement. 1.10 b No. of programs (degree/diploma) introduced during the session.	YES	
	1.11 Is college academic calendar developed & aligned to university calendar ?	YES	Academic and Examination calendar of all Schools in place
	1.12 i) Feedback on syllabus obtained from • Students • Alumni • Faculty • Parents	YES. Collected, analyzed and action taken.	YES. Stakeholder feedback from all taken

		<ul style="list-style-type: none"> • Recruiters/Industry experts <p>ii) Feedback (Tick anyone)</p> <ul style="list-style-type: none"> • Collected. • Collected & Analyzed. • Collected , analyzed and action taken • Collected , analyzed , action taken , & uploaded on the website. 						
	1.13	<p>Average weekly load</p> <p>a. Professor.</p> <p>b. Associate Professor.</p> <p>c. Assistant Professor.</p>	18 16 14					
	1.14	Total no. of credits to be taught in the semester(including all programmes)	BBA:20 MBA: 23					
	1.15	Total no. of faculty available during the period. I. No. of shortage if any.	YES					
	1.16	CBCS implementation status.	YES					
	1.17	Meetings held & prepared (at least during the semester) a) AB b) BOM c) AC d) BOS	YES					
	1.18	Provision for the followings in UG/PG. programmes <ul style="list-style-type: none"> • Project • Field work • Internship 	YES	100%				
	1.19	Whether the curriculum has inclusion for gender, human values environmental and sustainability ,emerging demographic changes and professional ethics in the curricula.	YES	All schools				
	1.20	Whether revision/change in course contents made based upon feedback from stake holders.	YES					
	1.21	<p>a) Extent to which lectures planned and outlines are prepared & shared with students and implemented by every teacher?</p> <p>b) Course handouts:</p> <ul style="list-style-type: none"> • Prepared as per guideline • Shared with students & discussed during the first contact hour. • Implemented / followed as outlined • Uploaded on website • Available with HoD. 	YES	Course handbook shared with students every semester/ trimester				
2.TEACHING , LEARNING AND EVALUTION	2.1	Internal Assessment components followed as prescribed Feedback of performance shared with individual students.	YES	Brief is part of the course file.				
	2.2	Students' attendance on cumulative basis marked on register.	YES	ERP				
	2.3	Percentage and no. of faculty members with PhD as the highest qualification.	30%					
	2.4	Demand Ratio (Applications received Vs. Sanctioned Strength)programme wise						
	2.5	<p>Result Analysis (based on outcome)</p> <table border="1"> <thead> <tr> <th>Name of programme</th> <th>No. of student</th> <th>Semester</th> <th>Course attainments</th> <th>Threshold set</th> </tr> </thead> </table>	Name of programme	No. of student	Semester	Course attainments	Threshold set	
Name of programme	No. of student	Semester	Course attainments	Threshold set				

2.6	Result of University Exam (Pass percentage) programme wise .							
	No. of Students	Programme	Appeared	Passed	Average pass %			
	1.							
	2.							
	3.							
	4.							
	5.							
	6.							
	7.							
	8.							
	9.							
	10.							
	11.							
	12.							
	13.							
	14.							
2.7	Conduct of Internal Assessments (whether as per the Academic Calendar and Academic Ordinance).					YES		
2.8	Any deviation in attendance marked on register from that entered in ERP.					NONE		
2.9	No. of outreach activities per teacher.							
2.10	% & no. of faculty registered for Ph. D.							
2.11	The teaching load & other responsibilities assigned to teachers at least 02 weeks before start of new semester & end semester.					YES		
2.12	Are course files for each course prepared. Course file should consist of :(separate file for each course to be maintained by the concerned faculty. <ul style="list-style-type: none"> • Course handout • List of registered students , mobile no.& email • Cases & project details (Guidelines) • The observation & recommendations of faculty on the course content & delivery. 					YES	Reviewed by the HOD and Head of School. It should be signed off.	

