



MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE
(UGC-AUTONOMOUS INSTITUTION)

Affiliated to JNTUA, Ananthapuramu & Approved by AICTE, New Delhi
NAAC Accredited with A+ Grade, NIRF India Rankings 2024 - Band: 201-300 (Engg.)
NBA Accredited - B.Tech. (CIVIL, CSE, ECE, EEE, MECH,CST), MBA & MCA



INTERNAL QUALITY ASSURANCE CELL (IQAC)

ACADEMIC AND ADMINISTRATIVE AUDIT POLICY

Madanapalle Institute of Technology & Science is committed to maintaining and enhancing academic excellence through a structured Quality assurance mechanism. Academic & Administrative audit serves as a critical tool to assess, monitor, and improve the quality of Teaching & Learning, and Academic processes and the administrative system to support the quality of such a delivery. This policy applies to all Academic Departments, Programs, and Faculty members, ensuring a systematic review of instructional methods, curriculum effectiveness, student engagement, Faculty performance, and overall academic governance. Audit process of quality of education impart and assess compliance with accreditation bodies such as NAAC, NBA and other regulatory requirements for its sustenance is monitored through the **Internal Quality Assurance Cell (IQAC)**.

ACADEMIC AUDIT

Academic Audit is a structured and methodical approach to evaluate the Quality of an Institution's academic processes. It involves a deliberate and systematic sampling to assess the effectiveness of Academic delivery, encompassing areas such as Teaching-Learning practices, Curriculum Design and evaluation, Research initiatives, outreach programs, and other related academic endeavours. This process aligns with quality assurance principles and aims to evaluate the effectiveness of Academic Procedures and Processes adopted by Departments for quality enhancement.

ADMINISTRATIVE AUDIT

Administrative Audit focuses on evaluating the effectiveness of various administrative processes that facilitate academic activities. This includes areas such as student support services, management of Academic Infrastructure, Campus maintenance, IT services, student facilities, and measures ensuring the safety and security of students and the campus as a whole. Audit process typically involves sampling methods and conducting targeted interviews with relevant stakeholders.

KEY TERMINOLOGIES

- a. **Academic Audit** – A structured process designed to review and improve the quality of academic functions within institutions of higher education.
- b. **Administrative Audit** – A systematic evaluation of the efficiency and effectiveness of administrative operations, including policies, decision-making processes, procedures, strategies, feedback systems, and overall governance mechanisms.
- c. **Audit** – A review process that assesses an institution or program to ensure accountability and determine whether its stated objectives—related to curriculum, faculty, infrastructure, and other key aspects—are being effectively and optimally achieved.
- d. **Internal Audit** – A structured approach involving the collection of administrative data, student and graduate feedback, and facilitated discussions with faculty, staff, and students, leading to a comprehensive self-assessment report.
- e. **External Audit** – An evaluation conducted by an independent agency or experts who gather and analyze data, information, and evidence about an institution, a specific unit, or a core institutional activity to assess its overall quality. This process is carried out by external professionals, peer reviewers, or specialized teams.
- f. **Quality Assurance** – The process of demonstrating, through evidence, that all quality-related activities are being executed effectively, fostering trust and confidence among stakeholders.
- g. **Quality Enhancement** – A continuous process of improving and refining institutional quality to achieve better outcomes.

Objective:

To evaluate and enhance the Quality of Programs through Systematic Assessments throughout the Institution and to ascertain the presence and adequacy of quality assurance procedures, their applicability and effectiveness in guaranteeing quality of inputs, processes and outputs.

Specific objectives are:

- a. To define the main areas of focus, central to quality assurance and enhancement in teaching and learning.
- b. To identify the processes and procedures used by academic Departments for quality assurance and enhancement in each of the focus areas.
- c. To appraise the adequacy and effectiveness of the quality assurance processes and procedures.
- d. To make appropriate recommendations for continuous improvement of the processes and procedures used for quality assurance and enhancement.

