***List of Evidences Needed***

Surveys provide only partial evidence for the various standards. The SAs need to gather other physical evidences in favor of the standards listed below. In some cases, in the absence of evidences, they have to be created with active initiative and participation from the department chair and the colleagues with support from the SAs.

The listing below gives a **rough guideline** about the evidences that need to be in place apart from survey findings. In the revised survey questionnaires, against each question the standard number is mentioned to connect the survey with the standards. Apart from this connection, the following evidences have to be present in the SAR and during external peer review team visits.

Please remember, this is a program assessment, and all the standards have to be looked at from the program’s perspective. Use your best judgment while gathering evidences in favor of the standards. If you have to walk an extra mile for that, please feel free to do that and ask IQAC for assistance.

**Criteria 1: Governance**

**Standard 1-1:** Mission and objectives are defined in respect of national relevance in compliance with the legal requirements, QA requirements and external reference standards.

Create program vision, mission, and learning objectives if needed and align with school and NSU vision, mission, and learning objectives. This will be part of curriculum discussed later.

Assess if the above standard is satisfied.

**Standard 1-2:** Intended learning outcomes must satisfy the mission and objectives of the program and institution.

Create program’s intended learning outcomes if needed and align with school and NSU learning outcomes. This will be part of curriculum discussed later.

Assess if the above standard is satisfied.

**Standard 1-3:** The University must have an organizational structure and organizational units with defined responsibilities in compliance with the legal framework under which the university is established.

Create department Organogram with defined responsibilities. Incorporate the different committees in the Organogram.

Check the NSU and other unit Organogram with defined responsibilities in the central document folder.

Assess if the above standard is satisfied.

**Standard 1-4:** The institution/program offering entity must review and ratify the policies and procedures periodically with an objective of further improvement.

Gather evidences in the form of memos, circulars, emails, meeting minutes etc. to check how review and ratification takes place within the department

Assess if the above standard is satisfied.

**Standard 1-5:** Code of conduct for the students and code of conduct for staff members and disciplinary rules and regulations are well defined and well communicated.

Consult the Code of Conduct/ Service Rule book in the central document folder.

Assess if the above standard is satisfied.

**Standard 1-6:** The University must have a well-designed website, which will contain all sorts of information of the university and programs with easy access to the stakeholders.

Check the website and assess if the above standard is satisfied.

**Standard 1-7:** A student handbook containing mission, objectives, graduate profile, academic calendar, rules, regulations and program related information in details.

Consult the central document folder + department brochures.

Assess if the above standard is satisfied.

**Standard 1-8:** Documentation at all levels of university administration from central to individual faculty members.

List what sorts of regular documentations (electronic and non electronic) are done at the department level, how they are maintained and gather some examples and evidences of documentation.

Assess if the above standard is satisfied.

**Standard 1-9:** In order to be responsive to the emerging changes and needs, university and the academic units of the university must have effective institutional leadership and sufficient autonomy.

Assess if the above standard is satisfied by quoting certain practices at the department level and documents in favour of such practices.

**Standard 1-10:** The academic leaders and the faculty members must be judicious and guided by the values of quality assurance.

Assess if the above standard is satisfied by quoting certain practices at the department level and documents in favour of such practices.

**Standard 1-11:** Management of stakeholder’s feedback to get useful insights for the purpose of improvement in all aspects of teaching learning and research.

Assess if the above standard is satisfied by quoting certain practices at the department level and documents in favour of such practices.

**Criteria 2: Curriculum Content, Design & Review**

**Standard 2-1:** University must have a well-defined procedure to design and review the curriculum of academic programs periodically.

Document a guideline for designing and reviewing a curriculum if needed.

Assess if the above standard is satisfied.

**Standard 2-2:** There must be a program specific body or committee with representation from the major stakeholders to take care of design and redesign of curriculum.

Create a curriculum committee if needed, apart from the departmental sub-committee that may be existing right now, according to the UGC guideline (all faculty members + two external academic members).

Assess if the above standard is satisfied.

**Standard 2-3:** Designed curriculum with valid basis and all changes in the curriculum with specific reasons must be properly documented.