		<ul style="list-style-type: none"> • Conduct and delivery of course (in terms of time sufficiency methods used , Assessment strategy , student involvement & discipline etc.) • Topics to be covered beyond the syllabus /classroom • Internal assessment record • Assignments • Copy of cases used & project Guidelines. 		
2.14 A	a)	Student Support: remedial <ol style="list-style-type: none"> Slow and fast learner identified Correction classes planned for slow learners Challenging assignments provided for fast learner. Feedback on this activity 	YES	Policy in place.
2.14 b	b)	Types of e-resources used. <ol style="list-style-type: none"> NPTEL Coursera Edx E-PG pathshala SWAYAM 	YES	YES
	a)	No. of students using e – resources	30%	
	b)	No. of teachers using e- resources	70%	
2.14 C		Are students registration done for each course in the semester.	YES	Specialization wise
2.15		Percentage of classes conducted as per the scheduled time table	YES	
2.16		Maintenance of internal assignment marks register/file by faculty& HOD office	YES	
2.17		Actual number of days when teaching learning happened & No. of planned days.	10 weeks	
2.18		Average deviation in total contact hours between planned and actuals for the programs.	Less than 2%	
2.19		No. of days from the date of exam & result declaration	15 days	
2.20		Steps taken on Feedback of teaching - learning process (ATR)		
2.21		Feedback, from students, on teaching – learning on every course taken & analyzed	YES	Mid and end term feedback during the semester/ trimester taken
2.22		Parents' meeting: discussion of students' progress (once a year)	YES	Defaulter's parents are invited every term.
2.23		No. of activities College/Department done for improvement in teaching- learning quality enhancement? List some of these.	Case studies Simulations Internships Master classes Field projects Quiz Flipped classrooms	

			International Faculty Week	
2.24	<u>Mentor – Mentee system</u>			
	<ul style="list-style-type: none"> • Every students has mentor • Transaction records are maintained 	YES		
		YES	Weekly Tracker is maintained	

(B) Performance / Quality Parameters

3. RESEARCH ,INNOVATION & EXTENTION	3.1	No. of Papers/research per teacher published in U.G.C Care list, SCOPUS, Pub Med, WoS, ICI (details)	336	
	3.2	No. of teachers who attended FDP/Training/Workshop/Orientation /Induction programmes(details)		
	3.3	No. of teachers who developed e-learning content	In process	
	3.4	No. of E-learning modules developed for recognized platform		
	3.5	No. of PhD awarded per teacher		
	3.6	No. of workshops conducted on IPR & Industry-Academic Innovative practices(details)	YES	
	3.7	MoUs signed(new during the period)	YES	
		<ul style="list-style-type: none"> • National • International 		
	3.8	Are faculty citing the work of other colleagues in the (details) department.		
	3.9	<ul style="list-style-type: none"> (i) No. of consultancy projects (ii) revenue generated 	32 lakhs	
	3.10	No. of active collaborations and activities undertaken (details to be annexed)		
	3.11	No. of approved PhD guides in department (list)		
	3.12	No. of PhD scholars enrolled per teacher(list)	12	
	3.13	No. of faculty who have completed industry – immersion Programme		
	3.14	Soft and hard copy of research publications of faculty available attrilation rate (in%) with HOD	YES	
	3.15	<ul style="list-style-type: none"> (i) No. of faculty left . (ii) No. of faculty joined. 		
	3.16	<ul style="list-style-type: none"> (i) No. of incubation (ii) Start-ups created 	3	
	3.17	No. of Extension Activities (Details to be annexed)	YES	
	3.18	No. of research projects Gov. & Non.Gov. per teacher: <ul style="list-style-type: none"> i. applied ii. on going iii. completed iv. funding (Govt. & Non-govt.) (Rs. In lakh) v. seed money granted by University for research project (during the period) a) no. of projects b) amount sanctioned 	Gov .	Non Gov.
	3.19	No. of teachers awarded national/international fellowship for advance studies/research	YES	
	3.20	No. of Endowment Chairs in the college		
	3.21	No. of publications in top 25 percentile		
	3.22	H-index of college and faculty member(list with H-index)		
	3.23	No. of RFs/ Post DoC / Research Associates in the department/college		
	3.24	<ul style="list-style-type: none"> a) No. of patents: <ul style="list-style-type: none"> • published • awarded/ granted. 	02	