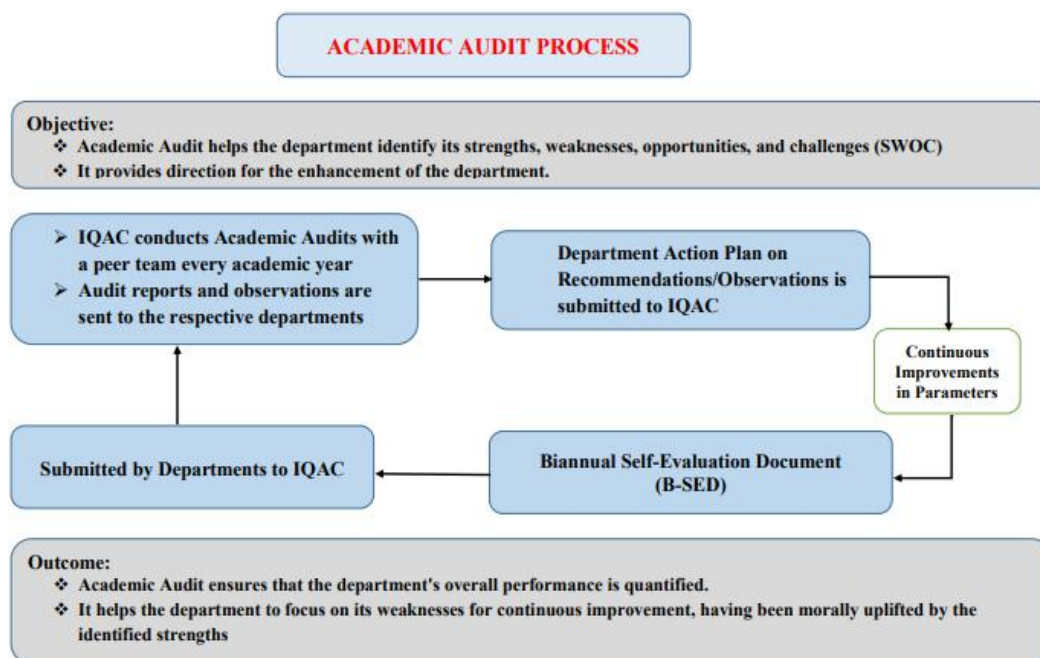
e. To suggest the methods for continuous improvement of quality, keeping in mind criteria of NAAC & NBA in particular and requirements of other regulatory bodies.

FOCUS AREAS

- Teaching-Learning Process
- Outcome Based Education (OBE)
- Student Support and Mentoring systems.
- Quality and Quantity of Student Enrolment
- Student Academic Performance and Progression.
- Faculty achievements

CONDUCT MECHANISM

Audit Team evaluates the alignment of Course Delivery with the Academic Plan and Calendar, ensuring the effective achievement of learning objectives. It also assesses the adoption of Student-Centric Learning methodologies and Integration of ICT tools in the Teaching Process to enhance educational outcomes.



- **Review of Departmental Files – Course File**
 - Review of Syllabus, Lesson plans, Teaching methodologies, Course outcomes
 - Faculty Workload and Timetable Review
 - Review on Course Committee Meeting
 - Review on Internal Test Question Papers, End Semester Question Paper & Analysis
 - Review of Assessment Methodologies and Results
 - Academic Records verification (Attendance, Evaluations- Log Book)
 - Evaluation Faculty Feedback mechanisms
 - Action taken for Slow Learners & Advanced Learners

- **Review of Departmental Files – Laboratory File**
 - Lab Maintenance – Stock Register
 - List of Equipment & Maintenance of Equipment
 - Laboratory Manuals & Records
 - Lab Utilization

Audit report templates, as per the Internal Audit conducted according to EOMS (ISO 21001 Standards), are shown in Table I, providing a clear structure for documenting Internal Audit findings, major observations, and the actions taken

Table I. Audit Report Template

S.No	Audit Report Template	Link
1.	Theory Course Check List	https://mits.ac.in/assets/pdf/nba/Audit%20Report%20Template.pdf
2.	Laboratory Check List	
3.	Laboratory Course Check List(Sample 1)	
4.	Laboratory Course Check List(Sample 2)	
5.	Department Check List	
6.	Audit Non Conformance Report	
7.	Internal Audit Notes	
8.	External Academic Audit Check List	
9.	Administrative Audit Check List	

FREQUENCY & METHODOLOGIES

a. **Internal Audit: Twice in a Year**

Methodology:

Internal Audit is carried out twice a year. The audit periods and the corresponding major observations made, along with the actions taken.

