



NAAC Sponsored

NATIONAL SEMINAR

On

NEW HORIZONS IN ACADEMIC AUDITING
FOR COMPETENCY BUILDING
OF STAKEHOLDERS

Organized By

Internal Quality Assurance Cell (IQAC)

Shri. A. D. S. P. Mandal's

Mahavir Mahavidyalaya,
Kolhapur, (MS) India

Editors

Prin.Dr.R.P.Lokhande

Dr.R.B.Mirajkar

Pramod P.Tandale

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By
IQAC (Internal Quality Assurance Cell)
Mahavir Mahavidyalaya, Kolhapur

Convener
Dr.R.P.Lokhande
Principal & Chairperson IQAC,

Co-Convener
Dr.R.B.Mirajkar
IQAC Member

Special Issue No.8
ISSN 2349-638x
Impact Factor 2.147

CHIEF PATRON

Hon'ble Shri. Kallappa Anna Awade

President, Shri. A.D.S.P. Mandal, Kolhapur, Ex-Minister, MLA, Founder &
Chairman Jawahar Co-operative Sugar Factory, Hupari, Kolhapur

PATRONS

Hon'ble Adv. K. A. Kapse

Chairman, Shri. A.D.S.P. Mandal, Kolhapur

Hon'ble Shri. M. B. Desai

Secretary, Shri. A.D.S.P. Mandal, Kolhapur

ADVISORY COMMITTEE

Dr. H. V. Deshpande

Former Principal, Ajara Mahavidyalaya, Ajara

Prin. Dr. Narendra Tendolkar

ASP College, Devrukh

Prof. Dr. M. S. Padmini

Former HOD, Education Dept., Shivaji University, Kop.

Prin. Dr. Vasant Kodag

Kasturbai Walchand College, Sangli.

Dr. V. B. Jugale

Former Co-ordinator, IQAC, Shivaji University, Kop.

Dr. Satish Ghatage

IQAC Co-ordinator, Vivekanand College, Kop.

Dr. Sushma Rote

Member, Shri. A.D.S.P. Mandal, Kop.

Shri. Dilip Ladage

Member, Shri. A.D.S.P. Mandal, Kop.

ORGANIZING COMMITTEE

Principal Dr. Rajendra Lokhande	: Convener	09923056551
Dr. Ravindra Mirajkar	: Co-convener	09890347169
Shri. Ajitkumar Chougule	: Organizing Secretary	09403850980
Shri. Shrikant Bacche	: Treasurer	09766924141
Dr. Bharat Naik	: IQAC Member	09175386400
Dr. Sujata Pandit	: IQAC Member	09730724833
Shri. Hemant Patil	: IQAC Member	09923896561
Dr. Prakash Kamble	: IQAC Member	09860286148
Shri. Pradip Gaikwad	: IQAC Member	09922369307
Dr. Gometeshwar Patil	: IQAC Member	09850758207

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By IQAC (Internal Quality Assurance Cell) Mahavir Mahavidyalaya, Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson IQAC,	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
--	---	--	--

II Sheelam Param Bhooshanam II
Shri Achryaratna Deshbhooshan Shikshan Prasarak Mandal, Kolhapur

MAHAVIR MAHAVIDYALAYA, KOLHAPUR

NAAC SPONSORED NATIONAL SEMINAR

On

'NEW HORIZONS OF ACADEMIC AUDITING FOR COMPETENCY BUILDING OF STAKEHOLDERS'

ORGANIZED BY IQAC

Thursday, 13th and Friday, 14th October 2016

Schedule

Day – One - Thursday 13th October, 2016

Time	Particulars	Topic of Speech	Speaker
9.30 am-10.30 am	Registration		
10.30 am -11.00 am	Inauguration	Inaugural Speech	Chief Guest Hon'ble Dr. D. R. More Director, BCUD, Shivaji University, Kolhapur
1.00 am-12.00 noon	Key note Address	Academic Audit	Hon'ble Dr. Ganesh Hegde Deputy Advisor ,NAAC, Bangalore
12.00 noon-01.00 p.m.	Plenary Session I	NAAC Academic And Administrative Audit (AAA) Procedure	Dr. N. S. Dharmadhikari NAAC Assessor, Former Principal
1.00 pm-2.00 pm	Plenary Session II	Conducting Academic Audit	Prof. Dr. Shirish Chindhade NAAC Assessor
2.00pm-3.00pm - Lunch Break			
3.00 pm-4.00 pm	Plenary Session III	Academic Audit in Higher Education System	Prof. Dr. V. B. Jugale NAAC Assessor, Former Director, IQAC, Shivaji University, Kolhapur
4.00 pm-5.00 pm	Plenary Session IV	Impetus to Teaching-Learning through Academic Auditing	Prof. Dr. M. S. Padmini NAAC Assessor, Former Head, Dept.. of Education, Shivaji University, Kolhapur
8.00pm-9.00pm Dinner			

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By IQAC (Internal Quality Assurance Cell) Mahavir Mahavidyalya, Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson IQAC,	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
---	---	--	--

Day-Two Friday, 14th October, 2016

9.00 am – 10.00 am Breakfast			
10.00 am- 11.30 am	Paper Presentation	-	Chairperson Dr. Satish Ghatage IQAC Co-ordinator, Vivekanand College, Kolhapur
11.30 am- 12.30 pm	Plenary Session V	Academic And Administrative Audit(AAA)- Procedure and its evaluation	Prin. Dr. H. V. Deshpande NAAC Assessor, Former Principal, Ajara Mahavidyalaya, Ajara
12.30 pm- 1.30 pm	Plenary Session VI	Academic and administrative audit: Need for quality enhancement	Dr .N.P. Sonaje NAAC Assessor, Acting Director, Centre for Distance Education, Dy. Registrar, Shivaji University, Kolhapur
1.30pm-2.30pm - Lunch Break			
3.00 pm onwards	Valedictory Function		Chief Guest Prin. Dr. V. B. Kodag NAAC Assessor ,Principal, K. W. College, Sangli Chairperson Prin. Dr. P. D. Nare Principal Night College, Ichalkaranji

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By IQAC (Internal Quality Assurance Cell) Mahavir Mahavidyalaya, Kolhapur	Convener Dr. R.P. Lokhande Principal & Chairperson IQAC,	Co-Convener Dr. R.B. Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
--	---	--	--



PREFACE

It gives me immense pleasure that the IQAC of our College is organizing two day NAAC sponsored National Seminar on 'New Horizons of Academic Auditing for Competency Building of Stakeholders'. This activity rightly indicates that the IQAC of our College has institutionalised the quality at all levels and has imbibed the quality consciousness among the stakeholders.

For the present National Seminar we have received overwhelming response from all the corners of the country. We have received the papers on variety of themes related to academic audit and the plenary sessions have become more fruitful because of the scholarly deliberations on academic audit. The academic audit and all other types of audit are totally new to the Colleges undergoing NAAC exercise. So, the IQAC of our College has taken the initiatives to unfold this new horizon to the academic world.

This present National Seminar, I think, has brought new realization towards the quality and excellence in the jurisdiction of Shivaji University, Kolhapur because of the scholarly presentations of the well-known scholars and the NAAC assessors like Dr. Ganesh Hegde, Deputy Advisor, NAAC, Bangalore, Dr. N. S. Dharmadhikari, Prof. Dr. Shirish Chindhade, Prof. Dr. V. B. Jugale, Prof. Dr. M. S. Padmini, Prin. Dr. H. V. Deshpande, Dr. N. P. Sonaje, Prin. Dr. V. B. Kodag, Prin. Dr. P. D. Nare.

The proceeding contains scholarly research papers and case studies.

The organization of the present seminar has become possible because of the financial support from National Assessment and Accreditation Council, Bangalore. On behalf of organizing committee we express our sincere gratitude to NAAC, Bangalore.

We are grateful to our Hon'ble President Kallappna Awade, Hon'ble Chairman Adv. K. A. Kapse, Hon'ble Secretary, M. B. Desai, and all the hon'ble directors for their encouragement and support for this important activity.

We are grateful to Hon'ble Jagannth Patil, Advisor NAAC, Hon'ble Prof. Dr. Devanand Shinde, Vice-Chancellor, Shivaji University, Kolhapur. Hon'ble Dr. D. R. More, Director BCUD, Shivaji University, Kolhapur, Hon'ble Dr. Ajay Sali, Joint Director, Higher Education Kolhapur for their guidance.

Place: Kolhapur
Date: 13th October, 2016

Prin. Dr. R. P. Lokhande,
Convener, National Seminar
Mahavir Mahavidyalaya, Kolhapur

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By IQAC (Internal Quality Assurance Cell) Mahavir Mahavidyalaya, Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson IQAC,	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
--	---	--	--

National Seminar Index

Sr.No.	Author Name	Research Paper / Article Name	Page No.
1.	Dr. Ganesh Anant Hegde	Academic Audit: Pathways for Quality Sustenance	1 To 6
2.	Dr. Vasanttrao Jugale	Academic Audit in Higher Education System	7 To 10
3.	Dr. N. S. Dharmadhikari	New Horizons In Academic Auditing In Competency Building Of Stakeholders	11 To 12
4.	Dr. H.V. Deshpande	Academic and Administrative Audits: Concepts and Procedures	13 To 16
5.	N.P. Sonaje	Academic And Administrative Audit: Need For Quality Enhancement	17 To 21
6.	Dr.S.B.Patkar & Mr.Henriques Dsouza	Teachers Evaluation by students: An effective measure of quality education and Academic Audit	22 To 25
7.	Dr. Shraddha Patil & Dr. Ravindra Mirajkar	Concept of The Academic Audit in Terms of Teachers Accountability	26 To 28
8.	Dr. Padma Mohanrrao Jadhav	Academic Audit : Parameters And Role Of Internal Control System	29 To 31
9.	Dr.Maheshwar G. Kallave	Academic Audit by Institutions Can Help Improve the Quality of Teaching-Learning Process	32 To 34
10.	Dr.Jagannath. K. Dange & Tahseen Taj	Academic Auditing of higher Education Institutions through NAAC	35 To 42
11.	Vaz Cinola Tanisha & Preksha P. Chopdekar	Quality Assurance Through Academic Audit: A Case Study Of Vvm' s Shree Damodar College Of Commerce & Economics	43 To 46
12.	Dr. C.B. Pandit	Significance Of Various Audits For NAAC Accreditation	47 To 49
13.	Dr. P. B. Darade	Academic Audit: Criteria & Challenges	50 To 53

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By IQAC (Internal Quality Assurance Cell) Mahavir Mahavidyalaya, Kolhapur	Convener Dr. R.P. Lokhande Principal & Chairperson IQAC,	Co-Convener Dr. R.B. Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
--	---	--	--

Sr.No.	Author Name	Research Paper / Article Name	Page No.
14.	Dr. A. A. Kulkarni	Role Of Industry In Academic Audit Of Commerce Education	54 To 58
15.	Dr. Advait D. Joshi	Academic And Administrative Audit: A Path To Quality Enhancement	59 To 61
16.	Dr. Mrs. Sujata C. Pandit	Quality Assurance Through Academic And Administrative Audit And Importance Of IQAC	62 To 65
17.	Dr. Jagannath. K. Dange, Somashekhara.M. & Girish. T	The Principles and process of Academic Audit	66 To 69
18.	Dr. M. B. Chougule	Perspectives of teaching - learning process for student centric education and NAAC evaluation	70 To 73
19.	Dr. Atul Arun Gaikwad	Quality Assurance Through Academic Audit of Pupils Placement	74 To 75
20.	Chandrakant Lonkar	Audit of Teaching and Administrative professionals Outcome in Higher Education	76 To 77
21.	Pramod P. Tandale & Dipak S. Sarnobat	Need Of Academic Audit In Present Scenario	78 To 80
22.	A.A. Kotnis-Patel	Academic Audit: The need of an Hour	81 To 84
23.	Ankush Ramchandra Bansode	Principles Of The Academic Audit And Key Tips For Writing Auditor Reports	85 To 87
24.	Dr. Chetna. P. Sonkamble & Dr. Shashikant Annadate	Academic Audit for Academic Activity Theme In Universities	88 To 91
25.	Dr. Shankar Dhanwade	Role Of Different Audits In Educational Institutions	92 To 93
26.	Dr. M. B. Chougule	Best practices in educational institutions and NAAC guidelines for better Academic and administrative outcomes	94 To 97

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By IQAC (Internal Quality Assurance Cell) Mahavir Mahavidyalya, Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson IQAC,	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
---	---	--	--

Sr.No.	Author Name	Research Paper / Article Name	Page No.
27.	Prashant Chikode, Sandip Sabale & Ramesh Shinde	Innovative practices in academic audit	98 To 101
28.	Dr. B. K. Katkar	Role Of Stakeholders In The NAAC Assessment And Accreditation	102 To 105
29.	Dr. Manisha M. Mujumdar	A Role of English in the Academic Audit	106 To 107
30.	Dr. Patil Amol Ashokkumar & Dr. Pushpa Govindrao Patil	The Role And Significance Of Academic And Administrative Audit	108 To 110
31.	Dr. Sheetal Mahesh Shirol	Academic Audit: A Self-Study	111 To 114
32.	Dr. Pradnya Ghorpade	Citation Factor : A Tool of Academic Auditing	115 To 116
33.	Ashwini J. Patil	Innovative Practices in Academic Audit	117 To 120
34.	Dr. V.A. Dewoolkar	Impetus To Teaching-Learning And Evaluation Through Academic Audit	121 To 122
35.	Ajitkumar Bhimrao Patil	Innovative Practices for academic Audit - E resources	123 To 126
36.	Shrikant Bacche	Academic and Administrative Audit	127 To 129
37.	Asmita Hajare	Academic Audit :Its Need for Active Citizenship through Active Learning among undergraduate students	130 To 134
38.	Dr. Deokate Bhausaheb Shripatrao	Academic Audit: It's need	135 To 138
39.	Damayanti Sujit Jatrata. & Dr. R. B. Topkar.	Curriculum Audit In Educational System	139 To 141
40.	Smt.J. N. Shinde & Dr.T.B.Naik.	The Impact of Emotional Intelligence on Information Communication Technology Skills of Teacher-Students	142 To 145
41.	Dr.Naik Tarsing B.	The Impact Of Emotional Intelligence On Information Communication Technology Skills Of Teacher Students	146 To 149

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By
Internal Quality Assurance Cell (IQAC)
Mahavir Mahavidyalya, Kolhapur

Convener
Dr.R.P.Lokhande
Principal & Chairperson, IQAC

Co-Convener
Dr.R.B.Mirajkar
IQAC Member

Special Issue No.8
ISSN 2349-638x
Impact Factor 2.147

Key note Address

Academic Audit: Pathways for Quality Sustenance

Dr. Ganesh Anant Hegde

Deputy Adviser in NAAC,

P.O. Box. No. 1075,

Opp: NLSIU, Nagarbhavi,

Bangalore-560072.

Lines of command are linear

(and turn us reactive)

Lines of communication are circular

(and make us proactive)

--William Arnold & Jeanne Plas

Institutional Academic Audit :

The Academic Audit in Institutions provides the opportunity for a regular systematic and strategic overview. It also looks for the learning and teaching activity. It assures institutions efficacy, efficiency and effectiveness in functioning. It looks for the robustness of each institutions quality management procedures and of continued efforts towards enhancement of the learning abilities and student experience.

Internal Academic Audit focuses on general quality assurance procedures in place within an academic, administrative and academic support services department/ division/unit and evaluates how procedures are maintained and enhanced, as well as assessing the extent to which the quality of the student experience is assured.

The audit team looks for evidence in the departmental inputs by the faculty and students achievements, as appropriate. The designed team aims to carry out one audits per academic year. Audit teams are drawn from Schools/Dept. and are a combination of both academic and senior administrative staff.

What, exactly, is an 'academic audit'?

An academic audit reviews the processes or procedures that faculty members use to provide a quality education in their department/schools. Academic audits concern themselves more with the processes that faculty use to think about their curriculum decisions and how they carry out these activities in the best interests of the discipline and student learning.

Academic audits also focus on how faculty members organize these activities and how well they perform them.

Someone said an "**academic audit**" just focuses on strategies that a department uses to ensure quality education, and not their actual teaching, how can it improve student learning? Wouldn't a more direct evaluation approach be better?

Creation of Internal Quality Assurance mechanisms that help to inculcate various good efforts made at each level of institutions functioning. Good work ethics and organizational culture of the institution is an indispensable requirement in any quality assurance scheme. The Internal Quality Assurance Cell (IQAC) advocated by NAAC and Academic Audit as a mid-term quality appraisal method/process helps the institution for up-gradation of good work.

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By
Internal Quality Assurance Cell (IQAC)
Mahavir Mahavidyalya, Kolhapur

Convener
Dr.R.P.Lokhande
Principal & Chairperson, IQAC

Co-Convener
Dr.R.B.Mirajkar
IQAC Member

Special Issue No.8
ISSN 2349-638x
Impact Factor 2.147

What 'academic audit' focuses...?

It's true, of course, that good processes are not sufficient. To be more complete one would also have to look at department resources, whether the department uses its available resources effectively and efficiently. What kinds of activities the department faculty members focus their efforts on is also important.

What 'academic audit' focuses...?

The purpose of an academic audit is to encourage departments to strengthen the techniques and processes they have in place to improve the quality of their work.

A key principle of the academic audits states that "Department faculty members want to provide quality education and they will do so when supported by good processes." The good teaching needs to be supplemented by good environment with good ambience. The teachers and students should be participative in progress.

What kinds of "processes" are we talking about?

There are five areas in an academic audit- which could be called as LEARN:

1. **Learning outcome need to designed:** Each departments need to brought out the learning outcomes course wise, programme wise to enhance the students ability to learn and have good evaluation. Good learning outcomes focus on the application and integration of the knowledge and skills acquired in a particular unit of instruction (e.g. activity, course program, etc.),

Learning outcomes are, in a way, a tool to describe and define learning and assessment process and its product, which can lead to improved pedagogical practice in education and improved student learning practice/performances.

Designing Learning Outcomes have an analyzing capacity to a typical assessment-type activities like break down in to constituent parts of curriculum. The learner need to differentiate between constituent parts like unit test, sudden test, end semester examination etc.,

2. **Enable course content and departmental curriculum:** Each department has to make sure that the student community will be able to make the difference in their learning outcome by way of **Knowledge**/Remembering like define, list, recognize; **Comprehension**/Understanding like characterize, describe, explain, identify, locate, recognize, sort; **Application**/Applying like choose, demonstrate, implement, perform; **Analysis**/Analyzing like analyze, categorize, compare, differentiate; **Evaluation**/Evaluating like assess, critique, evaluate, rank, rate and finally **Synthesis**/Creating like construct, design, formulate, organize, synthesize. This way it enhances the learning abilities.

Some more things like what will be taught, in what order, and from what perspective? Is should be communicated to students. How will the content contribute to the overall students' overall knowledge and learning? Whether it has made any impact on him study and co-curricular and extracurricular activities? What course materials will be used? Whether it is hard copy, e-content, e-resources, what databases? How will these materials help the students' programmers need to be discussed at departmental level.

3. **Attract and arose good teaching and learning:** Teaching is the basic part of the job of the teacher. How will teaching and learning be organized for students? What methods will be used to exposure students to the material for the first time, for answering questions and providing interpretation, for stimulating involvement, and for providing feedback on student work? Whether teachers have ability to make effective

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By
Internal Quality Assurance Cell (IQAC)
Mahavir Mahavidyalaya, Kolhapur

Convener
Dr.R.P.Lokhande
Principal & Chairperson, IQAC

Co-Convener
Dr.R.B.Mirajkar
IQAC Member

Special Issue No.8
ISSN 2349-638x
Impact Factor 2.147

teaching-learning experiences by students? Does the institution has Interactive instructional techniques that engage students in higher order 'thinking' and investigation, through the use of interviews, focused group discussions, debates, projects? Whether teaching supplements with presentations, experiments, practicum, internship and application of ICT resources. What roles and responsibilities will the faculty members assume? What other resources will be required and how will they be used? Classes need to be innovative for that teachers need to be innovative and implement new strategies. **See what they see** should be the slogan for class room teaching.

4. **Redesign the student assessment and Examination Process:** Major purposes of evaluation /assessment are to provide feedback to students. It should also help the teacher to plan appropriate activities for enhancing student performance. The competencies of students need to be on qualitative dimension for enhancing the student abilities. Innovative evaluation process need to be undertaken for evaluating knowledge and skills acquired at various levels of the programmes. Some of the question like what measures and indicators will be used to assess student learning? Will they compare performance at the beginning and end of the term, or simply look at the end result? How will the long-term outcomes of the students' experiences be determined? Will baseline and trend information be available? How you are determining the slow learner? Who will be responsible for assessment? How will the assessment results be used? Are techniques are useful for students evaluation?
5. **Nurture the Implementing quality education through good procedures:** Quality of the teachers depends on Quality of the Institutions and its programme outcomes. Quality of teachers in terms of qualification of the faculty, teacher characteristics, and the adequacy of recruitment procedures, faculty availability, professional development and recognition of teaching abilities makes a lot of difference in the institution. Teachers need to take initiative to learn and keep abreast of the latest developments, to innovate, continuously seek improvement in their work. It needs to reflect on how will faculty members assure themselves and others that content is delivered as intended. Whether these strategies are implemented consistently, and that assessments are performed as planned? Audit also need to probe the adequacy, competence as well as the continuous professional development of the faculty who handle the programmes of study. Good Academic calendar will be useful for Institution to plan out good work.

This way LEARN will help you to EARN more visibility and image in public perception, academically and finally global level.

Whether Academic audit only focuses on teaching and learning?

Yes, the initial academic audits will focus more on the teaching and learning process. Conceptually an academic audit is designed to help faculty members look at the processes their department uses that will make them more effective.

Although the academic audit initially focuses on teaching and learning, It envisages that it can later be expanded to address the research and service functions as well. Once in place, the processes could easily be expanded into other areas like research and scholarship where the expected outcomes are more established (e.g., papers published, grants received, etc.). Whether the paper has published in good Impact Factor journals? Whether it has got good International Scientific Indexing (ISI), InfoBase Index Factor, SJI Factor, Global Impact Factor, ICDS Value, IC Value and the journals is under Directory of Science.

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalaya, Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson, IQAC	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
--	---	--	--

What will the audit visit be like?

The auditors will meet with the departmental head and also individual faculty members, and its support staff and students. The lengths of the audit visits may be probably not exceed two days.

What kinds of questions will the auditors ask and what kinds of documentation will they seek?

Auditors usually begin by asking about the department's philosophies and approaches to the five areas (LEARN) noted above (i.e., Learning outcome need to designed, enable course content and departmental curriculum, attract and arose good teaching and learning, redesign the student assessment and examination process, nurture the implementing quality education through good procedures). Exemplary departments normally have developed descriptions that enhance quality in the various areas. The auditors will be interested in the faculty members' descriptions because they demonstrate forethought and commitment to quality within their department.

What kinds of questions will the auditors ask?

- i. What have you learned from Alumni and employers?
- ii. What changes have been made recently in your curriculum?
- iii. What research went into designing the student assessment?
- iv. How do colleagues hold each other accountable for implementing these processes and improving the quality of the education for students?

Experience shows that faculty members in departments that have good procedures to ensure the quality of their work will enthusiastically and effectively describe what they're doing-just as they would describe their research to an interested observer.

However, those who have not engaged in any kind of process to improve their academic programs will find it hard to be specific.

How important is it to document one's work?

Documents can demonstrate commitment, clarity and progress. Documentation will lead to correct, complete, current, and consistent information effectively. Documents remain legible and readily identifiable. Records should be completed at time of activity or when any action is taken. How important is it to document one's work? It also depends on whether they are working in Administration, Library, Laboratory etc., The document should include basic descriptions of Dept./Center/School activities for the previous five-year period. The document should cite resources, it should be flagged including papers, articles, purchase of products and services, that the center has provided the campus, community, region, and state. The document should demonstrate the current strengths of the departments and achievements.

How are mistakes corrected?

- Draw a single line through the error – which will help to note
- Make the correction next to the error – defines where you went wrong
- Write an explanation note for the error – clarity for the error
- Sign and date the correction – accountability for the work
- Make sure mistakes does not occur again

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalaya, Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson, IQAC	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
--	---	--	--

Academic integrity of the person rests upon their shoulder. Value to add to the Academic audit is taking institutional oath by each member of the institution for development of the institution at each and every level for quality culture.

Statement of Value:

Our duty is to acquire, create, transmit, and preserve knowledge, and to promote understanding. We the students, faculty, and staff of hold the following values to be the foundation of our identity as a community. We pledge ourselves to act, in the totality of our life together, in accord with these values.

Internal Quality Assurance Cell (system) and Academic Audit:

One of the major functions of Internal Quality Assurance Cell (IQAC) is to improve the academic and administrative performance of the institutions, also to ensure quality culture within the Institutions and by doing this leading the institutions towards excellence. One of the major things for an institution is to develop a Quality Culture within the institution.

IQAC should function as the quality coordinating unit of the institution and also coordinating the quality-related functions of other units of the institution, such as the Academic, Administrative Audit Unit (AAA) / Planning, Monitoring and Evaluation Board (PMEB) / College Development Council (CDC) and such other activities. Institution should also look in to the documentation of the various programmes/ activities of the institution, leading to quality improvement and enhancement. IQAC should be acting as a nodal agency of the institution for coordinating quality-related activities, including adoption and dissemination of Best Practices. It should be a think tank in the institution. Computerization is one of major item in the institutional data base management. Development and maintenance of Institutional database through Management Information System (MIS) is one of the major agenda in maintaining and enhancing the institutional quality.

Academic Audit can be undertaken by the colleges after the two years of National Assessment and Accreditation Council (NAAC) Assessment and Accreditation or may be in the third year after previous accreditation. A three member's team with one faculty in from the Institution and two members of academics from outside the Institution would make a better combination. One woman members may be a good choice to keep he gender balance. One can also think about one industry expert and one student representative in the audit. In some foreign agency accreditation students are part of the whole process. It gives a holistic approach to the team and provides inputs and insights for the work.

The institutions can opt for the NAAC Evaluative Report of the departments and condense it to the 10-15 questions which can act as points in the evaluation.

Some of the questions may be:

1. Name of the Department:
2. Number of faculty
3. Major research projects completed:
4. Title of the project, Date of sanction and Duration, Grant received, Funding agency. PI or Co-PI.

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalaya, Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson, IQAC	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
--	---	--	--

5. Minor research projects completed: Title of the project, Date of sanction and Duration, Grant received, Funding agency. Principle Investigator or Co-PI.
6. Number of registered for Ph.D., students awarded Ph.D. degree: Name of the student, topic of research, date of registration, date of declaration of Ph.D. degree.
7. Participation in conferences, symposia, seminars and workshops: International, national, state or university level, attended. Presented paper, chaired session. Resource person and Conferences ,seminars, symposia and workshops organized as convener/coordinator:
8. Innovative processes developed in teaching and learning.
9. Participation in curricular development, Participation in co-curricular and extra-curricular activities.
10. Examination /Evaluation reforms initiated:
11. Publication of research papers: in peer reviewed journals, non-peer reviewed journals, conference proceedings, impact factors, citations, h-index. Numbers in SCOPUS.
12. Books published: with ISBN No., Without ISBN No., Chapters in books.
13. Patents Applied/Granted: National. International, commercialized:
14. Consultancy services provided and revenue generated:
15. Number of collaborations:
16. Awards /recognitions received: International, National, State, University level. (Reference :SavitribaiPhule Pune University, IQAC)

While preparing the Annual Quality Assurance Report (**AQAR**) to be submitted to the UGC, NAAC and other accreditation agencies the institution can think of adopting strategy of Academic Audit and inform the agency in writing with analysis. It may further enhance the academic ambience and work culture.

Conclusion:

The UGC has taken steps to update with model curricula to guide universities in ensuring periodic revision of their syllabi and courses, undertaking academic reforms such as introduction of semester system, grading system, choice-based credit-system, keeping curriculum updated, transparent admission procedures, inter-university student mobility, reform of examination system with switch over to continuous internal evaluation and improving the quality of external examination component, credit transfer, and credit accumulation. Academic audit should focus on these issues which help the institutions to go higher in the ladder of excellence. Audit always helps you accuracy, reliability of the data, authenticity of the work and more than that it completes institutions satisfaction as they have undergone the external review. Hope the Academic Audit will help the institution to go for newer heights.

References:

1. Guidelines for Internal Quality Assurance Cell Operations, NAAC -1996 – P. 57
2. Hegde,(Eds) Best Practices in Internal Quality Assurance Cell Activities, NAAC, Bangalore, 2006 P. 77
3. http://www.naac.gov.in/manuals_ass_accrd.asp
4. unipune.ac.in/admin/Circular/format-for-academic-and-administrative-auditformat.doc
5. [http://portal.sriramachandra.edu.in/Documents/Academic%20and%20Administrative%20Audit%20Committee%20Report%20\(Autosaved\).pdf](http://portal.sriramachandra.edu.in/Documents/Academic%20and%20Administrative%20Audit%20Committee%20Report%20(Autosaved).pdf)
6. http://www.ugc.ac.in/ugcpdf/740315_12FYP.pdf (accessed on 12-03-2016)
7. <http://www.ijbio.com/index.php/ijb/user/register>

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By
Internal Quality Assurance Cell (IQAC)
Mahavir Mahavidyalaya, Kolhapur

Convener
Dr.R.P.Lokhande
Principal & Chairperson, IQAC

Co-Convener
Dr.R.B.Mirajkar
IQAC Member

Special Issue No.8
ISSN 2349-638x
Impact Factor 2.147

Academic Audit in Higher Education System

Dr. Vasant Rao Jugale
Senior Professor (retired)
Shivaji University, Kolhapur.

- Quality and its assurance are primarily a professional issue, not a management function.
- The academic outcomes of the teaching, learning, research and community service activities are indicators of effectiveness.
- It is oriented towards self assessment first and the outside assessment by the experts.
- It is the university function.

Three points for quality

- Quality initiatives by the institution
- Quality enhancement by the institution
- Quality sustenance by the institution

Objectives of academic auditing

- To ensure academic accountability.
- To define quality of each component of the functionalities and to ensure quality of technical education throughout the system.
- To safeguard functionalities of technical education
- To define effectiveness of teaching – learning process and to devise methodology to confirm maximum output from faculty members as well as students.

Documents to be produced for audit

1. Class Time Table & Faculty Time Table
2. Students Roll List
3. Students Batch List (for practical courses, projects & elective courses)
4. Minutes of course/class committees
5. Course Diary for all the courses including practical, seminar, project etc.
6. Course File
7. Tutorial Log book
8. Equipment Log register used in Laboratories
9. Consolidated Attendance statement of students
10. Consolidated statement of marks of internal tests
11. Seminar presentation details
12. Project (Mini project/Design project/Final semester project) progress review reports
13. Register of internal evaluation marks
14. Student Activities Log Book(for B.Tech programme only)
15. Log book for summer and contact courses
16. Register of Remedial/Bridge/Language Lab classes
17. Minutes of Discipline, Academic and Student Welfare Committees
18. Consolidated semester grades of students
19. Result Analysis

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalaya, Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson, IQAC	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
--	---	--	--

Course diary for lecture based courses

- Time Schedule of classes
- Syllabus
- Course plan
- Year Calendar
- Details of assignments, tutorials
- Attendance of students
- Marks awarded for assignments, internal exams etc
- Internal evaluation marks
- Topics covered and mode of instruction in each class
- Extra classes engaged
- Learning materials provided

Faculty ought to do

- Academic Activities
- Research & Consultancy
- Administration
- Extension Activities

Academic activities

- Class room instruction
- Laboratory Instruction
- Curriculum development
- Developing learning resource material and laboratory development
- Students' assessment & evaluation including examination work of university
- Organization of co-curricular & extra-curricular activities
- Student guidance & counselling
- Continuing Education activities
- Knowledge updating - Generating new knowledge, dissemination through books, seminars, publications

Research & consultancy

- Research & Development activities and research guidance
- Sponsored Projects
- Consultancy & Testing Services
- Promotion of Industry Institution interaction and R & D.

Administration

- Academic and Administrative Management of the Institution
- Policy planning, monitoring & evaluation and promotional activities (departmental & institutional level),
- Design and development of new programmes
- Preparation of Project proposals for funding areas of R&D work, lab development, modernization etc.
- Development, administration and management of institutional facilities
- Monitoring and evaluation of academic and research activities
- Participation in policy planning activities (Regional/State/National/ International levels),
- Helping mobilization of resources of the Institution
- Staff development activities
- Maintain accountability, conduct performance appraisal.



**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalaya, Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson, IQAC	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
--	---	--	--

Extension activities

- Interaction with industry & society
- Participation in community services
- Providing R & D support and consultancy services to industry and other user agencies
- Providing non-formal modes of education for the benefit of the community
- Promotion of entrepreneurship and job creation
- Dissemination of knowledge
- Providing technical support in areas of social relevance

The role and responsibilities of auditors

- Inter-institutional and international comparison,
- Input and feedback on academic activities from outside academia,
- Comparison with quality assurance mechanisms outside academia,
- An appreciation of how well the university relates to the outside world.

The characteristics of auditors

Quality audit aspects

- Commitment to principles of quality audit and quality assurance in higher education.
- Knowledge of quality assurance methods and terminology.
- Experience of quality reviews.
- Ability to relate processes to outputs and outcomes.
- Appreciation that inconsistencies can occur between the theory of quality and organisational realities.

Higher education aspects

- Knowledge of higher education, including:
 - An understanding of tertiary education policies and funding frameworks within which universities function,
 - An awareness of the responsibilities of universities.
- Experience of graduates.
- Experience in teaching.
- Experience in research.

General aspects

- Experience in managerial positions.
- Ability to focus knowledge and experience to evaluate quality assurance procedures and techniques, and to suggest good practices and/or starting points for improvements.
- Ability to work in a team, firmly but co-operatively.
- Ability to communicate effectively.
- Breadth of perspective.
- Discretion.
- Commitment and diligence, in accord with the 'Personal attributes' detailed in Australian/New Zealand Standard AS/NZS ISO 19011:2003, and reproduced at the end of this policy.

An auditor should be:

- Ethical – fair, truthful, sincere, honest and discreet
- Open-minded – willing to consider alternative ideas or points of view
- Diplomatic – tactful in dealing with people
- Observant – actively aware of physical surroundings and activities

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalya, Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson, IQAC	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
---	---	--	--

- Perceptive – instinctively aware of and able to understand situations
- Versatile – adjusts readily to different situations
- Tenacious – persistent, focused on achieving objectives
- Decisive – reaches timely conclusions based on logical reasoning and analysis
- Self-reliant – acts and functions independently while interacting effectively with others

The audit report

- The report is a public document, which belongs to the institution as a whole, and not to the audit panel or its members.
- The report is the public face of the audit, upon which many people form their opinion of the value and validity of the audit process.



**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalaya, Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson, IQAC	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
--	---	--	--

New Horizons In Academic Auditing In Competency Building Of Stakeholders:

Dr. N. S. Dharmadhikari

(Educationist, Pune)

All of us realized the importance of ongoing financial auditing performed everywhere. Any individual or institution has procedure of introspection through auditing for financial affairs performed during a financial year to adopt preventive measures for the better development. Our mind generally does not accept anything which is not proved to be right by somebody. The auditing criterion which is proved to be right, must be applied to the educational field. Now a day's Universities & Colleges are treated as ECONOMIC ENGINES having their impact beyond traditional campus boundaries. The education sector is also considered as industry sector where the input is of students having diverse capacities & output should be globally competent youth.

A famous thinker Alison Bulf have written a nice book "Does education matter?" I raise accordingly a question "Does QUALITY education matter?" The answer is affirmative. The present era has entry ticket of only QUALITY. The quality initiatives must be undertaken. The academic audit becomes useful for quality enhancement in proper direction. Further it is also necessary for quality sustenance. Quality is Quest of excellence, Understanding concept, auditing periodically, Learner centric action, Innovative practices, Training for competency building of stakeholders, Youth becoming globally competent. By applying these concepts, quality is definitely assured.

In the educational field, we work with honesty, hardworking but sometimes somewhere heart feeling is lost. The academic audit will promote heart feeling thereby giving apt direction.

We talk of SMART cities, phones, persons. Why not smart Universities & Colleges. In fact Mobility, Flexibility, Security, Connectivity, Computation power & Quality updation are incorporated in "SMART" concept. In my opinion, SMART means Specific, Measurable, Achievable, Relevant and Time bound. Such smartness comes to those who are having developed proactive mind set of facing periodic individual & institutional periodic Academic audit. We all have two mobiles (mind & brain). These mobiles should be charged by will power charger prevailing in everybody's heart.

Japan is fast developing nation. The secret behind progress of this nation is their proactive mindset with the following 05 words & their meaning.

SERI (Sorting out): --Removal of unnecessary items, Reducing chance of being disturbed, making easier by removing obstacles.

SEITON(Systematic arrangement):-- Ready to use, Less waste of time, easy workflow.

SEISOU(Shine):-- Clean & neat work place, safe for health & working conditions, use of modern technology.

SEIKTSU(Standardise):-- High standard of Quality management, Best practice in working, Everything at proper place.

SHISUKE(Sustain):-- REGURAL INTERNAL AUDIT, INTROSPECTION, need based training.

I am giving the stress in bold letters for audit.

Hence- " To be globally competent " - needs regular Academic Audit & improvement accordingly.

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalya,Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson,IQAC	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
--	--	--	--

NAAC gradation expects the same from all institutions. I have seen colleges getting lower grade due to improper presentation in Report writing or not facing Peer team in proper manner. Regular Academic Audit helps all dimensions of competency building of stakeholders.

To conclude : Live as if tomorrow is today & walk an extra mile on the Quality driven educational highway like a LION (SINHAWLOKAN).



**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By
Internal Quality Assurance Cell (IQAC)
Mahavir Mahavidyalaya, Kolhapur

Convener
Dr.R.P.Lokhande
Principal & Chairperson, IQAC

Co-Convener
Dr.R.B.Mirajkar
IQAC Member

Special Issue No.8
ISSN 2349-638x
Impact Factor 2.147

Academic and Administrative Audits: Concepts and Procedures

Prin. Dr. H.V. Deshpande,

Kolhapur

Mobile No.9822720456

The Context :

We shall witness new generations of micro-electronic devices which will provide unimaginable power to nano-eco-bio-info technologies. That will bring a paradigm change in the world in a few decades only. The present students in HEIs (higher education institutions) will be the architects of that mid-twenty first century global knowledge society. India has to be at the fore fronts of these changes as the world now is driven by the '**Digital Darwinism**' and ICT driven **knowledge imperialism**. In such a complex and challenging context, we have to revamp our research, teaching learning and even evaluation processes because only HEIs can bring about that change effectively and urgently. In this context two statements are very significant for all of us.

The first is by Dr. Manmohan Sing. He says, "We have to create a synergy of academia with research, research with industry, industry with economy and economy with well being of our people (101st Indian Science Congress, Jammu)".

The second statement is by Dr. Sam Pitroda. He says, "The world is looking to India to provide leadership because the Western models, based on consumption, are not scalable, sustainable, desirable and workable. India needs to provide a new model of development to the world (Pitroda, 2014)".

Apart from these new horizons, we, at home, have to do a lot for our own sustainable development and progress in various fields. The question is, who is going to do it ? Needless to say that this is the responsibility of our HEIs - Universities colleges and institutions of national significance. How are we going to do it ? By creation of new knowledge, by developing knowledge management strategies, by converting our innovations into technologies and policies useful for the sustainable development of our society. For this, we urgently require a kind of practical mechanism, and Academic and Administrative Audits of our HEIs is the sure way towards that goal.

Policy makers and planners of HE in India, the teachers, administrators, students and parents are now increasingly concerned with academic and administrative audits (AAAs) because these are the means of quality improvement of HE.

We have been accustomed to 'Financial audit'. But the terms 'Academic Audit' and 'Administrative Audit' are recent ones, though they were in practice, in the past, in the oral and rather conventional (unwritten) form. However, in the advent of the assessment and accreditation agencies with their systems and procedures (like those of NAAC) the terms like 'academic audit' and 'administrative audit' were clearly defined and were brought in the form of written words. They are now considered systematically and logically.

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalaya, Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson, IQAC	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
--	---	--	--

'Academic Audit' can be defined as an official examination of the present state of the academic matters of a HEI. In the same way, 'Administrative Audit' can be defined as an official examination of the present state of the administrative matters of a HEI. These audits are the essential parts of the Institutional Preparation for assessment and accreditation of it.

The objectives of Academic and Administrative Audits (AAA) : The objectives of academic audit are

- a) To improve the quality of education imparted in the HEI in the context of the **competitive global knowledge society**.
- b) To judge the performance of the teachers and students in their respective areas.
- c) To promote research and innovative ideas for the sustainable development of the society.
- d) To find out exactly what is wrong and where in the context of feedback, grievances and performance.
- e) To be able to assure quality of HE to the stake holders
- f) To prepare for the assessment and accreditation by external agency.
- g) To provide the necessary and just feed back to the management of the concerned HEI.

The objectives of Administrative Audit :

- a) To evaluate the efficiency in executing policies, decisions orders given by the authorities.
- b) To ensure that all the rules, regulations, laws, statutes, circulars, ordinances, notifications, etc. are observed by the HEI (Mostly by the administrative staff)
- c) To be able to take decisions regarding: recruitment, equipments, repairs, maintenance of the campus.
- d) To evaluate the performance of the non-teaching staff and to consider the need of any special training to the staff if necessary.
- e) To evaluate the performance of library, laboratories, hostels, gymkhana, canteen, health center, and other support-service providing units of the HEI.
- f) To ensure proper coordination and communication between and among the stake holders.
- g) To improve management system or strategies.

The Constitution and Qualifications of AAA Team :-

There should be some 'guiding principles' behind the composition of the AAA Team. They can be as follows :

- i) The members of the Team should be experts in the areas of academics and administration of HEIs.
- ii) They should have sufficient experience in the fields and the practical knowledge of the forces working behind the outward scenario of the HEIs.
- iii) There should be a balanced combination of internal and external persons in order to ensure transparency, impartiality and mutual understanding also.
- iv) They should be capable to arrive at a 'Common Consensus' with objective and logical thinking.

In the light of the few guide-lines given above the composition of the AAA Team can be as

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalya,Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson,IQAC	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
--	--	--	--

follows :-

1. Chairman (Necessarily a senior external experienced principal of a HEIs or Pro-VC, in the case of a University.).
2. The coordinator (Preferably the IQAC Coordinator of the concerned HEI- an internal expert).
3. A representative of the administration section (office), preferably a knowledgeable one, like the Registrar or Office Superintendent- a record provider, consultant and an executive also.
4. An external expert (May be an experienced HoD of another HEI).

This combination of a AAA Team will be a compact, efficient and effective one. It would be neither unwieldy nor scanty.

The Time of the Audits :-

Every HEI is supposed to conduct the AAAs every year. The annual audit reports can be filed together and be used as important documents of the HEI. The right time of both the audits is after the results of all the annual examinations and before the commencement of the academic year. That means if the results are declared by the end of May and the next academic year begins in the 3rd or 4th week of June, the right time to conduct the audits is the 1st or 2nd week of June every year. The main advantage of this time-table is that the recommendations of the audit reports can be implemented immediately at the beginning of the first term of the academic year. It is very necessary to conduct both the audits at a time and by the same Team also. The entire exercise of conducting audits should not require more than two days at the most.

The Procedure of Conducting AAAs :

1)The Institutional Preparation :

The institution of HE should prepare the Part I of the given proforma (both for academic and for administrative audits) duly filled in. Five xerox copies should be prepared, one for each member and one for record. Now a days, every HEI has a separate IQAC or NAAC Room. That place is sufficient for the working of the audit team.

2) The Procedure:

The team should hold a kind of Primary discussion with the Head of the HEI concerned, for about 15 to 20 minutes. Then the team should go to the meeting room (IQAC Room) and go through the first part of the academic audit Performa, discussing the items one by one with the sequence given in the Performa. While discussing the items each member should go on taking notes in the form of team observations or findings on each of the given item. When all the (20) items are discussed, the team should prepare a draft of the findings / observations with serial numbers. The observations be recorded in the part II of the Performa.