		b) No. of outreach activities per teacher		
	3.25	Awards on innovation won by college/teachers/research scholars/students		
4. INFRASTRUCTURE & LEARNING RESOURCES	4.1	a) No. of classrooms b) No. of classrooms with ICT c) no. of classes with smart board.	ICT in place for all classrooms	Smart boards must be placed
	4.2	No. of computers for students	All have laptops	Computer labs in place
	4.3	Quality of Sanitation	Good	
	4.4	Coverage of Wi-Fi access points a) complete b) incomplete	Complete	
	4.5	Quality of Drinking Water facilities a) poor b) good c) very good	Good	
	4.6	No. of notice boards with lock & key for information dissemination to the students	YES	
	4.9	No. of computers-for teachers	Laptop per teacher	
5. STUDENT SUPPORT AND PROGRESSION	5.1	Induction for new students planned & Conducted	YES	
	5.2	Faculty club in place & get together held	YES	
	5.3	No. of yoga & meditation sessions held	Every trimester	
	5.4	i. No. of co-curricular activities conducted ii. No. of students participated	Every course 100%	
	5.5	i. No. of extra curricular activities organized ii. No. of students participated	60%	
	5.6	Preparatory classes for competitive exams conducted • No of students participated • No. of students benefited	One	
	5.7	No. of industrial tour/study visits/exhibitions/Internship/Training (Average per batch) (details)	Every trimester	
	5.8	Record of students who joined Higher education/placed/entrepreneurs/joined civil services (list)	Yes	
	5.9	No .of awards/medals in sports/cultural activities at National/International level	3	To be imporved
	5.10	Student centric & experiential learning methods used (specify)	Case studies Simulations Internships Master classes Field projects Quiz Flipped classrooms	
	5.11	No. of interaction with Industry/ Research Centers/Universities (list)	Many	List to be maintained

5. GOVERNANCE, LEADERSHIP & MANAGEMENT	5.12	No. of students benefited by guidance on competitive exams (list).		List to be maintained
	5.13	No. of students received scholarships from non - government bodies (list)		List to be maintained
	5.14	No. of students received scholarships from government bodies (list).		List to be maintained
	5.15	Mechanism for students' grievance redressal *No. of grievances received during last six months *No. of grievances redressed * Av. No. of days for redressal No. of conferences/Seminars/Continuing Education Programme conducted	01	
	5.16	Placement: (Record with proof) i. No. of companies visited during last year ii. No. of companies revisited from last year iii. % of students placed (No. of students placed from actual number of passing out students) iv. Average and highest salary package	MBA: 105 Companies MBA: 69.5% Placed	
	5.17	Student progression to higher studies (list & proof) *no .of students pursuing higher studies *Programme graduated from *Institution joined *No. of students qualifying State/National/International level exams like GATE/NET/GMAT/CAT/GRE etc. (list & proof)	YES	
	6.1	Academic review committee meetings held & ATR prepared (record needed)	YES	
	6.2	Induction for faculty & staff planned & Conducted (list along with details)	YES	
	6.3	No. of press mentions of the activities (press clippings in records)		To be maintained
	6.4	KRAs & PMS of all faculty received on the format <ul style="list-style-type: none">• Planned• Half yearly review• Annual review		To be done
	6.5	Presentation of work by faculty in the department who have attended workshop/seminar & conferences	YES	
	6.6	Newsletters/Magazine published	YES	
7. INSTITUTIONAL VALUES AND BEST PRACTICES	7.1	Measures initiated by the college for the promotion of gender equity <ul style="list-style-type: none">• Safety and security• Counselling• Common rooms	YES	
	7.2	College celebrates / organizes national and international commemorative days , events and festivals. (List and evidence to be provided)	YES	
	7.3	College efforts/ initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural ,regional ,linguistic , communal socio economic and other diversities (List and evidence to be provided)	YES	

5. SWOT Analysis of the College/Department:

Strengths

1. Continuous skill development
2. Personalized and experiential learning
3. Industry partnerships
4. Dynamic curriculum that aligns with industry trends that aligns with the NEP curriculum
5. Global Outreach with established partnerships with International Universities.

Weaknesses

1. Standardization challenges
2. Younger University
3. Limited Alumni base

Opportunities

1. Niche specialization
2. Agility and Innovation – aligning to the most current and emerging technologies.
3. Collaborate with companies to provide customized training programs for their employees
4. Encourage students and faculty to contribute to open-source projects
5. Focus on Green tech and sustainability
6. Community Engagement with local communities and offer tech education initiatives to address local needs and support economic development.

Threats

1. Urban campus with limited space
2. Lack of alumni network
3. Attracting and retaining qualified faculty members with expertise in both technology and education can be a challenge with the changing technology landscape.

Signature of Vice Chancellor

Signature with names of the Audit Team:

1.

2.

Appendix VI

Whether any off-shore campus established?

No.

ATLAS SKILLTECH UNIVERSITY, MUMBAI does not have any off-shore campus.