**Standard 2-4:** Curriculum must be aligned with **program objectives**, **intended learning outcomes** through proper **skill mapping**.

**Standard 2-5:** Designed curriculum must satisfy the **mission** and defined **graduate profile**.

For the above 2-3, 2-4, and 2-5, create a curriculum containing the components mentioned and highlighted above as well as in the training workshops.

Gather evidences in the form of memos, circulars, emails, meeting minutes etc. to check how changes to the curriculum were made and why.

Assess if the above standards are satisfied.

**Criteria 3: Student Admission, Progress and Achievements**

**Standard 3-1:** Entry requirements must be well defined, measurable and communicable to the potential candidates for admission.

Consult the central document folder + website and assess if the above standard is satisfied.

**Standard 3-2:** Entry requirements must reflect the level of qualifications required to afford the academic load of a particular program and match with the nature of the discipline.

Consult the central document folder + website and assess if the above standard is satisfied. Keep in to consideration if there are department specific entry requirements.

**Standard 3-3:** The admission process ensures fair treatment to all applicants with transparent and good practices and do not discriminate applicants in any way.

Consult the central document folder + website and assess if the above standard is satisfied.

**Standard 3-4:** The quality assurance system of the university should be in place to assure that levels of students’ achievements and progress are monitored and recorded duly for the use of reference points, evaluation of achievement and meaningful academic guidance and counseling.

Comment on our current practices and assess if the standard is satisfied.

**Standard 3-5:** The quality assurance system of the university maintains a record of the total number of years, semester, and credits, for each student, to be eligible for certification and other credentials.

Comment on our current practices and assess if the standard is satisfied.

**Criteria 4: Physical Facilities**

**Standard 4-1:** For the purpose of quality assurance in higher education it is to be ensured that the physical facilities as required for a particular academic program are appropriate, adequate, comfortable, safe, aesthetically pleasing and well managed.

Consult the central document folder and physically inspect the facilities in order to assess if the above standard is satisfied.

**Standard 4-2:** The higher education institution provides and ensures access to the necessary information technology resources, computers, Internet, and other communication equipment for the teachers and students.

Consult the central document folder and physically inspect the facilities in order to assess if the above standard is satisfied.

**Criteria 5: Teaching - Learning and Assessment**

**Standard 5-1:** Teaching learning practice is interactive, motivating, promoting sense of responsibility and commitment.

Review teaching learning practices in your program through class visits, course outlines, curriculum, FGD etc and assess if the above standard is satisfied.

**Standard 5-2:** Teaching learning practice involves practical evidence, initiates critical thinking, and inspires students to apply acquired knowledge in the real life situations focusing on higher order of learning.

Review teaching learning practices in your program through class visits, course outlines, curriculum, FGD etc and assess if the above standard is satisfied.

**Standard 5-3:** Teaching learning practice integrates the use of technology and also should provide students with opportunities to use these skills in academic preparation, both within and outside of the classroom.

Review teaching learning practices in your program through class visits, course outlines, curriculum, FGD etc and assess if the above standard is satisfied.

**Standard 5-4:** Teaching learning practices provide enough scope to integrate co-curricular and extra-curricular activities for intended skill development.

Review teaching learning practices in your program through class visits, course outlines, curriculum, FGD etc and assess if the above standard is satisfied. Gather documents in favor of co and extracurricular activities that take place within the department and also under Student Affairs Clubs. Gather evidences in favor of department’s participation and achievements in different co and extracurricular activities.

**Standard 5-5:** The teaching learning methods and opportunities must ensure that the identified skills are transferred to the students.

Comment on our current practices and assess if the standard is satisfied.

**Standard 5-6:** Use of lesson plan should be formalized in teaching learning practice with proper documentation and access.

Comment on our current practices and assess if the standard is satisfied.

**Standard 5-7:** Students are well informed about the criteria, processes, techniques, tools and rubrics that will be used to assess performance.

Review teaching learning practices in your program through class visits, course outlines, curriculum, FGD etc and assess if the above standard is satisfied.

**Standard 5-8:** In line with teaching learning student performance assessment approach must be focused on higher order learning.