Afterwards the team should discuss the findings in the light of the recommendations to be recorded serially in number and according to the sequence followed hitherto. When the recommendations are agreed upon they should be recorded in the part II of the given proforma.

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalaya, Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson, IQAC	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
--	---	--	--

In the last part of the report the names and signatures of the members of the AAA Team be given with the date and the place. The registrar / O.S. should sign with his seal of the office.

This report should be discussed with the head of the HEI and he should sign it with his official seal.

Here, it is significant to note that the Team should have unanimous agreement over the findings / observations and on the recommendations. Difference, if any, should be solved with mutual respect and impartiality. This is not the regular 'Financial audit' and the audit grade may not be essential. Therefore, the calculation of score for audit grade can be optional. If at all the HEI requires it, even that can be done by the AAA Team. The score system is given below the second part of each report. It is just a kind of tentative solution; the score system can be modified, changed by the HEIs according to their requirements.

The Academic and Administration Audits should be carried out in the spirit of the ever growing bench markings and achieving them in time. The entire process be considered in the light of the remark of our P.M, "By 2022, when we will celebrate 75th year of our freedom, we must be a different nation and IT can work as the growth engine of new India (2014)". Therefore, there is a need to "shift strategy from regulation active environment to incentives, freedom, capabilities development and decentralized governance by means of visionary leadership (Bhushan-2015)".

N.B. : While assigning marks on 6 point scale(5-4-3-2-1-0) to each of the 20 items, the AAA team should consider/ refer to the academic and administrative calendars prepared by the HEI.

References:

1. Bhushan Sudhanshu : *University News*, 53 (50) Dec. 14-20, 2015, pp 101-102 .
2. Modi Narendra : *Indian Express*, 15-2-14, P7
3. Pitroda Sam : *University News*, January 2, 2014, P.22.

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By
Internal Quality Assurance Cell (IQAC)
Mahavir Mahavidyalaya, Kolhapur

Convener
Dr.R.P.Lokhande
Principal & Chairperson, IQAC

Co-Convener
Dr.R.B.Mirajkar
IQAC Member

Special Issue No.8
ISSN 2349-638x
Impact Factor 2.147

Academic And Administrative Audit: Need For Quality Enhancement

N.P. Sonaje

Abstract:

The success of education system is evaluated in terms of its qualitative aspects, activities and achievements. In the present competitive educational environment, it is necessary to achieve remarkable academic standards. It is very difficult to detect quality and ranking of higher educational institute, hence, it is necessary to assess the performance of academic and administrative unit of an educational institute. The academic and administrative audit is to ascertain and ensure the quality as per set benchmarks. Its purpose is not only to evaluate the performance but also to give suggestions for further improvement in teaching, research, administration and other academic and non-academic activities. This paper highlights the objective, necessity, process and criteria of academic and administrative audit.

Keywords: Quality, Academic, Administrative, Audit, Accreditation.

Introduction:

Education is the beginning of every successful human activity for making a person, right thinker and a correct decision maker. Educational institutions constitute the foundation of the technological, administrative, civic, legal and other domains of a country. One of the most important assets of an educational institution that attract students is its accreditation. Accreditation requires auditing of all academic and non-academic supporting units for efficiency and standards. For the purpose of accreditation in India, the National Assessment and Accreditation Council (NAAC) have evolved certain benchmarks. Internal Quality Assurance Cells (IQACs) are established to identify these benchmarks required for achieving the quality. The academic, administrative, curricular and extra-curricular activities carried out by the faculty and administrators need to be assessed and audited by internal as well as external Peers as their appreciations and valuable suggestions boost the confidence of the faculty and administrators.

An audit is a process in which inspection of the accounting procedure and records is done. The main aim of an audit is to scrutinize the things of academic and administrative areas of an educational institution. Academic and Administrative Audit (AAA) is a model of self- reflection of the institution. Academic management, administrative practices, infrastructure facilities are the key parameters of this audit. The importance of AAA lies in increasing the goodwill of institution, which involves satisfaction of stakeholders, up-gradation of teachers and gaining the confidence of stakeholders.

Academic Audit:

Academic audit is a mechanism to examine and enhance the quality of academic aspects of institutes. In other words, "it is a systematic and scientific process of designing, implementing, monitoring and reviewing the quality of academic systems." It emphasizes on reviewing the performance of the academic inputs with respect to quality assurance. Academic audit is the process of verifying and confirming the performance of academic management against planned standard procedures. It evaluates the performance of the centre of learning.

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By
Internal Quality Assurance Cell (IQAC)
Mahavir Mahavidyalaya, Kolhapur

Convener
Dr.R.P.Lokhande
Principal & Chairperson, IQAC

Co-Convener
Dr.R.B.Mirajkar
IQAC Member

Special Issue No.8
ISSN 2349-638x
Impact Factor 2.147

Administrative Audit:

Administrative audit is a method of assessing the efficiency and effectiveness of operation systems of the administrative procedures, policies, decision making authorities and functionaries, strategies, feedback, control mechanism, etc. Administrative audit would certainly make the functionaries to ascertain the strengths and weaknesses of the operating system in general and pin out the areas in specific to ascertain where the function is stagnated or affected and the areas where special attention is required along with man and material resources.

Academic and Administrative Audit (AAA) appreciates the achievements of the institution and gives suggestions for further improvement. Its main focus is on the improvement of quality of teaching, research, administration, curricular and co-curricular activities.

Advantages of Academic and Administrative Audit: There are few advantages of carrying out AAA as listed below.

- It helps the students to eliminate unnecessary workload and dwells mainly on those aspects which are essentially required for success of their career.
- It helps teachers in clarifying their roles and responsibilities and thus avoids conflict.
- It ensures effective use of public money.
- It ensures availability of well-rounded students who can contribute from day one itself to their employers.
- Institution to know their strengths, weaknesses, opportunities and challenges before them.
- It identifies internal areas of planning and resource allocation
- It helps the institutes to initiate innovative and modern methods of pedagogy.
- It gives new sense of direction and identity for institution.
- Funding agencies look for objective data for performance funding.
- The society look for reliable information on quality education offered.
- It strengthens or initiates the intra and inter-institutional interactions.

Aims of Academic and Administrative Audit: The aim of AAA is to encourage the institute to evaluate their quality processes, key activities required to produce, assure, and regularly improve in terms of teaching-learning and research with following aims:

- To set and maintain the academic standards.
- To provide qualitative learning opportunities' to the learners.
- To integrate academic planning, research assessment and quality assurance.
- To recognize and implement the outcomes from professional association activities.
- To recognize the importance of quality enhancement.
- To recognize the administrative procedures and policies.

Objectives of Academic and Administrative Audit:

The objective of AAA is to evaluate the performance of the institution and to identify the issues that are to be attended in order to improve the quality of teaching-learning and research. Following are the major objectives of AAA:

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalaya, Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson, IQAC	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
--	---	--	--

- To understand the existing system and assess the strengths, weaknesses, opportunities and challenges of the departments and administrative units.
- To suggest the methods for improvement to overcome the weaknesses.
- To ascertain the efficiency and effectiveness with proven records of capacity building, research projects, publications and extension over a period of time.
- To identify the bottlenecks in the existing administrative mechanisms, opportunities for academic, administrative and examination reforms to face the future challenges before higher education.
- To evaluate the optimum utilization of financial and other resources, issues concerning with leadership and organization, functional autonomy and financial management.
- To move in the direction of an accreditation and audit system that enables mentoring more than monitoring.
- To stimulate the academic environment for promotion of quality of teaching-learning and research in higher education institutions.
- To encourage self-evaluation, accountability, autonomy and innovations in higher education.
- To undertake quality-related research studies, consultancy and training programmes.
- To collaborate with stakeholders of higher education for quality evaluation, promotion and sustenance.
- To review the implementation of Government schemes.

Necessity of Academic and Administrative Audit: The AAA is needed for the following:

- To provide assurance that the standards of higher education align with expectations.
- To ensure that students have access to appropriate learning opportunities through taught provision, study and supportive learning with personal development.
- To promote and enhance high quality teaching-learning and research.
- To encourage strategic developments for enrichment of curriculum and enhances students' opportunities for employment and career development.

Academic and Administrative Audit Process: The AAA process has the following main stages:

1. Identification and notification of dates for the audit.
2. Identification of internal academic co-coordinator and appointment of Peers.
3. Device the methodology to carry out the academic audit.
4. Arrange the workshop for writing Self-Evaluation Document (SED).
5. Submission of a draft SED, with relevant supporting documentary evidence.
6. Scrutiny of the SED and supporting evidence by the IQAC.
7. Preparation of brief report after scrutiny of SED, which comprise following points:
 - a. Average teaching index of the institute and of each teaching dimensions
 - b. Percentage of faculty distribution in the various ranges of teaching index.
 - c. Department wise number of faculty distribution in the various ranges of teaching index.
 - d. Innovations in teaching-learning and research as well as administration.
8. Fine tuning of the SED.
9. Audit by the external Peers and report to the head of the institute in presence of key stake holders.
10. Follow up meeting every year to monitor and record progress.

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalaya, Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson, IQAC	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
--	---	--	--

Criteria for Academic and Administrative Audit (AAA) in colleges:

The suggestive criterion has been evolved by the Knowledge Consortium of the Gujarat (KCG) State which is as below:

Sr.N.	Criteria	%Weightage	Marks
1	Academic Management	15	150
2.	Academic Practices	45	450
	2.1 Human Resource	10	45
	2.2 Teaching Learning Evaluation Processes	50	225
	2.3 Research Output	20	90
	2.4 Community Outreach/Extension	10	45
	2.5 Student Support	10	45
3	Infrastructure and Other Facilities	25	250
4	Initiatives and Supplementation	15	150
Total		100	1000

Assessment Indicators:

Under each criterion, there are several key aspects and assessment indicators which are evolved to represent the marks obtained in the respective aspects. The institution are marked for each aspect under four categories and then the total summative score is to be arrived. The ranking of the score can be based on the following criteria.

Score	Rank	Performance Descriptor	Interpretation of the Descriptor
751-1000	I	Very Good	High Level of academic accomplishment.
501-750	II	Good	Level of academic accomplishment above the minimum level expected of an institution.
301-500	III	Satisfactory	Minimum level of accomplishment expected of an institution.
≤ 300	IV	Unsatisfactory	Level of academic accomplishment below minimum level expected of an institution.

Outcome of Academic and Administrative Audit:

After conduct of actual audit on site by visiting the departments and interacting with the heads of the department, teaching and administrative staff, students, alumni and parents and validating the data, the AAA Committee would give valuable suggestions on the following points.

1. Availability of teaching faculty and administrative staff.
2. Quality of teacher, teaching methods adopted and use of ICT in teaching, learning process.
3. Faculty development programmes implemented.
4. Efforts taken for curricular and extracurricular development.
5. Feedback mechanism used.
6. Research facilities and research output in the form of publications and patents.

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalaya, Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson, IQAC	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
--	---	--	--

7. Physical infrastructure facilities along with computer, internet, library and laboratory facilities with its efficient use.
8. Mentoring system, remedial classes, bridge courses, guidance for NET/SET and competitive examinations.
9. Skill development and personality development programmes.
10. Generation of funds and optimum utilization.
11. Evaluation methods adopted for internal and external examinations.
12. Strengths, Weaknesses, Opportunities and Challenges.

Conclusion:

Academic and Administrative Audit is a process by which an institution voluntarily evaluate its own academic and administrative standards and acts to enhance its quality. It is an assessment of the strengths, weaknesses and identification of potential areas for improvement and to face the future challenges. It also reflects the particular mission and strategic priorities of institutions, where enhancement is seen in terms of a strategy for driving change and promoting student achievement and capabilities.

References:

- Academic Audit Handbook 2013-14, TBR Office of Academic Affairs, Educational Quality Improvement, Cohort.
- Anju Verma, (2016), Present Scenario of Academic and Administrative Audit in Higher Education Institutions, Raj Rajeshwari Journal of Psychological and Educational Research- Vol.1 (1).
- Karmalkar N. R., (2015), Coordinator, Internal Quality Assurance Cell, "Academic and Administrative Audit," Savitribai Phule Pune University.
- Knowledge Consortium of Gujarat (KCG) State, Academic and Administrative Audit (AAA) for Colleges.
- Mishra, S., (2007), Quality Assurance in Higher Education: An Introduction, Commonwealth of Learning; National Assessment and Accreditation Council.
- Monu Kumar, (2016), Academic and Administrative Audit, Raj Rajeshwari Journal of Psychological and Educational Research, Vol.1 (1).
- Sadig Rasheed, (2000), Defining Quality in Education, A paper presented by UNICEF at the meeting of The International Working Group on Education Florence, Italy.
- Sanjaya Mishra, (2006), "Quality Assurances in Higher Education – An Introduction," published by National Assessment and Accreditation Council Bangalore, India In Collaboration with Commonwealth of Learning (COL) Canada.

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By
Internal Quality Assurance Cell (IQAC)
Mahavir Mahavidyalaya, Kolhapur

Convener
Dr.R.P.Lokhande
Principal & Chairperson, IQAC

Co-Convener
Dr.R.B.Mirajkar
IQAC Member

Special Issue No.8
ISSN 2349-638x
Impact Factor 2.147

Teachers Evaluation by students: An effective measure of quality education and Academic Audit

Dr.S.B.Patkar ,

Principal,
Saraswat Vidyalayas Sridora Caculo college of commerce
and Management studies,
Khorlim, Mapusa ,Goa

Mr.Henriques Dsouza ,

Assitant professor ,
Saraswat Vidyalayas Sridora Caculo college of commerce
and Management studies,
Khorlim, Mapusa ,Goa

Abstract

The quality of education depends on the quality of infrastructure, quality of curriculum, quality of faculties, quality of research, quality of teaching, quality of students etc. Teachers and students are important stakeholders in the process of education. It is required to have good faculties and students in the institutions. The present study attempts to study the importance of academic audit in education institution and teacher's evaluation by students which reflect on the quality education. Teacher's evaluation will be effective if proper evaluation method is followed and the teachers take the suggestions of students positively in improving their weaknesses. It is required to change education system in accordance with the changing times and it is high time that the teachers, students and universities will realize their responsibilities and work for improving quality of education.

Background

The process of liberalization, globalization and privatization initiated by the government in 1991 has brought significant changes in all segments of economy including education sector. The focus of present educational growth is focused more on qualitative development growth rather than quantitative aspects. The Government has restricted the opening of new schools and colleges. However Value added educational courses are welcomed by Government as well society. The government has undertaken a number of initiatives to uplift the quality of education at higher education by introducing several measures. The quality of education depends on the quality of infrastructure, quality of curriculum, quality of faculties, quality of research, quality of teaching, quality of students etc. Hence it is important to have the quality of education rendered in the educational institutions. The intake of institution with good students is dependent on the quality of education provided by the colleges. It has been observed that in the urban or city areas the education institutions are known for imparting the quality of education. This has been possible due to intake of good students, better infrastructure, better quality of faculties, scope for research etc. However it is possible for all educational institutions to provide quality education to students by observing certain norms.

Academic Audit

Academic audit is an activity to ascertain the degree of Teaching-learning process in Institution. It is a mechanism to examine and enhance the quality of academic standards of institutes. It assesses whether the quality system of a higher education institution is fit for the purpose and functioning and it complies with the agreed criterions.

Need of Academic Audit in education institutions

The education institutions have to run on the systems which are designed by the universities and colleges. It is necessary to observe how institutions operate by following rules and regulation set up by the government and university and also to investigate the outcome of the process. An academic audit asks how faculty

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalaya, Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson, IQAC	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
--	---	--	--

approaches the educational decision making process and how they organize their work, using the resources available to them and working collegially to provide a quality of education in the best interest of the student and the institution. The quality of education depends on the quality of the infrastructure, teachers, teaching, research, and curriculum and evaluation process. It is required to design the standards so that that will be considered as the benchmark for quality standard in the educational institution. Academic audit helps the institution to evaluate the working of the organization and according to the system designed.

Purpose of Academic audit

The purpose of the academic and Administrative Audit is to evaluate the performance of the colleges and appreciate their achievements and give suggestions for improvement of the quality of teaching, research, administration and co-curricular and extracurricular activities.

Importance of Academic Audit

The academic audit is conducted in colleges to improve the quality of education and it is essential for all educational institutions. Academic Audit is a procedure of verifying and confirming the performance of academic practices and procedures against planned /standard procedures. Academic audit should include teaching, syllabi, admissions, research, examinations, results, teaching and research etc.

Academic audit is very important for the colleges due to following reasons:

- 1) Increase in good will of the institutions.
- 2) Increase in students confidence due to various quality measures taken by institutions
- 3) Up gradation of teachers skill and knowledge which is essential of the quality of teaching in the institutions
- 4) Helpful in increasing the ranking of the institutions during the NAAC Accreditation
- 5) Satisfaction of the Stake holders

Objectives of the study

- 1) To study the importance of the academic audit in educational institutions.
- 2) To evaluate the working of the teachers evaluation by students as measure of quality education and academic audit.
- 3) To suggest measures for effective evaluation of teachers by students.

Teacher's evaluation by students

Student's feedback is an essential component of any assessment. Students is considered as the right stake holders to judge the teachers. Teachers evaluation is conducted by designing the questionnaire and receiving the feedback of the teachers from students. The questionnaire is generally include teaching style, use of ICT tools, knowledge of subjects and other aspects such as regularity in taking classes, providing up to date information on subjects, style and efficiency of teaching, clarity in imparting information, availability of teacher before and after the class hours of consultation are generally included in the evaluation form. The quality of education also depends upon the quality of teaching. It has been observed over the years that quality of teaching in undergraduate colleges is deteriorating. The reasons for the deterioration of quality are as follows:

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By
Internal Quality Assurance Cell (IQAC)
Mahavir Mahavidyalaya, Kolhapur

Convener
Dr.R.P.Lokhande
Principal & Chairperson, IQAC

Co-Convener
Dr.R.B.Mirajkar
IQAC Member

Special Issue No.8
ISSN 2349-638x
Impact Factor 2.147

1) Rigid curriculum.

Curricula should be updated and it should be according to need of the society. In commerce colleges the curriculum should be according to the need of the industry. There is mismatch between academic and industry. What is taught to the students generally is the theoretical in nature and there is a need for a more practical approach in the curriculum.

2) Teaching methods

Teaching is an art and a teacher has to take a keen interest in teaching. The most common and practical method seen today is the lecture method. The teacher is required to use innovative teaching aids.

3) Teachers irregularity

Teachers need to be regular and punctual in their work. Increase in absenteeism reduces interest of student's in attending the classes and students also lose the link of the matter taught in the earlier class.

4) Inappropriate teacher –student ratio

As per the UGC norm 1:30 is the ideal teacher pupil ratio but in many colleges the ratio high. In Goa the class size in undergraduate colleges in the aided programs is 60 whereas in the Mumbai university it is more than 100. Thus with large number of students in the class it becomes difficult for the teachers to control the class and also do justice to the topic.

5) Lack of research work by Teachers

Research in teaching is very important and helpful for improving teaching in class. Research makes the teacher more knowledgeable in their respective subjects. Hence a teacher would find it easy to explain the concepts due to the in-depth research work carried out by teachers.

6) Lack of up gradation and updating of knowledge by teachers

Teachers have to be continuous learners in the educational process. Up gradation of teacher will help to acquire more knowledge by acquiring higher qualification. Whereas updating will give scope to improve his knowledge as per the present needs of the industry and society.

7) Lack of Proper evaluation Method

The present evaluation system is usually periodical and in written form. Students are required to study the entire portion of the year and write the answer depending upon his memory to recall in the examination hall within the specified time. Such an evaluation method does not evaluate how students are applying the knowledge learnt for practical use.

Teacher's evaluation by students is not a statutory measure that needs to be conducted annually. However an Institution which wants to have improvement in the quality of education generally follows the academic audit. In Government or Aided institutions teachers are evaluated through self-appraisal form which is filled annually and evaluated by head of the institution. Teacher's evaluation by students does not create impact on the service condition of teachers. However the head of the institution or management may consider as one of the criteria during the re-appointment of teachers those who are appointed on contract basis or lecture basis.

However good teachers need to consider the suggestions given by the students in improving their teaching and upgradation knowledge. The feedback given by the student will also help teacher in removing the weaknesses and when large number of student point out the drawbacks of teachers than there must be some truth and teachers should seriously think on the improving those drawbacks. If very few students pointing out mistakes of teachers that could be from backlash from the teacher.

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By
Internal Quality Assurance Cell (IQAC)
Mahavir Mahavidyalya,Kolhapur

Convener
Dr.R.P.Lokhande
Principal & Chairperson,IQAC

Co-Convener
Dr.R.B.Mirajkar
IQAC Member

Special Issue No.8
ISSN 2349-638x
Impact Factor 2.147

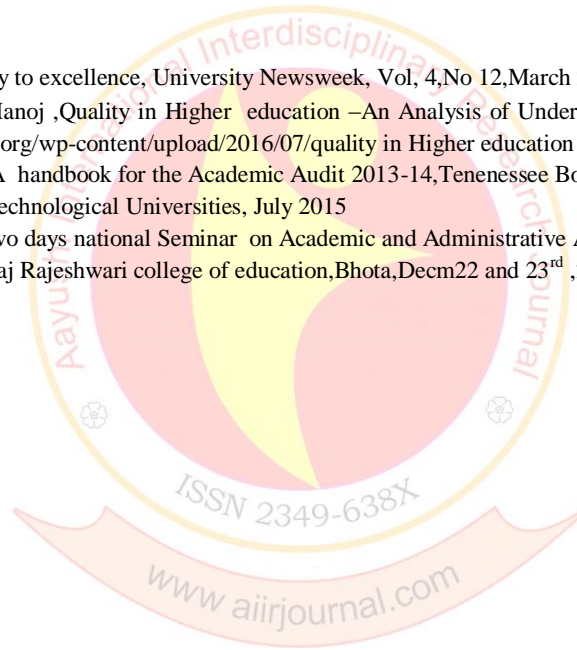
Thus overall Teachers evaluation by students will help to improve the quality of teaching in educational institution and thus help to provide quality of education.

Conclusion

Academic Audit gives a standard system based parameters for the quality education. Teacher and students are very important stakeholders in the education process to determine the quality of education. It is required that teachers should need to change and bring interest among students in teaching. Teacher's evaluation by students will help to bring the quality in teaching and research. Teacher's evaluation will be effective if proper evaluation method is followed and the teachers take the suggestions of students positively in improving their weaknesses. It is required to change education system in accordance with the changing times and it is high time that the teachers, students and universities will realize their responsibilities and work for improving quality of education.

References

- 1)A. Joseph, Academic Audit: Gateway to excellence, University Newsweek, Vol, 4,No 12,March 21-27,2016 ISSN-0566-2257
- 2)Mr.Manoj Jacob& Prof DrMuktaManoj ,Quality in Higher education –An Analysis of Under graduate education System in India : A Macro Study, www.rsicollege.org/wp-content/upload/2016/07/quality in Higher education pdf
- 3)Educational Quality Improvement :A handbook for the Academic Audit 2013-14,Tennessee Board of Regents,August,2013
- 4) Academic Audit Manuals, Kerala Technological Universities, July 2015
- 5) Proceeding of ICSSR Sponsored Two days national Seminar on Academic and Administrative Audit of teacher education Institution: Need of Hour organized by Raj Rajeshwari college of education,Bhota,Decm22 and 23rd,2015



**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By
Internal Quality Assurance Cell (IQAC)
Mahavir Mahavidyalaya, Kolhapur

Convener
Dr.R.P.Lokhande
Principal & Chairperson, IQAC

Co-Convener
Dr.R.B.Mirajkar
IQAC Member

Special Issue No.8
ISSN 2349-638x
Impact Factor 2.147

Concept of The Academic Audit in Terms of Teachers Accountability

Dr. Shraddha Patil,
Assistant Professor,
Mahavir Mahavidyalaya,
(B.A.B.Ed. Integrated Course),
Kolhapur, Maharashtra

Dr. Ravindra Mirajkar
Assistant Professor,
Mahavir Mahavidyalaya,
(B.A.B.Ed. Integrated Course),
Kolhapur, Maharashtra

Introduction:

Nowadays education plays an important role in modern society. Teacher is one of the most valuable pillar of education system. Today, the world needs more better and more committed teachers to meet the challenges of LPG (Liberalization, Privatization and Globalization). To meet the aims and objectives of teacher education to be revised. Teaching methods and process of teaching and learning are to be innovative.

Teacher can play different roles in educational institution. The art of teaching is not about possessing an outgoing personality but making connecting to students, parents as well as connecting the curriculum to the real world in a relevant manner.

Teacher Role:

1. Teacher act as a facilitator:

The mere to more student centered view of learning has required a fundamental shift in the role of the teacher. No longer is the teacher seen predominately as a dispenser of information or walking tape recorder, but rather as a facilitator or manger of the student's learning.

2. Creation of healthy environment in classroom:

The classroom environment has a daily impact on student attitudes and learning. The academic culture, Social-emotional climate and even the physical setting can enhance or detract from learning. Teacher can ready to help the students anytime so classroom share a sense of community, purpose and mutual respect in a supportive but challenging environment. So such classrooms are learner centered rather than teacher centered.

3. Teacher as agent of change:

Teacher education must prepare future teachers to discuss difficult topics. Teacher also need to be transformative intellectuals who teach their students to be critical thinkers and active informed citizens.

4. Teacher as a models of inspiration:

Teacher has unique opportunities to be inspiring models for their students. Therefore, education should provide opportunities for teachers to be inspiring models for their students. It should create enthusiasm for learning. Teacher education programme should make the teacher's scholar, agents of change and model of inspiration.

According to NCF (2009) competencies are required for teacher:

1. Personal:

- Physically fit and healthy
- Active and energetic
- Emotionally stable

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalaya, Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson, IQAC	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
--	---	--	--

- Aware of self
 - Socially warm and friendly
 - Intellectually love for teaching
2. Professional:
- Subject specialist with grasp and depth
 - Up to date knowledge about subject
 - Appropriate teaching skills
3. Social:
- Develop interpersonal and interactive skills
 - Be open to criticism
 - Achieve the goals of the institution

The necessity of academic audit for quality enhancement and accountability of teacher:

The necessity of an academic audit is to encourage teacher education institutions or programs to evaluate their 'education quality process' the key faculty activities required to produce, assure and regularly improve the quality of teaching and learning. Academic and administrative audit are to evaluate the performance of the teacher education institutions and appreciate their achievements and give suggestions for further improvement of the quality of teaching, research administration and curricular and extracurricular activities and helpful for exploring various information related to:

- Availability of teaching and non-teaching quality
- Teacher quality
- Teaching methods
- Faculty development programmes
- Research culture
- Generation of funds and future plans etc.

Some principles of academic audit:

For good educational atmosphere it is necessary to pay attention on some principles of academic audit:

1. Define quality in terms of result or learning outcomes: learning outcomes should pertain to what is or will become important for the institutions students.
2. Team work: Work collaboratively, teamwork and consensus lend to total faculty ownership of and responsibility for all aspects of the curriculum and make everyone accountable for the success of students.
3. Lean for best practice: Faculty should seek out good practices in comparable departments and institutions and adapt the best to their own circumstances.
4. Make continues improvement a priority: Departments should continually and consciously strive to improve teaching and learning

Teacher accountability in view point of academic audit:

Crowe notes that new assessments are needed to tell whether teacher education graduates have developed the classroom teaching skills to be effective with their students because current teacher tests don't directly measure what teachers do in the classroom and they don't indicate how well teachers will do in the

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalya,Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson,IQAC	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
--	--	--	--

classroom. As a National research council report observed, most teacher licensure tests, are not constructed to predict the degree of teaching success a beginning teacher will demonstrate and studies suggest that they indeed do not. A side from teacher tests, there is increasing interest in measuring teacher's contributions by directly examine students achievement gains and there are a number of efforts underway to create systems that incorporate value added methods for examining students learning gains into teacher evaluation. Developing teacher's effectiveness is as important as measuring. Many studies have concluded that teacher's participation in standard based performance assessments can help teachers improve their practice.

Conclusion:

It is clear that, Academic audit is the necessary part of any institutions and teacher plays an important key role in this process. So, teacher's accountability is very much significant. And this is the proper time to introspect and evaluate teacher's accountability in view point of academic audit.

References

<https://www.americanprogress.org/issues/education/report/2010/07/29/8066/measuring-what-matters/>
<http://www.nbpts.org/national-board-standards>



**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By
Internal Quality Assurance Cell (IQAC)
Mahavir Mahavidyalya, Kolhapur

Convener
Dr.R.P.Lokhande
Principal & Chairperson, IQAC

Co-Convener
Dr.R.B.Mirajkar
IQAC Member

Special Issue No.8
ISSN 2349-638x
Impact Factor 2.147

Academic Audit : Parameters And Role Of Internal Control System

Dr. Padma Mohanrrao Jadhav,

Associate Professor,
Govt.College of Education, Parbhani

Abstract

Teacher Education is the brain of all educational disciplines. Today's globalised world needs quality teachers, accountable and committed teachers and quality teacher education. So the teacher education programme must take efforts for quality enhancement. For fulfillment of this demand Academic and Administrative Audit is needed.

Key words: Academic audit, Teacher education, Quality enhancement.

Introduction

Academic and Administrative Audit (AAA) is a new concept in NAAC Accreditation Process. Through this process teacher education institutions can reach towards the perfection and quality of teacher education programme. Teacher education is the brain of all educational disciplines; the quality culture of the institution has to be focus on its role in management of teaching and learning, research and provision of outreach programmes and extension services.

Concept of Academic Audit

1. Academic Audit is a mechanism to examine and enhance the quality of institutes of higher education.
2. Academic Audit is a systematic and scientific process of designing, implementing and reviewing the quality of academic systems. i.e. input, process and output. It emphasizes on reviewing the performance of the academic inputs with respect to quality assurance.

Purpose of Academic Audit

The purpose of an academic audit is to encourage teacher education institutions to evaluate their quality processes. It involves the quality procedures implemented by the institution, by the faculty. They adopt regular quality, improvement policies, use of innovative techniques, tools and methods for quality enhancement of teacher education; play the important role in nation building.

Parameters of Academic Audit

- Availability of teaching and non teaching faculty
- Infrastructural facilities available for carrying out academic and administrative activities
- Efforts taken for curricular development
- Quality of faculty regarding effective achievement of vision, goals and objectives of teacher education programme
- Use of ICT in teaching learning and evaluation process
- Use of teaching techniques, methods for teaching learning and evaluation process
- Use of diagnostic and remedial approach for continuous development of trainee
- Feedback mechanism adopted for quality improvement
- Outreach programmes implanted for fulfillment of global needs of teacher education programme

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalaya, Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson, IQAC	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
--	---	--	--

- Faculty development programmes implemented by the institution
- Involvement of faculty in research, publication and patents
- Implementation of extracurricular activities i.e. guidance for NET/SET and other competitive examinations
- Use of bridge courses
- Student mentoring system adopted by the institution
- Implementation of skill development and personality development programmes
- Policies adopted for fund generation and optimum utilization
- Methods adopted for internal and external evaluation
- Methods adopted for SWOT analysis
- Accountability and commitment of personals involved in the academic audit process
- Contribution of teacher education institution towards national and global issues through academic audit
- Future plans of the institution for development, quality enhancement

Role of Internal Control System in Academic Audit

In all the educational institutes, the internal control system plays a vital role as an indispensable mechanism. Hence, in all the educational institutes it is mandatory to establish a sound internal control system for providing quality education, enabling teaching, learning and research environment. The following aspects are very important for ensuring quality of teacher education institutes to enhance and sustain the quality of education.

- Involvement of faculty in every administrative and academic decision making.
- Provision of better service conditions and salary structure, it must be governed by certain rules and norms
- Certainty of job security and scope for promotion are the motivational factors to the faculty who is decided the devotion, responsibility and accountability towards the job
- Promoting research work and research culture in the institution for quality teacher education
- Inclusion of regular monitoring activities for the growth and maintenance of the teacher education institute
- Organization of seminars, workshops and outreach programmes related to social issues for creation of favorable educational atmosphere in the teacher education institution and professional growth of the faculty
- Creation of healthy educational atmosphere for academic growth and development of the institute.

Conclusion

Academic audit enables input for the teacher education institutes to help improve, implement curriculum effectively and qualitatively. Academic Audit programme enables the teacher education institutes to carry out a SWOT analysis. It helps to the teacher education institutes to know the strengths as well as weaknesses. It provides a new zeal for better performance. Functioning of the teacher education institutes does improve as well as results. It enables the teacher education institutes to utilize its infrastructural and instructional facilities. Academic Audit process encourages all concern personals for quality enhancement regarding all the aspects of teacher education programme and teacher education institution also.

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By
Internal Quality Assurance Cell (IQAC)
Mahavir Mahavidyalya, Kolhapur

Convener
Dr.R.P.Lokhande
Principal & Chairperson, IQAC

Co-Convener
Dr.R.B.Mirajkar
IQAC Member

Special Issue No.8
ISSN 2349-638x
Impact Factor 2.147

References

1. Agrawal, J.C. (2009), *Development and Planning of Modern Education*, 9E, Vikas Publishing House Pvt. Ltd.
2. *Higher Education in India*, Government of India Ministry of Human Resource Development Department of Higher Education.
3. Prasad V.S., *Quality Assurance in Higher Education-An Introduction*.

Websites

1. www.ncate.org
2. <http://www.teac.org>
3. https://en.wikipedia.org/wiki/Academic_Audit.



**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By
Internal Quality Assurance Cell (IQAC)
Mahavir Mahavidyalaya, Kolhapur

Convener
Dr.R.P.Lokhande
Principal & Chairperson, IQAC

Co-Convener
Dr.R.B.Mirajkar
IQAC Member

Special Issue No.8
ISSN 2349-638x
Impact Factor 2.147

Academic Audit by Institutions Can Help Improve the Quality of Teaching-Learning Process

Dr. Maheshwar G. Kallave

Assistant Professor,
Department of Education,
Dr. Babasaheb Ambedkar Marathwada University,
Sub-Campus, Osmanabad

Introduction:

The National Assessment and Accreditation Council (NAAC) have evolved certain benchmarks for ascertaining and ensuring the quality at different levels of Higher Education. Internal Quality Assurance Cells are established in almost all Higher Educational Institutions to identify the benchmarks required for achieving the quality. Thus, IQAC plays an important role in improving the quality of academic and administrative activities of the Institution.

The academic, administrative, curricular and extra-curricular activities carried out by the faculty of the university needs to be assessed by internal committee as well as by external academicians and peers as their appreciations and valuable suggestions boost the confidence of the faculty. The IQAC of the Institute has decided to carry out the stringent quality assessment with the help of an external peer review committee. Hence, the Academic and Administrative Audit Committee is constituted and assigned the task of assessing the performance of academic and administrative units of the university or institute and give valuable suggestions required to achieve remarkable academic standards in the competitive educational environment.

Objectives of Academic Audit:

The objective of Academic Audit is to evaluate the performance of the institution and to identify the issues that are to be attended to in order to improve the quality of Teaching and Learning process.

- a. To understand the existing system and assess the strengths and weaknesses of the Departments and Administrative Units and to suggest the methods for improvement and for overcoming the weaknesses while teaching, learning and evaluation, student support and progression.
- b. To ascertain whether the Departments/ centre are functioning efficiently and effectively with proven records of capacity building, research projects and publications and extension over a period of time or not.
- c. To identify the bottlenecks in the existing administrative mechanisms and to identify the opportunities for academic reforms, administrative reforms and examination reforms for a long term progression with excellence and to face the challenges of Internationalization in Higher education.
- d. To evaluate the optimum utilization of financial and other resources, issues concerning with leadership and organization, functional autonomy and financial management.
- e. To suggest the methods of improvement for maintaining quality in higher education

Role of Academic Audit for Betterment of Institute:

- Learning outcomes should pertain to what is or will become important for the department's students.
- Departments should analyze how teachers teach, how students learn, and how to best approach learning assessment.

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By
Internal Quality Assurance Cell (IQAC)
Mahavir Mahavidyalaya, Kolhapur

Convener
Dr.R.P.Lokhande
Principal & Chairperson, IQAC

Co-Convener
Dr.R.B.Mirajkar
IQAC Member

Special Issue No.8
ISSN 2349-638x
Impact Factor 2.147

- Departments should study their discipline's literature and collect data on what works well and what doesn't.
- Experimentation with active learning should be encouraged.
- Faculty should be encouraged to share and adopt their colleague's successful teaching innovations. TM
- Teamwork and consensus lead to total faculty ownership of and responsibility for all aspects of the curriculum and make everyone accountable for the success of students.
- Dialogue and collaboration should be encouraged over territoriality and the "lone wolf" approach.
- Departments should collect data to find out what students need.
- Data should be analyzed and findings incorporated in the design of curricula, learning processes, and assessment methods.
- Courses should build upon one another to provide necessary breadth and depth.
- Assessment should be aligned with learning objectives. TM
- Faculty should seek out good practices in comparable departments and institutions and adapt the best to their own circumstances.
- Faculty should share best practices and help "raise the bar" for their department.
- Departments should continually and consciously strive to improve teaching and learning.

Outcomes of Academic Audit for Betterment of Academia

- 1.The faculty examined the extent to which there is focus on periodic, systematic review of the actual process of teaching and learning throughout the program.
- 2.The faculty documented or proposed a plan that promotes the effective use of instructional methods and materials for achieving student mastery of learning objectives.
- 3.The faculty analyzed the extent to which there is true, ongoing collaboration in the design and delivery of the teaching and learning processes of the program with reliance on best practices and resources beyond the confines of the program or department.
- 4.There is a critical mass of faculty and students to promote a scholarly community and assure an appropriate group of peers.
- 5.Faculty/Post-graduate student ratio, average course load, average thesis/dissertation load per faculty and distribution across department, and teaching evaluations evidence support of Post-graduate teaching and learning processes.
- 6.The faculty documented or proposed a plan to inform students of course offerings and the provision of professional development activities and relevant courses to supplement departmental offerings in a timely fashion.
- 7.The faculty documented or proposed a plan to ensure that all students are adequately oriented, advised, mentored and socialized within the discipline and the larger graduate community.
- 8.The faculty documented or proposed a plan to ensure that there is a commitment to matching or exceeding comparable institutions in research activities.
9. The faculty documented or proposed a plan to assure sufficient depth and breadth in faculty research expertise to enable competitiveness in the external funding arena while allowing for collaboration when desired.
- 10.The faculty documented or proposed a plan to ensure a commitment to communicate the program's research environment, research values and priorities.
- 11.The faculty candidly and thoroughly examined the extent to which the department describes itself accurately and completely to current and prospective students and other "publics."

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalaya, Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson, IQAC	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
--	---	--	--

12. The department takes active steps to support both junior and senior faculty in remaining vital in their respective research areas.
13. The faculty documented or proposed a plan to ensure that departmental policies and procedures positively influence faculty research activities and competitiveness.
14. The faculty is documented to hold terminal degrees in the discipline in which they teach and have experience sufficient to serve as effective mentors for graduate students.
15. The faculty documented or proposed a plan that engages graduate students in inquiry and research in collaboration with faculty.
16. The faculty documented or proposed ways to ensure that quality assurance will be a systematic and regular process for program improvement.
17. The coursework offers sufficient breadth and depth appropriate for the degree offered.
18. Data on current students and follow-up data on graduating students including placement data are regularly and systematically collected.

References:

- Dill, D. (2000). Designing academic audit: lessons learned in Europe and Asia. Quality in Higher Education
- Hill, Y., Lomas, L., & MacGregor, J. (2003). Students' perceptions of quality in higher education. Quality Assurance in Education
- Hannan, A., & Silver, H. (2000). Innovating in Higher Education: Teaching, Learning and Institutional Cultures. Buckingham: Open University Press.
- Karmalkar, N.R. (Co-ordinator) Internal Quality Assurance Cell Academic and Administrative Audit (Savitribai Phule Pune University)
- Kogan, M., Bauer, M., Bleilie, I., & Henkel, M. (2000). Transforming Higher Education: A Comparative Study. London: Jessica Kinsley
- Massy, W. (2003, June 20). Auditing higher education to improve quality, The Chronicle of Higher Education
- Mandernach, B. J. (2015). Assessment of student engagement in higher education: A synthesis of literature and assessment tools. International Journal of Learning, Teaching and Educational Research
- Rosa, M. J., D. Tavares, and A. Amaral (2006). Institutional consequences of quality assessment. Quality in Higher Education
- Srikanthan, G., & Dalrymple, J. (2003). Developing alternative perspectives for quality in higher education. International Journal of Educational Management,
- Tennessee Board of Regents. (2007). Educational Quality Improvement: A Handbook for the Academic Audit. Nashville, TN
- Land, R and Gordon, G (2015) Teaching Excellence Initiatives: Modalities and Operational Factors. York: HEA
- <https://www.ntech.edu/is/ses/evsphd/evsphd-program-outcomes>
- <http://www.thehindu.com/features/education/careers/academic-audit-the-need-of-the-hour/article6969479.ece>
- TBR Office of Academic Affairs: Academic Audit Handbook 2013-14
- <https://www.roanestate.edu/webfolders/SMITHCC/academicAudit/AcademicAuditOverview2005.pdf>

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By
Internal Quality Assurance Cell (IQAC)
Mahavir Mahavidyalaya, Kolhapur

Convener
Dr.R.P.Lokhande
Principal & Chairperson, IQAC

Co-Convener
Dr.R.B.Mirajkar
IQAC Member

Special Issue No.8
ISSN 2349-638x
Impact Factor 2.147

Academic Auditing of higher Education Institutions through NAAC

Dr.Jagannath. K. Dange

Department of P.G. Studies and Research in Education,
Jnana Sahyadri Kuvempu University
Shankaraghatta-577451.Shimoga-Karnataka.

Tahseen Taj

Research Scholar
Department of P.G. Studies and Research in Education,
Jnana Sahyadri Kuvempu University
Shankaraghatta-577451.Shimoga-Karnataka.

Abstract

Quality in higher education has become the leading schema of countries globally. In the changing frame work marked by expansion of higher education and globalization of economic activities. The recent advances mainly globalization of education and the widespread use of educational technology have made the issue of quality measurement even more complex. The quality assurance systems have to constantly modify their procedure to address a growing variety of teaching learning opportunities for higher education system. Teaching faculty is responsive to a large number of measures taken by educational authorities regarding quality concerns in higher education. for the progress of quality distresses in higher education is measured by NAAC it has the frame work of quality Assessment and accreditation of higher education, NAAC observations in higher education through continuous verifying with the support of Internal Quality Assertion. This paper highlights the role of NAAC in academic auditing of higher education. The criteria of academic accreditation of the NAAC and the suggestions for the Institutions to maintain the quality education in the Institution more than quantity.

Introduction:

Higher education has changed prominently in many countries over the last 15 years Widening access, increased demand, new technologies, borderless education, reduced Government funding, new forms of governance have all played a major role in the recent changes. It is a disputable point whether external quality processes have had any significant role in the transformation process or whether they have performed to contain it, constrains it or reliable changes. Higher education includes all types of studies namely training or training for research at the post-secondary level, provided by universities or other educational establishments that are approved as institutions of higher education by the competent state authorities. Quality and innovation will be the major determining factors of the survival of the University system and its components including the faculty, the administrators and the rulers, To compete successfully in the knowledge-based economy of the 21st century, our country needs universities that not only produce bright graduates for export, but, which can also engage in sophisticated research in a number of scientific and scholarly fields and in the process produce sufficient manpower needed to man the expanding economy. [Jisha, K.V., The Role of NAAC for Quality Assurance in higher Education].

At the time of independence we had only 20 universities and 695 colleges but today we have 785 universities where as colleges have increased to more than 38,000, thus putting huge pressure on the university administration. Similarly, the student enrolment of 3, 97,000 (girls 43,000) in 1950 has surged to 20,00,000 (girls 46%). Out of total colleges, 37% belong to Arts and Humanities, Commerce and Management, 16% Engineering and Technology, four per cent Education, four per cent Medicine, two per cent Law, 0.5% Agriculture, 0.1 % Veterinary and one percent others. The number of graduates coming out of technical college

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalaya, Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson, IQAC	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
--	---	--	--

was slightly over 7, 00,000. However, 75% of technical graduate and more than 85% of general graduates are unemployable by India's high-growth industries, including information technology (Dange.J.K.2016).