- **Vice Principal -Academics**, in collaboration with the Principal and **IQAC**, shall establish the timetable for conducting academic audits across various **departments** within Institution. This schedule will be disseminated to all **Heads of Departments** and various administrative Incharges.
- **Academic audit** should generally take place **once per semester** and must be completed within a week.

- A standardized **pro forma** for the academic audit will be formulated by the **IQAC** and this document will be provided to all **Heads of Departments** at least a month before the **internal audit** begins.
- Once the internal audit is concluded, the **audit team** will compile a **detailed Internal Audit Report** and present it to the Principal within a **two-week timeframe**.
- IQAC will prepare a comprehensive report on audit findings & Strengths, weaknesses, opportunities, and challenges (SWOC) analysis will be performed. Actionable recommendations will be provided to Departments for quality enhancement.
- Reports include various sections such as the Theory and Lab Course File Audit Reports, as well as the Laboratory and Department Checklists. DQAC Coordinators are informed to take prompt action to address the issues highlighted in the Course Files, Log Books, and Laboratory and Department Files, after consulting with the respective Department Heads.
- A thorough review of all Audit Reports is conducted to ensure all issues are resolved effectively. A hard copy of the Non-Conformance Report (NCR) is circulated through the Department Quality Assurance Coordinators (DQAC). In this regard, after receiving the NCR, all Department Coordinators are requested to submit an Action Taken Report to IQAC.

b. External Audit: Once in a Year

External Academic Audit will be conducted by a team of Eminent Academicians from other institutions of repute or experts who have experience and/or training on academic quality systems, processes and strategies and audit tactics and methodologies. External audit may focus on parameters with a focus to enhance the quality of the ongoing academic processes of the for audit and auditors will have the liberty to include additional parameters independently.

Methodology:

Vice Principal - Academics, in coordination with the **Principal** and **IQAC**, shall propose a distinguished academic expert to conduct the external academic audit. Principal will make the final decision regarding the selection of the **Peer Team** responsible for the audit.

- External academic audit must be carried out at least once in every academic year.
- Peer Team, in collaboration with the IQAC and Vice Principal (Academics), will define the scope of work for the academic audit. The details of the audit process, including

schedules, will be finalized and communicated to all Heads of Departments and Administrative Incharges at least two weeks before the audit begins.

- Peer Team shall compile a comprehensive audit report on audit findings & Strengths, weaknesses, opportunities, and challenges (SWOC) analysis and submit it to Principal within two weeks after completing the external audit.

ACTION PLAN

Corrective measures to enhance outcomes are implemented through the following initiatives:

- **Curriculum Enhancements:** Periodic updates ensure relevance and alignment with evolving academic and industry standards.
- **Skill-Building Programs:** Value-added courses, bridge courses, and specialized training programs address learning gaps and enrich student capabilities.
- **Advancing Teaching-Learning Practices:** Methodologies are refined to promote active, student-centered learning and foster deeper engagement.
- **Enhanced ICT Integration:** Advanced ICT tools and resources augment the quality and accessibility of learning materials.

IMPLEMENTATION AND EFFECTIVENESS

a. Implementation Framework

The Institute will adopt a structured approach to conduct academic audits through:

- **Departmental Self-Assessment:** Faculty and departments will periodically review academic practices and submit reports.
- **Audit Committee:** A designated academic audit team will assess reports, conduct reviews, and provide feedback.
- **Stakeholder Feedback:** Inputs from students, faculty, and industry experts will be incorporated to improve curriculum and pedagogy.
- **Action Plan & Follow-up:** Based on audit findings, Departments will implement corrective measures and track progress over time.

In this regard, IQAC, in collaboration with Departments, enforces the action taken on the corrective measures through continuous monitoring. The success of the practice is evident through the NBA accreditation of all eligible UG and PG programs. Corrective actions and measures are discussed, documented, signed by the Heads of Departments, and submitted to IQAC promptly.

b. Compliance & Review

This policy will be periodically reviewed to align with institutional objectives, national accreditation standards, and evolving educational best practices.

c. Outcomes

- Systematic identification of SWOC at Departmental and Institutional levels.
- Enhanced Teaching-Learning effectiveness.
- Continuous monitoring and timely interventions foster an environment of excellence.



IQAC Coordinator

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Principal

**Principal
Madanapalle Institute of
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