Review teaching learning practices in your program through class visits, course outlines, curriculum, exams, quizzes, assignments, FGD etc and assess if the above standard is satisfied.

**Standard 5-9:** Assessment procedure should be comprised of a set of multiple activities to measure the attainment of learning outcomes and skills.

Review teaching learning practices in your program through class visits, course outlines, curriculum, exams, quizzes, assignments, FGD etc and assess if the above standard is satisfied.

**Standard 5-10:** Assessment procedure must be designed to test abilities and skills of student for integration and application of knowledge and analytical approaches.

Review teaching learning practices in your program through class visits, course outlines, curriculum, exams, quizzes, assignments, FGD etc and assess if the above standard is satisfied.

**Criteria 6: Student Support Services**

**Standard 6-1:** Academic guidance and counseling should be formalized with proper documentation.

Comment on our current advising system, and assess if the above standard is satisfied.

**Standard 6-2:** Organization and participation in co-curricular and extra-curricular activities should be recognized as an integral part of skill development mechanism and quality education.

Comment on our current practices, and assess if the above standard is satisfied. Gather documents in favor of co and extracurricular activities that take place within the department and also under Student Affairs Clubs. Gather evidences in favor of department’s participation and achievements in different co and extracurricular activities.

**Standard 6-3:** Co-curricular and Extra-curricular activities should be encouraged with reasonable time to participate.

Comment on our current practices, and assess if the above standard is satisfied. Gather documents in favor of co and extracurricular activities that take place within the department and also under Student Affairs Clubs. Gather evidences in favor of department’s participation and achievements in different co and extracurricular activities.

**Standard 6-4:** Career counseling and activities relating to placement of graduates need to be done on a regular basis under the management of a permanent administrative setup.

Comment on our current practices (CPC and any department initiative), and assess if the above standard is satisfied.

**Standard 6-5:** The university and program offering entities should have well organized and meaningful alumni association to support the quality education efforts.

Start the process of creating one if needed. Comment on our current practices, and assess if the above standard is satisfied.

**Standard 6-6:** The university and program offering entities should have a formal system to collect alumni feedback on the effectiveness of academic programs, emerging changes in the industry and working life.

Comment on our current practices, and assess if the above standard is satisfied.

**Standard 6-7:** The university and program offering entities should organize programs relating to career guidance and university industry collaboration (UIC) with the active participation of alumni association.

Start the process of organizing such activities. Comment on our current practices, and assess if the above standard is satisfied.

**Standard 6-8:** Students have the opportunity to involve themselves in community services under the management of the program offering entity in an organized manner on a regular basis.

Start the process of organizing such activities (+ activities of social services club, diversity club etc.). Comment on our current practices, and assess if the above standard is satisfied.

**Criteria 7: Staff and Facilities**

**Standard 7-1:** In order to select the right person for the right job university must have a transparent, fair, appropriate and properly documented recruitment policy specifying the entry qualifications and outlining the key stages for both academic and non-academic staffs.

Consult Service Rule book in the central document folder and assess if the above standard is satisfied.

**Standard 7-2:** Salary and incentives should be reasonable to attract and retain the talented and experienced staff members.

Consult salary information + Service Rule book in the central document folder and assess if the above standard is satisfied.

**Standard 7-3:** Academic staff are working as a team with highest level of commitment and sincerity.

Comment on our current practices, and assess if the above standard is satisfied.

**Standard 7-4:** Faculty are very serious and keen to enhance professional knowledge and skills through research and higher study leading to PhD degree.

Make a list of faculty members’ research activities, publications, faculty on leave for PhD, scholarly appearance as referee, editor, conference presentations etc.

**Standard 7-5:** All academic staff must have training or orientation for effective academic guidance and counseling.

Comment on our current practices, and assess if the above standard is satisfied. Refer to IQAC funded workshops at department level.

**Standard 7-6:** Formal and documented peer observation is in practice in the entity.

Comment on our current practices, and assess if the above standard is satisfied.

**Standard 7-7:** University should have provisions for holding seminars and workshops to share new knowledge among the faculty and explore innovations.

Comment on our current practices, and assess if the above standard is satisfied. Gather evidence in favour of seminars, workshops, conferences held. Refer to IQAC funded workshops at department level.