Despite the constraints of resources, the quantitative expansion has been highly spectacular in the post independence period. The institutions have not only been multiplied, the student enrolments at colleges and universities have registered exceptionally high rate of growth. The demand of higher education has thus increased by leaps and bounds. In spite of quality control as well as consolidation, it will continue to grow constantly for a long time to come. The quantitative expansion is evident due to increasing aspiration of the people and social, economical, and political forces influencing the development of higher education.

Educational Dictum says "The Enhancement of Quantity leads to the deterioration of Quality". The present challenges in University education have accrued due to the increasing number of students, and therefore, the solution to this problem lies in providing the infrastructure and requisite teaching and non-teaching staff. The Universities have to cope up with the different educational issues, to make it more purposeful and effective by achieving excellence with quality. The academic auditing is required for maintaining the quality of higher education institutions.

The Academic Audit is a peer review process including a self-study and a site visit by peers from outside the institution. The Academic Audit is a faculty-driven model of ongoing self-reflection, collaboration, team work and peer feedback. It is based on structured conversations among faculty, stakeholders and peer reviewers all focused on a common goal: to improve quality processes in teaching and learning and thus enhance student success. (Tennessee Board of Regents)

To protect the quality of the higher education institutions, the National Policy Mission proposed the Accreditation unit. Based on this, University Grants Commission (UGC), under section 12 CCC of the UGC Act (Act 3 of 1956), established the National Assessment and Accreditation Council (NAAC) as an Autonomous Institution on 16 September 1994 with Registered Office at Bangalore.

Role of NAAC in Academic Accrediting:

The main role of NAAC is quality assurance in higher education. The National Assessment and Accreditation Council is in its 22nd year of operation now. Twenty one years may not mean a long time in the records of Indian higher education, The quality assurance agencies are appreciative to face enduring questions such as defining and maintaining standards of quality and equally important need to keep their methodologies up-to-date and responsive to shifting societal needs.

The NAAC seeks to make the process of assessment a holistic, systematic, and transparent experience, based on data, which can contribute to institutional improvement. It is an exercise based on mutual trust. The academic audit of the NAAC is so systematic and work done very accurately, it seeks all over the establishment of the institutions, the building plan, library, internal quality assessment of students etc., The institution has to carry out an objective assessment of the quality of education offered in the Higher Education Institution (HEI). [Khan, Z. Role of National Assessment and Accreditation Council (NAAC) and its Benefits].

NAAC Sponsored Two Day National Seminar on New Horizons In Academic Auditing For Competency Building Of Stakeholders

Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalaya, Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson, IQAC	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
--	---	--	--

Vision of NAAC

The vision of NAAC IS To make quality the defining element of higher education in India through a combination of self and external quality evaluation, promotion and sustenance initiatives. NAAC encourages the assesse institution to use the electronic mode more extensively, to interact with the Director/Academic staff.

Mission of NAAC

- ✓ To arrange for periodic assessment and accreditation of institutions of higher education or units thereof, or specific academic programmes or projects;
- ✓ To stimulate the academic environment for promotion of quality of teaching-learning and research in higher education institutions;
- ✓ To encourage self-evaluation, accountability, autonomy and innovations in higher education;
- ✓ To undertake quality-related research studies, consultancy and training programmes, and
- ✓ To collaborate with other stakeholders of higher education for quality evaluation, promotion and sustenance.

Value Framework

- To promote the following core values among the HEIs of the country:
- Contributing to National Development
- Fostering Global Competencies among Students
- Inculcating a Value System among Students
- Promoting the Use of Technology v Quest for Excellence

Governance structure of NAAC:

NAAC's working is governed by the General Council (GC) and the Executive Committee (EC) on which University Grants Commission (UGC), All India Council for Technical Education (AICTE), Ministry of Human Resource Development (MHRD), Association of Indian Universities (AIU), Universities, Colleges and other professional institutions are represented. Senior academics and educational administrators are nominated as members on these two bodies.

President- General Council: - Prof. VedPrakash has held eminent positions in a number of premier organizations dealing with Higher education, School education, and Personnel selection.

Chairman- Executive Committee: - Clause 19(b) of the Rules of NAAC- Every meeting of the executive committee shall be presided over by the Chairperson of the executive committee and in his/her absence by the Vice Chairman of UGC, and in the absence of both the senior most member of the Executive Committee. Present EC OF NAAC Dr. Virander S. Chauhan.

Committees

NAAC functions through its General Council (GC) and Executive Committee (EC) and other academic, advisory and administrative sub committees. NAAC draws its expertise from senior academics of undoubted integrity from all over India.

Important committees under NAAC are as follows:

1. General Council
2. Executive Committee
3. Finance Committee
4. Building Committee

NAAC Sponsored Two Day National Seminar on New Horizons In Academic Auditing For Competency Building Of Stakeholders

Organized By
Internal Quality Assurance Cell (IQAC)
Mahavir Mahavidyalaya, Kolhapur

Convener
Dr.R.P.Lokhande
Principal & Chairperson, IQAC

Co-Convener
Dr.R.B.Mirajkar
IQAC Member

Special Issue No.8
ISSN 2349-638x
Impact Factor 2.147

5. Appeals Committee
6. Purchase Committee
7. CRIEQA Committee

The Assessment and Accreditation of NAAC

1. **ON-LINE SUBMISSION OF A LETTER:** This is the first and most important step to get accreditation from the NAAC the Institution has to take the permission through online from NAAC ,after approval of Letter A peer team comes for inspection.
2. **PREPARATION OF SELF STUDY REPORT** – The first and most important step in the process of assessment is the submission of the self study report to NAAC. NAAC believes that an institution that really understands itself- its strengths and weaknesses, its potentials and limitations. Self- study is thus envisaged as the backbone of the process of assessment. NAAC insists that the report contain two parts. Part I may contain data about the institution under the seven criteria for assessment for which NAAC has developed a format. Based on the data collected in part I, the institution is expected to analyse its functioning and performance, and self-analysis becomes part II of the self- study report.
3. **PEER TEAM VISIT:** -The selection of team members and their subsequent visit to the unit of accreditation are stages in a process that begins as soon as an institution submits its self- study report. The visit by the peer team gives the institution an opportunity to discuss and find ways of consolidating and improving the academic environment. As the first step to constitute the peer team, NAAC identifies a panel, from the extensive database of experts, with national- level representation and consults the institution about any justifiable reservations it may have regarding any member of the panel. During the on-site visit, keeping in mind philosophy of NAAC, the peer team does an objective assessment of the quality of education offered in the institution through three major activities- visiting departments and facilities, interacting with various constituencies of the institution and checking documentary evidences.
4. **GRADING AND CERTIFICATION:** - The major role of the peer team is to provide the institutional score and the detailed assessment report. The rest of the process is to be performed by NAAC as directed by the executive committee. If overall score is not less than 55%, the institution obtains the accredited status. Accredited institutions are graded on a five- point scale with the following scale values:

GRADE	INSTITUTIONAL SCORE
A++	95-100
A+	90-95
A	85-90
B++	80-85
B+	75-80
B	70-75
C++	65-70
C+	60-65
C	55-60

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalaya, Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson, IQAC	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
--	---	--	--

Institutions, which do not attain the minimum 55% points for accreditation, would also be intimated and notified indicating that the institution is “assessed and found not qualified for accreditation”. After EC’s decision, the institution is informed of the overall grade along with the criterion- wise scores and the information is included on the website

Criteria of NAAC Accreditation:

NAAC has identified the following seven criteria to serve as the basis of its assessment procedure the seven criteria is further divided into 32 key aspects certain important Assessment indicators are identified under the key aspects and It is formed on 3 main stages.

Section I: GENERAL Information

- 1 Name & Address of the Institution:
2. Year of Establishment:
3. Current Academic Activities at the Institution (Numbers):
 - o Faculties/ Schools:
 - o Departments/ Centres:
 - o Programmes/ Courses offered:
 - o Permanent Faculty Members:
 - o Permanent Support Staff: and Students:
- 4.Three major features in the institutional Context (As perceived by the Peer Team):
- 5.Dates of visit of the Peer
6. Composition of the Peer Team which undertook the on- site visit:
 - Chairperson Prof. XYZ
 - Member Co-ordinator Dr. XYZ
 - Member

Section II: Criterion wise analysis Observations (Strengths and/or Weaknesses) on Key Aspects.

1. Curricular Aspects:

- Curricular Design
- Curricular Design and Development
- Curriculum Enrichment:
- Feedback System:

2. Teaching-Learning & Evaluation:

- Student enrolment and profile
- Catering to Student Diversity
- Teaching-Learning Process
- Teacher Quality
- Evaluation Process and Reforms
- Student Performance and Learning Outcomes:

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalaya, Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson, IQAC	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
--	---	--	--

3. Research, Consultancy & Extension:

- Promotion of Research:
- Research Facilities:
- Research Publications and Awards :
- Consultancy:
- Extension Activities and Institutional
- Social Responsibility:
- Collaborations

4. Infrastructure and Learning Resources

- Physical Facilities:
- Library as a Learning Resource:
- IT Infrastructure
- Maintenance of Campus Facilities:

5. Student Support and Progression:

- Student Mentoring and Support:
- Student Progression:
- Student Participation and Activities:

6 Governance, Leadership and Management:

- Institutional Vision and Leadership:
- Strategy Development and Deployment
- Faculty Empowerment Strategies:
- Financial Management and Resource
- Internal Quality Assurance System:

7 Innovations and Best Practices:

- Environment Consciousness:
- Innovations:
- Best Practices:

Section III: OVERALL ANALYSIS

- Institutional Strengths:
- Institutional Weaknesses:
- Institutional Opportunities:
- Institutional Challenges:

Documents for the Inspection of the NAAC Team.

When NAAC team visits for the inspection of Institution some of documents and plans should be kept ready, the team inspects the following documents.

- Act and statutes of the Affiliating University.
- Rules, regulations, and/or guidelines relating to the composition, powers and functions of the various Academic and Administrative authorities and committees. These may include the details of the Governing Body, Board of Management, admissions, Academic Calendar, rules of recruitment of faculty and staff, academic linkages,

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalaya, Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson, IQAC	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
--	---	--	--

consultancy, extension, library committee, research committee, purchase procedures and other financial norms, etc.

- Guidelines for the publication units (if any)
- Criteria for facilitating professional development programmes for the faculty.
- Documents containing the current list of academic programmes, duration, fee structure etc.
- Institutional annual Calendar.
- Annual Reports of the past two years.
- Master plan of the institution.
- Records of student feedback.
- Annual Budget.
- Special recognition, grants, awards, etc.
- Audited accounts of the institution and the auditor's reports for the past two years.
- Research projects sanctioned by external funding agencies.
- Government regulations regarding policies and sanctions.
- Approvals of regulatory bodies for the programmes run by the institution.
- Any other documents as deemed necessary by the institution.

NAAC Suggestions

After The NAAC team visit the review committee not only just assesses the institution's credentials, it also suggests the institution based on above criteria for maintain the quality.

NAAC'S Benefits for Institutions:

1. NAAC helps the institutions to know strengths, weaknesses, opportunities through an informed review.
2. identifies internal areas of planning and resource allocations.
3. Enhances Collegiality on the campus.
4. The outcome of the process provides the funding agencies with objectives and systematic database for performance funding.
5. Initiates institution into innovative and modern methods of pedagogy.
6. Gives the institution a new sense of direction and identity.
7. Provides the society with reliable information on the quality of education offered by the institution.
8. Employers have access to information on standards in recruitment.
9. Promotes intra-institutional and inter-institutional interactions.

Conclusion:

The ultimate growth of the nation is based on quality of higher education, the autonomous body called NAAC is working since 1994 under UGC to enhance and promote quality of higher education. The review procedures developed for conventional system are hardly sufficient for electronic delivery methods, which has a wider reach. The establishment of this cell is a mandatory task before every higher education institution that is planning to go for NAAC accreditation. Educational Institution, NAAC, AICTE, UGC and state and central governments has to impose certain kind of restrictions on every higher education institution in quality aspects of the service delivery which will place them in certain pressure in different quality dimensions If our

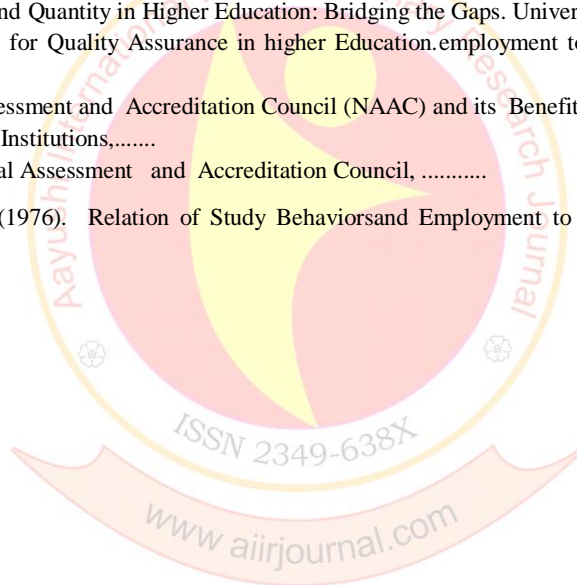
**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalya,Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson,IQAC	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
--	--	--	--

higher education institutions and regulatory bodies failed to maintain quality aspects in delivering the quality education service such some institutions are only look for over the quantity of education and in many institutions maintained the quality of teaching and learning only for sake the sake of NAAC visiting purpose they just mandatory on keeping the records not on actual work done related to the quality education; those institutions definitely will disappear from the education map of India. Therefore sustaining quality in this crucial sector which will mould the future of our upcoming generations is a prime responsibility of our education system which will be possible only through continuous monitoring with the academic audit support of Internal Quality Assurance Cell of every Higher Education Institution, NAAC gives suggestions, guidelines for the Higher Education Institutions it augments in all round all quality of education Hence NAAC has been trying out to exterminate those influences from the institution and to bring quality education over all aspects.

Reference:

- Educational Quality Improvement -A Handbook for the Academic Audit (2014).Tennessee Board of Regents. Retrieved from <http://www.etsu.edu/academicaffairs/pds/ie/documents/Academic%20Audit%20Handbook%202013-14%20Final.pdf>
- Jagannath.K.Dange(2016). Quality and Quantity in Higher Education: Bridging the Gaps. University News.Vol.54.No.1. Jan.4-10.Pp.3-5.
- Jisha, K.V.,()The Role of NAAC for Quality Assurance in higher Education.employment to academic performance. *Psychological Reports*, 38,380-382.
- Khan, Z. ().Role of National Assessment and Accreditation Council (NAAC) and its Benefits,.....
- NAAC. (2007). Guidelines to the Institutions,.....
- NAAC (2012).An overview National Assessment and Accreditation Council,
- Wagstaff, RandMahmoudi, H. (1976). Relation of Study Behaviorsand Employment to Academic Performance. *Psychological Reports*, 38, 380-382.



**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By
Internal Quality Assurance Cell (IQAC)
Mahavir Mahavidyalaya, Kolhapur

Convener
Dr.R.P.Lokhande
Principal & Chairperson, IQAC

Co-Convener
Dr.R.B.Mirajkar
IQAC Member

Special Issue No.8
ISSN 2349-638x
Impact Factor 2.147

**Quality Assurance Through Academic Audit: A Case Study Of Vvm's Shree
Damodar College Of Commerce & Economics**

Vaz Cinola Tanisha

Asst. Professor in Commerce,
VVM's Shree Damodar College of
Commerce & Economics

Preksha P. Chopdekar

Asst. Professor in Commerce,
VVM's Shree Damodar College of
Commerce & Econom

Abstract:

The purpose of an Academic Audit is to monitor and enhance the teaching-learning process through a process of review by external experts. The audit report that is generated at the end of the audit process, serves as a guide for faculty and the institution, by highlighting the strengths and weaknesses of the teaching, learning and evaluation that takes place in the academic programmes.

The academic audit provides an opportunity for a regular strategic overview of the academic performance of a College and also helps to mould the students as per industry requirements, so that they are gainfully absorbed on completion of their degree programme

1. Introduction

The Academic Audit is a peer review process including a self-study and a site visit by peers from outside the institution. The review involves assessing a program in detail and generating a report which will enhance the quality of programme. This process emphasizes self-reflection and self-improvement. The purpose of an academic audit is to encourage the institution to regularly and continuously evaluate the quality of education and to enable the faculty to improve the quality of teaching and learning on an ongoing basis.

Academic audit gives an opportunity for continuous improvement on the part of faculty, thereby ensuring transparency in teaching-learning, evaluation and administration process of the institution and thus promoting holistic growth of students. An audit of this nature brings transparency, openness and accountability in the manner in which internal evaluation is conducted and has a noticeable impact the quality of teaching.

2. Objectives Of The Study

- To study the academic audit process followed by the College.
- To determine the impact of the academic audit upon the quality of the teaching-learning process.

3. Methodology

The present work is conceptual in nature and based on secondary data or information which are made available on college and University website, academic audit committee reports and formats available.

4. Background

Academic audit is a tool used to measure the adequacy of academic inputs. An academic audit reviews the processes and procedures used by an institution to enhance the quality of their programmes. Institutions are required to have processes that guarantee quality in teaching and learning they provide to students.

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalaya, Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson, IQAC	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
--	---	--	--

Academic audits focus on strategies that an institution uses to assure quality education, how these are organized and how well they perform.

The audit assesses the program on several parameters such as the performance of students in exams, evaluation methods, student achievements, etc. It provides an opportunity for regular strategic overview of a college teaching learning process.

Vidya Vikas Mandal's Shree Damodar College of Commerce & Economics was established in 1973. The flagship institution of Vidya Vikas Mandal, is recognized all over Goa as a premier institution of higher education. The College has U.G.C. recognition and is permanently affiliated to Goa University. The College is a Commerce College in South Goa running three undergraduate programmes namely Bachelor of Commerce, Bachelor of Computer Application, Bachelor of Business Administration (Financial Services) and a post-graduation programme Master of Commerce.

Goa University ordinances mandate academic audits for all four programmes. However, these provisions of the ordinances are systematically followed only for the BBA (Financial Services) and BCA programmes. Having seen the benefits of the audit for these two programmes, the IQAC proposed that the audit be introduced for the remaining programs as well.

Accordingly in 2015-16, the College constituted an Academic Audit Committee for the B.Com programme and conducted the first audit in December 2015. Since it was being done for the first time, the audit was held at the end of the first Semester rather than at the end of the year.

5. Objectives Of Academic Audit

The main objectives in conducting academic audit are:

- To ascertain the quality of teaching and availability of infrastructure to conduct the programme.
- To ascertain that all in-semester and end-semester evaluation is done in a fair and transparent manner.
- To bring transparency, openness and accountability in the manner in which internal evaluation is conducted by interacting with the students and the faculty members of the programme.
- To ascertain the conformity to the existing ordinances prescribed by the University from time to time for the programme.
- To obtain feedback to assist in ensuring continuous overall improvement of the programme.

6. Relevance Of Academic Audit

It helps in clarifying the roles and responsibilities of the teachers and thus avoids conflicts.

Ensures effective use of available institutional resources.

Facilitates educational quality improvement practices.

7. Academic Audit procedure

1. The academic audit is normally conducted once a year at the end of the academic year.
2. The Academic Audit Committee (AAC) comprises subject experts from other educational institutions and industry practitioners.
3. The functions of the AAC include:

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalya, Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson, IQAC	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
---	---	--	--

- a) To review the course plan and implementation for each course, to determine adherence to the plan announced at the start of the semester
- b) To review question papers of the assessments held during the academic year.
- c) To determine the adequacy of coverage of the syllabus.
- d) To determine the standard of questions in relation to the syllabus.
- e) To review sample answer scripts to check for objectivity and uniformity of assessment.
- f) To scrutinize the records of in-semester and end-semester assessment maintained by the Department, in order to determine the suitability and adequacy of the methods of assessment.
- g) Evaluation and suggest of remedial measures on the basis of feedback obtained from the students.
- h) To examine the co-curricular activities conducted by the department.
- i) To prepare a report based on the inputs gathered during the semester and the visit to the college, which is then submitted to the appropriate authorities

8. Documents Required For Conduct Of Academic Audit

- Syllabus.
- Course Outline and compliance.
- Evaluation Scheme.
- Hard / Soft copies of Materials discussed other than Text Books prescribed.
- Attendance Sheet with Number of Hours Engaged with percentage attendance for each Student.
- Grade/Mark Sheet with Item wise and Overall Grades/Marks.
- Question Papers for Assignments and Tests.
- Selected Answer Sheets of Assignments (Soft / Hard) / Tests.
- Summary of student Feedback and Qualitative Comments.

Figure 1: Academic Audit Procedure



**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By
Internal Quality Assurance Cell (IQAC)
Mahavir Mahavidyalaya, Kolhapur

Convener
Dr.R.P.Lokhande
Principal & Chairperson, IQAC

Co-Convener
Dr.R.B.Mirajkar
IQAC Member

Special Issue No.8
ISSN 2349-638x
Impact Factor 2.147

9. Implementation Of Academic Audit

There are three phases to the Academic audit:

1. **Pre-Audit Phase:** The preparation for the audit starts at the commencement of the academic year by maintaining various documents on conducting of college activities. Each faculty member is given a file to maintain the documents mentioned above. The programme Coordinator / Department Head maintains a file containing the list of teachers and support staff, list of library books, semester-wise subject distribution list, guest faculty, co-curricular activities, etc.
2. **Audit Process:** In the case of the BBA(FS) and BCA programmes the AAC is constituted by the University, whereas the College has constituted the AAC for the B.Com programme. On arrival of the audit team, a meeting is scheduled with the Principal and the Programme Coordinator followed by interaction with individual faculty members and students. The audit peer team verifies the documents produced by the college.
3. **Post Audit Phase:** The Audit Committee chairperson prepares the audit report incorporating all the observations made during the audit process and suggestions for improvement. Where the audit is mandatory, a copy of the Audit report is sent to the Administrative section and to the Controller of Examinations of the University.

10. Benefits

- The Academic audit has helped the College implement and standardize useful practices such as creation of course plans, course implementation, student feedback, etc.
- It has ensured effective and proper maintenance of all documents and other essential records.
- The College has improved its industry-academic interface, based on the recommendations of the AAC.
- The standard of question papers is now noticeably better; teachers are also more objective and careful in assessment.
- Teaching methodologies have improved, with more teachers adopting innovative techniques.
- The quality of project reports and assignments has improved, with students now submitting more original and professional work.
- Some programmes have introduced new elective papers based on recommendations from the industry representative on the AAC.

11. Conclusion

In today's competitive and education driven world ensuring effective quality of education is a need of hour. One of the best ways for achieving effectiveness in the academic and co-curricular activities of any institution is by conducting Academic audit. The Academic audit assures the college activities and programmes are being conducted in a manner geared to accomplish the objectives intended by the authorities.

References:

1. Kerala Technological University 2015: Academic Auditing Manual, Trivandrum, July
2. Gopal R. 2015: Academic Audit: The Need of the Hour, The Hindu, March 8.
3. Goa University Ordinance, OA-18 page 81 - 91, OB-27 page 268 – 281.

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalya, Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson, IQAC	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
---	---	--	--

Significance Of Various Audits For NAAC Accreditation

Prof. Dr. C.B. Pandit

Head, Dept. of Commerce,
Gopal Krishna Gokhale College,
Kolhapur.

UGC has created an autonomous body called "National Assessment and Accreditation Council" (NAAC) in the year 1994, Head Office of NAAC is at Bangalore. The purpose behind starting such institute is to get assessed and accredited the quality of education provided by HEI's all over India. Colleges and Universities are supposed to submit their SSR or RAR to NAAC office. NAAC has formulated a format / Performa in the form of question / answer.

The entire academic and administrative information which the college authorities are suppose to submit. It includes:

1. Preface
2. Executive Summary along with SWOC analysis.
3. Profile of the institution.
4. Evaluative report- Criterion wise
5. Evaluative report -Department wise.

Regarding writing of criterion wise report, we have to prepare our report systematically. Our writing must be clear and meaningful. NAAC has framed the entire questionnaire very systematically. It covers all the aspects like.

1. Curricular provided.
2. Teaching - Learning and Evaluation facility available.
3. Students support and their progression.
4. Infrastructure and learning resources.
5. Research, Consultancy Services provided.
6. Organization and the management and
7. Innovative and best practice available in the college.

In the entire above criterion different stake holders are considered. Students, faculty, organization, infrastructure available, research activity undertaken, quality of teacher, relation with the management, role of students, alumni, present and past of students, the quality of non- teaching staff, services provided to the students. Machinery available regarding solving the grievances, health facilities, sports facilities, different activities held in the institution regarding building of personality. inculcation of value education in the minds of students. Relation of management with the staff, faculty and students.

Student's participation in different activities like NCC, NSS, students Council, arranging of different days, like Teachers day, arranging cultural festivals, Debating, Science day, Poster presentation etc.

Quality of education depends upon the teachers quality. Teachers should be motivated to do research, undertake minor / major research projects, doing Ph.D., motivated to write research papers, take part in the national/ international seminars, conferences. It is essential that proper work environment should be provided for both faculty / students.

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalaya, Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson, IQAC	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
--	---	--	--

If we are successful in fulfilling above requirements and expectations quality in education will be improved, for measuring and knowing the outcome, results there is a need of undertaking an audit of all such activities.

Meaning of term Audit:-

"Audit is not inquisition and its mission is not one of fault finding." In simple words audit is examination of work assigned and work completed by the employee and suggestions are sought for future development.

There are many types of audit, like :-

1. Academic and administrative audit
2. Green Audit
3. Gender Audit etc.

In Academic and administrative audit following points are observed and examined like:-

1. Work assigned and work completed by both faculty and staff.
2. Research activities undertaken and completed.
3. Participation in seminars / conferences
4. Teachers are supposed to maintain their academic diary.
5. Use of library by faculty.
6. Students results in the examination, departmental as well as personal, subject wise are assessed and suggestions are given for improvement.
7. Students feedback is collected.
8. Teachers participation in various activities are examined.
9. Use of ICT by a teacher is examined.
10. Office staff is supposed to complete their work on time.
11. Duties assigned and completed are examined.
12. Lectures are arranged for both teachers and staff, training programmes are arranged. This audit will certainly improve the quality of education.

In Green Audit: Green Audit is new concept, for getting good result and improvement in the quality of education teaching - learning and its evaluation play important role. For teaching - learning good work environment is essential. If the place of teaching is surrounded by trees and greenery it will give positive impact on the minds of all the stake holders. If noise pollution is controlled students can concentrate on their studies. If college provides maximum services and facilities, definitely students strength will increase. Parents will prepare to admit their students in your college.

If college premises are full of trees, plants healthy atmosphere is created, with this need green audit is arranged. In this audit trees, plants are counted. Each year new plants are installed. In doing this activity Botany department helps. We have nature club in our college, NSS, NCC students take part in this activity. Our college received a prestigious award from Govt. of Maharashtra namely "Vanashree Award" TEAK nature club has organized different rallies like "Save Water - Earth" Celebrate "Jal-Din"

Conservation of Environment create awareness about environment. Arranging poster presentation, Talk of experts on different subjects. Our botany department with the help of TEAK nature club conducted a

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalaya, Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson, IQAC	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
--	---	--	--

survey and prepared Census of trees in the area of Kolhapur Municipal Corporation. We have in detail total number of trees, plants along with their names; NAAC Peer Committee also appreciated our work. So undertaking green audit creates healthy and pleasant atmosphere in the college premises. As record is kept proper care of all trees is taken.

In Gender Audit: - It is observed or examined how far both girl students and boys get equal opportunities in different activities like:-

1) Education 2) Sports 3) Different completions 4) Facilities of teaching - learning 5) Scholarships, free-ships 6) Reservations etc.

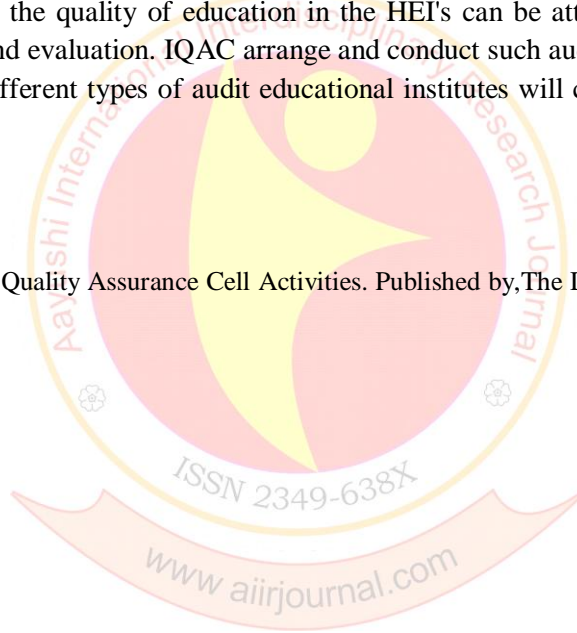
By observing and examining this, all students will be motivated, they will be happy and confident. All studious students will be equal opportunity. For slow learners different courses which are need base can be started. For advance learner, special counseling can be arranged.

At last we can say that, by arranging and conducting different types of audit in the colleges the ultimate objective of enhancing the quality of education in the HEI's can be attained. Such audit are like giving impetus to teaching - learning and evaluation. IQAC arrange and conduct such audits.

By arranging different types of audit educational institutes will certainly attain their "Vision" and "Mission" statements.

Reference :

Best Practice Series ,Internal Quality Assurance Cell Activities. Published by,The Director, NAAC Bangalore, NAAC, April, 2006.



**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By
Internal Quality Assurance Cell (IQAC)
Mahavir Mahavidyalaya, Kolhapur

Convener
Dr.R.P.Lokhande
Principal & Chairperson, IQAC

Co-Convener
Dr.R.B.Mirajkar
IQAC Member

Special Issue No.8
ISSN 2349-638x
Impact Factor 2.147

Academic Audit: Criteria & Challenges

Dr. P. B. Darade

Associate professor & IQAC Coordinator,
Acharya Jawadekar College of Education, Gargoti

Abstract:

Education is enterprise of human resource development. Education process involves huge investment in money, manpower and resources. As a basic phenomena of profit and loss, made the systems more conscious of its functioning and performance. As a result large number of measures has been developed in western countries to examine the process and outputs of the institutions of higher learning. Total Quality Management (TQM), Quality enhancement, Quality sustenance, Quality Audit, Quality Assurance, and Accountability etc. became the watch words in the institutions of higher learning at present. National Assessment and Accreditation Council (NAAC) became successful in creating an awareness to maintain quality in functioning of the institutions of higher learning in India. It has envisions to make quality the defining element of higher education in India through self evaluation and assessment of quality through external evaluation process i. e. peer team. NAACs efforts in quality improvement have been determined in several publications of NAAC. According to the council prime concern is to provide quality education to students. Students are the main Stakeholders (customers) who should be satisfied with the teaching learning process, evaluation process and overall functioning of the institution. Student s are the backbones who should be provided with necessary information, knowledge, skills abilities, Opportunities, environment, connectivity, resources etc related to quality assurance in the institutions of higher learning.

Key Expressions : Total Quality Management(TQM), Quality Assurance(QA), Quality Audit, Quality Enhancement & sustenance, assessment & accreditation, Process, Output, vision, Mission, Goals, Core Values. Competency building, World Ranking.

Introduction: Academic Audit is an educational term which checks whether the academic goals and given standards have been achieved. It is a powerful tool to achieve effective management & quality in business process. Nowadays Business has changed its emphasis from mere quality control of end products to effective administration & management. Quality in academic process also depends upon proper management and administration of the academic process. Efficiency, Effectiveness, “zero defects” customer satisfaction, Fitness for the purpose, are the key words to judge the academic standard of an institute of higher learning. Research studies had proved that micromanagement of academic programmes can bring progressive change in academic enterprise and the target standard can be achieved within the timeline. Academic Audit is the method of assessment of higher education institutes in western countries. Many models of quality assessment such as Bald ridge model, SO, Total Quality Management, (TQM), Capacity Maturity Model(CMM), Education Quality Work(EQW), Quality Audit have been predominant to access the quality of education.

Definition: “Academic Audit looks deeply into the heart of the academic enterprise in contrast to programme review and students assessment.”(Dill -2000 P.35) Quoted by William Massy of standford. Massy elaborats that academic Audit helps for contineous improvement in teaching learning process. It helps the educational leaders to take charge of their duties according to student needs, curriculum and internal as well as external criterians of quality education work.”

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalaya, Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson, IQAC	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
--	---	--	--

Domains of Academic Audit

- (A) Curriculum Designing
- (B) Teaching- Learning Process
- (C) Assessment of Outcomes
- (D) Implementation of Quality Assurance programmes

Approaches of Academic Audit

- Assessment
- Accreditation
- Academic audit

Principles of Academic Audit: According to Massy (Stanford university) US Hongkong Model, (<http://www.ugc.eduhk/eng/ugc/publicatio/prog/tlqpr/banglor.htm>) Retrieved from Frances Soundaraj, Academic Audit the Key to enhance Education Quality Work - Univ. News. Vol 45 No30 July23-29, 2007) he describes continuous improvement in teaching learning process which helps to achieve required learning outputs and optimal benefit to the students. Massy incorporated seven principles of Academic audit such as (1) Defining quality in terms of learning outcomes(2) development of successful teaching learning process(3) integration of curricula to student need(4) Collaboration and support(5) Fine tuning with processes with study, research and measurements(6) Minimizing constraints to quality(7) Continuous quality improvement.

Some Aspects of Academic Audit

- Institutional Vision, Mission , Goals and Objectives
- Institutional approach to quality Assurance
- Preparation of quality assurance handbook(b) Evidence based activities
- Management and Administration
- (a) Governance (b) Top Leadership (c) Staff appointments (d) Appraisal system (e) promotion mechanism (f) changing patterns (g) Staff development (h) Support& training(i) opportunities for professional up gradation (j) continuous motivation
- Curriculum design and transaction
- Adherence to students needs
- Balancing knowledge and Skills
- Curriculum revision process
- Delivery process
- Teaching learning & Evaluation process
- Student support services
- Learning environment
- Connectivity
- Learning resource centers & Material
- Pedagogy laboratories
- Staff resource ancillary
- Monitoring Mechanism
- Examination result & Output

NAAC Sponsored Two Day National Seminar on New Horizons In Academic Auditing For Competency Building Of Stakeholders

Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalaya, Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson, IQAC	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
--	---	--	--

- Performance indicators
- Placement services
- Research output
- Parent, Teacher and Alumni connectivity
- Collaborative provisions
- Community services

Academic Audit in India

Ministry of Human Resource Development(MHRD), University Grants Commission(UGC), National Assessment and Accreditation Council(NAAC), National Council for Teacher Education(NCTE), National Accreditation Board(NBA), All India Council of Technical Education(AICTE) , Accreditation Board(AB) Indian Council of Agricultural Research (ICAR) etc. are the apex bodies who play a important role in academic audit of higher education institutions in the country. These bodies assess and accreditate the institutes and check the quality of academic programmes implemented in the institutions. AICTE and NBA assess the Quality of Technical courses from diploma to post graduate level. The assessment process is completed through peer team visit, self study and peer review. The visiting team provides scores to the criteria's given and final decision is taken by sartorial committee as per the recommendations. AICTE provides accreditation status for 3 to 5 years. The status is based on achievement scores of the institution. ICAR -AB assess the quality of agriculture colleges & institutions through prefixed criterions. Mission, Vision, Goals, programme objectives, Administration and management, Welfare services, learning resources, Library, laboratory, research facilities, resources etc have been audited by the team. Accreditation, provisional accreditation or no accreditation status is given with substantive reasons .The status is valid for five to ten years. Concrete suggestions are given for improvement. The institute has to regulate recommended measures and annual report of the implementation should be submitted to education division. AB takes decision on the report if AB is unsatisfied with the programme implementation, the grant allocation may be reduced or stopped at the end of financial year. There is strict link between the accreditation and grant allocation to the Agricultural institutions.

National Assessment and Accreditation Council (NAAC)

NAAC is a leading quality maintenance autonomous agency established on 16 September 1994 as per UGC Act 1956.-12CCC. NAAC is shouldering the responsibility of quality assurance to world's third largest education system. NAAC is member of Asia Pacific Quality Network (APQN) and International Network for Quality Assurance Agencies in Higher Education (INQAAHE). Making quality as the defining element of higher education in India through a combination of self and external quality evaluation, promotion and sustenance initiative is the vision of NAAC. There are over 800 universities and 40,000 colleges in India out of which 6316 colleges and 266 universities (upto 25 may 2016) have been accredited by NAAC. It is playing a herculean task of assessment and accreditation of huge network of higher education institutions across the country. It has encouraged self evaluation, accountability, autonomy and innovations in the accredited colleges and universities. NAAC is successful in creating awareness of rendering customer centered services in the colleges and universities. It has motivated the institutions to work for the betterment of students, society and the nation. It has initiated best practices in higher education institutes.

NAACs Core Values

- Contributing to National Development

NAAC Sponsored Two Day National Seminar on New Horizons In Academic Auditing For Competency Building Of Stakeholders

Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalaya, Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson, IQAC	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
--	---	--	--

- Fostering Global Competencies among students
- Inculcating a value system in students
- Promoting the use of Technology
- Quest for excellence

Seven Criteria of Assessment

- Curricular Aspects
- Teaching- Learning and Evaluation
- Research, Consultancy and Extension
- Infrastructure and Learning Resources
- Student support & progression
- Governance Leadership and Management
- Innovations and Best practices

Challenges before NAAC

As India is the second largest populated country it is challenge before NAAC to assess and accredited all the colleges and universities in India. Only 30% colleges and 13% universities have been accredited by NAAC. Many colleges are situated in remote rural areas where new initiatives cannot reach within the time frame more than 90% colleges are governed by private bodies which do not fulfill the minimum requirements for assessment. Only 19% colleges and 31% universities comes under 2F and 12B of UGC. So these higher education institutions face problems to apply for assessment and accreditation. They do not know where do they stand? It is significant that NAAC has made significant change in pedagogical, administrative and infrastructural aspects of the accredited institutes in India but what about such institutes which have not approached NAAC for assessment? Observance of deadline of assessment, use of ICT in assessment, performance based funding, development of benchmarks, student mobility; in vision of foreign universities etc. are the major challenges before NAAC.

Conclusion

Academic audits have been done in advanced countries like UK, Sweden, Hong Kong, New eland which focuses on planned implementation of academic programmes and assured outputs in terms of Knowledge creation, Skills, research, consultancy services and publications. As academic audit requires institutional self study and peer team visit by external members NAAC already follows these aspects in accrediting the institutes of higher learning in India. Internal Quality Assurance Cell in accredited institutions is working as the quality assurance units of NAAC. IQACs are monitoring academic standards of the institutions and acting as change agent in offerings of the institutions.

References

- Francis Soundaraj(2007)Academic Audit the key to Enhance Education Quality Work, Univ. News, Vol 45 no. 30 July 23-29
- Pijus Kanti Bhuin(2016) Assessment of What? Evaluating the NAAC model of Assessment with respect to Effectiveness and Quality, Univ. news 54(17) April.25 may 01
- Stella Antony and Ganam A.(2004) Looking Ahead: A decade of Accreditation in Retrospect, Aicra Publications Bangalore
- [http:// www.naac-gqs2016.com/organiser.html](http://www.naac-gqs2016.com/organiser.html)
- <https://enen.wikipedia.org/wiki/academic-audit> retrived on 05.10.2016

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By
Internal Quality Assurance Cell (IQAC)
Mahavir Mahavidyalaya, Kolhapur

Convener
Dr.R.P.Lokhande
Principal & Chairperson, IQAC

Co-Convener
Dr.R.B.Mirajkar
IQAC Member

Special Issue No.8
ISSN 2349-638x
Impact Factor 2.147

Role Of Industry In Academic Audit Of Commerce Education

Dr. A. A. Kulkarni,
Department of Commerce,
Gopal Krishna Gokhale College,
Kolhapur (M.S.) 416012

Abstract

The country is becoming a global hub for educational activities and a feeder for all kinds of international man-power requirement. In the liberalization era, Commerce Education has been immensely influencing. The objectives of commerce Education can be achieved only through qualitative change in the system. Commerce Education can play significant role in economic activities like employment generation, profession, entrepreneurship development & poverty alleviation. But we have to realize that the Commerce graduate have lack of practical Knowledge. The industry very rarely takes an interest in providing quality education. As per the industry personnel, the commerce syllabus in universities and colleges is outdated, not relevant to their requirements. The NAAC (National Assessment and Accreditation Council) of India has evolved certain benchmarks for ascertaining and ensuring quality at different levels of Higher Education and for its continued sustenance. All Higher Educational Institutions in India are expected to go through stringent quality assessment procedure by an external peer review, and series of accreditation based on a set of predetermined academic and administrative audit criteria. The industry could play significant role in academic audit of commerce education. The practical oriented Commerce Education is a need of the age.

Keywords: Commerce Education, academic audit, role of industry

Introduction :

Higher Education, in India, is one among the top three areas of development undergoing a tremendous change. India is becoming a global hub for educational activities and a source for all kinds of international man-power requirement. There is a growing demand for quality education with standard curriculum and globally acceptable system of education. Everywhere the idea of increasing gross enrollment, generating more human resource with intellectual inputs is given much thrust. The NAAC (National Assessment and Accreditation Council) of India has evolved certain benchmarks for ascertaining and ensuring quality at different levels of Higher Education and for its continued sustenance. During the last ten years, Universities in India have taken serious note of these emerging needs and demands and trying to update the curriculum, design new Programs and offer better educational services while maintaining high quality. By establishing Internal Quality Assurance Cells (IQAC) and conducting External Quality Assurance checks it's possible to go for a Total Quality Management in an Academic Institution. All Higher Educational Institutions in India are expected to go through stringent quality assessment procedure by an external peer review, and series of accreditation based on a set of predetermined academic and administrative audit criteria.

The National Assessment and Accreditation Council (NAAC) expect the Institutions to undertake continuous 'Academic and Administrative Audits' by external peers, after every Assessment and Accreditation. For assuring quality and excellence in higher education, universities and colleges should adopt the process of academic audit not only through the Internal Quality Assurance Cells (IQAC) and but also through external experts from the industry to monitor its progress and evaluate the systems performances

Commerce education has emerged as one of the most potential pursuits in the wake of

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalya, Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson, IQAC	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
---	---	--	--

industrialization. Commerce education is primarily meant for providing the students in-depth knowledge of different functional areas of business so as to prepare people required by the community for the purposes of trade, commerce and industry. The rapid trend of globalization and technological changes have made difficult for organizations to survive in the competitive world. As a result, the importance of Commerce education has been increased many folds. Business executives need to update their skills due to sudden changes in the external environment. Due to the increasingly complex nature of organizations and businesses, there is a need that the business schools impart relevant, current, and cutting edge knowledge to the students.

Commerce offers foundation for many professional careers like Finance, Planning, Accountancy, Tax Practitioners, Banking and Broking etc, besides academics, research, and many more. Persons having flair for accounting, finance, commodities, marketing and trading etc. generally choose Commerce

Objectives:

The objectives of the study are:

1. To examine the industry perception towards commerce education in India.
2. To incorporate the industry in academic audit process of commerce education
3. To enhance the quality of commerce education through participation of industry

Commerce Education and industry:

Through Commerce education, a student is exposed to the environment of the business world. It is helpful for preparing them for self-employment and developing in them, the entrepreneurial abilities. It also inculcates practice orientation among the students. It makes them know about the importance of applying economic principles while making business decisions. It makes them aware of social, economic and political problems relating to business concerns. As the economy becomes more industrialized and society becomes more complex, the knowledge and skills required to deal with the situations also change. Hence, for enabling students to acquire the desired capabilities, contents of courses and their combinations need to be revised, diversified and made more flexible.

Commerce education is related to following industries and services:

- After completing course in the field of Commerce, a student can join any private institute or government organization as a specialist in any of the commerce stream and they can also pursue professional courses such as Company Secretary, Chartered Accountant, and ICWA.
- A graduate in Commerce can opt for careers in financial services as a Financial Consultants, Stock Brokers, Merchant Bankers, Budget Consultant, Financial Portfolio Manager, Project Formulation Manager, Tax Consultants.
- Careers in Management are also available in the field of Personnel Management, Production Management, Financial Management, Marketing Management, and Material Management, other areas of Management such as Hotel Management, Hospital Management, Tourism Management, Event Management, Office Management, Export and Import Management.
- Bank and Insurance Companies can also call for commerce graduates and post graduates with specialization of Insurance.
- Industrial segment are also call for commerce graduates and post graduates with specialization of accounting skill including Computer Technology.

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalya, Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson, IQAC	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
---	---	--	--

Academic Audit in Commerce Education:

The purpose of the Academic Audit is to evaluate the performance of the commerce departments and give suggestions for further improvement of the quality of teaching, research, administration, and curricular and extra-curricular activities. The academic audit provides an opportunity for a regular strategic overview of a college's teaching-learning process. It is the process by which the authorities assure themselves of the quality of the learning process. The advantages of an academic audit are manifold. For students, it helps in eliminating unnecessary workload and dwells mainly on those essentially required for the success of a student's career. For teachers, it helps in clarifying their roles and responsibilities and thus avoids conflicts. For the society, it ensures effective use of public money. For employers, it ensures availability of well-rounded students who can contribute from day one itself. The process of academic audit involves three stages: self-study involving understanding the teaching-learning process, peer review and evaluating the self-study and the peer review.

Role of industry in commerce education:

Presently, the industry does not play any role in commerce education. The industry very rarely takes an interest in providing quality education through guest lecturers or visiting faculty. On the other hand, the industry criticizes the quality of teaching and comment as the syllabus contents are outdated. The only personnel from the industry who are readily available as guest lecturers or visiting faculty are those who are retired. This implies that the burden of providing quality education lies mainly on faculty members. It becomes necessary to incorporate the industrialists and consultants in the in commerce education for formation of syllabus, through board of studies. The industry could play key role in commerce education through following means –

- Business person as guest lecturer
- Visiting faculty
- Provide specialized knowledge
- Internship of students in their firms
- MOU with educational institutes for exchanging knowledge
- Organizing seminars, exhibitions, conferences in collaboration with educational institutes
- Financial support to institutes

Academic audit and industry participation:

The academic audit is normally carried out once in five years. It has four distinct features: It is college-based and is normally reviewed independently, it is based on a process of self-evaluation carried out by the college itself, the use of an external evaluator helps in objectivity, and the audit evaluates the full range of college activities so as to ensure a balanced recommendation by the audit panel.

The present process of academic audit through NAAC or through IQUC is inadequate. The focus of academic audit is only on following things

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalaya, Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson, IQAC	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
--	---	--	--

1. Infrastructural facilities available for carrying out academic and administrative activities.
2. Efforts taken for curricular development.
3. Teacher quality.
4. Teaching methods adopted and use of ICT in teaching, learning process.
5. Feedback mechanism used for assessing the performance of teachers by students and for curricular development.
6. Faculty development programmes implemented by the department.
7. Strengths, Weaknesses. Opportunities and Challenges of the department.
8. Research facilities and research output in the form of publications and patents.
9. Computer, internet and library facilities available.
10. Mentoring system, introduction of Remedial classes, Bridge courses, guidance for NET/SET and competitive examinations.
11. Skill development and personality development programmes.
12. Generation of funds and optimum utilization.
13. Evaluation methods adopted for internal and external examinations.
14. Future plans of the department.

The main objective of education is ignored i. e. quality education. As self evaluation system is adopted in academic audit, it is self admiration. The term audit is complex. There should be evaluation of the system through third party who is not part of the system. Therefore, it becomes necessary to include the industry in academic audit process.

Participation of industry in academic audit:

In the academic audit process, the industry could participate in the following ways –

- Incorporating industrialists, consultants or business persons in the Internal Quality Assurance Cell (IQAC) of the institute
- Adopting new techniques with these consultants for enhancement of quality education
- Organizing conferences, seminars for faculty to improve their knowledge
- Organizing faculty development program in collaboration with banks, insurance companies and other industries
- The syllabus of commerce education must contain knowledge component skill component of practice component.
- Arrangement of campus recruitment and placement camps.

Conclusion:

There is needed to make commerce education more meaningful and purposeful. As the commerce education is facing number of problems which affect the course objectives, course content and conduct. Globalization and liberalization of our economy with privatization and technological revolution have placed number of challenges before commerce education. The only way out is the contribution of industry in commerce

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalya, Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson, IQAC	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
---	---	--	--

education. Involvement of industry in academic audit process could enhance the quality of commerce education as well as could bring transparency in academic audit.

References:

NAAC Manual, 'Total quality management for tertiary education'

www.roanestate.edu

V. H. Kinsadwala, N. H. Kinsadwala, M. V. Shetti, 'Auditing- Principles and Practices', S. Chand and Company, 1999.

www.somaiya.edu



**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By
Internal Quality Assurance Cell (IQAC)
Mahavir Mahavidyalaya, Kolhapur

Convener
Dr.R.P.Lokhande
Principal & Chairperson, IQAC

Co-Convener
Dr.R.B.Mirajkar
IQAC Member

Special Issue No.8
ISSN 2349-638x
Impact Factor 2.147

Academic And Administrative Audit: A Path To Quality Enhancement

Dr. Advait D.Joshi

Associate Professor & Head
Department of English,
Sadashivrao Mandlik
Mahavidyalaya, Murgud.

Abstract-

A lot of debate is and has been taking place over the matter of quality enhancement in Indian higher education. Agencies like NAAC are established to raise the standard of higher education. NAAC has established some systems to enhance quality in Indian higher education. In this connection Internal Quality Assurance Cells are established in colleges as per the guidelines of NAAC. Academic and Administrative Audit is one of the benchmarks to enhance quality. The present paper entitled Academic and Administrative Audit: a path to quality enhancement discusses in detail the purpose, method, procedure, advantages and disadvantages of AAA. The present paper also discusses how AAA is helpful for quality enhancement in the era of globalization, information and technology.

Introduction-

Nowadays quality of higher education in India is and has been a major matter of concern as it is truth that higher education in India suffers from several deficiencies. Educational institutions have become factories of producing degree holders who do not fit themselves in an era of skilled manpower.

We are going through a very critical phase. There is a tremendous growth in all the areas. Many of the multinational companies have arrived in India. The markets are full of products with a variety. Advanced technologies and methods have changed the face of agriculture. It has become a big industry. Tourism has undergone a drastic change. In short, the revolutionary change has taken place in all spheres. It is the duty of educational institutions to train the students to be fit in this world. There is a need of skilled manpower. But we have not and cannot provide skilled manpower that is requirement of number of sectors today. The question can be raised regarding the standards of academic research. The standards are of poor quality and moribund. The former Prime Minister Dr. Manmohan Singh sternly condemned the lack of quality in Indian Higher Education. '68% of the countries universities and 90% of its colleges are of poor and middling qualities'. Automatically the matter of quality is related to the fraternity of teachers. In his article *The Importance of Being A Teacher* K. Venkata Reddy finely relates the interconnection between teacher and quality education. He says:

The quality of nation depends upon the quality of its citizens. The quality of its citizens depends-not exclusively but in critical measure-upon the quality of their education. The quality of education depends, more than upon any other single factor; upon the quality of their teachers.. the teacher is the backbone of educational system (126-128)

It becomes clear that a teacher is the most important factor of education system. Along with many other factors a qualitative teacher is an asset of the institution. The prime purpose of the National Assessment and Accreditation Council is to assist Indian higher education institutions to march towards quality. The NAAC has developed some systems in order to bring qualitative change in higher education. In this regard Internal Quality Assurance Cells are established in every accredited institution as per the guidelines of NAAC. The IQAC plays an important role in improving the quality of academic and administrative activities of the institution. Academic and Administrative Audit (AAA) is term introduced by the NAAC as one of the benchmarks. The academic and extra-

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalaya, Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson, IQAC	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
--	---	--	--

curricular activities are assessed-either by external or internal team- of the department. Nowadays in some universities the academic and extra-curricular activities of the faculty are also assessed. Thus, the Academic and Administrative Audit is done with the help of internal or external peer reviewed committee to assess the performance of academic and administrative units of the college and to give valuable suggestions to increase the level of academic standards of the college. At present there is a need to have assessment and audit of the faculty at individual level. This kind of assessment and audit is a path to quality enhancement. In a report of T.S.R. Subramanian committee report on education policy it is said that:

Compulsory licensing or certification for teachers and private schools should be made mandatory, with provision for renewal every 10 years based on independent external testing.

The AAA will act as an agency as it will offer certification to the college every year. What is expected by the T.S.R. Committee will get fulfilled as faculty members will get certificate every year by AAA.

The purpose of Academic and Administrative Audit-

The purpose of Academic and Administrative Audit is to evaluate the performance of college, department, faculty and various innovative activities and to guide them in improving the quality of the institution. It is a pre-NAAC activity having three members in it. The committee is expected to visit the college and interact with the Principal, IQAC, faculty members, alumni, present students and parents. It is also expected to visit the office, library, N.S.S and N.C.C and puts suggestions which may prove to enhance the quality of the institution. It may suggest the following points.

1. The recruitment position of the institution.
2. Infrastructure of the college.
3. Teaching, learning and evaluation method of the institution.
4. Use of ICT in teaching,
5. The research of the faculty members.
6. The outreach activities of the institution.
7. Short term courses for the students.
8. Generation of funds.
9. Feedback mechanism
10. Green and energy audit of the college.
11. Future plan of the institute.
12. The challenges before the institution.

The Procedure of AAA-

The IQAC coordinator of the college is expected to prepare the format of AAA in consultation with academicians and put the same for discussion in IQAC meeting. Along with the necessary information, the points regarding strengths, weaknesses, challenges and opportunities may be incorporated in the format. The departmental heads are expected to submit the format to the principal through IQAC and the principal may send to the appointed AAA Committee. This procedure is mandatory to every department. The documentation of the activities should be ready during the visit of AAA to the college. The institutions have to take this procedure as a miniature of NAAC as AAA is the need of time to enhance our quality.

The Methodology -

The AAA Committee will visit the institution as per the visit schedule. The college will be informed about the visit of AAA in time. During the visit the departments have to make a brief Power Point

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalaya, Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson, IQAC	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
--	---	--	--

Presentation of the activities undertaken along with the innovative activities of the department. This visit will focus on the efforts taken for improving the quality. The committee will also interact with alumni and parents and the present students to have suggestions from them regarding various facilities, performance of teacher, and teaching learning and evaluation method of the department. The committee will visit the office and give valuable suggestion to the staff.

The advantages of AAA-

The AAA system is supportive to the colleges to enhance quality. Following are the advantages of the system.

1. AAA is an opportunity to the college.
2. The colleges come to know about their present status regarding teaching, Learning and evaluation.
3. The present status of the research is discussed in detail.
4. Every faculty members will be guided and boosted by the AAA Committee which may help college to increase quality.
5. The college gets information about strengths, weaknesses, opportunities and challenges,
6. The management of the college may get ample time to ponder over the points AAA has pointed out.
7. It is a fruitful activity as far as research is concerned. The good researchers will be boosted by the committee whereas the others may be guided to undertake research,
8. AAA can serve as a mirror to the college.
9. The NAAC Procedure will be very easy for colleges.
10. It may be useful for the smooth administrative of the college.

The Disadvantages of AAA-

1. It is a time consuming activity.
2. The faculty members may not take it seriously as it is pseudo-NAAC.
3. The AAA Committee is not academic authority hence its suggestion may not be taken seriously.

Conclusion-

It is quite clear that higher education in our country has failed as far as quality is concerned. It is high time for every one of us to retrospect and introspect and to make actual assessment of our strengths, and weaknesses and ensure quality in our institution. It is said that in the era of knowledge and information our higher education institutions have not yielded so far expected results. The discredit goes to all of us. However, National Assessment and Accreditation Council has been making an endeavor to raise standards of educational institutions. Yet there is a need to assess and accredit colleges at micro level. And the AAA will certainly serve this purpose. It is proper time for colleges to have a path finder towards quality. The AAA is a path to quality enhancement. What requires is to have a positive attitude considering that it is an opportunity for us to evolve, and sustain quality. In short, the Academic and Administrative Audit is a path to quality enhancement. The traditional methods and skills have become outdated and have become hurdles in the way of progress. So there is a need for innovations and standards. Both are needed to shape the future of Indian higher education. The AAA will assist us to shape the future of our education.

Works Cited-

1. Reddy, Venkata. K. "The Importance of Being Teacher". *Professional Competency in Higher Education* (1996): print 126-129.
2. Joshi J. P. "Globalization: A Need for Change in Educational Management System" *University News* vol. 41 No 20.(2003) print 7-13.

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By
Internal Quality Assurance Cell (IQAC)
Mahavir Mahavidyalaya, Kolhapur

Convener
Dr.R.P.Lokhande
Principal & Chairperson, IQAC

Co-Convener
Dr.R.B.Mirajkar
IQAC Member

Special Issue No.8
ISSN 2349-638x
Impact Factor 2.147

**Quality Assurance Through Academic And Administrative Audit
And Importance Of IQAC**

Dr. Mrs. Sujata C. Pandit
Mahavir Mahavidyalaya,
Kolhapur.

Abstract

Meaning of term Audit:

"Audit is not an inquisition and its mission is not one of fault finding. Its purpose is to bring to the notice of the administration lacuna in the rules and regulations and lapses, and to suggest possible ways and means of the execution of plans ways and means for the execution of plans and projects with greater expedition, efficiency and economy."

In simple words it can be said that audit is examination of both academic and administrative activities, work assigned and completed by the employee. Apart from the examination of assigned work, suggestions are sought for the future development.

In connection with the activity of conducting academic and administrative audit IQAC plays important role. Regarding conducting the academic audit a committee has been formed in which 1) Principal 2) Mngt. Representative 3) IQAC Co-coordinator visits the departments, programme is prepared in which each faculty is personally interviewed.

In Academic Audit:-

- 1) Work, duties assigned to faculty are evaluated.
- 2) Work of different committees is evaluated.
- 3) Faculty members are motivated for doing Ph.D.
- 4) Faculty members are motivated for doing Minor / Major project of UGC.
- 5) Lectures are arranged on different occasions like Teachers day, Guru Pournima.
- 6) Different contests are arranged like "Best Message" on teachers day in which student take part.
- 7) Student Examination Results are analyzed , faculty is motivated to improve the percentage of results.
- 8) 'Parent-Teacher' as well as 'Student-Teacher' meet can be arranged, in which students progress in study, his presenty in the class is reported to the parents.
- 9) 'Parent' suggestions are considered for improvement in teaching as well as providing different facilities in the college premises.
- 10) Guest lectures are arranged for faculty/ students. Lectures related to
i) Value Education ii) Employability iii) Career and placement
iv) Competitive Exams v) Personality development etc.
which will improve the academic results.

Meaning of term Audit:

"Audit is not an inquisition and its mission is not one of fault finding. Its purpose is to bring to the notice of the administration lacuna in the rules and regulations and lapses, and to suggest possible ways and means of the execution of plans ways and means for the execution of plans and projects with greater expedition, efficiency and economy."

In simple words it can be said that audit is examination of both academic and administrative activities, work assigned and completed by the employee. Apart from the examination of assigned work, suggestions are sought for the future development.

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalaya, Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson, IQAC	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
--	---	--	--

In connection with the activity of conducting academic and administrative audit IQAC plays important role. Regarding conducting the academic audit a committee has been formed in which 1) Principal 2) Mngt. Representative 3) IQAC Co-coordinator visits the departments, programme is prepared in which each faculty is personally interviewed.

In Academic Audit:-

- 1) Work, duties assigned to faculty is evaluated.
- 2) Work of different committees is evaluated.
- 3) Faculty members are motivated for doing Ph.D.
- 4) Faculty members are motivated for doing Minor / Major project of UGC.
- 5) Lectures are arranged on different occasions like Teachers day, Guru Pournima.
- 6) Different contests are arranged like "Best Message" on teacher's day in which student take part.
- 7) Student Examination Results are analyzed; faculty is motivated to improve the percentage of results.
- 8) 'Parent-Teacher' as well as 'Student-Teacher' meet can be arranged, in which student's progress in study, his presently in the class is reported to the parents.
- 9) 'Parent' suggestions are considered for improvement in teaching as well as providing different facilities in the college premises.
- 10) Guest lectures are arranged for faculty/ students. Lectures related to
 - i) Value Education
 - ii) Employability
 - iii) Career and placement
 - iv) Competitive Exams
 - v) Personality development etc.This will improve the academic results.

College premises are full of greenery. We conduct green audit. 'Noise Pollutions' is Controlled. Faculty / students can concentrate on their studies.

In academic audit, sports activity, use of library facility, laboratories are assessed. For maintaining the student-Teacher ratio necessary faculty -staff is made available. Vacant posts are filled. This helps to enhance the quality in education.

Teachers are motivated to suggest innovative ideas. Faculty; departments have personal as well as departmental libraries. Students can borrow books from central library's as well as departmental libraries.

For spreading the culture of reading and use of library facility 'Best library User', 'Best Reader' such type of awards can be given to the students as well as faculty-staff.

All faculty members maintain the academic diary which is prepared and provided by Shivaji University, Kolhapur. In this diary daily activity reports is mentioned. This diary is assessed and signed by the Principal.

Faculty members submit their Self Appraisal Report, API report to the IQAC committee. API is checked, faculty is motivated to improve their academic performance. For scoring good points in 3rd category of API faculty must take part in research activity. They are supposed to participate in seminar, workshops as well as conferences. Prepare paper, papers must be published in the peer or Referred Journals, National level / International level conferences have different points. For getting higher promotion API score must be good.

Teacher's participation in different activities is assessed. Participation in 1) Examination work 2) Arranging Education Tours 3) Arranging NSS programs, NCC Programs. 4) Digital India Programs 5) Arranging

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalaya, Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson, IQAC	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
--	---	--	--

Alumni Meets 6) Programs like 'स्वच्छ भारत अभियान' 'आजादी के 70 साल' etc scene of cleanliness, National Integrities etc being created among the students. All such activities as well as arrangements will enhance the academic results.

Administrative Audit:-

Administration of the college plays important role in the quality enhancement and good running of the college. Students are familiar to the college non-teaching staff, as like they are with teachers.

College office plays important role. College office must be:-

- 1) Computerized New technology should be used for maintaining the account.
- 2) Students related work like i) Admission ii) Issue of TC/LC/Bonafied certificates. iii) Issue of college Identity card iv) Maintaining fee Register. v) Filling of Exam Forms. vi) Issue of Hall ticket etc.

All such work must be done at proper time. Registrar of the college assigns proper duties as per their skill. They must be well trained with advance tools. Their work performance is assessed by the registrar. He gives necessary guidance to the staff.

Both, teaching as well as non-teaching staff plays important role in enhancing quality in education. Workshops are arranged in the college, related with the non-teaching staff.

Lectures of peer persons on different subjects are arranged like-

- i) Role and functions of Administrative staff in the college re-accreditation.
- ii) How to face NAAC Pear team. etc.
- iii) Use of New techniques, office software etc.

Both Academic and Administrative audit will improve the quality of work. We all must use the word 'Pride' which will be useful for enhancement of quality in education and score good marks from the NAAC.

The word Pride stands as:-

- P = Positive working Environment.
- r = Recognizing every-ones efforts.
- i= Involvement of every-one in work.
- d= Development of skill and potential update.
- e= Effective evaluation and feedback system.

In this way arranging academic and administrative audit by IQAC quality in HEI's will be enhanced and will be useful for facing the 3rd cycle of re-accreditation.

Importance of IQAC :

As we all know that IQAC is the main and supreme committee as compared to all the other committees. Naturally this committee has to play vital role in the colleges for enhancing the quality of education.

This vital role includes laying down the foundation of philosophy , reasoning of the goals and objectives of something. It is something theoretical, psychological or rather imaginative in its essence. Function means that which is concerned with the day to day activities, execution or translation of the 'conceptual' into visible actions.

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

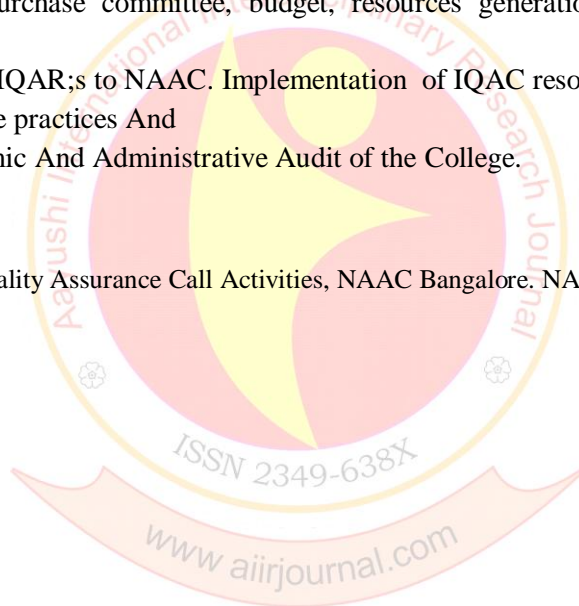
Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalaya, Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson, IQAC	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
--	---	--	--

Functions and objectives of IQAC.

- 1) Motivate the research and publication work of faculty.
- 2) Organizing national, international level workshops conferences.
- 3) Undertaking development work.
- 4) Starting new COC and preparation of new syllabus..
- 5) Arranging campus interview.
- 6) Taking review of admissions – recent development etc/
- 7) Preparation of administrative calendar.
- 8) Examinations, compliance of various types UGC NAAC, University, Government matters. Undertaking performance assessment of the faculty and staff. Arranging various meetings. LMC , management and other stakeholder etc.
- 9) Arranging cultural festival, students council, sports activities, Hostels, library development placement cell, canteen, MOU's with other organizations, undertaking green audit.
- 10) Supervision on purchase committee, budget, resources generation, fees, scholarships , grants , donations etc.
- 11) Submitting Annual IQAR;s to NAAC. Implementation of IQAC resolutions.
- 12) Bringing innovative practices And
- 13) Conducting Academic And Administrative Audit of the College.

Reference:

- 1) Best Practice Series, Internal Quality Assurance Call Activities, NAAC Bangalore. NAAC, April 2006.



**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By
Internal Quality Assurance Cell (IQAC)
Mahavir Mahavidyalaya, Kolhapur

Convener
Dr.R.P.Lokhande
Principal & Chairperson, IQAC

Co-Convener
Dr.R.B.Mirajkar
IQAC Member

Special Issue No.8
ISSN 2349-638x
Impact Factor 2.147

The Principles and process of Academic Audit

Dr. Jagannath. K. Dange

Department of P.G. Studies and
Research in Education,
Jnana Sahyadri Kuvempu University
Shankaraghatta-577451

Somashekhara.M

Research Scholar

Girish. T

Research Scholar

Abstract

Academic Audit is a peer review process including a self-study and a site visit by peers from outside the institution. Academic audit provides an opportunity for a regular strategic overview of a college's teaching-learning process. This paper explores the Principles of the Academic Audit, Purpose of the Academic Audit; Major issues need to be looked into by the audit team and the advantages of an academic audit. It is concluded that the processes of Academic Auditing aims at monitor and enhance the quality of Education through proper guidelines for both teaching faculty and students and help institutions to renew and rededicate themselves to their vision and mission with an excellence.

Introduction

The Academic Audit is a peer review process including a self-study and a site visit by peers from outside the institution. Unlike the traditional approach to program evaluation, this process emphasizes self-reflection and self-improvement rather than compliance with predetermined standards. The purpose of an academic audit is to encourage departments or programs to evaluate their "Education quality processes" – the key faculty activities required to produce, assure and regularly improve the quality of teaching and learning. An audit asks how faculty approach educational decision making and how they organize their work, using the resources available to them and working collegially to provide a quality education in the best interests of the discipline and student learning.

One of the tools available to measure the adequacy of the academic input is 'Academic Audit'. The academic audit provides an opportunity for a regular strategic overview of a college's teaching-learning process. It is the process by which the authorities assure themselves of the quality of the learning process. It has four distinct features: It is college-based and is normally reviewed independently, it is based on a process of self-evaluation carried out by the college itself, the use of an external evaluator helps in objectivity and the audit evaluates the full range of college activities so as to ensure a balanced recommendation by the audit panel.

The Academic Audit is a faculty-driven model of ongoing self-reflection, collaboration, teamwork and peer feedback. It is based on structured conversations among faculty, stakeholders and peer reviewers all focused on a common goal: to improve quality processes in teaching and learning and thus enhance student success. (Tennessee Board of Regents. 2014)

As growing numbers of countries adopt market-oriented policies for steering higher education, there is increasing interest in accountability mechanisms that improve the capacity of colleges and universities to independently assure the quality of their academic degrees and student learning. (David D Dill, 2010)

Principles of the Academic Audit -Principles of the Academic Audit are as follows

1. Define quality in terms of outcomes

- Learning outcomes should pertain to what is or will become important for the department's students.

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalaya, Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson, IQAC	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
--	---	--	--

- Student learning, not teaching per se, is what ultimately matters.

2.Focus on process

- Departments should analyze how teachers teach, how students learn, and how to best approach learning assessment.
- Departments should study their discipline's literature and collect data on what works well and what doesn't.
- Experimentation with active learning should be encouraged.
- Faculty should be encouraged to share and adopt their colleague's successful teaching innovations.

3.Work collaboratively

- Teamwork and consensus lead to total faculty ownership of and responsibility for all aspects of the curriculum and make everyone accountable for the success of students.
- Dialogue and collaboration should be encouraged over territoriality and the "lone wolf" approach.

4.Base decisions on evidence

- Departments should collect data to find out what students need and how students perform.
- Data should be analyzed and findings incorporated in the design of curricula, learning processes, and assessment methods.

5.Strive for coherence

- Courses should build upon one another to provide necessary breadth and depth.
- Assessment should be aligned with learning objectives.

6.Learn from best practice

- Faculty should seek out good practices in comparable departments and institutions and adapt the best to their own circumstances.
- Faculty should share best practices and help "raise the bar" for their department.

7.Make continuous improvement a priority

- Departments should continually and consciously strive to improve teaching and learning.

Purpose of the Academic Audit

The purpose of the Academic Audit is to evaluate the performance of the university departments, schools and the centers and appreciate their achievements and give suggestions for further improvement of the quality of teaching, research, administration and curricular and extra-curricular activities. The after visiting the departments, schools, centers and interacting with the HODs/Directors/Coordinators, teaching and non-teaching faculties, students, alumni and parents and validating the data the committee would give valuable suggestions on the following points.

Major issues need to be looked into by the audit team

- 1.The audit team should look into the SWOC (Strength Weaknesses Opportunities and challenges) analysis and also the recommendations made by the Peer Team during its previous visit to the institution. Every institution that has submitted itself for (re)assessment should see to it that most, if not all, of the suggestions and recommendations of the Peer Team have been implemented for the growth and development of the institution. Administrators should take steps to translate these suggestions and recommendations into meaningful realities. Failure to address these recommendations would be met with serious criticism during the subsequent cycles of assessment and accreditation. In the same vein, the suggestions and

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By
Internal Quality Assurance Cell (IQAC)
Mahavir Mahavidyalaya, Kolhapur

Convener
Dr.R.P.Lokhande
Principal & Chairperson, IQAC

Co-Convener
Dr.R.B.Mirajkar
IQAC Member

Special Issue No.8
ISSN 2349-638x
Impact Factor 2.147

recommendations of the audit teams too should be looked into carefully and strategies should be evolved to implement them with a clear time-line.

- 2.The limitations and the grey areas pointed out by the Peer Team and the audit teams should be examined critically by the administrators and steps should be strategized to address them meaningfully. Based on the report submitted by the Peer Team and the grades awarded for each of the seven criteria and its various components, the audit team should come up with an action plan to look into the red and grey areas and steer the institution to a safe zone with regard to quality and excellence.
- 3.The audit team, spearheaded by the IQAC, is expected to come out with suggestions for improving Teaching and Learning and Evaluation (Criterion II) and Research, Consultancy and Extension (Criterion III) which together constitute 50% of the total scores for affiliated colleges. In most affiliated colleges, an area of concern with regard to Criterion II is Teacher Quality which carries 80 points. In many institutions, more than half the teachers do not possess PhDs. Neither, they do have research projects and publications in their CVs and this not only presents them in a bad light but also pulls down the NAAC scores considerably. Another area of concern in Criterion II is the profile of the students admitted which lacks diversity and plurality. Almost all institutions in India fare badly in terms of student diversity which carries 50 points for affiliated colleges. The audit team should, in consultation with the management, come up with viable suggestions to attract students from different regions of the state and also from the neighboring states, wherever possible.
- 4.The audit team should draw a roadmap for improving the research profile of the institution that is being audited. Under Criterion III (Research, Consultancy and Extension), the team should come up with viable suggestions for motivating and encouraging teachers to take up research projects, to start with at least one Minor Research Project during the assessment period, and to come up with at least two quality publications each year. While almost all institutions are engaged in some extension activities and social outreach programmes, especially through their NSS and NCC teams, most of them lack a vision and dynamic planning with regard to their extension activities. The audit team, in consultation with the administration and the NSS coordinator and the NCC officer, should help the institution infuse a philosophy into its extension and outreach programmes.
- 5.The audit team should meticulously note down all commendable features of the institution with regard to teacher quality, teaching and learning strategies, student enrolment and profile, various dimensions of infrastructure and the institution's best practices. These noteworthy features should be heartily appreciated. Positive reinforcement would help the institution and the staff and students go a long way in their pursuit of excellence.
- 6.The Lack of proper documentation is an area of concern in many institutions. As an assessor for NAAC, few institutions are not able to authenticate some of their activities and achievements ranging from informal consultancy to extension activities to awards won by their students in various competitions with proper documents. Documentation not only authenticates their claims but also preserve records for posterity. The audit team should not only look into documentation but should also help institutions create documents whatever necessary.

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By
Internal Quality Assurance Cell (IQAC)
Mahavir Mahavidyalaya, Kolhapur

Convener
Dr.R.P.Lokhande
Principal & Chairperson, IQAC

Co-Convener
Dr.R.B.Mirajkar
IQAC Member

Special Issue No.8
ISSN 2349-638x
Impact Factor 2.147

The advantages of an academic audit

The advantages of an academic audit are manifold. Some of these are given below:

1. For students: It helps in eliminating unnecessary workload and dwells mainly on those essentially required for the success of a student's career.
2. For teachers: It helps in clarifying their roles and responsibilities and thus avoids conflicts.
3. For the society: It ensures effective use of public money.
4. For employers: It ensures availability of well-rounded students who can contribute from day one itself.
5. The process of academic audit involves three stages: self-study involving understanding the teaching-learning process, peer review and evaluating the self-study and the peer review.

Conclusion

The processes of Academic Auditing aims at monitor and enhance the quality of Education through proper guidelines for both teaching faculty and students. Academic audit ensures academic accountability. It defines the quality of each component of the functionalities and ensures quality of Education throughout the system. Academic audit safeguards functionalities of Education system. It defines effectiveness of teaching learning process and devises methodology to confirm maximum output from faculty members as well as students. Academic audits conducted scrupulously will help institutions to rededicate themselves to their vision and mission and succeed in their pursuit of excellence. They help institutions to renew and rededicate themselves to their vision and mission with an excellence. So, Academic audit plays an important role in maintaining quality of the whole Education system.

References

- Academic Auditing Manual. (2015). Kerala Technological University. Retrieved from <https://ktu.edu.in/data/Academic%20Audit%20Manual.pdf>
- Dill, David. D. (2010). Designing Academic Audit: Lessons learned in Europe and Asia. *Quality in Higher Education* 6,3, 187-207. Retrieved from <http://dx.doi.org/10.1080/13538320020005945>
- Dorairaj, Joseph, A. (2016). Academic audit: The gateway to excellence. *University news- A weekly journal of higher Education*. 54 (12), 3,4&9.
- Gopal, R. (2015). Academic audit: the need of the hour. *The Hindu- Education plus- careers*.
- Tennessee Board of Regents (2014). *Educational Quality Improvement -A Handbook for the Academic Audit*. Retrieved from <http://www.etsu.edu/academicaffairs/pds/ie/documents/Academic%20Audit%20Handbook%202013-14%20Final.pdf>
- <http://unipune.ac.in/admin/Circular/guidelines-for-academic-and-administrative-audit.docx>
- <https://www.tbr.edu/academics/office-academic-affairs>

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By
Internal Quality Assurance Cell (IQAC)
Mahavir Mahavidyalaya, Kolhapur

Convener
Dr.R.P.Lokhande
Principal & Chairperson, IQAC

Co-Convener
Dr.R.B.Mirajkar
IQAC Member

Special Issue No.8
ISSN 2349-638x
Impact Factor 2.147

Perspectives of teaching – learning process for student centric education and NAAC evaluation

Dr. M. B. Chougule

Associate Professor,
Textile and Engineering Institute,
Ichalkaranji

Abstract:

A student-centered approach which actively engages the young person in the learning process is critical if skills which result in healthy behaviours are to be fostered and developed. Individual students may be better suited to learning in a particular way, using distinctive modes for thinking, relating and creating. The notion of students having particular learning styles has implications for teaching strategies. Because preferred modes of input and output vary from one individual to another, it is critical that teachers use a range of teaching strategies to effectively meet the needs of individual learners. Sound health instruction should incorporate a variety of teaching methods intended to complement the learning styles of children. This should lead to young learners who are both intrinsically and extrinsically motivated to inquire, infer, and interpret; to think reflectively, critically and creatively; and in the final analysis to make use of the knowledge and skills they have gained by becoming effective decision makers.

Keywords: Curriculum transaction, teaching techniques, innovative tools and inventive tasks or events, NAAC.

1. Introduction:

The approaches to teaching can be categorized according to major educational goals that affect teaching strategies. The transition from not knowing to knowing is part of it, but that's really too simple because it misses all the degrees of knowing and not knowing. An assessment can offer a guess of how much and how deeply a student understands, but that's all that it is -- a guess based on a given assessment form, a quick snapshot of student understanding at any given moment, marred by reading level, academic vocabulary, student self-efficacy, the wording of the question.

NAAC provides importance to teaching learning methods to imbibe good qualities in students. It contributes to efforts on institutional initiatives to practice effective teaching learning process. The higher education system is expected to provide adequate skilled human resources equipped with the knowledge and technical skills to cater to the fast growing economy. India, being the country with the youngest population, would be able to create a larger growing labor force which is expected to deliver greater gains in terms of growth and prosperity.

2. Teaching learning process and curriculum transaction:

Effective teaching learning process involves three major processes as teaching techniques, innovative tools and inventive tasks or events.

2.1 Teaching techniques

2.1.1 Seminars by student: The Student Seminar is a required component of the professional experience and is taken concurrent with the student teaching experience. It is designed to provide an opportunity to synthesize the student teaching experience and move the student teacher towards the world of teaching at a professional level. Students are also given the opportunity to connect with their peers as well as their respective college supervisors in order to examine their practice in the field.

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalaya, Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson, IQAC	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
--	---	--	--

2.2.2 Debates and group discussions: Discussions can be an excellent strategy for enhancing student motivation, fostering intellectual agility, and encouraging democratic habits. They create opportunities for students to practice and sharpen a number of skills, including the ability to articulate and defend positions, consider different points of view, and enlist and evaluate evidence. When planning a discussion, it is helpful to consider not only cognitive, but also social/emotional, and physical factors that can either foster or inhibit the productive exchange of ideas.

2.2.3 Simulations: It is a teaching tool used to provide students with a realistic experience. It can serve as a technique for enhancing learning and increase a student's interest and awareness in the topic being discussed. Simulations provide opportunities for learners to explore environments that mirror real-world situations or complex ideas. Simulations also provide innovative ways to use technology. New computer technologies allow for a variety of strategies to design learning environments that are realistic, authentic, engaging, and fun.

2.2.4 Activity based teaching: Activity method is a technique adopted by a teacher to emphasize his or her method of teaching through activity in which the students participate rigorously and bring about efficient learning experiences. It is a student-centered approach. It is a method in which the student is actively involved in participating mentally and physically. Learning by doing is the main focus in this method. Learning by doing is imperative in successful learning since it is well proved that more the senses are stimulated, more a person learns and longer he/she retains.

2.2.5 ICT enriched teaching: Education around the world is experiencing major paradigm shifts in educational practices of teaching and learning under the umbrella of ICT enabled learning environment. Whereas learning through facts, drill and practices, rules and procedures was more adaptive in earlier days, learning through projects and problems, inquiry and design, discovery and invention, creativity and diversity, action and reflection is perhaps more fitting for the present times. The major hallmark of this learning transition is from teacher centered to learner focus paradigm.

2.2.6 Group teaching-learning: Small group teaching has become more popular as a means of encouraging student learning. While beneficial the tutor needs a different set of skills for those used in lecturing, and more pertinently, small group work is an often luxury many lecturers cannot afford. A further consideration with small group teaching is the subjective perspective of what constitutes a small group.

2.2.7 Class room & home assignments: Assignments are tasks requiring student engagement and a final tangible product that enables you to assess what your students know and don't know. They represent one of the most common ways to assess learning. They can be either low-stakes [formative assessment] or high-stakes [summative assessment], so the number and type of assignments will depend upon your course design, learning outcomes, and course enrollment numbers.

2.2.8 Exhibitions and demonstrations: An exhibition is a high-stakes demonstration of mastery that occurs at a culminating academic moment, such as the end of a school year or at graduation. Exhibitions are summative assessments, but the process of building up to a final exhibition includes ongoing assessment, feedback, and revision. Exhibitions are open to the public, and community members and local experts are often invited to attend. Because exhibitions involve extensive preparation, they are most successful when adopted on a school-wide basis.

2.2.9 Site visits: Teaching and learning can become inherently spontaneous and student-centered when moved from the confines of the classroom into the world at large. From the collaborative learning atmosphere that results from the unique relationships developed outside the classroom, to the deep learning that occurs when students must put into practice "in the real world" what they have theorized about from behind a desk, field experiences are

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalaya, Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson, IQAC	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
--	---	--	--

unmatched in their learning potential. Field experiences early in a student's career can be formative and can inspire students to continue in a field.

2.2.10 Learning by case studies: Teachers interested in involving their students more fully in classroom discussion have found that case studies can provide a rich basis for developing students' problem-solving and decision making skills. Cases can help us organize and bring to life abstract and disparate concepts by forcing students to make difficult decisions about complex human dilemmas.

2.2.11 Students projects and reports: Assessment plays a major role in education, possibly more so now than ever before. A key role of assessment is the diagnostic process - by establishing what students have learned, it is possible to plan what students need to learn in the future. Project work is a method of allowing students to use what they have learned in statistics classes in a practical context. It is this practical application of projects that make them such a useful part of the learning process.

2.3 Innovative tools

2.3.1 Learning materials: Teachers use a wide range of stimulating and exciting materials to teach the concepts outlined in the curriculum to ensure that students are actively involved in their learning. In time, students and parents witness a shift from textbook based to standards based instruction, bringing educational practices in line with the best learning systems around the world.

2.3.2 Collaborative multimedia: One of the techniques to improving the students' meets the academic needs and helps them developing English language skills is providing multimedia during the process of teaching and learning in the classroom. Multimedia classroom provide the students chances for interacting with diverse texts that give them a solid background in the tasks and content of mainstream college courses. The writing aims to find out some advantages of the use of multimedia in the classroom. Also, the involvement of technology in the classroom cannot denied giving positive point to improving the quality of teaching and giving more various techniques in teaching a foreign language.

2.3.3 Digital conversations: In recent years reference to 'digital technology in the classroom' (DTC) can be taken to mean digital processing systems that encourage active learning, knowledge construction, inquiry, and exploration on the part of the learners, and which allow for remote communication as well as data sharing to take place between teachers and/or learners in different physical classroom locations. This is an expanded notion of technologies that recognizes their development from mere information delivery systems and also clarifies their role in classrooms in contrast to their wider use across schools and learning centers.

2.3.4 Power-point presentations: Powerpoint has become very popular because it's easy to learn and widely available. It provides the ability to equip your presentations with different types of media - including images, sounds, animations, and much more. This enhances the students' abilities to retain what they're being taught, especially those who are visual learners. Teachers can focus on the class and interacting with the students instead of writing on a board, because the text and the entire presentation is already there in the form of a power point file.

2.3.5 Effective instructional material: Instructional materials according are teaching learning material that constitutes an integral component of classroom instructions which are utilized in dealing educational information to the learner. He further strikes that it makes the lesson real, concrete and effective as learners are motivated to learn at their own pace, rate and convenience.

2.4 Inventive tasks

2.4.1 Site exposure for activities: Street shows, road marching for noble cause etc. are very useful for students. This resource introduces practitioners who are not familiar with outdoor learning to exploring ways of taking

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalaya, Kolhapur	Convener Dr. R.P. Lokhande Principal & Chairperson, IQAC	Co-Convener Dr. R.B. Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
--	---	--	--

students outside. It provides a route into continuing professional development and suggestions for embedding outdoor learning as a study approach. It serves to illustrate the potential of outdoor learning as an effective approach to learning and teaching within the context of curriculum for excellence.

2.4.2 Laboratory experiments: Laboratories and practical classes have been a substantial part of the teaching repertoire in Science and engineering for many years. The key learning objectives of laboratory and practical classes tend to be “learning how to do things”- such as procedures, methods and skills

2.4.3 Educational tour: Field trips are recognized as important moments in learning; a shared social experience that provides the opportunity for students to encounter and explore novel things in an authentic setting. Field trips facilitates the learning of abstract concepts. Taking students on a field trip makes learning more effective as they will be able to gain vast ideas on the topic. This motivate students through increased interest and curiosity. Field trips can add variety to the regular classroom instructional program and they tend to be special and enjoyable learning experiences. As a result, students will develop positive attitudes in students toward related classroom activities. It also increases student-student and student-teacher social interaction. Field trips provide an opportunity to involve students, parents, and the teachers in the instructional program.

2.4.4 Observance of important days: To generate awareness about the objective, theme and importance behind a particular day of national and international importance.

2.4.5 Co-curricular activities: Curricular activities reflect interconnectedness among the various components of the programme and co-curricular activities are those which are undertaken side by side with the curricular activities. A co-curricular activity essentially takes place outside a typical pen and pencil classroom experience. It gives the students an opportunity to develop particular skills and exhibit their non-academic abilities. These activities might be compulsory, such as music, art or drama classes that take place during the day. Others generally are voluntary, such as participating in school sports team, school debating team or student newsletters. In either case, participation can assist students in more than one ways.

3. Conclusion

Evaluation of teaching involves collecting evidence, from various stakeholders, for the purpose of improving the effectiveness of the teaching-learning process. A successful evaluation generates outcomes that are valid, reliable and indicate directions and action for development. Student centered method of teaching -learning based on the innovations in the institution and cater to the diverse needs of the students, improve its teaching-learning process. It will also help the institution to improve the student enrollment and their profile. NAAC accreditation always help to improve teaching learning process. Ultimately it boosts the students learning skills, innovative and modern methods of pedagogy.

4. References

- NAAC Methodology for Reviewing the Performance of Academic Staff Colleges, National Assessment and Accreditation Council, Bangalore. 1-9.
- Sansanwal, D.N. (2007). Towards a comprehensive teacher education programme: A DAV experience, An Anthology of “Best Practices” in Teacher Education, NAAC, 129.
- www.ed.gov.nl.ca/edu/k2/curriculum/guides/health/elementary/process.pdf
- <http://www.ed.gov.nl.ca/edu/k2/curriculum/guides/health/elementary/process.pdf>
- <http://www.edutopia.org/blog/6-ways-honor-learningprocess-terry-heick>
- <http://www.iqac.dauniv.ac.in/effective-teaching-learning.pdf>

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By
Internal Quality Assurance Cell (IQAC)
Mahavir Mahavidyalya, Kolhapur

Convener
Dr.R.P.Lokhande
Principal & Chairperson, IQAC

Co-Convener
Dr.R.B.Mirajkar
IQAC Member

Special Issue No.8
ISSN 2349-638x
Impact Factor 2.147

Quality Assurance Through Academic Audit of Pupils Placement

Dr.Atul Arun Gaikwad

Associate Professor,
SouNirmalatay Thopte College of Education & Research Centre Bhor.
Saviyribai Phule Pune University Pune.