**Standard 7-8:** Promotion or appointment to any higher position or assigning any responsibility in the university must be on the basis of well-defined key performance indicator (KPI).

Comment on our current practices, and assess if the above standard is satisfied. Consult the Service Rule Book in the central document folder.

**Criteria 8: Research and Extension**

**Standard 8-1:** University must develop capacity with appropriate facilities and provisions to undertake research with national relevance and give due motivation and recognition to researchers.

Comment on research opportunities and supports such as CTRG, course release, study leave, collaborative research and other current practices. Consult central document folder for Graduate Research Policy. Assess if the above standard is satisfied.

**Standard 8-2:** University should have a system and policy to disseminate and transfer the research findings to the industry and community through extension services.

Initiate some similar services if possible. Comment on our current practices, and assess if the above standard is satisfied.

**Criteria 9: Process Management & Continuous Improvement**

**Standard 9-1:** University or the entity must have internal quality assurance system with set policies and procedures for quality assurance.

Comment on our current practices, and assess if the above standard is satisfied. Refer to IQAC, and SAC activities. Evaluation of the teachers by the students (forms and summary reports). Peer observation.

**Standard 9-2:** The University or the entity conducts self-assessment following a cycle, develops strategic plan, identifies the limitations to implement the plan and adopts corrective measures for attainment of desired quality.

Comment on our current practices, and assess if the above standard is satisfied. Refer to IQAC, and SAC activities.

**Standard 9-3:** The University or the entity continually and systematically reviews the effectiveness of the procedures to meet the objectives.

Comment on our current practices, and assess if the above standard is satisfied. Refer to IQAC, and SAC activities.

**SAM Annex 12**

***Checklist for Program Review***

**Governance (Criteria 1 Standard 1-1 to1-11)**

* Students are being **informed in advance** about the **aims, objectives, learning outcomes of the program**. Catalogues, brochures, student orientation package, student handbook, website, and social media.
* Students are being **informed in advance** about **methods of assessment** in each course. – Course outline.
* Entity provides **environment that nurtures scholarly and creative achievements**. - Evidence will come from all the criteria and standards.
* Compliance to the **academic calendar**. – Sample of the calendar in the central document folder.
* ***Stakeholders opinions*** are considered with due importance for academic development.
* Processes like, **timely publishing of results, regular updating of website** work properly.

**Curriculum Design, Content and Review (Criteria 2 Standard 2-1 to 2-5)**

* Curriculum is **need** based.
* Courses are designed according to curriculum **objectives** and **learning outcomes**.
* Curriculum provides adequate opportunity to achieve **intellectual and transferable skills**.
* Facilitates the progress to **further study and research**.
* Facilitates involvements in **extra and co-curricular activities**.
* Curriculum is **reviewed periodically** in compliance to the ordinance of the university.
* Views of different **stakeholders** – alumni, students, employers and external experts are accommodated duly.
* **Reasons** for addition, deletion of courses and any changes in content are based on emerging demand of situation and **duly documented**.
* A well-designed curriculum is needed for all of the above.

**Student: Admission, Progress and Achievements (Criteria 3 Standard 3-1 to 3-5)**

* **Recruitment process** of the students to the program. – Central document folder and website information on admission.
* **Nexus** (connections) between student and program in terms of student entry qualifications and program requirements. – Central document folder and website information on admission.
* ***Student attitude*** to the programs.
* ***Documentation (work and statistics) of achievement of ILOs*** by the students.
* Extent of transfer of students to other programs. – Collect data on inter-program transfer of students.
* ***Relation between expectation and achievement of ILOs****.*
* ***External examiners observations*** on level of student achievements considered duly.
* **Student satisfaction** with regard to their achievement.