Abstract

NAAC Audit is compulsory for higher educational institute i.e. Colleges Universities for evaluation of their educational work as well as their new creation & contribution in educational sector. In India we found developing economy and lot of problems in employment, Menace so many qualify candidates are available but they hasn't proper jobs. If any Educational Institute prepare job oriented pupils and provide them proper placement than overall employment issue must controlled and education co-relate to fundamental needs. Hence NAAC should add this criteria in their audit about placement of pupil. If this criteria get vital role in NAAC evaluation scheme than Educational Institute may search about placement area first than make academic program for provide education and our country get rapidly development in educational sector.

We know that there is compulsion than work will complete rapidly otherwise it goes traditionally. When NAAC interfere in this processes than job oriented education should provide by Educational Institute and make a follow up program for making it effective.

1. Introduction -- "Every student can learn, just not on the same day, or the same way." (Brucher, J.S. 1969), "Education is the most powerful weapon which you can use to change the world" (Sharma G.R.1970) The founder of idealism, Plato said that "Do not train children to learning by force and harshness, but direct them to it by what amuses their minds, so that you may be better able to discover with accuracy the peculiar bent of the genius of each." Like wise education must be a employment base, If he/she complete any education than they should capable for earning, for this educational institute should run a program belongs to **Placement of Pupil**. This scheme will be possible if NAAC will add a criteria in their evaluation proses about Placement of Pupil.

2. Background- Researcher work in college of education & research Centre, Such College has A grade in NAAC Re Accreditation and this college have such Pupil Placement Program, Due to this Program, this College provide placement for lot of pupils as like as this College have run Placement oriented education.

3. Need And Importance Of The Study

- (i) Education must co-relate to Employment
- (ii) Various Employment Sector should invent by Educational Institute
- (iii) Evaluation of this Pupil Placement Scheme must Compulsory by NAAC
- (iv) Pupil get assurance about their job
- (v) Pupil Select Education as per their Interest & Capacity
- (vi) Education & Economic Status will be develop

4.Statement Of The Problem To Assured a academic quality through Pupil Placement Program by NAAC Evaluation processes .

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By
Internal Quality Assurance Cell (IQAC)
Mahavir Mahavidyalaya, Kolhapur

Convener
Dr.R.P.Lokhande
Principal & Chairperson, IQAC

Co-Convener
Dr.R.B.Mirajkar
IQAC Member

Special Issue No.8
ISSN 2349-638x
Impact Factor 2.147

5. Definitions Of Important Terms

- (i) Assured a Academic quality - It menace that increase and development of College of education in their scenario through this Program
- (ii) Pupil Placement Program -- Itmenace College of Education must provide employ based education and after completion of their education ,they must get placement.
- (iii) NAAC Evaluation Processes – It menace NAAC Accreditation or Re –Accreditation Processes.

6. Way To Achieve Pupil Placement Program

- (i) Educational Institute have to research in Various Sector about Employment and Provide related Education.
- (ii) Educational Institute have to research about Human Needs and Provide as per Education e.g. Plumbing, Driving, Painting etc
- (iii) Educational Institute Determine Placement Sector at First than Provide Education.
- (iv) Tie –Up between Industrial Sector and Educational Sector.
- (v) Education must Region base Syllabus.
- (vi) Find out Interest of Pupil than provide Professional Knowledge through Education.

7. Advantages Of P.P.P.(Pupil Placement Program)

- (i) Pupil gets immediately job after completion of Education.
- (ii) It is Perfect Solution on Employment Problem.
- (iii) Per Capita Income and National Income should be increased.
- (iv) Human Resource being developed as per Human Needs

8. Reference

Best J.W. and Kahn J.V. (2011), Research in Education. New Delhi, PHI learning
Brucher, J.S. (1969): Modern Philosophy's of Education, New Delhi, Hill Publishing House.
Sharma, G.R. (1970) Trends in Contemporary Indian Philosophy of Education, New Delhi. Atlantic Publication
www.NAAC.gov.in

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By
Internal Quality Assurance Cell (IQAC)
Mahavir Mahavidyalaya, Kolhapur

Convener
Dr.R.P.Lokhande
Principal & Chairperson, IQAC

Co-Convener
Dr.R.B.Mirajkar
IQAC Member

Special Issue No.8
ISSN 2349-638x
Impact Factor 2.147

Audit of Teaching and Administrative professionals Outcome in Higher Education

Chandrakant Lonkar

Asst. Prof.

S. N. T. College of Education and Research Centre,
Bhor, Dist- Pune.

Abstract:

NAAC check audit of every college after five years and give specific status in grade, if the college sends SSR to the NAAC office. NAAC do not check the quality of any college, university and their teaching professionals and other units without their request to audit their performance. Institutes prepare for NAAC audit and then submit their SSR report to the NAAC office. This preparation is showy to the visiting committee (not all institutes). After NAAC visit, they forget all things and work as usually. They have views like all these things are for NAAC. But it is not to blame all institutes and the procedure of NAAC audit. They have certain quality outcomes. In this paper, the researcher wants to focus on only quality outcomes of teaching professionals, their recruitment, stability, performance and outcomes. Every month, every three months, six months and year NAAC or Govt. Body should audit the outcome performance of teaching professionals and administrative professionals. If the outcome performance is ok in the quality parameter of internationally accepted standards then they run the job or if not satisfied then leave the job and do their interesting job. Such strict measures are required for Indian Higher Education System to enlist top ten ranking University or Institute in the World.

Keywords: Audit of Teaching and Administrative professionals, Academic Performance Indicator, Outcome Performance

1. Introduction:

“Quality of education depends upon the quality of teachers and quality of teachers depend upon the quality of teacher education” - Kothari Commission. This epoch making statement suggests that quality of teacher is very important. Researcher wants to add some more clauses to this statement. They are as follows: Quality of teachers and administrator depend upon the quality of teacher and administrator’s recruitment processes, quality of education depend upon the quality performance outcome of teachers and administrators. This audit of professional’s outcome will lead quality assurance of higher according to the internationally accepted standards. This paper emphasizes on audit of performance outcome of these two key stakeholders in Indian Higher Education System.

2. Why Talent Job Aspirants not join Teaching Profession in India (not all):

- i) There is no unitary and quality recruitment process for teaching and administrative personnel in India like UPSC and MPSC recruitment process.
- ii) There are so many recruitment processes like Maharashtrian Khichadi food but not tasty in the sense of corruption free nature.
- iii) Hence talent minds do not join teaching field or run away from teaching professions (not all).
- iv) Corruption, political interferes and contact favoritism in the recruitment process of teachers, professors and Principals etc.

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalaya, Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson, IQAC	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
--	---	--	--

v) Teaching jobs are decreasing day by day and banking, private company and multi-nationals jobs increasing. There is urgent need to attract talent job aspirants in teaching field to show their outcome performance.

3. Lacunae's in Auditing outcome performance of Teaching and Administrative professional in Higher Education in India.

In foreign countries every teaching and administrative professional must show his outcome performance in the development of their student's performance, their institute's outcome performance. They follow internationally accepted standards and work very hard to develop their students. After measuring their outcome performance, the institute hire them for next year, if not they fire them from the post. Audit of their outcome performance is responsible for their job continuity. Hence they work very hard to show their outcome performance.

In India we have API and PBAS system to check teaching and administrative professional's performance every year. UGC consider them for higher pay scale. It doesn't give importance to their student's outcome performance. This system gives importance to teacher's performance not their students' performance. Hence teaching and administrative professional are hoarding API and PBAS score. They are collecting score by hook or crook. They give more attention to develop their personal bio-data. They ignore their first duty to develop students. They want to improve their API score (not all).

4. Need of Audit of Teaching and Administrative professionals Outcome in Higher Education:

- i) It is necessary to audit outcome performance of every teaching and administrative professionals according to their student's outcome performance.
- ii) Indian Higher education system should follow internationally accepted quality standards.
- iii) Teaching and administrative professionals will try to develop their student's outcome performance instead their self.
- iv) Students outcome performance will count their teaching and administrative professionals API and PBAS.
- v) This outcome audit will show their job assurance.
- vi) Every teaching and administrative professional will thrive to update himself to develop their students and institute according to globally accepted parameters.
- vii) This auditing measures will enhance quality of higher education in India.

5. Conclusion:

The present research paper is conceptual and informative. It dwelt upon quality recruitment process, auditing of teaching and administrative professionals outcome performance. It also shows to follow globally accepted standards in higher education in India.

Reference:

- API-4th-Amendment-Regulations-2016
API - Calculation Chart.
<http://www.naac.gov.in/>
<http://www.naac.gov.in/docs/NAAC/A/20DecadeDedicationQualityAssurance.pdf>
UGC-clarification-reg-UGC-Regulations-2010

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By
Internal Quality Assurance Cell (IQAC)
Mahavir Mahavidyalaya, Kolhapur

Convener
Dr.R.P.Lokhande
Principal & Chairperson, IQAC

Co-Convener
Dr.R.B.Mirajkar
IQAC Member

Special Issue No.8
ISSN 2349-638x
Impact Factor 2.147

Need Of Academic Audit In Present Scenario

Pramod P.Tandale

Assistant Professor,
M.K.K.College Of Education, Latur.

Dipak S.Sarnobat

Asst. Professor in English
Vitthalrao Patil Mahavidyalaya, Kale

Abstract:

We both are thinking on academic audit with reference to the world education and its implementation. We find that we (Indians) are far away from them but UGC has been taking strong decisions for changing our educational system with the help of NAAC and the concept of academic audit. Now a day's Colleges and Universities in India have been changing their approaches towards Academic audit for maintaining quality. Quality assurance is a process. We have to make continuous efforts for the sake of quality enhancement. Academic audit helps to assure the quality. Academic audit is needed for evaluating present quality and objectivity leading towards achieving predetermining goals of any particular course or syllabus. In this research paper, we are going to discuss the academic audit and its need in present scenario.

Introduction:

We both have a base of professional education, therefore we have been thinking of the objective process getting closer to it. The term 'Quality' is always considered the most fruitful in case of academic achievements. Every educational institute strives to fulfill the needs of students, teachers, parents, and society through its various aspects of curricular, co-curricular and extra-curricular activities. Each aspects of the institution is counted and seriously considered in the academic audit.

Contribution of Academic Audit:

The future progress of any educational institution depends upon present achievements and concrete action plan of the institution. For the positive results, every aspects related to institution must maintain progressive quality. Academic audit should be mandatory to know the present status, growth and innovative activities of the institution. For achieving this destination one needs to maintain quality.

Quality we mean: Quality is a system for improvement. It is not one of the short affairs. It is an unending journey.

- It assists to evaluate teaching and learning strategies.
- It calculates the achievements related to curricular, co-curricular and extra-curricular activities held by particular institutes.
- It counts research attitude of faculty.
- It is an evaluation of self study of the institution by external peer team.
- It ensures clear and objective recommendations.

Purpose of Action:

- Whether the activities and programmes being implemented have been authorised by the concerned authorities (in the case of a university set-up — have the programmes been approved by the university, academic council, the board of management, and so on).
- Whether the activities and programmes are being conducted in a manner geared to accomplish the objectives intended by the authorities.
- Whether the activities and programmes are efficiently and effectively serving the purpose intended by the authorities.

NAAC Sponsored Two Day National Seminar on New Horizons In Academic Auditing For Competency Building Of Stakeholders

Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalaya, Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson, IQAC	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
--	---	--	--

- Whether the activities and programmes being conducted and funds expended in compliance with the applicable laws.
- Are adequate operating, administrative procedures and practices, systems, etc. in place?
- Are the needs of the various stakeholders such as students, parents, employers, statutory authorities, society and the top management or the trustees satisfied?
- The advantages of an academic audit are manifold. Some of these are given below:
- For students: It helps in eliminating unnecessary workload and dwells mainly on those essentially required for the success of a students' career.
- For teachers: It helps in clarifying their roles and responsibilities and thus avoids conflicts.
- For the society: It ensures effective use of public money.
- For employers: It ensures availability of well-rounded students who can contribute from day one itself.
- The process of academic audit involves three stages: self-study, peer evaluation of the self-study and the peer review.

Need of Academic audit in present scenario –

Institutions have to take seriously this academic audit because academic audit helps student to learn and it helps teachers to plan their action to achieve quality. Many point of view according to academic audit we try to mansion need of this auditing.

Academic audit helps us as follows ..

- To identify key areas of improvement.
- To assess risks, economy, efficiency and quality.
- To uncover fraudulent or other illegal activities.
- To reinforce and strengthen internal control.
- To deliver effective analysis and relevant information.
- To make more effective management decision.
- To verify the programs in comparison with the guidelines prescribed by the university, the Government and also the UGC.
- To make pure and sure administration.
- To prove the ideology maintained by institution.
- To satisfy the expectations of stakeholders.
- To improve the quality of teaching and learning process.
- To consider and evaluate the quality and quantity of research work of faculty.
- To evaluate sincerity of student support system.
- To assess student progression report.
- To examine students participation and contribution in various activities.
- To know weaknesses and drawbacks for preparing future plans.
- To evaluate how faculty uses available resources to provide better quality of education.
- To define quality in terms of the outcome of the learning process.
- To promote collaborative initiatives of the institution.
- To assess social activities held by the institution.

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By
Internal Quality Assurance Cell (IQAC)
Mahavir Mahavidyalya, Kolhapur

Convener
Dr.R.P.Lokhande
Principal & Chairperson, IQAC

Co-Convener
Dr.R.B.Mirajkar
IQAC Member

Special Issue No.8
ISSN 2349-638x
Impact Factor 2.147

Conclusion:

'Academic Audit' plays a very meaningful role while measuring and evaluating various curricular, co-curricular, and extracurricular activities in the terms of quality enhancement. It is one of the necessary aspects of self evaluation for self improvement. For maintaining ideology of the institution and fulfilling expectations of the stakeholders the academic audit is mandatory. It helps to know strengths, weaknesses, opportunities and challenges of the institution. This SWOC analysis will help a particular institution while facing NAAC Peer Team for better accreditation.

Work sited on

<http://www.thehindu.com/features/education/careers/academic-audit-the-need-of-the-hour/article6969479.ece> The hindu 8 march 2015

<http://kakatiya.ac.in/dean-academic-audit>



**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By
Internal Quality Assurance Cell (IQAC)
Mahavir Mahavidyalaya, Kolhapur

Convener
Dr.R.P.Lokhande
Principal & Chairperson, IQAC

Co-Convener
Dr.R.B.Mirajkar
IQAC Member

Special Issue No.8
ISSN 2349-638x
Impact Factor 2.147

Academic Audit: The need of an Hour

A.A.Kotnis-Patel
Commerce Department
Mahavir Mahavidyalaya, Kolhapur

Abstract

THE ACADEMIC AUDIT A Process of Continuous Quality Improvement in Teaching & Learning Leading to Student Success The Academic Audit is a faculty-driven model of ongoing self-reflection, peer feedback, collaboration, and teamwork based on structured conversation to improve educational quality processes in teaching and learning ... and hence student success.

As growing numbers of countries adopt market-oriented policies for steering higher education, there is increasing interest in accountability mechanisms that improve the capacity of colleges and universities to independently assure the quality of their academic degrees and student learning. Academic audit, first developed in the UK and subsequently adapted to countries such as Sweden, New Zealand and Hong Kong

During the self-study phase of the Academic Audit, the faculties look at the key activities in place that regularly improve the quality of teaching and learning. Faculty members reflect on how they organize their work and how they use data to make decisions. The faculty may also note opportunities for improvement during this self-study phase and thus identify initiatives for improvement. These are undertaken during ensuing years. The Academic Audit model also involves a review by peers called the Academic Auditor Team. This team reviews a program's self-study report, conducts a site visit, and writes its own report that includes commendations, affirmations and recommendations for continued improvement.

Keywords: Academic Audit, Continues improvement, student's centered, Teaching-learning, self study

Introduction:

The Academic Audit is a faculty-driven model of ongoing self-reflection, collaboration, team work and peer feedback. It is based on structured conversations among faculty, stakeholders and peer reviewers all focused on a common goal: to improve quality processes in teaching and learning and thus enhance student success. During the self-study phase of the Academic Audit, the faculties look at the key activities in place that regularly improve the quality of teaching and learning. Faculty members reflect on how they organize their work and how they use data to make decisions. The faculty may also note opportunities for improvement during this self-study phase and thus identify initiatives for improvement. These are undertaken during ensuing years. The Academic Audit model also involves a review by peers called the Academic Auditor Team. This team reviews a program's self-study report, conducts a site visit, and writes its own report that includes commendations, affirmations and recommendations for continued improvement.

Assessment and Accreditation is broadly used for understanding the "Quality Status" of an institution. In the context of Higher Education, the accreditation status indicates that the particular Higher Educational Institutions (HEI) – a College, a University, or any other recognized Unit therein, meets the standards of quality as set by the Accreditation Agency, in terms of its performance, related to the educational processes and outcomes, covering the curriculum, teaching-learning, evaluation, faculty, research, infrastructure, learning resources, organization, governance, financial well being and student services.

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalaya, Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson, IQAC	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
--	---	--	--

The process of Academic Auditing intends to monitor and enhance the quality of education through proper guidelines for both teaching faculty and students, so as to ensure qualified students passing out from educational Institutions.

For proper functioning of academics in an educational institution and to quantify the efforts dispensed by the faculty and students, some assessment components have been designed. These include the assessment of course delivery, as per the curriculum and syllabus, the co-curricular and extra-curricular activities of students, overall discipline and the academic functioning of the Institution, delivery of the duties and responsibilities of faculty members and monitoring of the class, progress of courses, internal assessment, student welfare and grievances.

The academic audit provides an opportunity for a regular strategic overview of a institute's teaching-learning process.

It is the process by which the authorities assure themselves of the quality of the learning process. The academic audit is normally carried out once in five years. The National Assessment and Accreditation Council (NAAC) have evolved certain benchmarks for ascertaining and ensuring the quality at different levels of Higher Education. Internal Quality Assurance Cells (IQACs) are established in almost all Higher Educational Institutions (HEI) to identify the benchmarks required for achieving the quality. Thus, IQAC plays an important role in improving the quality of academic and administrative activities of the Institution. The academic, administrative, curricular and extra-curricular activities carried out by the faculty of the institute needs to be assessed by internal committee as well as by external academicians and peers as their appreciations and valuable suggestions boost the confidence of the faculty. The IQAC of the institute has decided to carry out the stringent quality assessment with the help of an external peer review committee. Hence, the Academic and Administrative Audit Committee (AAAC) is constituted and assigned the task of assessing the performance of academic and administrative units of the institute and give valuable suggestions required to achieve remarkable academic standards in the competitive educational environment.

It has four distinct features...

It is institute-based and is normally reviewed independently, it is based on a process of self-evaluation carried out by the college itself, the use of an external evaluator helps in objectivity, and the audit evaluates the full range of institute's activities so as to ensure a balanced recommendation by the audit panel.

Purpose of the Academic Audit:

The purpose of the Academic and Administrative Audit is to evaluate the performance of the institute, departments and appreciate their achievements and give suggestions for further improvement of the quality of teaching, research, administration, and curricular and extra-curricular activities. The after visiting the institute and interacting with the HODs/Directors/Coordinators, teaching and non-teaching faculties, students, alumni and parents and validating the data the committee would give valuable suggestions on the following points.

1. Availability of teaching and non-teaching faculty.
2. Infrastructural facilities available for carrying out academic and administrative activities.
3. Efforts taken for curricular development.
4. Teacher quality.
5. Teaching methods adopted and use of ICT in teaching, learning process.

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalaya, Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson, IQAC	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
--	---	--	--

6. Feedback mechanism used for assessing the performance of teachers by students and for curricular development.
7. Faculty development programmes implemented by the department.
8. Strengths, Weaknesses. Opportunities and Challenges of the department.
9. Research facilities and research output in the form of publications and patents.
10. Computer, internet and library facilities available.
11. Mentoring system, introduction of Remedial classes, Bridge courses, guidance for NET/SET and competitive examinations.
12. Skill development and personality development programmes.
13. Generation of funds and optimum utilization.
14. Evaluation methods adopted for internal and external examinations.
15. Future plans of the department.

Objectives of Academic Audit:

- To ensure academic accountability.
- To define quality of each component of the functionalities and to ensure quality of technical education throughout the system.
- To safeguard functionalities of technical education.
- To define effectiveness of teaching – learning process and to devise methodology to confirm maximum output from faculty members as well as students.

Advantages of Academic Audit:

- For students: It helps in eliminating unnecessary workload and dwells mainly on those essentially required for the success of a student's career.
- For teachers: It helps in clarifying their roles and responsibilities and thus avoids conflicts.
- For the society: It ensures effective use of public money.
- For employers: It ensures availability of well-rounded students who can contribute from day one itself.

Principles of Academic Audit:

There is no "hidden agenda," no "right way" to approach the Academic Audit process, the Academic Audit openly advocates the following principles as foundations of good educational practice.

Define quality in terms of outcomes:

- Learning outcomes should pertain to what is or will become important
- for the department's students.
- Learning, not teaching per se, is what ultimately matters.

Focus on process

- Departments should analyze how teachers teach, how students learn, And how to best approach learning assessment.
- Departments should study their discipline's literature and collect data On what works well and what doesn't.

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalaya, Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson, IQAC	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
--	---	--	--

- Experimentation with active learning should be encouraged. Faculty should be encouraged to share and adopt their colleague's successful teaching innovations.

Work collaboratively

- Teamwork and consensus lead to total faculty ownership of and responsibility for all aspects of the curriculum and make everyone accountable for the success of students.
- Dialogue and collaboration should be encouraged over territoriality and the "lone wolf" approach.

Base decisions on evidence

- Departments should collect data to find out what students need.
- Data should be analyzed and findings incorporated in the design of curricula, learning processes, and assessment methods.

Learn from best practice

- Faculty should seek out good practices in comparable department and institutions and adapt the best to their own circumstances.
- Faculty should share best practices and help "raise the bar" for their department.

Make continuous improvement a priority

- Departments should continually and consciously strive to improve teaching and learning.

Conclusion:

- The Academic Audit, like more traditional program reviews, is a peer review process including a self-study and a site visit by peers from outside the institution. However, the similarities end there. Unlike the traditional approach to program evaluation, this process emphasizes self-reflection and self-improvement rather than compliance with predetermined standards. The purpose of an academic audit is to encourage departments or programs to evaluate their "education quality processes" – the key faculty activities required to produce, assure, and regularly improve the quality of teaching and learning. An audit asks how faculty approach educational decision making and how they organize their work, using the resources available to them and working collegially to provide a quality education in the best interests of the discipline and student learning.

Reference:

1. AcademicAuditOverview2005
2. www.thehindu.com/features/education/careers/academic-audit.../article6969479.ece
3. https://en.wikipedia.org/wiki/Academic_audit
4. unipune.ac.in/admin/Circular/guidelines-for-academic-and-administrative-audit.docx

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By
Internal Quality Assurance Cell (IQAC)
Mahavir Mahavidyalaya, Kolhapur

Convener
Dr.R.P.Lokhande
Principal & Chairperson, IQAC

Co-Convener
Dr.R.B.Mirajkar
IQAC Member

Special Issue No.8
ISSN 2349-638x
Impact Factor 2.147

**Principles Of The Academic Audit And Key
Tips For Writing Auditor Reports**

Ankush Ramchandra Bansode

Asst. Professor,
Mahavir Mahavidyalaya, Kolhapur
And Ph. D. Students Department of Education.
Shivaji University Kolhapur.

Abstract

*The Academic Audit, like more traditional program reviews, is a peer review process including a **self-study** and a **site visit** by peers from outside the institution. However, the similarities end there. Unlike the traditional approach to program evaluation, this process emphasizes **self-reflection** and **self-improvement** rather than compliance with predetermined standards. The purpose of an academic audit is to encourage departments or programs to evaluate their “**education quality processes**” – the key faculty activities required to produce, assure, and regularly improve the quality of teaching and learning. An academic audit asks how faculty approach educational decision-making and how they organize their work, using the resources available to them and working collegially to provide a quality education in the best interests of the discipline and student learning. This paper focus only on principles of the academic audit and key tips for writing auditor reports.*

Introduction

The Academic Audit, like more traditional program reviews, is a peer review process including a **self-study** and a **site visit** by peers from outside the institution. However, the similarities end there. Unlike the traditional approach to program evaluation, this process emphasizes **self-reflection** and **self-improvement** rather than compliance with predetermined standards. The purpose of an academic audit is to encourage departments or programs to evaluate their “**education quality processes**” – the key faculty activities required to produce, assure, and regularly improve the quality of teaching and learning. An academic audit asks how faculty approach educational decision-making and how they organize their work, using the resources available to them and working collegially to provide a quality education in the best interests of the discipline and student learning.

These principles and Key Themes and Tips for Writing Auditor Reports are based upon *Education Quality Improvement: A Handbook for Departments* by Dr. William Massy, Professor emeritus of education and business administration at Stanford University and president of the Jackson Hole Higher Education Group

Principles of the Academic Audit

While there is no “hidden agenda” and no “right way” to approach the Academic Audit process, the Academic Audit openly advocates the following underlying quality principles as foundations of good educational practice.

- **Define quality in terms of outcomes**
 - Learning outcomes should pertain to what is or will become important for the department’s students.
 - Student learning, not teaching per se, is what ultimately matters.
- **Focus on process**

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalaya, Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson, IQAC	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
--	---	--	--

- Departments should analyze how teachers teach, how students learn, and how to best approach learning assessment.
- Departments should study their discipline's literature and collect data on what works well and what doesn't.
- Experimentation with active learning should be encouraged.
- Faculty should be encouraged to share and adopt their colleague's successful

Teaching innovations.

- **Work collaboratively**
 - Teamwork and consensus lead to total faculty ownership of and responsibility for all aspects of the curriculum and make everyone accountable for the success of students.
 - Dialogue and collaboration should be encouraged over territoriality and the "lone wolf" approach.
- **Base decisions on evidence**
 - Departments should collect data to find out what students need and how students perform.
 - Data should be analyzed and findings incorporated in the design of curricula, learning processes, and assessment methods.
- **Strive for coherence**
 - Courses should build upon one another to provide necessary breadth and depth.
 - Assessment should be aligned with learning objectives.
- **Learn from best practice**
 - Faculty should seek out good practices in comparable departments and institutions and adapt the best to their own circumstances.
 - Faculty should share best practices and help "raise the bar" for their department.
- **Make continuous improvement a priority**
 - Departments should continually and consciously strive to improve teaching and learning.

Key Themes and Tips for Writing Auditor Reports

It is important for Academic Auditor Team members and leaders to observe the following suggestions when developing the Academic Auditor Report.

1. The purpose of the report is to summarize findings from the self study report and the auditor team's onsite visit.
2. Keep the tone of the report developmental – focus on how the department can improve on its own. Address what it will work on as a result of the review.
3. The report is the synthesis of the teaching and research focal areas pulled together by the team leader.
4. In the written report, provide feedback on all five focal areas in summary form and give overview perceptions.
5. Reports are written collaboratively by the auditor team. Team members may provide bullet-type comments or present their findings in paragraph format.

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalya, Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson, IQAC	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
---	---	--	--

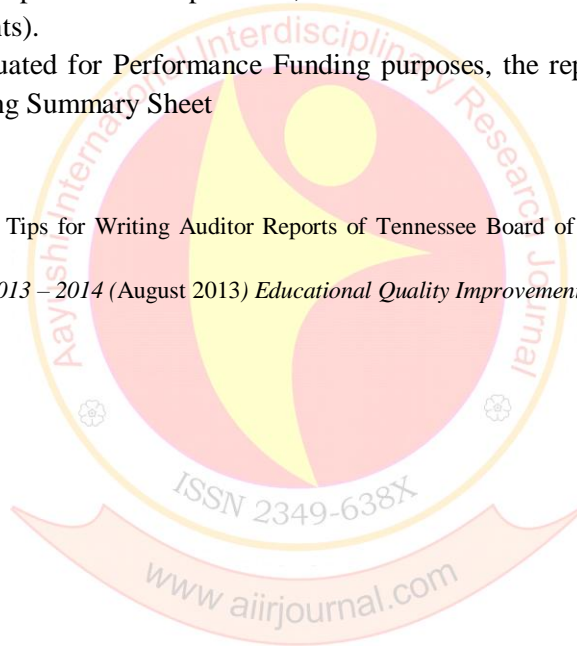
6. Use the debriefing time during the site visit to gather ideas from team members and create an overview of the report.
7. At the site visit, agree on a report format and how long each section should be. Find some consensus from the group and develop a strategy and style for the report (e.g. bullet comments only).
8. During the site visit, ask for evidence as you gather impressions. Don't build summary points around comments from one faculty member or one small group of students – look for confirming evidence.
9. At the end of the site visit, there is an oral debriefing with the program before the auditor team departs. The team decides on overall points (if for Performance Funding) and presents commendations, affirmations and recommendations.
10. Keep the report simple and tell them what they did capably as well as what they can do to improve.

Note

- 1: Write the report so that it is helpful for the department, but also write it as if others will read it (i.e., be sensitive to language and tone of comments).
- 2: If the program is being evaluated for Performance Funding purposes, the report must explain any “Not Met” cited on the Performance Funding Summary Sheet

References

- Massy Bill (2004). Key Themes and Tips for Writing Auditor Reports of Tennessee Board of Regents in the 2004-05 Pilot Phase of Academic Audit.
- A Handbook for the Academic Audit 2013 – 2014 (August 2013) *Educational Quality Improvement Cohort* Tennessee Board of Regents.



**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By
Internal Quality Assurance Cell (IQAC)
Mahavir Mahavidyalaya, Kolhapur

Convener
Dr.R.P.Lokhande
Principal & Chairperson, IQAC

Co-Convener
Dr.R.B.Mirajkar
IQAC Member

Special Issue No.8
ISSN 2349-638x
Impact Factor 2.147

Academic Audit for Academic Activity Theme In Universities

Dr.Chetna.P.Sonkamble

Associate Professor ,
Department of Education,
Shivaji University ,Kolhapur

Dr. Shashikant Annadate

Assistant Professor ,
Mahavir Mahavidyalaya,
Kolhapur

Abstract

One of the tools available to measure the adequacy of this academic input is 'Academic Audit' It provides an opportunity for a regular strategic overview of a college's teaching –earning process. The process of Academic Auditing intends to monitor and enhance the quality and provides an opportunity for regular strategic overview of College's teaching-earning process..These includes the assessment of course delivery ,as per the curriculum and syllabus ,the co-curricular activities and extracurricular activities of students ,overall discipline and the academic functioning of the institution, delivery of duties and responsibilities of faculty members and grievances .

Objectives of Academic Auditing:

1. To ensure academic accountability
2. To define quality of each component of the functionalities and to ensure quality of education throughout the system
3. To safeguard functionalities of Education
4. To define effectiveness of teaching –earning process and to devise methodology to confirm maximum output from faculty members as we as students.

Therefore Academic audit will definitely give a reflection and improvement rather than compliance with predetermined standards and will encourage departments or programme to evaluate their "education quality processes "the key faculty and programme activities required to produce, assure, and regularly improve the quality of teaching and learning using the resources available to them and work collegial to provide a quality education in the best interest of discipline and student learning

Key Words: Academic Audit ,Academic Activity, safeguard, collegial

A programme that is undergoing the academic audit to meet Quality assurance funding requirements will be evaluated by an Academic auditor Team that will use a rubric developed through a statewide process during 2015 prior to the approval of 2015-2020 .It is estimated that the national gross enrolment ratio (GER) in Higher Education in India is around 1 percent of which around 5 percent is in technical education.

Again, according to an estimate, at least 25 million students every year are eligible for higher education after schools).The issues is ;are there enough higher education institutes to absorb these 25 million students?.The challenge is also to provide quality education ,which implies that a the students who qualify should be employable .This is dependent primarily on three stake holders-students ,faculty members and the industry .The industry very rarely takes an interest in providing quality education through guest lecturers or visiting faculty ,but loves to criticize and say that the quality of teaching is bad or the content are outdated .The objective of students is to get a good academic record while the faculty aims to get a good feedback .Students believe that the institution is mere pace for getting a certificate.

One of the tools available to measure the adequacy of this academic input is 'Academic Audit' It provides an opportunity for a regular strategic overview of a college's teaching –earning process. The process of

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalaya, Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson, IQAC	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
--	---	--	--

Academic Auditing intends to monitor and enhance the quality and provides an opportunity for regular strategic overview of College's teaching-learning process. It is the process by which the authorities assure themselves of the quality of the learning process. The academic audit is normally carried out once in a five years. The proper functioning of academics in an educational institution and to quantify the efforts dispensed by the faculty and students, some assessment components have been designed. These include the assessment of course delivery, as per the curriculum and syllabus, the co-curricular activities and extracurricular activities of students, overall discipline and the academic functioning of the institution, delivery of duties and responsibilities of faculty members and grievances.

Objectives of Academic Auditing :

1. To ensure academic accountability
2. To define quality of each component of the functionalities and to ensure quality of education throughout the system
3. To safeguard functionalities of Education
4. To define effectiveness of teaching-learning process and to devise methodology to confirm maximum output from faculty members as well as students

Academic Audit Framework:

The key Academic Activity Themes which have been identified and which form the framework for both the self-review and academic audit are:

1. Leadership and management of teaching and learning :

- Delegation : for decision making related to teaching and learning quality and research supervision and for accountability for quality assurance of programme and courses
- Strategic and operational planning: which include objective related to student achievement and teaching quality, with key performance indicators which inform academic quality assurance processes
- Student input : to planning policy development and monitoring of key academic activities
- Infrastructure : provision of teaching-learning spaces and facilities are appropriate for their teaching and learning needs
- Information resources : for ensuring that their information resources are appropriate and sufficient for research-informed teaching-learning
- Risk Management : Recover plans and procedures which are designed to facilitate continuity of teaching and learning in instances of infrastructure system failure

2. Student Profile Access Transition and Admission Processes

- Admission and selection : Selection and practices should be clear and publicity available to students
- Access and transition : Use policies and or procedures which are designed to assist and transition of equity groups or other priority group
- Academic advice : Use processes for providing academic advice and course information to both new and continuing students

3. Curriculum and Assessment

- Programme approval : To meet national expectations and should include opportunity for input from stakeholders

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalaya, Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson, IQAC	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
--	---	--	--

- Graduate Attribute :Universities should have clearly defined intended educational outcomes graduate /post graduate attributes)which are publicity available and are accessible to students and staff
 - Graduate outcomes : For ensuring students have the opportunity to meet the intended educational outcome during their period study
 - Programme review : Regular reviews of programmes and courses including external accreditation reviews which include input from students and other stakeholders and which are used to ensure curriculum quality .
 - Benchmarking programme : Use processes for benchmarking curriculum and assessment standards to ensure they are national and international appropriate
 - Assessment : use of documented procedures for monitoring and moderating assessment processes and standards
 - Equivalence of earning outcomes : forma mechanisms to ensure that earning outcome of students in programmes taught on other campuses and /or with partner institution ,including those which are overseas meet the standards expected by the university on its home campus
 - Academic misconduct :Use procedures for addressing academic misconduct including plagiarism and other forms of cheating
 - Assessment : Should have and where appropriate use procedures to facilitate assessment
- 4. Student Engagement and achievement :**
- Student engagement : Should use process for monitoring and enhancing students engagement with their study and earning
 - Retention and completion : Use of processes for assisting the retention ,academic success and completion rates for particular groups
 - Feedback to students : Use processes for providing feedback up to students on their academic progress
 - Under-achieving students : To identify and assisting students at risk of under-achieving
 - High –Achieving Students : For identifying and supporting high –achieving and /or potential high achieving students
- 5. Student Feedback and support**
- Academic appeals and grievances :Policies which they use to address academic appeals and grievances
 - Earning Support : Universities should provide opportunities for a students to access appropriate earning support services .Including specialized earning support services for international students and others with peculiar need
 - Persona support and safety : safe and inclusive campus environments which provide opportunity f or a students to access appropriate pastoral and social support services
 - Support and other campuses :Format mechanisms to ensure appropriate earning and pastoral support is provided for students in programme taught in campuses with partner institutions
 - Feedback from students :For gaining on students satisfaction with teaching courses and student services be able to demonstrate that feedback is used to inform improvement initiatives.

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalaya, Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson, IQAC	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
--	---	--	--

6. Teaching Quality:

- Staff Recruitment and induction :Ensure that all teaching staff are appropriately qualified according to the levels at which will be teaching and that a teaching staff receive assistance to become familiar with their University's academic expectations
- Research –active Staff : workload management process should ensure that degree –eve students are taught mainly by staff who are research active
- Teaching Quality : For assessing teaching quality and for monitoring and enhancing individual teaching capability of a teaching staff
- Teaching Development :Opportunities for staff to develop their teaching practice ,including application of contemporary pedagogical research use of earning management systems and use of new technologies
- Teaching support on other campuses :Have forma mechanisms to ensure appropriate teaching support is provided for staff in programmes taught on other campuses with partner institutions
- Teaching Recognition: Reward processes should recognized teaching capability

7. Supervision of Research Students

- Qualification of Supervisors : For ensuring staff supervising research students are appropriately trained and experienced as supervisors, including processes to enable to new or inexperienced staff to gain experience as supervisors
- Resourcing of research students : For ensuring research students are appropriately resourced to do their research
- Research Supervision : For Ensuring supervision of research students is effective and that students progress and support are appropriately monitored
- Thesis Examination: To Ensure thesis standards are national and international benchmarked
- Post Graduate Students Feedback: For gaining feedback on students satisfaction with supervision and support for post graduate students and be able to demonstrate that feedback is used to inform improvement initiatives

Conclusion :

Academic audit will definitely give a reaction and improvement rather than compliance with predetermined standards and will encourage departments or programme to evaluate their "education quality processes "the key faculty and programme activities required to produce ,assure ,and regularly improve the quality of teaching and learning using the resources available to them and work collegial to provide a quality education in the best interest of discipline and student learning

References :

- <https://web.iit.edu/ugaa/services/academic-program-audits>
<https://www.roanestate.edu/webfolders/SMITHCC/academicAudit/AcademicAuditOverview2005.pdf>
http://tec.intnet.mu/pdf_downloads/reg&guid/Criteria%20for%20Academic%20Audit.pdf
<http://www.aqa.ac.nz/cycle5handbook>
<http://www.aqa.ac.nz/cycle5>
<https://ktu.edu.in/data/Academic%20Audit%20Manual.pd>
http://www.cut.ac.zw/downloads/quality_assurance/Academic%20Audit%20Handbook.pdf

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By
Internal Quality Assurance Cell (IQAC)
Mahavir Mahavidyalaya, Kolhapur

Convener
Dr.R.P.Lokhande
Principal & Chairperson, IQAC

Co-Convener
Dr.R.B.Mirajkar
IQAC Member

Special Issue No.8
ISSN 2349-638x
Impact Factor 2.147

Role Of Different Audits In Educational Institutions

Dr. Shankar Dhanwade

Assistant Professor
Mahavir Mahavidyalaya,
Kolhapur.416 003

Abstract

By establishing Internal Quality Assurance Cells (IQAC) in colleges and conducting External Quality Assurance checks it is possible to go for a Total Quality Management in an Academic Institution. There are different kinds of audit which are practiced in higher educational institutions. Now-a-days some new horizons in academic auditing have evolved in order to enhance the competency building of stakeholders. The important audits like Information Systems audit, green audit, gender audit, etc are discussed in the paper.

However there is no legal compulsion is placed in educational institutions to do such audits, it is necessary for any educational institution to have periodic different audits because of the benefits accruing from such audits.

National Assessment and Accreditation Council of India has evolved certain benchmarks for ascertaining and ensuring quality at different levels of Higher Education. During the last ten years, Universities in India have taken serious note of these emerging needs and trying to update the curriculum, design new Programs and offer better educational services. By establishing Internal Quality Assurance Cells (IQAC) and conducting External Quality Assurance checks it is possible to go for a Total Quality Management in an Academic Institution.

Higher Educational Institutions in India are expected to go through quality assessment procedures by an external review and series of accreditation based on a set of predetermined academic and administrative audit criteria.

Concept of academic audit

The term 'audit' has its origins in the financial sector. Auditing, however in general and in educational context, is a methodical examination involving analyses, tests, and confirmations of procedures and practices whose goal is to verify various internal policies and accepted practices. Unlike the traditional approach to program evaluation, this process academic auditing emphasizes self-reflection and self-improvement. The purpose of an academic audit is to encourage departments or programs to evaluate their education quality processes.

There are different kinds of audit which are practiced in higher educational institutions. Now-a-days some new horizons in academic auditing have evolved in order to enhance the competency building of stakeholders. The important audits are discussed as below –

Financial Audit

This is most common type of auditing found in educational institutions as it is mandatory procedure. The institution may receive the following: 1. Grants from government, local authority, 2. Donations, 3. Admission fees, Tuition fees, Hostel fees, 4. Fines and penalties. etc. While examining the above records, the auditor has to ensure the internal check system of accounting of the receipts.

Information Systems Audit

This is newly evolved kind of audit where computerization has taken place. Today almost all educational institutions have been developed their Information System through computer softwares. So its auditing

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalaya, Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson, IQAC	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
--	---	--	--

also becomes an essential aspect. Information Systems audits are the examination of significant aspects of the electronic data processing environment. For example – computers with Local Area or Wide Area Networks (LANs or WANs), wireless networks, etc. it may also include aspects like accounts receivable, operating system, disaster recovery, access security, software systems, continuity of operations, etc.

Green Audit

It is also known as environmental audit. Basically green audit was founded in 1992 as an environmental consultancy with the aim of monitoring the performance of companies and organizations whose activities might threaten to the environment and people. Environmental auditing is essentially an environmental management tool for measuring the effects of certain activities on the environment against set criteria or standards. Now-a-days many educational institutions have recognized the importance of environmental matters and accept that their environmental performance will be scrutinized.

With few exceptions, environmental audits in educational institutions are voluntary affairs. Whenever the educational institutions decide to perform this task it may be performed by external and/or internal staff. There is no external liability implication in environmental audits. These are used to help improve existing human activities, with the aim of reducing the adverse effects of these activities on the environment. An environmental auditor will study an organization's environmental effects in a systematic and documented manner and will produce an environmental audit report. There are many reasons for undertaking an environmental audit, which include issues such as environmental legislation and pressure from customers or self willingness.

Gender audit

This is also a newly evolved kind of audit in educational institutes. Gender audits analyze the different aspects from a gender perspective. The basic assumption of gender audits is that public policy impacts differently on men and women. The purpose of gender audits is to lead the educational institutions to different changes in public policy that contribute to increase in gender equality. The gender audit is also useful in making national budgets more equitable from the standpoint of gender.

Thus, the role of academic audit is to assure that the internal quality and system are effective in design and operation. However there is no legal compulsion is placed in educational institutions, it is necessary for any educational institution to have periodic different audits because of the benefits accruing from such audits.

References

<http://www.soas.ac.uk/>
<https://www.en.wikipedia.org/>

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By
Internal Quality Assurance Cell (IQAC)
Mahavir Mahavidyalaya, Kolhapur

Convener
Dr.R.P.Lokhande
Principal & Chairperson, IQAC

Co-Convener
Dr.R.B.Mirajkar
IQAC Member

Special Issue No.8
ISSN 2349-638x
Impact Factor 2.147

**Best practices in educational institutions and NAAC guidelines for better
Academic and administrative outcomes**

Dr. M. B. Chougule

Associate Professor,
Textile and Engineering Institute,
Ichalkaranji

Abstract:

National Assessment and Accreditation Council (NAAC) is to assess and accredit institutions of higher education that volunteer for the process, based on prescribed certain criteria. NAAC accreditation motivates educational institutes to follow best practices in various sectors. Best practices run by the institute contribute to better academic and administrative functioning of the institution. Beside the guidelines given by NAAC many institutions run best practices which are really beneficial to student's career. NAAC assessment lays focus on the institutional developments with reference to three aspects as quality initiative, quality sustenance and quality enhancement. The overall quality assurance framework of NAAC thus focuses on the values and desirable practices in academics of institution. This paper focuses on various aspects associated with best practices that can be followed by educational institutions to achieve academic excellence and enriched teaching-learning process.

Keywords: Best practices, academic and administrative outcomes, criterion 7, NAAC format.

1. Introduction:

Educational institutions always strive hard to achieve academic and administrative excellence. These efforts in terms of best practices not only result quality of education but it gives reputation to the institute. "Best Practice" with reference to a programme may pertain either to a specific aspect/practice within the programme or to an entire programme. A "Best Practice" refers to an institutional practice that exhibits characteristics of a quality education programme or contributes to overall quality of the programme. Higher education contributes to the promotion of the development of abilities and skills cognitive, affective and psychomotor domain. It contributes to the promotion of civic behavior, nation building and social cohesion through the transmission of democratic values and cultural norms. This supports the formation and strengthening of social capital, generally understood as the benefits of membership in a social network that can provide access to resources, guarantee accountability and serve as a safety net in terms of crisis. The institutions, relationships and norms that emerge from higher education are instrumental in influencing the quality of society's interactions, which under in economic, political and social development. Best practices by institutions boost teachers and students towards academic excellence.

2. Areas addressed for best practices

The best practices have been compiled to introduce innovative concepts, to provide a multi-disciplinary profile and to allow a flexible cafeteria approach including initiating new concepts to cater to frontier development in the concerned area. Why is this 'best practices' approach being advocated? A best practice, besides itself being a thorough evidence for institutional performance, also validates the NAAC philosophy that emphasizes leading by example, not precept or normative ideal. Further, such an approach coincides with accreditation agenda in two important ways: one, it aims at institutional improvement; and two, it is for promotion of quality in higher education. The motivation for this entire exercise stemmed from a need to prompt renewal of

NAAC Sponsored Two Day National Seminar on New Horizons In Academic Auditing For Competency Building Of Stakeholders

Organized By
Internal Quality Assurance Cell (IQAC)
Mahavir Mahavidyalya, Kolhapur

Convener
Dr.R.P.Lokhande
Principal & Chairperson, IQAC

Co-Convener
Dr.R.B.Mirajkar
IQAC Member

Special Issue No.8
ISSN 2349-638x
Impact Factor 2.147

civic mission of higher education institutions. The NAAC's role in this is assumed minimal in that the desired national impact of this exercise depends mostly, not on the NAAC, but on the institutions themselves. The NAAC can only join in to assist the institutions to sustain, strengthen and spread the practices for the cause of larger good. There are many areas where best practices can be followed. Following Fig. 2.1 shows areas addressed for best practices.

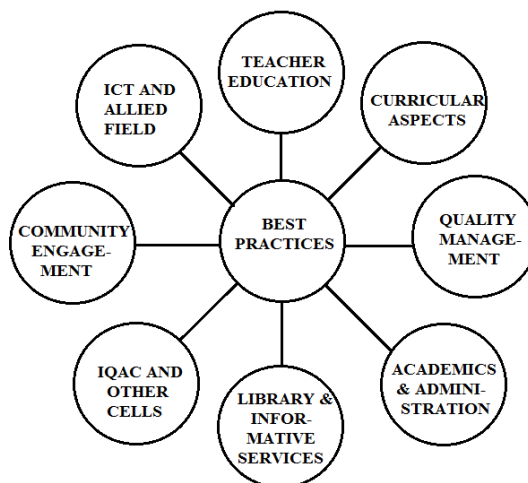


Fig. 2.1 Areas addressed for best practices

3. Best practices and NAAC guidelines

NAAC gives emphasis on best practices that contributes to better academic and administrative functioning of the institution. Effective teaching learning process involves three major processes as teaching techniques, innovative tools and inventive tasks or events. Criterion seven of NAAC self-study report relates to best practices and innovations. This criterion focuses on the innovative efforts of an institution that help in its academic excellence. An innovative practice could be a pathway created to further the interest of the student and the institution, for internal quality assurance, inclusive practices and stakeholder relationships. NAAC expects practices of the institution leading to improvement and having visible impact on the quality of the institutional provisions.

In the self-study report, Institute has to elaborate on any two best practices in the given format which have contributed to the achievement of the institutional objectives and/or contributed to the quality improvement of the core activities of the institute.

4. NAAC format for presentation of best practice

i. Title of the practice

The title should capture the keywords that describe the Practice.

ii. Goal

Describe the aim of the practice followed by the institution. Mention the underlying principles or concepts in about 100 words.

iii. The context

Describe any particular contextual features or challenging issues that have had to be addressed in designing and implementing the practice in about 150 words.

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalaya, Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson, IQAC	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
--	---	--	--

iv. The practice

Describe the Practice and its implementation in about 400 words. Include anything about this practice that may be unique in the Indian higher education. Please also identify constraints or limitations, if any.

v. Evidence of success

Provide evidence of success such as performance against targets and benchmarks and review results. What do these results indicate? Describe in about 200 words.

vi. Problems encountered and resources required

Please identify the problems encountered and resources (Financial, Human and other) required to implement the practice in about 150 words.

vii. Notes (Optional)

Any other information that may be relevant and important to the reader for adopting/ implementing the Best Practice in their institution (about 150 words).

viii. Contact details

Name of the Principal, Name of the Institution, City, Pin Code, Accredited Status, Work Phone, Fax, Website, E-mail, Mobile.

5. Typical examples of best practices

Following are some typical examples which some institute practice based on their type of organization. These best practices are not ideal but institutes can use more effective practices for better outcome.

i. Learner centric course design and delivery

Goal: The objective of this program is to design courses keeping the learning objectives in mind, and then design the instruction and assessment plan to deliver them. Through this practice, students graduating will have the desired knowledge and skills, which the program aims to develop.

ii. Conduct of laboratory sessions in industry.

Goal: The goal of this practice is to give industrial exposure to students, to broaden their knowledge base thereby enhancing their confidence, employability and research skills. This practice would ensure a good academic record and develop leadership qualities.

iii. Continuous academic monitoring of the students

Goal: To identify the academically weak students and assess the reasons for their poor performance. These weaknesses should be studied and proper remedial action is to be taken to address these problems.

iv. Nurturing the research ambitions & encouraging R&D activities of faculty & students.

Goal: The institution has a strong vision of promoting R & D activities in diverse areas aiming to practical oriented studies in Science, Engineering and Technology. Institute aims at facilitating the Research activities with cross cutting functions of Institute-Industry partnerships, Knowledge and Technology, Transfer, analysis of concepts and program integration.

6. Weightage for innovation and best practices in the evaluation

Table 6.1 shows weightage give to innovation and best practices in the evaluation referred from institutional accreditation NAAC for an autonomous institution of the university grants commission, manual for self-study report affiliated / constituent colleges, 2013.

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalaya, Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson, IQAC	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
--	---	--	--

Table 6.1 Weightages are assigned for innovation and best practices

Criteria	Key Aspects	Universities Score out of 1000	Autonomous Colleges Score out of 1000	Affiliated Colleges Score out of 1000
7. Innovation s and Best Practices	7.1 Environment Consciousness	30	30	30
	7.2 Innovations	30	30	30
	7.3 Best Practices	40	40	40
	Total	100	100	100

7. Conclusion

Many organizations are coming up with their ‘best practices database’ to demonstrate in practical ways what actually works in nourishing quality efforts. A practice qualifies to a ‘best practice’ status if it resulted in high-value impact on any aspect of educational activity in an institution. It is different from ‘standard practice’ in that it is value-added standard practice. Again, what is best practice may depend on viewer’s perspective and time and context. Continual review and improvement of a current practice becomes necessary to elevate it to the status of a best practice, more so in the present day scenario of fast-paced educational innovations. NAAC has a mandate for not only assessing and accrediting higher education institutions, but also enabling institutions to understand their quality gaps and to help in enhancing their quality status.

8. References

- Lakshmi T. K. S., Rama K., Hendrikz J. (2007.) “An Anthology of “Best Practices” in Teacher Education” Publication by National Assessment and Accreditation Council (NAAC), 1-15.
- Pillai L., Manjunath B. R. and Hasan W. (2006). “Community engagement case presentation” Publication by National Assessment and Accreditation Council (NAAC), 1-17.
- Prasad V.S. and Stella A., (2008). Best Practices Benchmarking in Higher Education for Quality Enhancement. 1-28. Publication by National Assessment and Accreditation Council (NAAC), 1-17.
- Prasad V.S., (2005). “Best Practices in Higher Education for Quality Management” Publication by National Assessment and Accreditation Council (NAAC), 1-19.
- Varghese M.A. and Ponnudiraj B.S. (2008) “Curricular aspects-case presentations” Publication by National Assessment and Accreditation Council (NAAC), 1-27.
- Proceedings of workshop of IQAC activities-case presentations” (2005), 1-32.
- Manual for self-study report affiliated / constituent colleges, Institutional accreditation NAAC for an autonomous institution of the University grants commission, (2013), 23-25, 107-108.

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By
Internal Quality Assurance Cell (IQAC)
Mahavir Mahavidyalaya, Kolhapur

Convener
Dr.R.P.Lokhande
Principal & Chairperson, IQAC

Co-Convener
Dr.R.B.Mirajkar
IQAC Member

Special Issue No.8
ISSN 2349-638x
Impact Factor 2.147

Innovative practices in academic audit

Prashant Chikode,

Jaysingpur College,
Jaysingpur- 416101,
Maharashtra, India.

Sandip Sabale

Jaysingpur College,
Jaysingpur- 416101,
Maharashtra, India.

Ramesh Shinde

Jaysingpur College,
Jaysingpur- 416101,
Maharashtra, India.

Abstract

The paper emphasis on the various innovative practices to be conducted in the academic audit; for betterment of teaching learning process and as well as better improvement of institution. There is increasing interest in accountability mechanisms that improve the capacity of colleges and universities to independently assure the quality of their academic degrees and student learning. In the 21st century, it is necessary to adopt the new teaching methods in the teaching process. The paper describes the various innovative practices which can be adopted in the institution as well as in the outdoor for welfare of the Institution along with the students. This paper reviews the lessons learned from earlier studies with academic audit and suggests new innovative practices for the design and implementation of effective audit processes.

Introduction:

In India accreditation for higher learning is overseen by autonomous institutions established by the University Grants Commission. Accreditation for universities in India is required by law unless the university was created through an act of Parliament. Without accreditation, these institutions have no legal entity to call themselves a University. In recent times the Indian government has taken initiatives to establish a systematic mechanism for accreditation in order to maintain and elevate the V. Sinha & K. S. Subramanian. Emphasis on higher education in India can be understood by the number of universities currently present in India and the quality of education they provide. The number of Universities/University-level institutions has increased 18 times from 27 in 1950 to 504 in 2009. The sector boasts 42 Central universities, 243 State universities, 53 State Private universities, 130 Deemed universities, 33 Institutions of National Importance (established under Acts of Parliament) and five Institutions (established under various State legislations). The number of colleges has also increase with just 578 in 1950 growing to more than 60,000 in 2015. (Data Source: MHRD). The Indian system of higher education has always responded well to the challenges of the time. Two decades ago, when the system came under severe criticism that it had allowed the mushrooming of higher education institutions (HEIs), compromising the quality of educational offerings, the Ministry of Human Resource Development (MHRD) and the University Grants Commission (UGC) took initiatives to restore the standards of higher education. Consequently, the National Policy on Education (1986) places special emphasis on upholding the quality of higher education in India. On the recommendations of the Programme of Action (1992) document that provided the guidelines for implementation of the National Policy on Education (1986), in 1994, the UGC established the National Assessment and Accreditation Council.

Most contributions in the fields of education, teaching, and methodology, do not provide knowledge on how to pursue the combination of theory and exploitation excellence. This paper investigates the impact of innovations in higher education, and the effects of innovation teaching and student oriented teaching on the development of student knowledge. It is necessary to implement more and more innovative practices in teaching, learning.

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By
Internal Quality Assurance Cell (IQAC)
Mahavir Mahavidyalaya, Kolhapur

Convener
Dr.R.P.Lokhande
Principal & Chairperson, IQAC

Co-Convener
Dr.R.B.Mirajkar
IQAC Member

Special Issue No.8
ISSN 2349-638x
Impact Factor 2.147

The innovative practices:

The innovative practices are the efforts of the teaching and non teaching staff in the college. The management and teachers are must be have a perusal that what are going to do in future for the enrichment of institution and the development of the students not only in academic but also in administration, industry and socially. Not only for the NAAC accreditation but also for the global exposure of the institution one has to bring the innovative practices in the academic unit. We are describing here innovative practices implement in Jaysingpur Collge , Jaysingpur from the last 10 years; which causes tremendous enrichment in academic audit of our institutions. The various innovative practices conducted are given below with their significance:

1. **Setting up well equipped computer facilities-** At the advent of information and technology, the institution has kept a pace with innovative approach by setting-up a well-equipped computer labs and a resource centre. The teaching as well as non-teaching staff is well-versed in their practices.
2. **Introduction of skill based courses-** We are committed to implementation of innovative, career oriented, professional, vocational, conventional and non-conventional academic programmes and courses reflecting our vision, quest and thirst for excellence in higher education and our endeavor to meet the social, cultural and economic needs of this region in particular and the Maharashtra in general. So according to our point of view bachelor of vocation (B.Voc.) courses will be really beneficial for our students in the rural area. Under 12th plan, from the UGC we have got sanctioned (1) Rs 1.85 Crore (Rs. 185 lakhs) for its most ambitions and innovative programme namely, Bachelor of Vocational (B.Voc.) in the subjects Automobile and Printing and Publishing from 2014- 2015.
3. **Promotion and motivations to students and teachers for research activities-**The institution promoted each faculty member and students for innovative programmes and research activities through imparting exposure to them. The college has introduced research-labs for Chemistry and Physics for M.Sc., M.Phil. and Ph.D. students in 2012-13 and 2013-14 respectively which procure research opportunities to the students. With the collaboration of local industries and the institutions, the students get prospects for greater potential for research work. The institution is also flourished with greater number of Ph.D. holders advancing the research outlook in the students. The teachers with innovative ideas impart their research excellence and induce the research spirit in the 41 students.
4. **Innovative teaching approaches/methods-** In addition to the traditional lecture method, the faculty has adopted some innovative teaching methods like:
 - Technological application through ICT in the classroom teaching.
 - The innovative methods like BRAIN STORMING are used by the teachers.
 - The methods like Role Play, Projects and Seminars are normally in practice by the teachers.
 - Use of Audio-Visual aid for listening comprehension and presentation.
 - Recitation in the class.
 - Project writing is introduced.
 - Organizing group discussion.
 - Organizing guest lectures.
 - Organizing industrial visits,
5. **Promotion and motivations for science exhibitions and activities-** Under the extra-curricular activities, every year the student from science faculty participates in “Avishkar” exhibition organized by Shivaji

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalaya, Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson, IQAC	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
--	---	--	--

University, Kolhapur. They present scientific projects in the exhibition. Many other innovative activities and programmes are conducted for promoting scientific and research culture among the students. Such activities includes Maharashtra Vivekvahini, District level science exhibition, study tours, industrial visits by celebrating Science Day and birth and death anniversaries of great scientists.

6. **Innovative ideas in research methodology-** Promotion to the faculty for doing post doctoral research and to encourage them to avail the National and International Research fellowship offered by U.G.C. and D.S.T., New Delhi and such other Institutions in India and outside India.
7. **Green audit of the campus-** Following are the best practices taken to enhance the ecological balance in the last five years.
 - Tree plantation at the railing-wall of college area and drip-irrigation to it.
 - Installation of network of irrigation throughout the college campus.
 - Modification of green house time to time.
 - Ornamentation of the western side with variety of plants.
 - Development of botanical garden adjacent to the principal cabin.
 - Tree plantation on both sides of the entry gates.
 - Installation of potted plants at departments and library.
 - A regular renovation of the front yard to curb pollution in the campus.
 - Introduced diesel generator, inverter sets and solar panels overcome power failure.
 - Implantation of samplings supplied by the Department of Social Forestry, Nagarpalika and NGOs.
 - 240 Exercise of fertilizers and biocides periodically.
8. **Introduction of Innovative courses other than Teaching-**
Following are the innovations introduced during last four years.
 - Business Process Outsourcing
 - Bakery and Confectionary
 - Bachelor of Vocational Science (1) Automobile (2) Printing and Publishing • Plant Tissue Culture • Personality Development,
 - Television and Video Production.
 - COC programmes 243
 - Remedial Coaching
 - Educational and Science Exhibition • Automation of library department.
 - Two INSPIRE programmes.
 - National Anthem (Value Orientation) promoting national culture and awareness about citizenship
 - Skill development courses
 - Employability creating courses
 - ICT training held at Himachal Pradesh University, Simala.

Conclusions:

The innovative practices mentioned are actually implemented in the last ten years stepwise and the simultaneous changes are observed in the academic audit of the college year by year. The College is fully aware that there is growing concern in the Society for higher educational institutions about quality, standards and recognition. Consequent upon this awareness, our College has evolved for ascertaining and assuring quality at

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalaya, Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson, IQAC	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
--	---	--	--

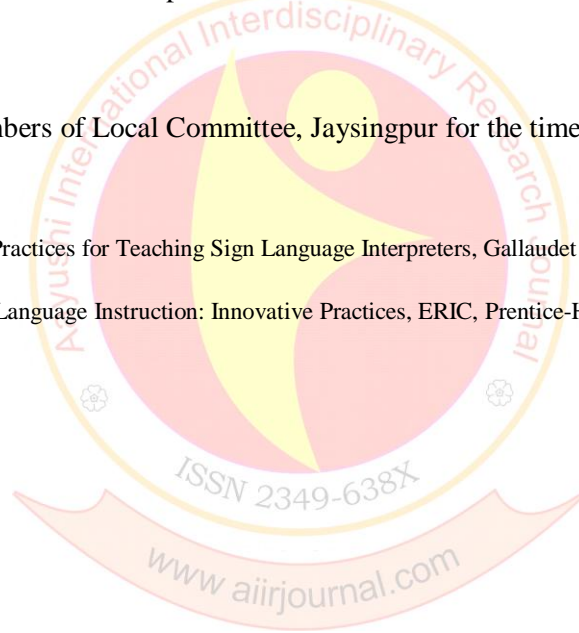
junior and senior (UG and PG) level. The College has taken the initiatives to promote the concept of Best Practices in higher education and endeavor to adopt them, in a planned manner, for self-improvement. Best practices are perceived to have specific characteristics. These are important predictors of their success. The College is aware that any practice requires widespread acceptance by groups, social systems and also by individuals to become successful to be put into practice by the organization and will, in the long run, be adopted by other institutions. In order to analyze these specific traits and implications, the following four themes were kept in mind, (1) Identification of best practices, (2) Sustainability of best practices, (3) Dissemination of best practices and (4) Adaptation of best practices. Having regard to the above-mentioned themes, the College identified areas of self-improvement to ensure and enhance quality, standards and recognition. The College has clearly stated goals and objectives that are communicated systematically to all its constituencies and stakeholders. The programmes of the College are consistent with its goals and objectives. From these observation it is clear that innovative practices plays an important role in the academic audit in the various field such as teaching, research, industry and social. Every institution has to implement innovative practices in their academic curriculum and must bring innovations as year's progresses.

Acknowledgement-

Authors are thankful to the members of Local Committee, Jaysingpur for the timely help provided.

References

1. Cynthia B. Roy, Innovative Practices for Teaching Sign Language Interpreters, Gallaudet University Press, Washington D.C. (2000)
2. Ruddell, Robert B, Reading-Language Instruction: Innovative Practices, ERIC, Prentice-Hall, Inc., Englewood Cliffs, New Jersey (1974)



**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalaya, Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson, IQAC	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
--	---	--	--

Role Of Stakeholders In The NAAC Assessment And Accreditation

Dr. B. K. Katkar

S. B. Khade Mahavidyalaya Koparde.
Tal. Karveer, Dist. - Kolhapur.

1. Introduction:

Education is the tool of social transformation which covers all the segments of the society. The Government, in post-independence period, established various commissions and task group to suggest improvements in the education system. The central Govt. plays a leading role in the evolution and monitoring of educational policies and programs, the most notable of which are the National Policy on Education (NPE) in 1986 and programme of action (POA) 1986 as updated in 1992. This policy is a milestone in the Indian education system. It introduced and mentioned many new things in education as per the requirement of the society. Some of them are, uniformity in education, special emphasis on education to girls, vocationalisation of education at +2 level. (Higher secondary) inter disciplinary research in higher education, starting Novoday Vidyalaya and open universities, adult education programme. The Government has taken a number of initiatives for introducing new innovations in the field education as a global need. Sarva Shiksha Abhiyaan, Right to Education, Knowledge Commission, Academic reforms like CBCS in higher education these are the some examples. It also emphasizes the need for much higher level investment in education, at least 6% of the national income.

The higher education is the backbone of the society. The quality of higher education decides the quality of human resources in the country. This education has played a major role for improving social and economical environment. India having one of the biggest systems of higher education, our country has the largest number of higher education institutions. The number of universities and college has increased from 20 and 500 respectively from at the time of independence to 713 universities and university level institutions with 36,739 colleges in 2013-14 29.6 million students enrolled in 2012-13 to 14.3 million in 200-06. At present (2015) 768 universities 37000 colleges and 2,37,64,960 are student enrolled for higher education. India has many institutions which impart world-class quality education, India has 16 IITS, 13 IIMs. The Dept. of HRD is responsible for improving the overall education scenario of the country as well as planning and implementing various programmes and policies of the government related to education.

The NAAC was established by the UGC in Sept. 1994 as an autonomous body of the UGC. This institute is assigned the responsibility to assess the quality of higher education in various universities and colleges in India. This institute has laid down certain parameters for the effective performance of universities and colleges.

The core values of NAAC are -

1. Contributing to National Development.
2. Fostering global competencies among students.
3. Inculcating a value system among students.
4. Promoting the use of technology.
5. Quest for excellence.

NAAC envisions are to make quality of defining element of higher education in India through a combination of self and external quality evaluation, promotion and sustenance initiatives being engaged in periodic

NAAC Sponsored Two Day National Seminar on New Horizons In Academic Auditing For Competency Building Of Stakeholders

Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalaya, Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson, IQAC	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
--	---	--	--

assessment and accreditation of higher education. The process of assessment and accreditation is done as per the guidelines given by the NAAC. The IQAC cell works at the institutional level. It prepares AQAR report in proper format manner and it is uploaded online to the NAAC every year. The SSR is prepared in the fifth year and uploaded online to NAAC. The programme of visit of the peer team are prepared and send to institution and the peer team visits to college (Institute) The peer team makes assessment, and prepare scores. It is termed as CGPA (Cumulative detailed report to the higher authorities of NAAC and final grade is given in the meeting of NAAC.

2. Objectives:

1. To study the total scenario of higher education.
2. To observe the role of different stakeholders in accreditation process

3. Methodology:

This paper is based on discussions made with the member of IQAC & faculty of S. B. Khade Mahavidyalaya and secondary data is collected from various books, periodicals and internet.

4. Role of stakeholders in NAAC assessment and accreditation

Total Quality Management (TQM) is the familiar concept used in business world. It is used for products and services provided to customers. The involvement of all relevant parties is in TQM process in necessary. NAAC assessment and accreditation is a process of assessing the quality of higher education given to the students. The central and state Govt., universities, college management, principal, faculties, Administrative staff etc. are the participants in this process. The involvement of these participants is quite important. The role played by various stakeholders in the NAAC accreditation can be explained as follows.

NAAC primarily focuses on assessment of quality enhancement that will lead to meeting up global academic excellence. This quality assessment program is quite similar to Total Quality Management (TQM) concept used in the business world. Two basic things required for TQM are the product or service must give utmost satisfaction to customers and all concerned parties (business organization) must involved in the TQM process. Total quality management is a continuous work. The NAAC assessment work is also continuously done in the institution. All concerned parties (stakeholders) participate in the process. The Role of those stakeholders can be explained as under.

A) Management:

- Prepare vision and mission statement of the institution.
- Make a developmental plan.
- Provide good infrastructural facilities like building, equipments, tools and technology.
- Provide budget for research and development.
- Participation in decision-making process.
- The common facilities made available to student and staff.
- Make provision of internal check system.
- Provision for financial and academic audit.
- Mechanism to attend grievances /complaints and its prompt redressal.
- Create healthy educational environment.

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalaya, Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson, IQAC	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
--	---	--	--

B) Principal:

- Proper communication of mission, vision and objectives to the members of faculty, staff and students.
- Prepare development plan of the college as per guidelines given by the management.
- Prepare micro level planning for implementation of curricular, co-curricular and extra- curricular activities.
- Prepare academic calendar and strictly observe its implementation.
- Forming various sub- committees for implementation of the activities.
- Decentralization of authority and responsibility.
- Participative decision making process
- Maintain quality in teaching, examinations and administrative work.
- Maintenance of building playground, library, laboratories, computers etc.
- Undertake academic audit
- Make provision of internal audit and check system.
- Establish IQAC for NAAC work.
- Strictly observation of plans to be implemented.
- Organize meetings for review / observation of the regular activities.
- Prepare welfare schemes for staff and students.
- Organize seminars, workshops and conferences.
- Make provision of regular feedback from the student, faculty staff, Alumni and society.
- Develop proper control systems.
- Constant observation over quality enhancement.

C) Faculty:

- Role of faculty is important and attentive.
- Key persons in the process of NAAC because five criteria are related with them.
- Maintain quality awareness.
- Participation in designing and development of curriculum.
- Plan for developmental activities.
- Use student participative method of teaching.
- ICT based teaching and learning process
- Organise extension and outreach programmes.
- Maintain practical approach in teaching learning activities.
- Concentrate on career guidance, skill development, counselling activities for student.
- Organise seminars and workshops for faculty staff and student.
- Participate in self developmental activities.
- Actively participation in research activities i.e. presentation of research papers, publishing of research papers taking minor and major projects etc.
- Take regular feedback from students and parents.
- Actively participation in organisation of college programmes, seminars and workshops.

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalaya, Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson, IQAC	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
--	---	--	--

D) Students:

- Regular attendance.
- Participation in teaching learning process.
- Maintain discipline of the college.
- Participation in development, extension and outreach programmes.
- More attentive for career.
- Take admission for skill development programmes and career oriented courses.
- Regular contact with teachers and administration.
- Give feedback to the authority about curriculum, teaching, facilities provided etc.
- Help to college for maintaining quality enhancement.

E) Parents:

- Regular contact with teachers and college administration.
- Attend parent meeting.
- Suggestions invited by the parent's for future development plan / introducing new courses.
- Give feedback about curriculum and other activities of college.

F) Alumni:

- Registered Alumni Association.
- Participation in the development activities of college
- Give regular feedback to the college about curriculum programmes and activities
- Actively participation in alumni activities.

5. Conclusion:

NAAC primarily focuses on assessment of quality enhancement that will lead to meeting up global academic excellence. The NAAC assessment process is continuous, and involvement of all related participants (stakeholders) is very much essential. Though the IQAC manages all the activities of NAAC work the responsibility of each stakeholder is clearly defined. Management provides goal and mission provide infrastructure and finance and maintains overall control. The principal is the academic head of the college and his role is very much important in this work. He must lead and control all the activities and give efficient leadership to the college. The faculty has actively participatory role in the NAAC process. All members of faculty must plan, organise and implement the college activities as per the guidelines given by NAAC from time to time. They must involve in the college developmental activity. The parents and alumni have suggestive role in this process of NAAC accreditation and assessment. All these stakeholders must get involved in this noble work and give their hundred percent contributions for making NAAC work smooth and enjoyable.

5. References:

- Manorama Yearbook 2016.
- University News vol. 53 (20) May 2015.
- University News vol. 54 (17&18) Apr-May 2016.
- University News vol. 54 (18, 20 &22) May-Jun 2016.
- National Assessment and Accreditation Council 2006- Quality Education: An Introduction
- Proceeding of National Seminar at Vivekanand College Kolhapur 'Challenges Before Re-accreditation' Dec. 2012.
- Proceeding of National Seminar at GKG Kanya Mahavidyalaya Jaysingpur ' Teaching – Learning and Evaluation : Facts and Expectations' 2015.

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By
Internal Quality Assurance Cell (IQAC)
Mahavir Mahavidyalaya, Kolhapur

Convener
Dr. R.P. Lokhande
Principal & Chairperson, IQAC

Co-Convener
Dr. R.B. Mirajkar
IQAC Member

Special Issue No.8
ISSN 2349-638x
Impact Factor 2.147

A Role of English in the Academic Audit

Dr. Manisha M. Mujumdar

Assistant Professor

Br. B. K. College, Vengurla

Abstract

With the arrivals of Bruisers, English entered in India. Gradually, it spreads its wings and nowadays it has not remained the language of Bruisers only. But it has become a global language as it links the world together. To be a global citizen, English is essential. In the twenty-first century and in the era of globalization, English language has a wide range of opportunities and success. Besides, computers and internet have opened the new horizon for the English speakers and learners. English has occupied almost all the spheres of a life. Obviously, education is not exception for it. However, it is observed that most of educational institutes face the problems of English communication. As a result, the status and standard of Higher Education is in danger. While facing the NAAC peer team, it is observed that academic fraternity has inferiority complex regarding English. The present paper attempts to highlight that English communication is needed to be given more attention to improve the quality of education. The paper attempts to deal with the same thing. It also focuses that how English play a very important role in the Academic audit.

Language is power as well an identity of one who uses it. It is a vehicle of expression and a powerful weapon to control and convince others. It is used for interpersonal communication. It is a basis of civilization as it covers culture, society, people and their philosophy. As a matter of fact, language and culture are closely associated. Nowadays, English has acquired a status of international language as it is being spoken worldwide. It is the language of preference in today's globalized world. However, the academic institutes especially, higher education lags behind as far as quality of English is concerned. It is said that higher education encompasses not only students' career but also shapes the destiny of the nation. Consequently, higher education shoulders one of the major responsibilities of the nation to provide the efficient and competent citizens developing noble values. But this picture will come in reality if higher education will be in the status to provide the same. If the input will be flawless and faultless, outcome will be definitely outstanding. As a result, University Grant Commission (UGC) form an autonomous body entitled as National Assessment and Accreditation Council (NAAC) to assess and accredit institutions of higher education in our country. Besides, Internal Quality Assurance Cells (IQACs) are also established in almost all Higher Educational Institutions (HEI) to identify the benchmarks required for achieving the quality. Thus, IQAC plays an important role in improving the quality of academic and administrative activities of the Institution. In order to assess, to evaluate and to maintain the quality of an institution periodically or yearly assessment is done which is called the academic audit. The academic, administrative, curricular and extra-curricular activities carried out by the faculty of the institute are assessed by the internal committee or the external academicians and peers as their appreciations and valuable suggestions boost the confidence of the faculty. The purpose of the Academic and Administrative Audit is to evaluate the performance of a college, departments and various innovative activities. The committee appreciates achievements and gives valuable suggestions for the better improvement of a college.

The Academic Audit means a pseudo or mock drill before the actual NAAC. It provides them an opportunity of interaction which proves fruitful as it encourages the confidence level of the faculty and administrative staff. It helps them to identify their strength, weaknesses, challenges and opportunities of a college.

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalaya, Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson, IQAC	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
--	---	--	--

It gives them time to work on their weak areas. Moreover, it gives them an opportunity of facing the pseudo-NAAC before the real NACC.

For successful Academic Audit, human resource needs to be competent in their performance. Effective communication is an inevitable part of the Academic Audit. The human resources, academic or administrative, involved in NACC process need to be trained in communication in English. The higher educational institutions need to pay more attention on their interaction. The trained, skilled, efficient and able human resource is the asset of the institutes. It is said that the success of communication process depends on the feedback from the receiver. Hence, it is significant to notice that the academic audit which is practiced to enhance the quality of the institute will be successful only if the human resource presents themselves confidently to the opposite party. It is observed that academic fraternity has inferiority complex regarding English.

For facing the Academic Audit effectively and getting success oriented result, English plays a vital role. For compact and impressive documentation also, well and sound knowledge of English is essential. NAAC, as its procedure, especially, concentrates on teaching, learning and evaluation process, faculty's academic development, research work going on in the institute, and students' response and reaction. For better presentation of an institution, each aspect is needed to put forth worthily.

Communication is a backbone of "knowledge management." Knowledge, if delivered effectively, becomes communication. Thus, the transfer of knowledge, information, opinions, emotions and attitudes means communication. Thus, communication is the prime function of any language. NAAC assesses and acridities the institute and awards the grade to the institute not only through the record provided them in form of documents but it also observes the live and active performance of the staff involved in it.

As far as the Academic Audit is concerned, English communication is not necessarily academic. Here, English is expected in the context of occupation. Hence, it is not essential that interaction should be in standard British English. Here, the function of English is to fulfill the occupational needs. In that matter, situational approach and functional English must be adopted. Communicative Performance need to be emphasized. Communicative Performance means Communicative Competence which is the consists of linguistic competence or accuracy, the pragmatic competency or fluency, the sociolinguistic competency or appropriacy. If it is adopted, learners enrich proficiency. Hence, one has to emphasis on contextualized effective expression of knowledge and ideas.

Thus, English plays a vital role in the Academic Audit. Our national language Hindi can also play a vital role in the same. But most of the business of academic audit takes place in English. So English is very necessary language for a academic audit. In short, for smooth and healthy academic audit English role plays a key role.

Hence, we need to sensitize employees to start communicating English. Language is psychomotor skill. It will be acquired as with continuous practice. English is not a language of business but English is business itself. The Academic Audit opens a new gate for employees to learn English for better career opportunities and future prospect.

Work Cited:

- Ghanshyam G.A.&Charkravarti Devasree, *Colonial to Global: Changing Perspectives of English*, University News, 46(27)July 07-13, 2008
Singh R.K. *Teaching English for Communicative Performance and Business Communication*, University News, 50(21) May 21-27,2012

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By
Internal Quality Assurance Cell (IQAC)
Mahavir Mahavidyalaya, Kolhapur

Convener
Dr.R.P.Lokhande
Principal & Chairperson, IQAC

Co-Convener
Dr.R.B.Mirajkar
IQAC Member

Special Issue No.8
ISSN 2349-638x
Impact Factor 2.147

The Role And Significance Of Academic And Administrative Audit

Dr. Patil Amol Ashokkumar

Smt. C. B. Shah Mahila Mahavidyalaya,
Sangli-416416.

Dr. Pushpa Govindrao Patil

Kakasaheb Chavan College,
Talmavale, Tal.- Patan.

Abstract:

Education in the global world seeks to preserve, transmit and advance knowledge, and is committed to bring the change for the betterment of society. The NAAC (National Assessment and Accreditation Council) of India has evolved certain benchmarks for ascertaining and ensuring quality at different levels of Higher Education and for its continued sustenance. Academic and Administrative Audit (AAA) is a system to control and maintain high standards in the field of Higher Education. It is playing vital role in providing quality education to the learners all over the world. The present paper proposes to focus on the role and significance of AAA in the present day globalized Indian academia.

Key Words: Academic and Administrative Audit (AAA), Quality, Education, Benchmark.

Introduction:

Education in the global world seeks to preserve, transmit and advance knowledge, and is committed to bring the change for the betterment of society. There is a growing demand for, and also concern to, provide quality education with standard curriculum and globally acceptable system of education. 21st century has rapidly changes in all walks of life. Because of these changes respective government in the various countries have proposed various methods and measures to enhance the quality of education at higher level. In India along with central government made academic and administrative audit a mandatory measure for the institution of higher education Centre has assigned the responsibility to National Assessment and accreditation council (NAAC).

NAAC is an autonomous body of university Grants Commission, New Delhi. NAAC is only authority responsible for assessment and accreditation of Higher Education Institute in India. The NAAC (National Assessment and Accreditation Council) of India has evolved certain benchmarks for ascertaining and ensuring quality at different levels of Higher Education and for its continued sustenance. During the last ten years, Universities in India have taken serious note of these emerging needs and demands and trying to update the curriculum, design new Programs and offer better educational services while maintaining high quality. By establishing Internal Quality Assurance Cells (IQAC) and conducting External Quality Assurance checks it's possible to go for a Total Quality Management in an Academic Institution.

In India, it is need of the hour that the quality of academic and administration should be maintained to provide quality ambience for the all round development of its stakeholders. To achieve this, it becomes imperative to have close scrutiny of current academic and administration audit. Academic and Administrative Audit (AAA) is a system to control and maintain high standards in the field of Higher Education. It is playing vital role in providing quality education to the learners all over the world. In addition to the developed countries, even the developing as well as underdeveloped countries, are now-a-days coming forward in opting the AAA. It is a continuous process of self-introspection for the better growth of the institution. The present paper proposes to focus on the role and significance of AAA in the present day globalized Indian academia.

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By
Internal Quality Assurance Cell (IQAC)
Mahavir Mahavidyalaya, Kolhapur

Convener
Dr.R.P.Lokhande
Principal & Chairperson, IQAC

Co-Convener
Dr.R.B.Mirajkar
IQAC Member

Special Issue No.8
ISSN 2349-638x
Impact Factor 2.147

Academic and Administrative Audit

Academic and administrative audit is a standard strategy for quality enhancement of higher education. Audit is an independent and systematic external evaluation. It assesses whether the quality system of a higher education institution is fit for purpose and functioning and whether it complies with the agreed criteria. It focuses on the procedures that the institution uses to maintain and develop the quality of its operations. The purpose of audit visit is to verify and supplement the observations made of the HEI's quality system based on the audit material. Academic audit is a mechanism to examine and enhance the quality of academic aspects. It is a systemic and scientific process of designing, implementing, monitoring and reviewing the quality of academic systems, i.e. inputs, processes and outputs....It emphasizes on reviewing the performance of the academic inputs with respects to quality assurance. Administrative audit is a method of assessing the efficiency and effectiveness of the operating system of the administrative procedures, policies, decision-making authorities and functionaries, strategies, process, feedback, control mechanism and so on. The AA would certainly make the functionaries to ascertain the strength and weakness of the operating system in general and pin out the areas in particular, and to ascertain where the function is stagnated and affected, and where special attention is required along with man and material resources.

Methodology of Academic and Administrative Audit

The departments, schools, centers and administrative sections are expected to submit the necessary information in the Format provided by the IQAC of the university. The information provided should include all the aspects as per NAAC criteria. The information should also include the achievements, curricular, co-curricular activities and extra-curricular activities carried out, participation of students in various activities and their achievements and participation of teachers in national and international conferences, seminars and workshops. The funds generated by the faculty and the department, the purpose and the names of the funding agencies and duration of the project should be indicated. Individual faculty profile indicating their contribution in teaching, research and extension activities and their achievements, awards and prizes received along with supporting data should also be kept ready in the departments, schools and centers. The format for preparing the faculty profile enclosed.

The departments, schools and centers should keep all the data such as Feedback forms collected from students and other stakeholders on curricular developments, infrastructural facilities and performance of teachers for validation of the committee. The information about consultancy services, collaborations with other reputed universities and institutions, placement records, students admitted and their results in final examinations, mentoring system and financial support provided to students etc. should also be kept ready during the visit of Academic and Administrative Audit committee visit.

Visit of Academic and Administrative Audit Committee Peer Team

The Academic and Administrative Audit committee with the help of the IQAC initiates the process of Academic and Administrative Audit by visiting all the Departments, Units and Facilities for the purpose of understanding the Department, Faculty and their activities. This exercise is carried out in all Departments/Units to offer valuable suggestions to improve their performances both individually and collectively. Sufficient time is also provided for the Departments and the Faculty to prepare them for this exercise.

During the visit to the departments and centers the HODs and Directors will make a brief presentation about the department on all aspects to the Academic and Administrative Audit committee. In each Department, the Faculty is allowed to present their Departmental Profile. The details of their programs,

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalaya, Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson, IQAC	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
--	---	--	--

accomplishments, achievements of Faculty and the perspective plans for next five years as per the criterion-wise indicators given by the NAAC in this booklet. The committee then will interact with teaching and non-teaching staff see the facilities available for teaching and research and also the computer and internet facilities and departmental library facility. The faculties can interact with the committee and brief them about the innovative methods adopted in teaching and research and efforts taken for improving the quality. The faculty can also impress up on how their department is different than similar departments in other universities.

The committee will also interact with the students to have suggestions from them regarding infrastructural facilities available, performance of teachers, evaluation methods adopted and teaching learning process. During this visit, the Students shall be asked to comment on the on-going teaching methods and programs offered by the Departments. They are also asked to not only to give their opinion about the relevance of the existing Programs but also to give their feedback about the quality of Teaching, Learning, evaluation and placements. The Students are given freedom to express their views frankly and freely to the members of Academic and Administrative Audit committee. In addition, the Academic and Administrative Audit committee shall also meet the teaching faculty, non-teaching and technical staff to obtain their feedback and suggestions for improvement. The AAAC shall visit all the laboratories, museums, student amenities, halls of residence, and facilities made available to its stakeholders.

The Advantages of an Academic Audit -The advantages of an academic audit are manifold. Some of these are given below:

For students: It helps in eliminating unnecessary workload and dwells mainly on those essentially required for the success of a student's career.

For teachers: It helps in clarifying their roles and responsibilities and thus avoids conflicts.

For the society: It ensures effective use of public money.

For employers: It ensures availability of well-rounded students who can contribute from day one itself.

Conclusion

The purpose of the Academic and Administrative Audit is to evaluate the performance of the university departments, schools and the centers and appreciate their achievements and give suggestions for further improvement of the quality of teaching, research, administrative, curricular and extra- curricular activities. The National Assessment and Accreditation Council (NAAC) expect the Institutions to undertake continuous Academic and Administrative Audits by external peers, after every Assessment and Accreditation. This is an important step to evaluate independently as to how well the improvement processes are taking place and what more needs to be done. Hence it is concluded that there is a dire need to pay proper attention to institutional strategies and policies for global engagements, extending the experience and aspirations of students to participate in an increasing global community.

References:

- Aggarwal, J. C. (2009). *Development And Planning Of Modern Education, 9E*. Vikas Publishing House Pvt. Ltd.
- Gupta, B. L. (2011). *Academic Audit*. Concept Publishing; New Delhi.
- Mishra, S. (2007). *Quality assurance in higher education: An introduction*. Commonwealth of Learning; National Assessment and Accreditation Council.
- Rajendran, M. (2007). *Academic Assessment Ignoring Administrative Audit is Farce Accreditation in Education in India*. Atlantic Publishers; New Delhi.
- Shah, Mahsood and Nair, Chenichesri Sid. (2013). *External Quality Audit: Has it Improved Quality Assurance in Universities?*. Chandos Publishing: Oxford.

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By
Internal Quality Assurance Cell (IQAC)
Mahavir Mahavidyalya, Kolhapur

Convener
Dr.R.P.Lokhande
Principal & Chairperson, IQAC

Co-Convener
Dr.R.B.Mirajkar
IQAC Member

Special Issue No.8
ISSN 2349-638x
Impact Factor 2.147

Academic Audit: A Self-Study

Dr. Sheetal Mahesh Shirol

Asst. Professor
Seva Sadan's College of Education
Ulhasnagar-03
Dist: Thane

Abstract:

The Academic Audit is a faculty-driven model of ongoing self-reflection, collaboration, and teamwork and peer feedback. It is based on structured conversations among faculty, stakeholders and peer reviewers all focused on a common goal: to improve quality processes in teaching and learning and thus enhance student success. During the self-study phase of the Academic Audit, the faculty looks at the key activities in place that regularly improve the quality of teaching and learning.

The present paper is an attempt to put forth the key areas of academic audit and measures provided; which will strengthen the institutions and move towards excellence.