**Physical Facilities (Criteria 4 Standard 4-1 to 4-2)**

* **Space, environment and equipment** in the classroom. . – Central document folder
* Sufficient number of **books and journals** including recent ones, internet access to e-books and e-journals, automation, reading environment and other facilities in the library. – Central document folder
* **Sufficient spaced laboratories, required equipment, supply of consumable items, competent staff, and well maintenance in the laboratory and field laboratories**.
* Available, adequate, indoor and outdoor **healthcare facilities**. . – Central document folder
* **Sports and game facilities**. . – Central document folder
* **Other facilities**. . – Central document folder

**Teaching-learning and Assessment (Criteria 5 Standard 5-1 to 5-10)**

* Teachers’ and students’ **quality for achieving ILOs**.
* **Clearness of ILOs** to the students and teachers.
* **Effectiveness of teaching-learning** for achieving ILOs.
* **Teaching- learning environment**.
* **Technological devise** used in teaching.
* Use of ***lesson plan***.
* **Pedagogical strategy** followed in the classroom.
* **Clearness of assessment methods** to the students and teachers.
* **Fairness of assessment** strategies.
* **Effectiveness of assessment methods** for testing attainment of learning objectives.

**Student support services (Criteria 6 Standard 6-1 to 6-8)**

* **Guidance and counseling** for academic improvement.
* Encouragement in **co- & extra-curricular activities**. - See standard 6-2 and 6-3 above.
* Office facilities for **placement and career planning**. – See standard 6-4
* ***Alumni association*** for alumni services. – See standard 6-5
* Involvement in ***community services***. – See standard 6-8
* Extent and use of **Student Feedback**. – Student feedback form and sample report
* Effective methods used for **collecting student feedback**.
* **Student body or association** plays positive role in quality education. – Club activities. See central document folder.
* Evidence that ***action is taken on students feedback obtained***.
* Evidence that ***student views on quality learning are sought***.
* **Satisfaction of the students**.

**Postgraduate studies ( ? )**

* **Research student numbers and completion rate**. - Gather information
* **Availability of funding and facilities for research students**. - Gather information
* Adequacy of **qualified and competent staff**. - Gather information
* Availability of **supervisors and time given to the students**.
* Adequate **support and guidance** to the students. – mandatory office time.

***Peer Observation (Criteria 7 Standard 7-6)***

* Whether **satisfactory procedures** are used in observing teaching.
* **Monitoring** the quality of teaching.
* **External examiners’** suggestions in practical examinations are considered duly.

**Research and Extension (Criteria 8 Standard 8-1 to 8-2)**

* Existence of **policy and program** on research and development. - See standard 8-1
* **Process of policy and program planning** on research and development.
* Funds and facilities are provision to sustain undertaken policy and program. ???
* **Frequent hunting of research funds** for smooth running of the research by the teachers. – Gather information.
* **Engagement of students** in research, scholarship and development. Gather information.
* **Regular publication** of research outputs in reputed impact factor journal. Gather information.
* Proper **use of research findings in current teaching-learning**.
* **Patenting and commercial use** of research findings.
* Involvement of teachers and students in **community services** with developed technologies. - See standard 8-1

***Academic Guidance and Counseling (Criteria 6 Standard 6-1)***

* **Academic guidance and counseling** is in practice. - See standard 6-1
* **Time** for academic guidance and counseling is enough.
* Faculty members have reasonable **training or orientation** for effective academic guidance and counseling. - See standard 7-5
* **Students level of satisfaction** about academic guidance and counseling.

**Continuous Improvement (Criteria 9 Standard 9-1 to 9-3)**

* **Self-assessment** is periodically done. – See standard 9-2
* **Improvement plans** are designed according to the recommendations of the peer reviewer and executed duly. – See standard 9-2
* **Stakeholders** (students, alumni and employers) feedback is regularly taken and considered duly. – See standard 1-11
* Whether the formal outcomes of ***peer observation*** used for improvement. – See standard 7-6
* Use of ***peer observation results in performance appraisals*** for both academic and nonacademic staffs.
* **Teaching performance evaluations** by the students on a regular basis are in practice. – See standard 9-1. Gather evaluation forms and summary reports.
* ***Skills Development****:* Subject skills and personal skills. ?
* **Generic skills** have been identified and included in the curriculum. – See standard 2-3, 2-4, 2-5
* Definition of **intended learning outcomes, graduate profile and desired skills** are consistent. – See standard 2-3, 2-4, 2-5
* A comprehensive ***skill development mechanism*** is in place. ?