Key word: Academic Audit, Self-Study, Effectiveness, Measures

Introduction: Almost all the Higher Educational Institutions in India are expected to go through stringent quality assessment procedure which is based on a set of predetermined academic and administrative audit criteria. Academic Audits are carried out by panels of trained auditors who are selected from universities' senior academic staff and other professionals with knowledge of academic auditing and evaluation. An audit begins with a process of self-review leading to an audit portfolio that the university uses to report on its progress towards achieving the goals and objectives related to the focus of the audit. The audit panel verifies the portfolio through documentary analysis, interviews and site visits. Accreditation and Re-accreditation have become regular processes for showing continuous improvements in institutions with respect to various areas of assessment. The monitoring and evaluation of the institutional processes require a carefully structured system of internal and external introspection or self study. The National Assessment and Accreditation Council (NAAC) expect the Institutions to undertake continuous Academic and Administrative Audits by external peers, after every Assessment and Accreditation. This step is important with respect as to evaluate independently- how well the improvement processes are taking place and what more needs to be done for the same. Not many Institutions are prepared to undertake this step mainly due to their reluctance to expose their weaknesses. The Institutions which strive to attain excellence are always on the move to contribute more to the growth and development of Education System.

The audit framework covers activities and quality assurance processes which might be expected as fundamental in a contemporary university of good standing. The framework articulates these expectations in a series of guideline statements. For each academic activity theme, universities should address not just whether they do undertake the activities or processes identified in the guideline statements, but also evaluate how well they do so, and on what evidence they base their own self-evaluation. From their own self-evaluation, areas and strategies for improvement might be identified. The academic audit reveals the strength of the institution that they may achieve success in ongoing assessment. In addition the audit also shows the challenges the institution is facing and recommends some ways to achieve the effectiveness.

The presenter had made an attempt to put forth the following areas of priority to meet the needs of all and to be assessed and evaluated.

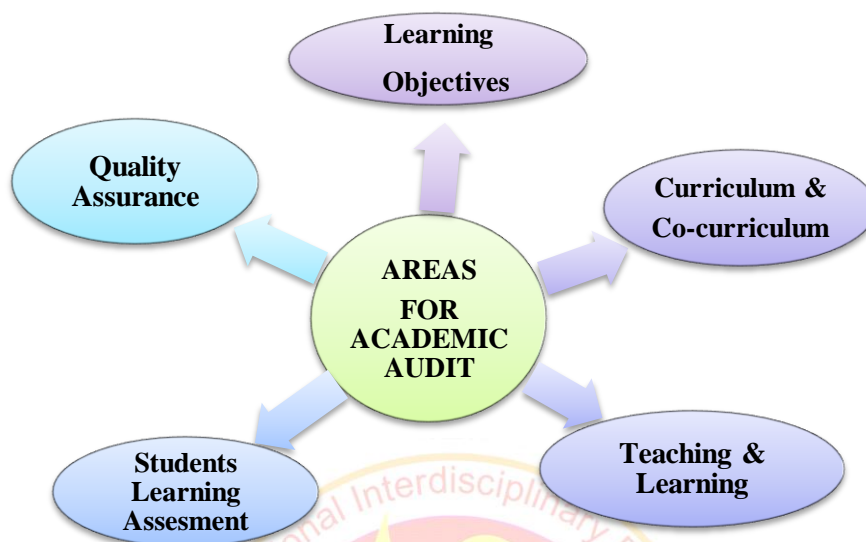
**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By
Internal Quality Assurance Cell (IQAC)
Mahavir Mahavidyalya, Kolhapur

Convener
Dr.R.P.Lokhande
Principal & Chairperson, IQAC

Co-Convener
Dr.R.B.Mirajkar
IQAC Member

Special Issue No.8
ISSN 2349-638x
Impact Factor 2.147



1st Area :- Learning Objectives

Conceptual Theory: When we design a lesson, we usually start from learning objectives. We need to know what students will be able to do upon their successful completion of the lesson in order to decide what should be taught. A learning objective is a statement of what students will be able to do when they have completed instruction. A learning objective has three major components:

- 1) A clear description of what the student will be able to do.
- 2.) The environmental conditions under which the student will perform the task.
- 3.) The criteria for evaluating student performance. In order to help students achieve the learning objective, the teaching method the instructor selected is to have students participate or rather show behavioural change. Unless the learning objectives are not clear there is no possibility of improvement among the students. All the teaching and the efforts of teacher goes in vain.

Measures : Course curricula are designed with student learning outcomes in mind. Each instructor considers them when planning courses, choosing classroom teaching methods, creating assignments, and engaging students. The syllabus for each course should be divided into two categories; one Course Goal, which are usually stated & another Expected Students Learning Outcomes, which are specific and measurable. The institution, management, head of institution, teachers, parents and students should be aware of the learning objectives to help the students achieve the same. In this respect attempts should be made to measure the learning outcomes by administering a wide variety of both formative and summative assessments. Individual faculty members create and administer quizzes, tests, and essays throughout the semester

2nd area :- Curriculum & Co-Curriculum

Conceptual Theory: Skills development should be embedded in academic programmes, rather than an add-on, to give students the best chance of shaping their future. “ Students need to be given the right tools to enable them to thrive and take charge of their own development.”- says Marilyn Andrews. Engagement with non-academic

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

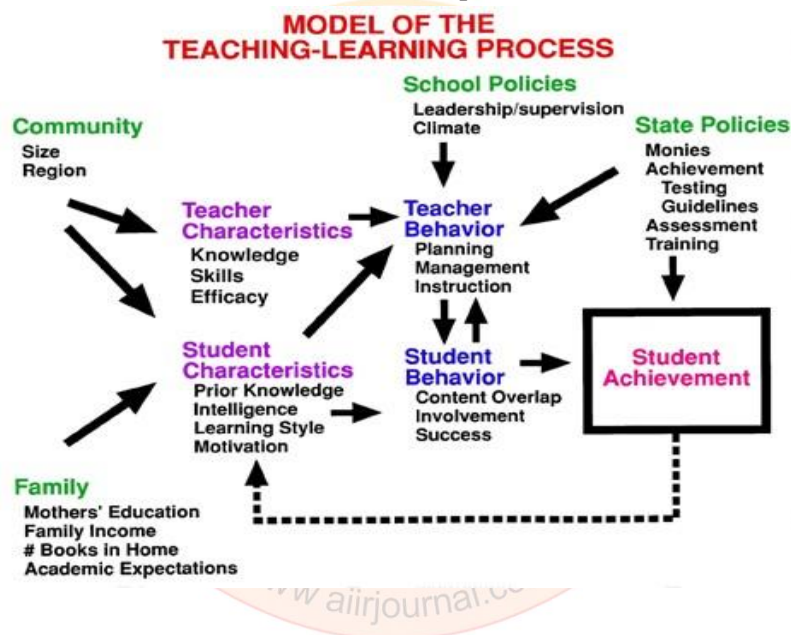
Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalya, Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson, IQAC	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
---	---	--	--

pursuits is not only beneficial to student development, but is known to be highly valued by employers. It may seem like a small change, but by demonstrating to students that we view these activities as equally important to academic study, we encourage participation.

Measures: The institution members should seek the permission of the higher authorities and create, update, modify the curricular and co-curricular activities. This brain storming step needs a lot of review & discussion as it has to be done keeping in view the goals and students learning outcomes. The activities decided can be broadly from sample syllabi, writing assignments, exams, instructional handouts, worksheets, and even some publisher material. There should be open access to these resources so that it is beneficiary to everyone.

3rd Area :- Teaching & Learning

Conceptual Theory: The notion of students having particular learning styles has implications for teaching strategies. A student-centered approach which actively engages the young person in the learning process is critical if skills which result in healthy behaviors’ are to be fostered and developed.



Measures: To ensure greater students success through out, regular exploration and consideration of teaching practice and pedagogical theory needs to be given priority. Faculty should be encouraged for professional growth in order to contemplate the approaches and techniques learnt and used by them. In addition the faculty members also share their own experiences and ideas. In teaching –learning area teachers play pivotal role as they can make or break the students intellectuals. Students should be given opportunity and learning environment so that they explore themselves.

4th Area :- Students Learning Assessment

Conceptual Theory: Assessment is the systematic collection of information about student learning, using the time, knowledge, expertise, and resources available, in order to inform decisions that affect student learning (Walvoord, 2010). Summative assessments are tests, quizzes, and other graded course activities that are used to measure student

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalya,Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson,IQAC	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
--	--	--	--

performance. Formative assessment is any means by which students receive input and guiding feedback on their relative performance to help them improve their grade. Formative assessment can be provided face-to-face in office hours, in written comments on papers, projects and problem sets, and through e-mails.

Measures: Along with summative and formative assessment; ask students to report on their own learning. Surveying students about their learning is called indirect assessment. Asking students to rate their knowledge about a topic after taking your course as compared to what they believe they knew before taking your course is an example of indirect assessment. Direct assessments, on the other hand, assess a student's direct application of knowledge or skill.

5th Area :- Quality Assurance

Conceptual Theory: quality assurance is a formal way of preventing mistakes and defects so as to avoid problems occurred. It is focused on providing confidence that quality requirements will be fulfilled. This defect prevention in quality assurance differs from defect detection and rejection in quality.

Measures: In this context IQAC committee needs to be active to consider curriculum matters to increase students' engagement and assess the success of its course. Periodic formal monitoring of classroom teaching, students perceptions and self-evaluations must. Students input on the instructor and course sought for up gradation of the same. A constant attention with active participation of one and all will help the institution to meet the predefined goals leading to institutional effectiveness.

Conclusion:

The academic audit reveals the strengths of any institution and also helps to overcome the weakness effectively. The suggestions put forth by academic audit after keen inspection should be taken positively so as to see the fulfillment of the goals shaping the institution at the fullest.

References:

- https://www.google.co.in/search?q=students+learning+assessment&source=lnms&tbn=isch&sa=X&ved=0ahUKEwi_7SjpcXP AhVC3mMKHcxhD5EQ_AU ICCgB&biw=677&bih=623#imgc=Jzuj_wM3TVnLqM%3A
- <http://www.gyanunlimited.com/education/co-curricular-activities-meaning-definition-examples-importance-benefits/2437/>
- <http://www.gyanunlimited.com/education/co-curricular-activities-meaning-definition-examples-importance-benefits/2437/>
- https://www.google.co.in/search?q=students+learning+assessment&source=lnms&tbn=isch&sa=X&ved=0ahUKEwi_SjpcXP AhVC3mMKHcxhD5EQ_AUI CCgB&biw=677&bih=623

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By
Internal Quality Assurance Cell (IQAC)
Mahavir Mahavidyalaya, Kolhapur

Convener
Dr.R.P.Lokhande
Principal & Chairperson, IQAC

Co-Convener
Dr.R.B.Mirajkar
IQAC Member

Special Issue No.8
ISSN 2349-638x
Impact Factor 2.147

Citation Factor : A Tool of Academic Auditing

Dr. Pradnya Ghorpade,

Associate Professor,

Dept. of English,

K. R. P. Kanya Mahavidyalaya, Islampur.

Abstract:

Education is the driving force of economic and social development in any country. Research has become an integral part of higher education. Citation factor is considered as a tool of academic auditing. Citation factor for research journals is beneficial for all librarians, publishers, authors, editors, researchers etc.

- ISSN
- Refereed Journal:
- Non-Refereed Journals
- Peer-Reviewed Journals
- On-Line Journals
- Journal Impact Factor
- Open Access Journals

Citation factor is considered as one of the quality benchmarks for research journals.

Researchers can discover quality papers and articles where to find the current reading list in their respective fields. Citations are integral to scholarly literature.

Key words: driving force, citation factor, auditing, integral, scholarly.

Education is the driving force of economic and social development in any country. Thus, it is essential to find ways to make education of good quality, accessible and affordable to all, using the latest technology available. Information and Communication Technology (ICT) encompasses all communication technologies such as internet, wireless networks, satellite communications, digital television etc. that provide access to information. It is a well-established fact that India has to develop in quality education and research. Research has become an integral part of higher education. It is necessary to develop the research attitude among the youngsters. There are various ways for developing research attitude e. g. through research degrees, publishing research papers, articles, organizing various seminars, conferences, refresher courses etc. One is to write research papers and to publish these in various national and international research journals. As far as quality of research journals is considered, citation factor plays very important role in it. Citation factor is one of the quality benchmarks for research journals. Citations consist of role in it. Citation factor important elements and contain all the information necessary to identify and track down publications, which are discussed in the paper. Impact factor is a way to determine the relative importance of a journal within its field.

Citation factor for research journals is beneficial for all librarians, publishers, authors, editors, researchers etc. Researchers can discover quality papers and articles where to find the current reading list in their respective fields. There are some benchmarks for quality journals. They are as follows:

- **ISSN (International Standard Serial Number):** The ISSN is the standardized international code which allows the identification of any serial publication. All ISSN are accessible via the ISSN Register. ISSN is a fundamental tool for efficient document delivery.

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalaya, Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson, IQAC	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
--	---	--	--

- **Refereed Journal:**
It means the research papers included have been reviewed by scholars in the discipline of the journal.
- **Non-Refereed Journals:** These journals are highly respected but not refereed. In this case the editors decide if the article content is of high quality.
- **Peer-Reviewed Journals:** Peer-review is the evaluation of creative work by other people in the same field in order to maintain the quality of the work.
- **On-Line Journals:** These journals are scholarly journals that can be accessed via electronic transmission. They are published in HTML/PDF formats. They have the purpose of providing material for academic research and study.
- **Journal Impact Factor:** The impact factor for a journal is indicative of its rank and to a certain extent its quality in the world. As Manoj Sharma remarks, 'It is calculated based on a three- year period and can be considered to be the average number of times published papers are cited up to two years after publication'(Manoj Sharma 58).
- **Open Access Journals:** Open access stands for unrestricted access. The aim of the open access journals is to increase the visibility and ease of use of open access.

Citations allow you to demonstrate that your position or argument is thoroughly researched and that you have referenced, or addressed, the critical authorities relevant to the issues. Citations are integral to scholarly literature. A citation is a reference that allows you to acknowledge the sources you use in a formal academic paper, and enables a reader to locate those sources through the key information it provides. Source material might come from books, journal articles; on-line articles and soon. Citations of articles in periodicals contain the same sequence of a title, journal name, volume number, year and page. Formatting your citations properly is a significant part of accomplishing the objectives of citing your source works. 'Citations identify intellectual links throughout scholarly literature' ([http://www.grinnell.edu/academic/writing lab/ ethical use](http://www.grinnell.edu/academic/writing_lab/ethical_use)).

In short, citation factor is considered as a tool of academic auditing in competency building. To know the quality of research journals, citation factor plays very important role. Researchers can discover quality papers and articles where to find the current reading list in their respective fields. It plays a vital role in paving the path towards the quality.

References:

- Manoj Kumar Sharma 'Citation – Quality Benchmarks for Research Journals', University News, 52(03) January 20-26, 2014, P.58.
[http://www.grinnell.edu/academic/writing lab/ ethical use](http://www.grinnell.edu/academic/writing_lab/ethical_use)

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By
Internal Quality Assurance Cell (IQAC)
Mahavir Mahavidyalaya, Kolhapur

Convener
Dr.R.P.Lokhande
Principal & Chairperson, IQAC

Co-Convener
Dr.R.B.Mirajkar
IQAC Member

Special Issue No.8
ISSN 2349-638x
Impact Factor 2.147

Innovative Practices in Academic Audit

Prof. Ashwini J. Patil

Dept. of Computer Science

LES Society's Smt. Kusumavati Miraji Arts and Commerce College,

Bedkihal-591214 (Dist. Belgaum)

State: Karnataka

1. Abstract:

The traditional audit paradigm is outdated in the real time economy. Innovation of the traditional audit process is necessary to support real time assurance. Practitioners and academics are exploring continuous auditing as a potential successor to the traditional audit paradigm. Using technology and automation, continuous auditing methodology enhances the efficiency and effectiveness of the audit process to support real time assurance. This paper defines how continuous auditing methodology introduces innovation to practice in seven dimensions and propose a four stage paradigm to advance future research. In addition, we formulate a set of methodological propositions concerning the future of assurance for practitioners and academic researchers.

The Audit gives you a complete, clear, and accelerated path to improve your entire innovation practice, covering all five key elements of the Master Plan framework: Strategies, Portfolio, Processes, Culture, and Infrastructure.

Keywords: Continuous Auditing, Traditional Auditing, Innovation, Audit Methodology, Audit Process, Audit Stages, Audit Practice, Analytical Procedures, Data Modelling, Data Analytics.

2. Introduction

Vision: By developing Quality Assurance cultures, and Standards and Assessment Services in all programs of Debre Berhan University (DBU), the Directorate aspires DBU to excel in quality educational, and research and community services.

Mission: To establish, maintain and improve educational quality standards.

Background: In accordance with higher education institution jurisdiction stated on proclamation No 650/2009 article 22, and the BPR document of DBU, the University established Academic Quality and Relevance Directorate in 2010 aiming at providing quality education and produce competent graduates. The directorate is headed by a Director and accountable to the office of the President. Though there have existed efforts to maintain quality in DBU since 2006, to further these efforts the Academic Quality Assurance and Relevance Directorate of DBU was initiated through the recommendations of the BPR document by 2010

The objective of financial reporting is to provide information that is useful to management and stakeholders for resource allocation decisions. In the real time economy timely and reliable financial information is critical for day to day business decisions regarding strategic planning, raising capital, credit decisions, and supplier or vendor partnerships. Advances in accounting information systems such as the advent of enterprise resource planning (ERP) systems have enabled the generation of real time financial information. The validity of public information on academic quality has become a controversial issue in higher education. Quality rankings by commercial publications often rely upon information gleaned from reputational surveys, input measures such as student test scores or financial resources, and indicators of research quality all of which have questionable validity

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By
Internal Quality Assurance Cell (IQAC)
Mahavir Mahavidyalaya, Kolhapur

Convener
Dr.R.P.Lokhande
Principal & Chairperson, IQAC

Co-Convener
Dr.R.B.Mirajkar
IQAC Member

Special Issue No.8
ISSN 2349-638x
Impact Factor 2.147

as predictors of effective student learning. These rankings have become highly influential on academic behaviour, often encouraging institutions and programs to invest time, resources, and effort in improving their rated reputations rather than in the challenging education quality work necessary to actually improve academic standards (Brewer et al, 2002). More valid and useful academic quality information and rankings have been produced by not for profit entities such as the Centre for Higher Education Development (CHE) in Germany, as well as the NSSE and National Research Council's (NRC) assessment of research doctoral programs in the US. A critical determinant of the legitimacy of academic quality information is government policy, which may subsidize the development and provision of more valid quality information as in the case of the NRC doctoral surveys in the US and the Australian Graduate Survey, and/or mandate publicly supported universities to participate in more valid surveys and rankings.

2.1. The Continuous Auditing Paradigm Introduce Innovation To The Traditional Practice Of Auditing Along Seven Major Dimensions

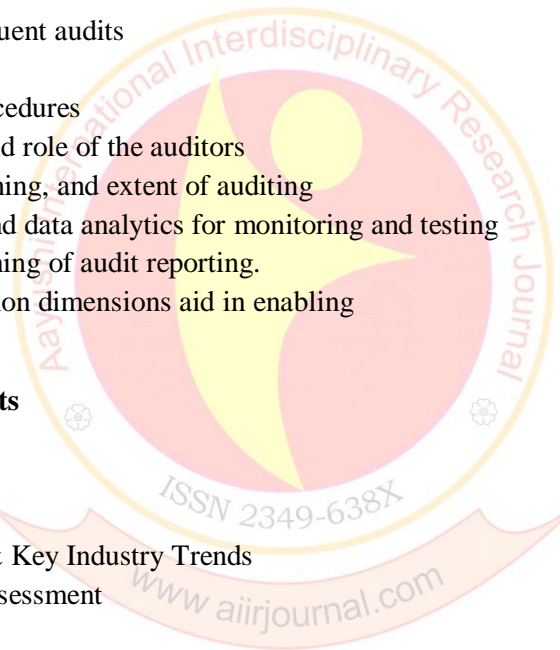
1. Continuous or more frequent audits
2. Proactive audit model
3. Automation of audit procedures
4. Evolution of the work and role of the auditors
5. Change in the nature, timing, and extent of auditing
6. Use of data modelling and data analytics for monitoring and testing
7. Change in nature and timing of audit reporting.

Collectively, these seven innovation dimensions aid in enabling

2.2. Innovation Audit Report

A Typical Table of Contents

1. Introduction & Overview
2. Executive Summary
3. Top 10 Actions Summary
4. Competitive Landscape & Key Industry Trends
5. Innovation & Strategy Assessment
6. Leadership Assessment
7. Key Obstacles & Enablers Assessment
8. Innovation Research & Targeting
9. Innovation Process Assessment
10. Innovation Culture & Attitudes Assessment
11. Organizational Development for Innovation
12. Needed Creativity Boosters
13. Innovation Pipeline and Portfolio Assessment
14. Innovation Infrastructure Assessment
15. Open Innovation Strategies & Resources
16. Comprehensive Action Plan
17. Additional Recommendations
18. Appendix A – Detailed Survey Results



**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalaya, Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson, IQAC	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
--	---	--	--

19. Appendix B – Interview Transcript

2.3. Seven Technical Factors That Are Critical To Innovation Performance.

1. Alignment of Strategy & Innovation
2. Innovation Portfolio Management
3. Research Process Assessment
4. Innovation Development
5. Alignment with Sales
6. Innovation Metrics & Rewards
7. Infrastructure Assessment

2.4. The 5-Step Audit Process

The Audit gives you a complete, clear, and accelerated path to improve your entire innovation practice, covering all five key elements of the Master Plan framework: Strategies, Portfolio, Processes, Culture, and Infrastructure.



Step 1: Setting The Stage

Customized industry research provides the backdrop for a deep dialog on your innovation goals. Our Audit Team works closely with you to determine the scope & key themes for your audit.

Step 2: Anonymous survey

Employees express their candid views about innovation, and we track key innovation metrics from the Innovation Master Plan™ Framework.

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalaya, Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson, IQAC	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
--	---	--	--

Step 3: Detailed Interviews

Face-to-face interviews across the organization provide detailed perspectives on the innovation process, results, strengths and weaknesses, positive factors, and concerns.

Step 4: Executive Briefing

We present detailed findings in a private executive briefing. The comprehensive report covers your Master Plan, 10 top action priorities, and 15 to 25 key recommendations to maximize your innovation proficiency.

Step 5: Rapid Adoption

We engage your entire organization in a fun & dynamic Innovation Workshop, with carefully structured collaborative activities that promote thorough understanding and speed adoption of the key item action.

2.5. Comprehensive Audit Results -What You Receive

- ❖ A Detailed Innovation Audit Report of your entire innovation practice by world leading innovation experts. Typically 75 – 125 pages long.
- ❖ Comprehensive diagnosis of your current practice, tools, and methods.
- ❖ Analysis of strengths and weaknesses.
- ❖ A Customized Master Plan including a prioritized view of the top 10 improvements you should implement first.
- ❖ Recommendations highlighting 15 – 25 additional key Improvement Opportunities.
- ❖ A private Executive Briefing for your senior team.
- ❖ A half or full day Innovation Workshop to engage your entire organization in understanding and immediately implementing your Innovation Master Plan.

Websites:

Analytic Quality Glossary: <http://www.qualityresearchinternational.com/glossary/>

Center for Higher Education Development (CHE): <http://www.che.de>

Centre for Research into Quality: <http://www.uce.ac.uk/crq>

Council for Higher Education Accreditation (CHEA) - US: <http://www.chea.org/default.asp>

European Association for Quality Assurance for Higher Education (ENQA): <http://www.enqa.eu/>

Graduate Careers Australian Graduate Surveys: <http://www.graduatecareers.com.au/>

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By
Internal Quality Assurance Cell (IQAC)
Mahavir Mahavidyalaya, Kolhapur

Convener
Dr.R.P.Lokhande
Principal & Chairperson, IQAC

Co-Convener
Dr.R.B.Mirajkar
IQAC Member

Special Issue No.8
ISSN 2349-638x
Impact Factor 2.147

Impetus To Teaching-Learning And Evaluation Through Academic Audit

Dr. V.A. Dewoolkar

Associate Professor
Bar Balasaheb Khardekar College.
Vengurla, Dist. Sindhudurga.

National level two day seminar on the theme 'New horizons in academic auditing in competency building of stakeholders' and sub theme is 'Impetus to teaching learning through academic audit' is of great importance.

As we all know NAAC has given 350 marks for the second criterion teaching-learning and evaluation. If we score good marks for this criterion institute will get good grade from NACC in its accreditation.

Teaching - Learning and Evaluation process revolves around the human resources. It is said that teachers are the social engineers and pillars of the society. It is the role of teachers that motivates the students for getting involved in the teaching- learning and evaluation process. Hence, it is the responsibility of teachers to take initiatives to provide the quality education either through classroom teaching or any other college activity. The concept "Quality Education" means application of the knowledge for the self-employment through skill and self-confidence. The quality of education can be improved and sustained through the researches undertaken in various fields. It is said that best teacher is one who motivates his students to ask many questions than him.

A role of teacher nowadays has not restricted only for teaching, but it has become multi-dimensional one. He is felicitator of students which means he is an instructor, counselor, advisor, guide, observer, supporter etc.

It is essential to know how far students have learned the topic, only physical presently in the classroom is not sufficient. Proper evaluation of student's knowledge, performance in the examination is essential. So proper evaluation system must be installed in the institute.

In providing quality education through teaching-learning and evaluation, academic and administrative audit is essential and useful. Colleges and institutions from higher education should think about conducting academic and administrative audit. It works as impetus to teaching - learning and evaluation for attaining good results from the services provided by faculty and staff of the college to the students.

Meaning of term Audit:

"Audit is not an inquisition and its mission is not one of fault finding." In simple words it can be said that audit is examination of both academic and administrative activities, work assigned and completed by the employee. Apart from the examination of assigned work, suggestions are sought for the future development.

In teaching - learning process following aspects are observed and examined like :-

1. Planning and organization of teaching - learning and evolution process.
2. IQAC's contribution to improve the teaching - learning process.
3. How learning is made more student- centric.
4. Use of new technologies and facilities for effective teaching.
5. Use of innovative teaching approaches.
6. Use of Library resource.
7. Monitoring and evaluating the quality of teaching learning.

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalaya, Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson, IQAC	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
--	---	--	--

8. Teachers Quality.
9. Policies / Systems are in place to recharge teachers.
10. Evaluation Process adopted.
11. Mechanisms for redressal of grievances.
12. Student's performance and learning outcome etc.

Need of Academic Audit:-

For knowing and collecting the information on the above mentioned aspects. Arranging and conducting academic and administrative audit will be impetus for teaching learning and valuation. IQAC plays important role regarding conducting the academic audit. Committee is formed in which:-

1) Principal 2) IQAC Coordinator 3) Registrar are members of this committee. This committee run the internal audit programme. Committee visits different departments, college office and laboratories, interacts with faculty and staff. In this process generally following things are observed like: -

- 1) Work, duties assigned and completed both by faculty and staff.
- 2) Different committees work is assessed.
- 3) While assessing the work faculty is motivated for doing Pd.D.
- 4) Faculty members are motivated for doing Minor / Major project of UGC.
- 5) Guest lectures are arranged.
- 6) 'Parent- Teacher' 'Student - Teacher' meet are evaluated. Its outcome is assessed.

It academic audit, sports activity, use of library facility laboratories are assessed. For maintaining student- Teacher ratio necessary faculty - staff is made available. Teachers are motivated to suggest innovative ideas. All faculty members maintain academic diary. Faculty members submit their Self Appraisal Report, API is checked. Faculty is motivated to improve their academic performance.

Administration of the college plays important role in the quality enhancing and good running of the college. In administrative audit, staff work is assessed, Use of new technology. Student - staff relations are measured. Use of new techniques, office software, Examination results, student's scholarships. Issue of TC/ Bonafied certificated etc. is evaluated. Guest lecturers are arranged for giving training to the staff.

Both Academic and Administrative audit gives boost/ impetus to teaching- learning and evaluation and shows good results which will definitely improve the quality of education in HEI's.

Reference :

- 1) Best Practice Series :Internal Quality Assurance Cell Activities.Published by ,The Director, NAAC Bangalore, NAAC, April, 2006.

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By
Internal Quality Assurance Cell (IQAC)
Mahavir Mahavidyalya, Kolhapur

Convener
Dr.R.P.Lokhande
Principal & Chairperson, IQAC

Co-Convener
Dr.R.B.Mirajkar
IQAC Member

Special Issue No.8
ISSN 2349-638x
Impact Factor 2.147

Innovative Practices for academic Audit – E resources

Ajitkumar Bhimrao Patil

MA, B.ed, M.ed,
Head Master – Rajershi Shahu Vidhyanandir ,
School No- 11, Kasaba Bawada, Kolhapur.

1) Introduction:

The concept an audit is an educational term for the completion of a course of study for which no assersnal of the performance of the student os made no grade awarded. Same instructions may record a grad of a audit to those who have elected not to receive a letter grade for a course in which they are typically awarded.

In this case audit indicates that the individual merely has received tetchily rather than being evaluated has received treachery rather than being evaluated. as having achieved a given standard of knowledge of the subject same student audit a class merely for enjoyment and academic exploration which no need or desire of academic credit Auditing is generally an option at instruction of higher learning such as college and universities rather than garner school or secondary school.

Nowadays the education sphere is changing day by day In this 21 st century each and every individual is becoming technosavy. This technological development helps to increase the gravity of teaching and learning process. so in this paper researcher tried to explain various e-resources which are helpful for uplifting teaching learning process. so here mostly attention has focused on e-routers of A academic Audit.

2) Meaning of E- Resources: Any information resource that is accessible through computers or network can be termed as electronic resources. It is also available through the internet or through online databases. Electronic Information Resources originally published information in electronic form or in print form made available electronically. Electronic media has proved its advantages over the print media. E-Resources include lots of further sources such as full-text journals, newspapers, company information e-books, dictionaries, encyclopedias, economic data, digital images, industry profiles, career information, etc. in digital form.

3) Definitions of E-Resources:

1. According to Wikipedia "Electronic resources means information which can be stored in the form of electronic signals, usually on a computer; information available on the internet.
2. According to Gradman Glossary "A publication in digital format which must be stored on read on a computer device. There are two types: Direct access of these physical objects such as CD-ROMs, diskettes, computer tapes, and computer text, images, software, etc.

4) Purpose of Using E-Resources :

In this digital scenario e-information is available but the authenticity, apartness are the issue of serious concern are has to take the note of their while using e-recourses.

The main purpose of using e-resources is to improve the efficiency of information, to render services to end users, and to provide effective information services to faculty, research scholars and students in achieving their goals. E-resources have become one of the most important aspects of knowledge, which change the format of document from a typed paper to electronic form; hence E-resources play a vital role in

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalaya, Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson, IQAC	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
--	---	--	--

creation and dissemination of knowledge. In a relatively short period, e-resources have expanded from a few dozen computerized database bibliographies to the overwhelming information available on the internet. E-resources have moved from accessing on line databases with a dumb terminal to surfing the www.

5) Advantages E-Resources : Advantages of e-resources are given below:-

- a) Electronic resources provide access at substantially lower cost.
- b) Optimum utilization of money.
- c) Facilities to build up digital library.
- d) Helpful to provide better library services like CAS and SDI.
- e) Cost sharing for technical and training support.
- f) Electronic journals demand neither library space nor can they be stolen from the library.
- g) Available 24 hours a day, seven days a week i.e. 24 X 7 time access.
- h) Economy in maintain use and application,
- i) Easy to access.
- j) Speed of publication.
- k) Speedily accessed.

1) No. necessity of space, shelving cost.

- m) It can be read anywhere in the world.

2) 6 Need of E-Resources:

- Electronic documents need to supports parallel supports and electronic method of knowledge disseminating.
- Increasing Interdisciplinary research.
- Application of academic activities such as syllabus, teaching and learning.
- Some publication only published in electronic forms.
- Increasing the cost of publication

7. Types of E-Resources :

7.1 E-Journals:

A journal which is available in electronic format is known as e-journal. Some electronic journals are online-only journals; some are online versions of printed journals, and some consist of the online equivalent of a printed journal, but with additional online-only material. They are a specialized form of electronic document: they have the purpose of providing material for academic research and study, and they are formatted approximately like journal articles in traditional printed journals. They can be accessed anywhere in the world.

7.2 E-Books:

An electronic book is the content of the book made available to the reader in electronic form. According to Encyclopedia of Library and Information Science, electronic book is a term used to describe a text analogous to a book that is in digital form to be displayed on the computer screen electronic books, or e-books, are books in computer computer file format and read on all types of computers, including handheld devices, designed specifically for reading e-books. E-books are nothing but the electronic version of printed books. In addition to textual matters the e-books consist of

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalaya, Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson, IQAC	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
--	---	--	--

hyperlinks, search facilities and multimedia capabilities. E-books compilers compile also the source files into an easy to distribute file format like HTML, PDF and RTF files. In other words, an e-book has electronic text and that text is showed to the readers visually.

7.3 E-Databases :

A database is an organized collection of data. The data is typically organized to model relevant aspects of reality, in a way that supports processes requiring this information. The holding of the library database consisting of books, periodicals, reports & theses can be converted to electronic form that allows access for 4 public uses through digital networks. Various electronic databases publishers today account for publishing information both bibliographic and full text on CD-ROMs as well as making them available for online retrieval.

7.4 Electronic Thesis and Dissertation (ETD):

From the researcher point of view ETD are important. Thesis is one of the primary documents made available in limited copies to universities and research institutions where the researcher has carried out his research work. However, the academic world believes that the theses should be made available for further researchers easily. The digital technology has proved very beneficial for the preservation of theses. Institutions like vidyanidhi and INFLIBNET are making available theses in the digital format over the internet.

7.5 E-Zine and Electronic Newspaper:

E-Zine means electronic magazine and it is also called web-zine. The articles that are stored on a file server may be distributed or accessed via a computer network. Like ETD, an electronic newspaper is a self-contained. Reusable and refreshable version of a traditional newspaper that acquires and holds all information in the newspaper electronically.

7.6 E-Mail Publishing:

Email publishing, or newsletter publishing, is a popular choice among readers who enjoy the ease of receiving news items, articles and short "newsletters in their email box. The ease of delivery and production of email newsletters has led to the development of a massive number of available email newsletters, mailing lists and discussion lists on a large variety of topics. Newsletters are also widely used by media companies to complement their web and print offerings. Many authors and writers publish their own newsletters in order to attract new readers and to inform their fans about new books.

7.7 Web Portal:

A web portal is most often one specially-designed web page at a website which brings information together from diverse sources in a uniform way. Usually each information source gets its dedicated area on the page for displaying information (a portlet): often, the user can configure which ones to display. Variants of portals include Mashup (web application hybrid) and intranet "dashboards" for executives and managers.

8. References:

- Kadam, R. M. (2014). Journal for Library and Information Technology, vol.10 No-I, 1- 10.
Natarajan, M (2003). Selection and evaluation criteria for electronic resources. ILA Bulletin, 38(3), 15-21.

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalya, Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson, IQAC	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
---	---	--	--

Saji, S. and Jeevan, VKJ (2004). Electronic books: metamorphosis of books in digital environment. KELPRO Bulletin. 5(2), 45-51.

Patil, D.B. and Parmeshwar, S. (2009). Use of electronic resources by the faculty members and research scholars in Gulbarga University, Gulbarga: A survey, SRELS Journal of Information Management, 46(1), 51-61.

Khamkar. R. D. (2014) E- Resources : An overview, Parameters and perspective of LIS education, 238-245.

Bhagwat, V. B. (2014) E-Resources : A Source of Information, Parmeters and perspectives of LIS education, 233-247.

Retrieved on March 10, 2015, Time 09:00a.m From (http://en.wikipedia.org/wiki/online_newspaper)



**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By
Internal Quality Assurance Cell (IQAC)
Mahavir Mahavidyalaya, Kolhapur

Convener
Dr.R.P.Lokhande
Principal & Chairperson, IQAC

Co-Convener
Dr.R.B.Mirajkar
IQAC Member

Special Issue No.8
ISSN 2349-638x
Impact Factor 2.147

Academic and Administrative Audit

Shrikant Bacche
Assistant Professor
Mahavir Mahavidyalaya Kolhapur

Introduction:-

An educational institution is known by its activities achievements, infrastructure, location and professional prospects. Besides, one of the most important assets of an institution that attracts students is, whether it is accredited or not by some national level agency meant for it. Accreditation is a benchmark of an institution. It requires auditing of all academic supporting units for efficiency and for standards.

In the present competitive educational environment, it is necessary to achieve remarkable academic standards. The National Assessment and Accreditation Council (NAAC) have evolved certain benchmarks for assuring the quality at different levels of higher education. Almost in all Higher Educational Institutions (HEIs), Internal Quality Assurance Cell (IQAC) is established to identify the benchmark for achieving the quality. It is necessary to assess the performance of academic unit of any educational institution in general and teacher education institutions (TEI'S) in particular. The Academic Audit will ascertain and ensure the quality as per the benchmarks. Its purpose will not only be to evaluate the performance but also to give suggestions for further improvement in teaching, research and other academic activities.

So, need of the hour is to go for academic and administrative audit as per the requirement of the institution to fix academic standards and create benchmarks for providing meaningful and quality education at all levels with special emphasis on higher & teacher education.

Academic Audit:-

Academic Audit is a mechanism to examine and enhance the quality of academic aspects of institute of Higher Education. It is a systematic and scientific process of designing implementing, mentoring and reviewing the quality of academic systems i.e. inputs, processes and outputs. It emphasizes on reviewing the performance of academic inputs with respect to quality assurance.

Administrative Audit:-

Administrative Audit is a method of assessing the efficiency and effectiveness of operation systems of the administrative procedures, policies decision making authorities and functionaries, strategies, process, feedback, control, mechanism etc. the Administrative audit would certainly make the functionaries to ascertain the strengths and weaknesses of the operating system in general and pin out the areas in specific and to ascertain where the function is stagnated and affected and where special attention is required along with man and material resources.

Academic and Administrative Audit is a standard strategy for quality enhancement of Higher Education Institutes.

Academic and Administrative Audit aimed at:-

- To set and maintain the academic standards.
- To provide qualitative learning opportunities' to the learners.
- To enhance the quality of higher education.
- To integrate academic planning, research assessment and quality assurance.
- To recognize and implementing the outcomes from professional association activities.

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By
Internal Quality Assurance Cell (IQAC)
Mahavir Mahavidyalaya, Kolhapur

Convener
Dr.R.P.Lokhande
Principal & Chairperson, IQAC

Co-Convener
Dr.R.B.Mirajkar
IQAC Member

Special Issue No.8
ISSN 2349-638x
Impact Factor 2.147

To recognize the importance of quality enhancement.

The Academic and Administrative Audit has great importance:-

To confirm that the arrangements for quality assurance are fit for purpose vision and mission of the institution

To provide assurance that the standards of higher education align with expectations.

To ensure that students have access to appropriate learning opportunities' through provisions, private study and supported learning.

To promote and enhance high equity teaching and learning

To advance the highest possible levels of students achievements

To confirm that students are fully supported in their academic and personal development.

To encourage strategic development that enriches the curriculum and enhances student's opportunities for employment and career development.

Present status of Academic and Administrative Audit In India:-

Accreditation in teacher education is primarily concerned with ensuring the quality of teachers trained from institutions and their fitness or suitability to serve the purpose expected from them. The accreditation process makes exacting demand on institutions in terms of institutional context and educational effectiveness. Accreditation involves assessment and gradation of an institution with reference to different parameters and taking into account the multi-dimensional phenomenon of its functioning. The assessment process addresses both the intrinsic and extrinsic requirements of institutions, these being the functioning of the institution and relevance and utility of the output. It seeks to assess the extent to which institutions pursue excellence in their job of imparting quality education in a culture of positive competition. The most significant aspect of the whole process is self-appraisal by institutions themselves through self-study combined with unbiased, informed and transparent review by peers.

Further, University Grants Commission (UGC), from time to time amends the criteria for recruitment of faculty in Universities and Colleges to provide good faculty for quality education. Moreover, UGC provides grant in aid to Institutions of higher learning for their excellence in quality education. Not only this, UGC has lot of schemes for Faculty Development Programmes (FDP) like Faculty Recharge Programmes, Minor & Major Research Projects, Fellowships etc. to promote professional development among teachers.

Above all, National Assessment & Accreditation Council (NAAC), which is an apex body of UGC has been entrusted the task of Assessment & Accreditation of Higher Education Institutions (HEI'S) in India for imparting quality education. The Assessment & Accreditation (AA) process designed by NAAC for Academic and Administrative Audit of HEI'S includes:

- The Higher Education Institutions (HEIs) to submit the Letter of Intent (LOI) only after uploading the Self-study Report (SSR) on the institutional website.
- LOI will be processed by NAAC and the decision in this regard shall be communicated within **15 days**. The institutions will submit the registration fee (demand draft) so as to reach NAAC within **10 days** of submission of LOI.
- The Institutional Eligibility for Quality Assessment (IEQA) to be submitted within the **one week** of

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalaya, Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson, IQAC	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
--	---	--	--

acceptance of LOI.

- The institution will submit the SSR within two **weeks** of acceptance of LOI / IEQA.
- NAAC will decide on the dates of visit and constitute the teams to visit the institutions within **three weeks** of receipt of SSR.
- The visit should ordinarily be completed within **one month**.
- Till date **204** Universities and **3,747** Colleges has been accredited by NAAC out of **757** Universities and **38, 056** Colleges.

Conclusion:-

Academic and Administrative Audit gives a standard system based on parameters of quality education. Quality enhancement is defined in terms of institutional policies, procedures and activities that are designed to promote the learning processes, learning experiences and learning outcomes of learners and also contribute to the enrichment of the curriculum. The approach enhancement involves the institutional assessment of the strengths and weaknesses of current academic practice and identification of current academic practice and identification of potential areas for improvement. It may also reflect the particular mission, vision, objectives and strategic priorities of institutions, where enhancement is seen in terms of strategy for driving change and promoting student's achievement and capabilities. Therefore it may conclude that there is a great need to pay attention to institutional strategies and policies for global engagements, extending the experience and aspiration of learner to participate in increasingly global community.

References:-

- "Higher Education in India". Government of India Ministry of Human Resource Development Department of Higher Education. Archived from the original on 2011-07-18
https://en.wikipedia.org/wiki/Academic_audit & NAAC
Gupta, B.L. Academic Audit, Concept Publishing, New Delhi 2011. <https://books.google.co.in/books?isbn=8121210585>
Priksha Tahkur, Academic and Administrative Audit Need of Hour.

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By
Internal Quality Assurance Cell (IQAC)
Mahavir Mahavidyalaya, Kolhapur

Convener
Dr.R.P.Lokhande
Principal & Chairperson, IQAC

Co-Convener
Dr.R.B.Mirajkar
IQAC Member

Special Issue No.8
ISSN 2349-638x
Impact Factor 2.147

**Academic Audit :Its Need for Active Citizenship through Active Learning
among undergraduate students**

Asmita Hajare

Ph.D. Student,
Department of Education,
Shivaji University, Kolhapur (MS) India

Abstract:

The aim of Higher Education system of any country is sustainable development and achieving higher growth rates. It is enabled through creation, transmission and dissemination of knowledge. Higher Education is the production of qualified human resources. Quality in higher education means the educational process which ensures students achieve their goals and thereby satisfies the needs of the society and help in national development. The aim of Academic Audit is to assess the extent to which institutions are fulfilling their stated mission and purpose and confirm the procedures in place for assuring the quality of the learning opportunities offered to students and the academic standards by which students level of performance and capability are assessed and reported. The important component of this assessment is teaching learning process. Active learning helps students to engage in learning activities by gaining more experience from learning process. Learning actively prevents students from retention and also it enhance thinking abilities of them. It develops the students ability to question and seek truth and makes him/her competent to critique on contemporary issues. Active Citizenship is a combination of Rights and Responsibilities through involvement in civic issues.

The present paper will help to society to know more about the academic audit and active citizenship

Key Words: Academic Audit, Active Citizenship, Active Learning.

Introduction

India is becoming a global hub for educational activities and a feeder for all kinds of international man-power requirement. There is a growing demand for, and also concern to, provide quality education with standard curriculum and globally acceptable system of education. Everywhere the idea of increasing Gross Enrolment ration, Generating more human resource with intellectual inputs are given much thrust. The NAAC (National Assessment and Accreditation Council) of India has evolved certain benchmarks for ascertaining and ensuring quality at different levels of Higher Education and for its continued sustenance. During the last ten years, Universities in India have taken serious note of these emerging needs and demands and trying to update the curriculum, design new Programs and offer better educational services while maintaining high quality. By establishing Internal Quality Assurance Cells (IQAC) and conducting External Quality Assurance checks it's possible to go for a Total Quality Management in an Academic Institution.

All Higher Educational Institutions in India are expected to go through quality assessment procedure by an external peer review, and series of accreditation based on a set of predetermined academic and administrative audit criteria. Accreditation and Reaccreditation have become regular processes for showing continuous improvements. The monitoring and evaluation of the institutional processes require a carefully structured system of internal and external introspection. The National Assessment and Accreditation Council (NAAC) expect the Institutions to undertake continuous Academic and Administrative Audits by external peers, after every Assessment and Accreditation. This is an important step to evaluate independently as to how well the improvement processes are taking place and what more needs to be done. Not many Institutions are prepared to undertake this step mainly due to their reluctance to expose their weaknesses. The Institutions which strive to attain excellence are always on the move to contribute more to the growth and development of Education System.

NAAC Sponsored Two Day National Seminar on New Horizons In Academic Auditing For Competency Building Of Stakeholders

Organized By
Internal Quality Assurance Cell (IQAC)
Mahavir Mahavidyalaya, Kolhapur

Convener
Dr.R.P.Lokhande
Principal & Chairperson, IQAC

Co-Convener
Dr.R.B.Mirajkar
IQAC Member

Special Issue No.8
ISSN 2349-638x
Impact Factor 2.147

Quality education includes:

- Learners who are ready to participate and learn, and supported in learning by their families and communities;
- Content that is reflected in relevant curricula and materials for the acquisition of basic skills.
- Processes through which trained teachers use learner-centred teaching approaches in well-managed classrooms and skilful assessment to facilitate learning and reduce disparities.
- Outcomes that encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society.

Unless the quality and standard of Indian higher education institutions is enhanced zealously and sustained at a high level through innovation, creativity and regular monitoring, it seems to be difficult for the Indian academics/ professionals to compete in the World scene. The Academic Assessment and Accreditation mechanisms to be available in the country to ensure the quality and standard of the academic/training programmes at higher educational institutions. The assessment has to be continuous and the process has to be transparent to gain the acceptance of the society at large.

Purpose Of The Audit

1. To improve the education available to students in higher education institutions .
2. To assist higher education institutions in managing and enhancing their quality and, thereby to help to justify their institutional autonomy
3. To form a background for quality assurance agencies in their work
4. To make external quality assurance more transparent and simpler to understand for everybody involved.
5. To provide a source of assistance and guidance to higher education institutions and other relevant agencies in developing their own culture of quality assurance
6. To inform and raise the expectations of higher education institutions, students, employers and other stakeholders about the processes and outcomes of higher education

Institutions should have a policy and associated procedures for the assurance of the quality and standards of their programmes and awards. They should also commit themselves explicitly to the development of a culture which recognizes the importance of quality, and quality assurance, in their work. To achieve this, institutions should develop and implement a strategy for the continuous enhancement of quality.

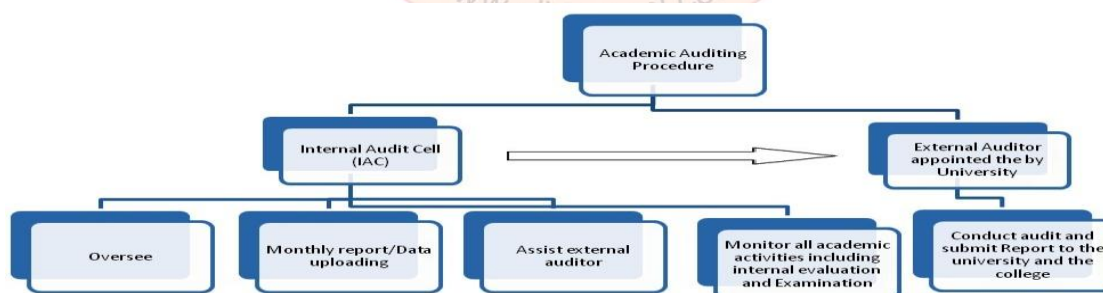


Fig.No.1 Academic Auditing Procedure

Academic audit is to be framed around academic activities related to teaching and learning and student support.

- Leadership and Management of Teaching and Learning
- Student Profile: Access, Transition and Admission Processes

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalaya, Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson, IQAC	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
--	---	--	--

- Curriculum and Assessment
- Student Engagement and Achievement
- Student Feedback and Support
- Teaching Quality
- Supervision of Research Students.

Universities should have appropriate strategic and operational planning documents which include objectives related to student achievement and teaching quality, with key performance indicators which inform academic quality assurance processes. Universities should use processes for monitoring and enhancing students' engagement with their study and learning. The audit process has a focus on student achievement and how students can apply their learning and in their skills of communication and self motivation.

Active Citizenship:- Citizenship in its active realm is a combination of participation, right-based development, good governments and supporting role of government in helping citizens (Clarke and Missingham, 2009). The two main aspects are:

- Participatory development wants to respond to the critiques over its meaning as oppression (Cooke and Kothari, 2001). It accepts the problems of civil society in the community-based associations which have a very restrictive gate for citizens and the limited role of non-governmental organizations and local developmental attempts (Clarke and Missingham, 2009). In this sense the main focus of active citizenship of youth involvement is more towards decision-making and deliberate democracy (Barber, 2003; Hoskins and Mascherini, 2009; Mutz, 2006)
- Rights-based development says that 'citizenship' clearly raises the issue that people are in the position of rights in relation with the state which highlights the idea of good governance as a main core for development. It emphasized on the significance of civil, political and social rights which is connect a person to its state (Westholm et al., 2007)

Youth are the core of the development process of each nation with holding the key of changing or continuing policies but their contributions will not achieve full impact unless they are engaged in their nation as a whole (Varshavsky, 2009). Young people can be engaged to civic issues if allow them to do so (Flanagan and Christens, 2011).

Dimensions of active citizenship:

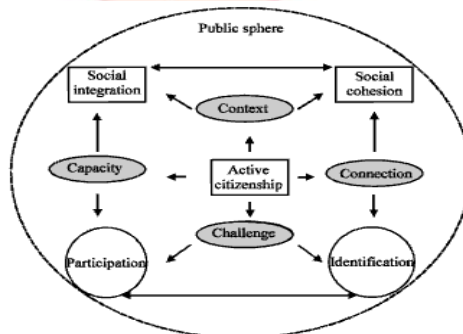


Fig. No.2:Dimensions of active citizenship (Jansen et al., 2006)

Active citizenship has four dimensions related to citizenship practices which summarizing sociological conditions represent as the capacity (how people can act based on their rights), connection (relationship with others),

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalaya, Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson, IQAC	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
--	---	--	--

challenge (desire of self in practices during involvement) and context (how people aware of diverse options during social practices) (Clarke and Missingham, 2009). Each of above indicates a shape of contribution towards citizenship by a person (Jansen et al., 2006). As shown in Fig. 2, the dotted surface circle signifies the variation of the public sphere, representing various social places or public sphere for different practices of active involvement. This figure shows the importance of participation for social integration, while identification exaggerates cohesion in the society with double headed arrows of their relations in making citizens active in a society.

Process of becoming Active Citizen:

Many citizenship studies emphasizes more on competent as the main path to become active citizens which included an awareness educating component, often in mixture of an element of initiating the participants, such as “learning by doing”, “discussions”, or “acquiring new skills” (GHK, 2007). Learning civic competency can improve active citizenship by allowing to some repetitions and exchange experience through interaction by each side of involving persons. These participation through involvement enhance learning in the context (Lavelle and O’Ryan, 2001). The willing to participate is fixed to the context. As a result all educational programs designed for practice based on the context can bring more people to participate in civil activities (Wenger, 2011). As a result, education can contribute to these participatory competencies by:

- Situating learning facilitates access to citizenship practices
- Developing of participatory competencies empowers coordinated action with the promotion of communicative strategies
- Spread these competencies to other places (Jansen et al., 2006)

The needs of youth to learn active citizenship:

Young people are expected to be equipped with appropriate civic skills for be active part in their community. This needs lifelong education (Delanty, 2003; Schuguransky and Myers, 2003) through formal, non-formal and informal education. The tendency to happen this is that young people need to consider them as citizens who are actively participating (Crick, 2005). They need to do their best in learning forms of involvement (Branson, 2004). This leads to the ways of developing active citizens recognized by most democratic societies (Branson, 2004; Crick, 2005). Be an active citizen needs to learn competencies for participation. These competencies are crucial for living in a modern society for all people specially youth (Hoskins and Crick, 2010). The significance of active citizenship as part of life-long learning is extensively recognized and attention in education for active citizenship has been rising (GHK, 2007).

Function of active learning:

It was anticipated that youth in active learning environments demonstrate increased engagement in contrast to passive learning environments (Kuh et al., 2005; Lundberg et al., 2007; Popkess, 2010) which consist of telling, or instructing and learners as ‘empty vessels’ filled with information. Active learning researchers believe that either listening or reading can be passive because all of cognition is active in the sense of involving activity in youth mental life (Fox, 2001). Active learning can act as below:

- Encouraging involvement at the same time with learning activities
- Teach learners processing competencies
- Make courses with its higher order thinking aspects
- Let students to engage with their activities
- Allow them to explore their ideals about learning (Wilke, 2003)

NAAC Sponsored Two Day National Seminar on New Horizons In Academic Auditing For Competency Building Of Stakeholders

Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalaya, Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson, IQAC	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
--	---	--	--

Relationship Between Active Learning And Active Citizenship

Active learning helps students to engage in learning activities by gaining more experience from learning process. It moves from the control of the teacher to student ability to interact with environment and others (Gleason et al., 2011; Linnenbrink and Pintrich, 2004). According to Bonwell and Eison (1991), learning actively prevents students from retention and also it enhance thinking abilities of them. This student-centered approach increases youth involving time with the subject from their colleagues (Barr and Tagg, 1995) and this can change formal and informal context of learning (Greenhow and Robelia, 2009).

Outcomes Of Active Learning

The component of this kind of learning includes talking, listening, reading, writing and reflecting (McKinney, 2009). According to Khan (2011), the proven effects on student learning are:

- Engage students beyond listening and reading
- Promote learning, not just acquisition of facts
- Encourage interaction between students
- Develop high-order thinking skills
- Persuade accountability with learning process
- Develop competencies
- Allow students to monitor their own learning and lastly
- Endorse deep learning

In Academic Audit Teaching and Learning is an integral part of assessment. Through active learning students at higher education can contribute to the academic institution and society. Education is a key for implanting civic value and knowledge among new generation. By enhancing active learning methods which can reflect society's complexities, youth can be aware of their rights and responsibilities towards others.

Conclusions

The purpose of an academic audit is to encourage departments or programs to evaluate their "education quality processes" – the key faculty activities required to produce, assure, and regularly improve the quality of teaching and learning. Active learning is the best for being an active citizenship. Learning as a form of active citizenship involves the education of young citizens, resulting in improved decision making regarding community-wide issues. Be an active citizen needs to learn competencies for participation. In Active learning students are taking responsibilities for their own learning which leads to critical thinking for problem solving.

References

- Syedali Ahrari, Jamilah O., Salleh H., Bahaman A.B., Jeffrey Lawrence D`Silva, (2014). Published Active Citizenship by Active Learning in Journal of Applied Sciences, 14: 2450- 2459.
- www.pondiuni.edu.in/sites/default/files/downloads/manual.pdf
- <http://www.ugc.edu.hk/eng/doc/qac/manual/auditmanual2.pdf>
- <http://www.aqa.ac.nz/sites/all/files/AQA%20Cycle%205%20Framework%20Jan2013.pdf>
- <http://www.ugc.ac.in/oldpdf/pub/he/heindia.pdf>
- <http://www.aqa.ac.nz/sites/all/files/AQA%20Cycle%205%20Framework%20Jan2013.pdf>
- <http://www.unicef.org/education/files/QualityEducation.PDF>
- <https://ktu.edu.in/data/Academic%20Audit%20Manual.pdf>
- http://www.aicte-india.org/downloads/Approval_Process_Handbook_2015_16.pdf
- www.unesco.org/iiep

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By
Internal Quality Assurance Cell (IQAC)
Mahavir Mahavidyalaya, Kolhapur

Convener
Dr.R.P.Lokhande
Principal & Chairperson, IQAC

Co-Convener
Dr.R.B.Mirajkar
IQAC Member

Special Issue No.8
ISSN 2349-638x
Impact Factor 2.147

Academic Audit: It's need

Dr. Deokate Bhausaheb Shripatrao

Collage of Education Yevla.

Abstract

In academia, an audit is an educational term for the completion of a course of study for which no assessment of the performance of the student is made nor grade awarded. [1] Some institutions may record a grade of "audit" to those who have elected not to receive a letter grade for a course in which they are typically awarded.

In this case, 'audit' indicates that the individual merely has received teaching, rather than being evaluated as having achieved a given standard of knowledge of the subject. The term 'audit' is Latin, translating as, 'he heard'. In other words, the student has experienced the course, but has not been assessed.

Some students audit a class merely for enjoyment, including purposes of self-enrichment and academic exploration, with no need or desire of academic credit.[2] Sometimes this technique is employed by individuals who wish to take a specific course without the risk of under-performance resulting in a poor or failing grade. This may be helpful when reviewing a long-unstudied subject, or when first beginning or exploring the study of a discipline where one has little experience or confidence.

Auditing is generally an option at institutions of higher learning, such as colleges and universities, rather than grammar school or secondary school.

Introduction

The Academic Audit is a faculty-driven model of ongoing self-reflection, collaboration, teamwork and peer feedback. It is based on structured conversations among faculty, stakeholders and peer reviewers all focused on a common goal: to improve quality processes in teaching and learning and thus enhance student success.

In academia, an audit is an educational term for the completion of a course of study for which no assessment of the performance of the student is made nor grade awarded. ... Auditing is generally an option at institutions of higher learning, such as colleges and universities, rather than grammar school or secondary school.

Objectives Of Academic Auditing:

- (i) To ensure academic accountability.
- (ii) To define quality of each component of the functionalities and to ensure quality of technical education throughout the system.
- (iii) To safeguard functionalities of technical education.
- (iv) To define effectiveness of teaching learning process and to devise

1.College Level Activity:- A College that is subject to Enhanced ASER must carry out routine internal ASER processes as outlined in the Quality Review Framework (QRF) Chapter 2 – Annual Student Experience Review as normal.

The provision of evidence beyond what is normally required for routine ASER processes has been kept to a minimum. However, the College must provide the following additional information no less than one month before the Enhanced ASER

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalaya, Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson, IQAC	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
--	---	--	--

College Meeting:

- a) Brief outline of the College's aims, aspirations and challenges. This should be no more than 3 pages in length.
- b) College structure charts
- c) Management and committee organograms
- d) Recent PSRB reports
- e) Optional written report from the College Officer and SSLC Chairs

University Level Scrutiny, in the form of a College ASER Meeting as outlined in Chapter 2 Point 2.2.3 with vary as per below.

Academic Audit: An Overview

The Academic Audit, like more traditional program reviews, is a peer review process including a self-study and a site visit by peers from outside the institution. However, the similarities end there. Unlike the traditional approach to program evaluation, this process emphasizes self-reflection and self-improvement rather than compliance with predetermined standards. The purpose of an academic audit is to encourage departments or programs to evaluate their "education quality processes" – the key faculty activities required to produce, assure, and regularly improve the quality of teaching and learning. An audit asks how faculty approach educational decision making and how they organize their work, using the resources available to them and working collegially to provide a quality education in the best interests of the discipline and student learning.

I. Elements of the Academic Audit: based upon the approach laid out in Education Quality Improvement: A Handbook for Departments by Dr. William Massy
(Bill Massy is a professor emeritus of education and business administration at Stanford University and president of the Jackson Hole Higher Education Group)

II. Principles of the Academic Audit: (While there is no "hidden agenda," no "right way" to approach the Academic Audit process, the Academic Audit openly advocates the following principles as foundations of good educational practice.)

- **Define quality in terms of outcomes**
 - ❖ Learning outcomes should pertain to what is or will become important for the department's students.
 - ❖ Learning, not teaching per se, is what ultimately matters.
- **Focus on process**
 - ❖ Departments should analyze how teachers teach, how students learn, and how to best approach learning assessment.
 - ❖ Departments should study their discipline's literature and collect data on what works well and what doesn't.
 - ❖ Experimentation with active learning should be encouraged.
 - ❖ Faculty should be encouraged to share and adopt their colleague's successful teaching innovations.
- **Work collaboratively**
 - ❖ Teamwork and consensus lead to total faculty ownership of and responsibility for all aspects of the curriculum and make everyone accountable for the success of students.
 - ❖ Dialogue and collaboration should be encouraged over territoriality and the "lone wolf" approach.
- **Base decisions on evidence**
 - ❖ Departments should collect data to find out what students need.
 - ❖ Data should be analyzed and findings incorporated in the design of curricula, learning processes, and assessment methods.

NAAC Sponsored Two Day National Seminar on New Horizons In Academic Auditing For Competency Building Of Stakeholders

Organized By
Internal Quality Assurance Cell (IQAC)
Mahavir Mahavidyalaya, Kolhapur

Convener
Dr.R.P.Lokhande
Principal & Chairperson, IQAC

Co-Convener
Dr.R.B.Mirajkar
IQAC Member

Special Issue No.8
ISSN 2349-638x
Impact Factor 2.147

- **Strive for coherence**
- ❖ Courses should build upon one another to provide necessary breadth and depth.
- ❖ Assessment should be aligned with learning objectives.
- **Learn from best practice**
- ❖ Faculty should seek out good practices in comparable departments and institutions and adapt the best to their own circumstances.
- ❖ Faculty should share best practices and help “raise the bar” for their department.
- **Make continuous improvement a priority**
- ❖ Departments should continually and consciously strive to improve teaching and learning.

Quality of learning

- One of the tools available to measure the adequacy of this academic input is ‘Academic Audit’.
- The academic audit provides an opportunity for a regular strategic overview of a college’s teaching-learning process.
- It is the process by which the authorities assure themselves of the quality of the learning process. The academic audit is normally carried out once in five years.
- It has four distinct features: It is college-based and is normally reviewed independently, it is based on a process of self-evaluation carried out by the college itself, the use of an external evaluator helps in objectivity, and the audit evaluates the full range of college activities so as to ensure a balanced recommendation by the audit panel. An audit takes into account the following:
 - Whether the activities and programmes being implemented have been authorized by the concerned authorities (in the case of a university set-up — have the programmes been approved by the university, academic council, the board of management, and so on).
 - Whether the activities and programmes are efficiently and effectively serving the purpose intended by the authorities.
 - Whether the activities and programmes being conducted and funds expended in compliance with the applicable laws.
 - Are adequate operating, administrative procedures and practices, systems, etc. in place?
 - Are the needs of the various stakeholders such as students, parents, employers, statutory authorities, society and the top management or the trustees satisfied?
- The advantages of an academic audit are manifold. Some of these are given below:
 - For students: It helps in eliminating unnecessary workload and dwells mainly on those essentially required for the success of a student’s career. For teachers: It helps in clarifying their roles and responsibilities and thus avoids conflicts.
 - For the society: It ensures effective use of public money. For employers: It ensures availability of well-rounded students who can contribute from day one itself.
 - The process of academic audit involves three stages: self-study involving understanding the teaching-learning process, peer review and evaluating the self-study and the peer review.

Challenges

Discussions with persons in higher educational institutions reveal that it is a herculean task to get the students to listen to a guest lecture. These discussions also revealed that students prefer to sit in the canteen and

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalya, Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson, IQAC	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
---	---	--	--

discuss some social problems rather than listening to lectures. The students need to be coaxed or sometimes even incentivized with means such as additional marks to attend to the guest lectures.

In many cases, the parents of the students strongly believe that the failure of the student implies that the faculty does not understand the subject or does not communicate well. Students demand a good placement, both in terms of companies as well as packages.

This dissatisfaction can perhaps be reduced by controlling the input side of the institution by reducing the intake of students, limiting the number of higher education institutions and by continuously monitoring the academic progress of the student.

Helping students develop holistically will ensure development of soft skills through involvement in social service projects. Additionally, it would also be better if the industry takes an active part in the educational system.

Webliography

1. www.apa.org
2. www.google.com
3. www.ncte.org.in
4. www.ncert.org.in
5. www.ugc.net.in
6. www.aiaer.org
7. www.books.google.co.in



**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By
Internal Quality Assurance Cell (IQAC)
Mahavir Mahavidyalaya, Kolhapur

Convener
Dr.R.P.Lokhande
Principal & Chairperson, IQAC

Co-Convener
Dr.R.B.Mirajkar
IQAC Member

Special Issue No.8
ISSN 2349-638x
Impact Factor 2.147

Curriculum Audit In Educational System

Damayanti Sujit Jatrate.

Ph. D Student
Shivaji University
Kolhapur.

Dr. R. B. Topkar

Principal,
SPS College of Education,
Sangli.

Introduction:

Higher Education, in India, is one among the top three areas of development undergoing a tremendous change. The country is becoming a global hub for educational activities and a feeder for all kinds of international man power requirement. There is a growing demand for and also concern to provide quality education with standard curriculum and globally accepted system of education. The curriculum audit for education institutions is a very good strategy for taking the institution towards excellence. It is one of the methods to assure the quality of graduates being produced. The curriculum management is the core academic business of any education institution. The quality of graduates and assured through scientifically designed, implemented and evaluated curriculum process. So, to know about curriculum audit is one of the effective strategic to manage and improve curriculum.

Concept of Curriculum Audit :

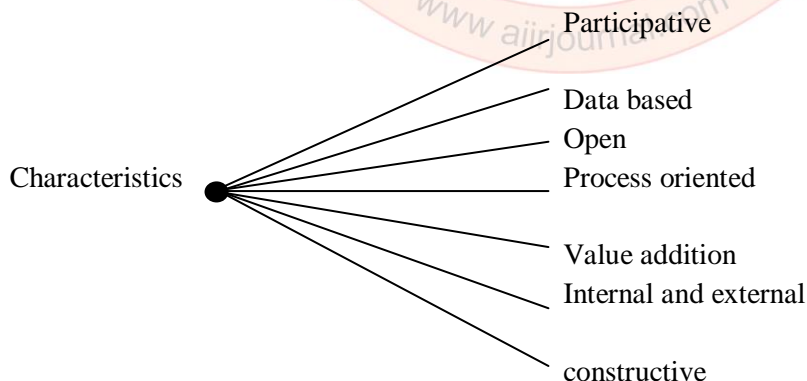
The curriculum audit is one of the methods to assure quality of graduates. It is a process to locate problems especially in curriculum implementation. The curriculum audit is a systematic review of the aims, competencies, learning process, learning methods to compare the curriculum standards with quality of implementation.

Definition of curriculum audit :

“Curriculum audit is a systematic and scientific process of designing, implementing, monitoring and reviewing the curriculum process. i.e. inputs and outputs.

The curriculum Audit is a rigorous, straightforward process that focuses on what it will take for any school system to deliver teaching and learning in the most effective ways.

Characteristics of curriculum Audit.



**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalaya, Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson, IQAC	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
--	---	--	--

Characteristics

- 1) **Participative** – Curriculum audit should be participative. All the interested persons should be involved in curriculum audit process. Participation of institutional members in design of curriculum will enhance their commitment for implementing the curriculum.
- 2) **Data based** – The curriculum audit should be conducted on the basis of factual data performance standards set during the curriculum planning. The objectives are set for the semester or a year. In the process of objective setting all the significant stakeholders are involved.
- 3) **Open system** – The open system of curriculum audit not only prevents doubts and apprehensions about the quality but it also avoids the possibilities of bluffing, cheating, and deceiving. People learn from good examples and mistakes of others.
- 4) **Process oriented** – The curriculum audit should be carried out to measure the effectiveness and efficiency of the academic process. It should focus on the core academic process of the programme.
- 5) **Value addition** – In educational institutions the curriculum audit promotes joy, fun, interest and humour. It adds value in academic processes as well as products.
- 6) **Internal and external** – Internal as well as external members conduct curriculum audit with a purpose. Initially, the experts participatively design the academic systems and guide to implement it.
- 7) **Constructive** – The curriculum audit is introduced in the institution for enhancing the capability and capacity in delivering the goods and services. The introduction of curriculum audit is possible when it is constructive and focuses on improvement of the performance of the students.
- 8) **Less Emotional** - Curriculum audit avoids the chances of incorporation of emotional parameters such as very old employees, performed very well during the crisis time, honest persons, never oppose the decisions of management and is on.

Advantages of Curriculum Audit:

- 1) It makes all members alert and attentive.
- 2) It identifies strength and weakness of concerned staffs.
- 3) Students are ultimately benefited.
- 4) Students get maximum exposure.
- 5) Students get maximum learning experiences.
- 6) Remedial work is possible for betterment of students and staff.
- 7) Staffs become responsive and accountable.
- 8) Advance planning helps academic discipline.
- 9) It provides useful data for prioritizing curricular needs.
- 10) It helps to define problem in teaching learning process and solve it.

Disadvantages of Curriculum Audit:

- 1) Excessive paperwork.
- 2) Load on staffs.
- 3) Fear of fake documentation.

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalya, Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson, IQAC	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
---	---	--	--

Conclusion:

Curriculum audit is one of the way for assuring quality and excellence in higher education. The curriculum audit provides an intense and independent scrutiny of polices, planning, organizational relationship, administrative functioning, curriculum design and delivery, equity, feedback use budgeting facilities and many other factors that contribute to the optimization of educational system.

Reference:

- <http://ndcurriculuminitiative.org/images/uploads/GND>
- <http://books.google.co.in>
- www.curriculumssystem.com/services/curriculumaudittraining
- <http://www.pondiuni.edu.in/academic/about.audit>



**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By
Internal Quality Assurance Cell (IQAC)
Mahavir Mahavidyalaya, Kolhapur

Convener
Dr.R.P.Lokhande
Principal & Chairperson, IQAC

Co-Convener
Dr.R.B.Mirajkar
IQAC Member

Special Issue No.8
ISSN 2349-638x
Impact Factor 2.147

**The Impact of Emotional Intelligence on Information Communication Technology Skills
of Teacher-Students**

Smt.J. N. Shinde

Research Scholar,
Dept. of Education,
Shivaji University, Kolhapur

Dr. Naik T. B.

Assistant Professor,
Government College of Education, Ratnagiri.

Abstract

Information Communication Technology (ICT) skills and emotional intelligence are new and emerging trends in teacher education. The impact of emotional intelligence on ICT skills of teacher-students in Government College of Education, Ratnagiri Maharashtra has been examined in this paper. Researchers have considered the ICT skills, emotional intelligence and teacher-students thoughts and their ways of thinking. The main objective of the study was to test the impact of emotional intelligence on ICT skills of prospective teachers. The training institution is concerned with the development of teacher students in all round development of their physical, social and emotional skills, teaching knowledge, and personality qualities. Out of 50 teacher-students, 35 participants were randomly selected from Government College of Education (B. Ed.), Ratnagiri for the purpose of study. Data analysis was done by using standard deviation and t-values. Findings of the study showed that overall emotional intelligence score was positively impact with the ICT skill of the teacher students.

Key words: Information Communication Technology, Emotional intelligence, Teacher-students.

Introduction:

Emotional intelligence is an important element to teacher-students attendance and punctuality, teacher educators attitude and methodology in teaching, teaching-learning process, teacher-students performance and teacher-students feedback, student educator and teacher-students to determine competencies in their ICT skills. Emotional emphasized the importance of handling emotions as mechanisms in handling success in life. Academic performance success in life is related to students' role in higher learning institution. Students have to prepare themselves after graduating for the purpose of entering the job market. The question on how will they be able to master the ICT skills depend on their level of emotional intelligence. In emotional intelligence, the important qualities which should be taken into consideration to improve skills in ICT can be related to self-conscious, self-motivation, impulse control.

Related Literature to Emotional Intelligence:

Hossein Jenaabadi (2014) has conducted a study on relationship between emotional intelligence and self-esteem with academic achievement. The results showed that emotional intelligence and self-esteem of students had no effect on their academic achievement. The self-esteem of female students was higher than male students.

Turkey Nuri Tok et. al. (2013) has conducted a study on the relationship between emotional intelligence and classroom management approaches of primary school teachers. The results revealed that emotional intelligence was a positive predictor of teacher-centered classroom management with weak predictive power. There was low-level, positive, and significant relationship between emotional intelligence and classroom management approaches of primary school teachers. The emotional intelligence significantly predicts student centered classroom management. There was a positive significant relationship between primary school teachers' in their student centered classroom management approach.

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalaya, Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson, IQAC	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
--	---	--	--

Adina Ignat (2012) has conducted a study on teachers' satisfaction with life, job satisfaction and their emotional intelligence. The results showed some differences between teachers' work mentality, satisfaction with life and general job satisfaction in terms of emotional intelligence level. The emotional intelligence of teachers was correlated with a positive attitude towards work and satisfaction with life.

Sara K Sander (2011) has conducted a study on emotional intelligence, job satisfaction and students' perceptions of the quality of online adjunct faculty. The results did not show a significant correlation between emotional intelligence and longitudinal teaching measures used to measure quality of the faculty. A moderate positive correlation between emotional intelligence and job satisfaction was revealed.

Hadikajbaf Nezhad (2011) has conducted a study on the relationship between mental skills and emotional intelligence in athlete girls' students. The findings showed that there were relationship between psychological skills and emotional intelligence. It exhibits the significant and positive relationship between psychological skills and emotional intelligence.

Irudhaya Mary (2014) has carried out a study on emotional intelligence and quality of life among high school teachers. Their findings revealed that there were significant differences between male and female high school teachers in their level of emotional intelligence and quality of life. There were significant association between quality of life and emotional intelligence of high school teachers.

Caroline (2013) has carried out a study on modernity and emotional intelligence of B.Ed. students. Their findings revealed that there was a significant relationship between modernity and emotional intelligence of B.Ed. students. There was a significant relationship between modernity and emotional intelligence of female B.Ed. students.

Samir Kumar Lenka and Ravi Kant (2012) has conducted a study on emotional intelligence of secondary school teachers in relation to their professional development. The findings showed that there was a significant difference between emotional intelligence of male and female secondary school teachers. There was a significant relationship between emotional intelligence and professional development of secondary school teachers. It also reveals that there was a significant difference between the level of emotional intelligence are very high or very low in teachers of secondary school.

Sandhya U Samudre (2012) has carried out a study on a comparative study of emotional intelligence of B.Ed. students. The finding showed that there was no significant difference in emotional intelligence among rural and urban B.Ed. students on all nine factors out of ten dimensions namely self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self-development, commitment and altruistic behavior. No difference was found in the overall emotional intelligence among rural and urban students.

Deepa (2012) had conducted a study on influence of emotional intelligence and thinking styles on decision making skills of distance education B.Ed. students. The study revealed that the factor analysis yields a single factor with considerate factor loading. The factor for the study had been identified as cognitive self-manage decision making. The factor was explained in terms, relationship management, emotional intelligence, thinking styles and decision making skills. There was significant influence of emotional intelligence on decision making skills. There were a significant influence on emotional intelligence and thinking styles on decision making skills of the distance education B.Ed. students.

Objectives: The objective of this study is as follows,

1. To compare the emotional intelligence and ICT skills of teacher-students.
2. To study the teacher-students attitude towards emotional intelligence and ICT skills.

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalaya, Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson, IQAC	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
--	---	--	--

- To study the emotional intelligence and ICT skills of teacher-students.
- To know the correlation between emotional intelligence and ICT skills of teacher-students.
- To study internal and external evaluation of B.Ed. teacher-students in context of their faculty.

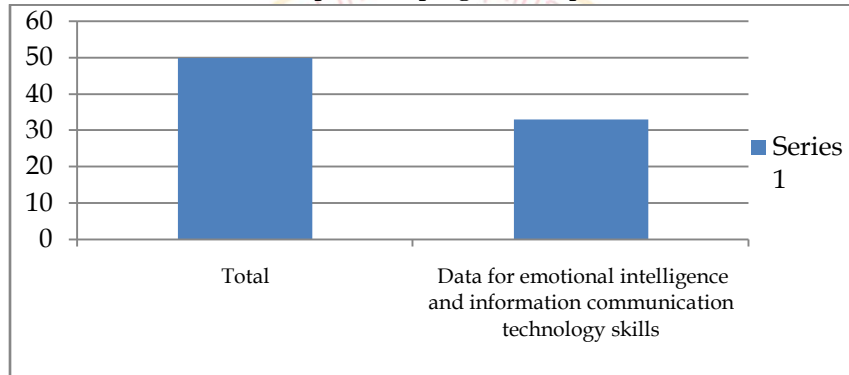
Research Sample: For the present study the purposive sampling method was used for the selection of the sample consisted at Government College of Education, Ratnagiri. The details of sample results are as follows,

Table 1: Sampling data

Total Strength	Random sample used for analysis
50	33

Table 1 show that out of 50 students 33 were selected for data for emotional intelligence and ICT skills at the B. Ed. colleges. The percentage of selected data is 66% .

Graph 1: Sampling data Graph



Research Method:

The emotional intelligence was measure with the help of scales were interpersonal scale consists of 10 items, stress management scale consists of 8 items, adjustment scale consists of 7 items, general mood scale consists of 10 items and positive impression scale consists of 6 items. High scores indicate high emotional intelligence level while low scores indicate low emotional intelligence level. Communication skills were measured using scales by interpersonal communication skills 6 items; High scores indicate high communications skills while low scores indicate low communications skills. ICT skills were measured based on instrument by Computer Self-Efficacy Scale.

Conclusion and Results:

The teacher-students come into the profession and as existing teachers learn more and develop new ideas. Moment Correlation analysis was employed to examine the degree of relationship between emotional intelligence, communication skills and information technology skills.

- Emotional intelligence and ICT skills are complementary components. They are sometimes perceived as important but not taken as needs when discussing graduates quality. Consideration for balancing between academic performance and these competencies are not being taken seriously.

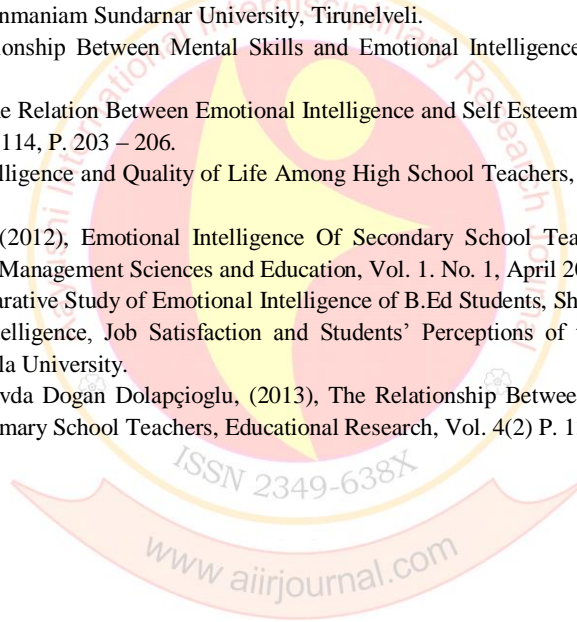
**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalaya, Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson, IQAC	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
--	---	--	--

2. The implication of all this is the birth and production of graduates who are excellence in academic but poor in emotional intelligence, communications skills and information technology skills. Activities such as workshops on improving students' soft skills such as emotional intelligence skills, communication skills and information technology skills need to be integrated in co-curricular activities.
3. Students need to be told and justify regarding why it is so important to have high level skills. This will enable them to survive in the real world when they graduated. In other words, public universities should bear the social responsibility of producing a more balanced and quality student teachers.

References:

- Adina Ignat, (2012), Teachers Satisfaction with Life, Job Satisfaction and Their Emotional Intelligence, *Procedia-Social and Behavioural Science*, Vol. 33, P. 492-502.
- Caroline, (2013), Modernity and Emotional Intelligence of B.Ed Students, Unpublished Ph.D thesis, Manonmaniam Sundaranar University, Tirunelveli.
- Deepa, (2012), Influence of Emotional Intelligence and Thinking Styles on Decision Making Skills of Distance Education B.Ed Students, Unpublished Ph.D thesis, Manonmaniam Sundarnar University, Tirunelveli.
- Hadikajbaf Nehad, (2011), The Relationship Between Mental Skills and Emotional Intelligence in Athlete Girl's Students, *The Social Science*, Vol. 6(6).
- Hossein Jenaabadi (2014), Studying The Relation Between Emotional Intelligence and Self Esteem with Academic Achievement, *Procedia - Social and Behavioral Sciences* 114, P. 203 – 206.
- Irudhaya Mary, (2014), Emotional Intelligence and Quality of Life Among High School Teachers, *New Frontier in Education*, Vol. 47, No. 1, P. 103-108.
- Samir Kumar Lenka and Ravi Kant (2012), Emotional Intelligence Of Secondary School Teachers in Relation to Their Professional Development, *Asian Journal of Management Sciences and Education*, Vol. 1. No. 1, April 2012, pg. 90-101.
- Sandhya U. Samudre, (2012), A Comparative Study of Emotional Intelligence of B.Ed Students, *Shilshak-Mitra*, Vol. 5, P. 30.
- Sara K Sander (2011), Emotional Intelligence, Job Satisfaction and Students' Perceptions of the Quality of Online Adjunct Faculty, Unpublished Ph.D thesis, Capella University.
- Turkay Nuri Tok, Sükran Tok and Sevda Dogan Dolapçioğlu, (2013), The Relationship Between Emotional Intelligence and Classroom Management Approaches of Primary School Teachers, *Educational Research*, Vol. 4(2) P. 134-142.



**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By
Internal Quality Assurance Cell (IQAC)
Mahavir Mahavidyalaya, Kolhapur

Convener
Dr.R.P.Lokhande
Principal & Chairperson, IQAC

Co-Convener
Dr.R.B.Mirajkar
IQAC Member

Special Issue No.8
ISSN 2349-638x
Impact Factor 2.147

**The Impact Of Emotional Intelligence On Information Communication
Technology Skills Of Teacher Students**

Dr.Naik Tarsing B.
Assistant Professor,
S.M.T .Govt. College of Education, Kolhapur.

Abstract :

Information communication technology skills and emotional intelligence are new and emerging trends in teacher education. This paper to examine the impact of emotional intelligence on information communication technology skills of teacher students in Government college of education, Ratnagiri Maharashtra. Researcher have consider the information communication technology skills, emotional intelligence and teacher students thoughts and way of thinking. The main objective of the study was to test the impact of emotional intelligence on Information communication technology skills of prospective teacher students. The training institution is concerned with the development of teacher students in all round development of his physical, social and emotional, teaching knowledge, skills, and personality qualities. A sample out of 50 student teachers 35 participants randomly selected from Government B. Ed. College Ratnagiri was used. Data analysis was done by using standard deviation and t-values. Findings of the study showed that overall emotional intelligence score was positively impact with the information communication technology skill of student teachers.

Key words : Information communication technology skills, Student Teacher emotional intelligence .

Introduction:

Emotional intelligence is an important element to student teachers attendance and punctuality, teacher educators attitude and methodology in teaching, teaching-learning process, teacher students performance and student teacher feedback, student educator and students teacher to determine competencies in student teachers information communication technology skills . Emotional emphasized the importance of handling emotions as mechanisms in handling success in life. Academic performance success in life is related to students' role in higher learning institution. Students have to prepare themselves after graduating for the purpose of entering the job market. The question on how will they be able to master the communication and information technology skills depend on their level of emotional intelligence. In emotional intelligence, the important qualities which should be taken into consideration to improve skills in communication and information technology can be related to self-conscious, self-motivation, impulse control, information communication technology skills.

Related Literature to Emotional Intelligence :-

1. Hossein Jenaabadi (2014): Conducted a study on studying the relation between emotional intelligence and self-esteem with academic achievement. The results showed that emotional intelligence and self-esteem of students had no effect on their academic achievement. The self-esteem of female students was higher than male students.
2. Turkey Nuri Tok et al (2013): Conducted a study on the relationship between emotional intelligence and classroom management approaches of primary school teachers. The results revealed that emotional intelligence was a positive predictor of teacher-centered classroom management with weak predictive power. There was a low-level, positive, and significant relationship between emotional intelligence and classroom management approaches of primary school teachers. The emotional intelligence significantly predicts student centered

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By
Internal Quality Assurance Cell (IQAC)
Mahavir Mahavidyalaya, Kolhapur

Convener
Dr.R.P.Lokhande
Principal & Chairperson, IQAC

Co-Convener
Dr.R.B.Mirajkar
IQAC Member

Special Issue No.8
ISSN 2349-638x
Impact Factor 2.147

classroom management. There was a positive significant relationship between primary school teachers' in their student centered classroom management approach.

3. Adina Ignat (2012): Conducted a study on *teachers'* satisfaction with life, job satisfaction and their emotional intelligence. The results showed some differences between teachers' work mentality, satisfaction with life and general job satisfaction in terms of emotional intelligence level. The emotional intelligence of teachers was correlated with a positive attitude towards work and satisfaction with life.
4. Sander Sara (2011) : Conducted a study on emotional intelligence, job satisfaction and students' perceptions of the quality of online adjust faculty. The results did not show a significant correlation between emotional intelligence and longitudinal teaching measures used to measure faculty quality. A moderate positive correlation between emotional intelligence and job satisfaction was revealed.
5. Hadi Kajbaf Nezhad (2011) : Conducted a study on the relationship between mental skills and emotional intelligence in athlete girls' students. The findings showed that there were relationship between psychological skills and emotional intelligence. It exhibits the significant and positive relationship between psychological skills and emotional intelligence.
6. Irudhayamary (2014): Conducted a study on emotional intelligence and quality of life among high school teachers. The findings revealed that there were significant differences between male and female high school teachers in their level of emotional intelligence. There were significant differences between male and female high school teachers in their level of quality of life. There were significant association between quality of life and emotional intelligence of high school teachers.
7. Caroline (2013): Conducted a study on modernity and emotional intelligence of B.Ed. students. The findings revealed that there was a significant relationship between modernity and emotional intelligence of B.Ed. students. There was a significant relationship between modernity and emotional intelligence of female B.Ed. students.
8. Samir Kumar Lenka (2012): Conducted a study on emotional intelligence of secondary school teachers in relation to their professional development. The findings showed that there was a significant difference between emotional intelligence of male and female secondary school teachers. There was a significant relationship between emotional intelligence and professional development of secondary school teachers. There was a significant difference between the level of emotional intelligence are very high or very low in teachers of secondary school.
8. Sandhya U. Samudre (2012): Conducted a study on a comparative study of emotional intelligence of B.Ed. students. The finding showed that there was no significant difference in emotional intelligence among rural and urban B.Ed. students on all nine factors out of ten dimensions namely self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self-development, commitment and altruistic behavior. No difference was found in the overall emotional intelligence among rural and urban students.
9. Deepa (2012): Conducted a study on influence of emotional intelligence and thinking styles on decision making skills of distance education B.Ed. students. The study revealed that the factor analysis yields a single factor with considerate factor loading. The factor for the study had been identified as cognitive self-manage decision making. The factor was explained in terms, relationship management, emotional intelligence, thinking styles and decision making skills. There was significant influence of emotional intelligence on decision making skills. There were a significant influence on emotional intelligence and thinking styles on decision making skills of the distance education B.Ed. students.

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalya,Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson,IQAC	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
--	--	--	--

Consider that teacher education institution student teachers succeed in impact of emotional intelligence on information communication technology skills In particular, interested in knowing to what extent the use of new technologies affect the information communication technology skills and the emotional intelligence domain.

Objectives:

- 1.To compare the emotional intelligence and information communication technology skills of student teachers.
- 2.To study the student teacher attitude towards emotional intelligence and information communication technology skills.
- 3.To study the emotional intelligence and information communication technology skills student teachers.
- 4.To know the correlation between emotional intelligence and information communication technology skills Student teachers.
5. To study the Internal and External evaluation of B.Ed. student teachers in context of their faculty.

Research Sample-

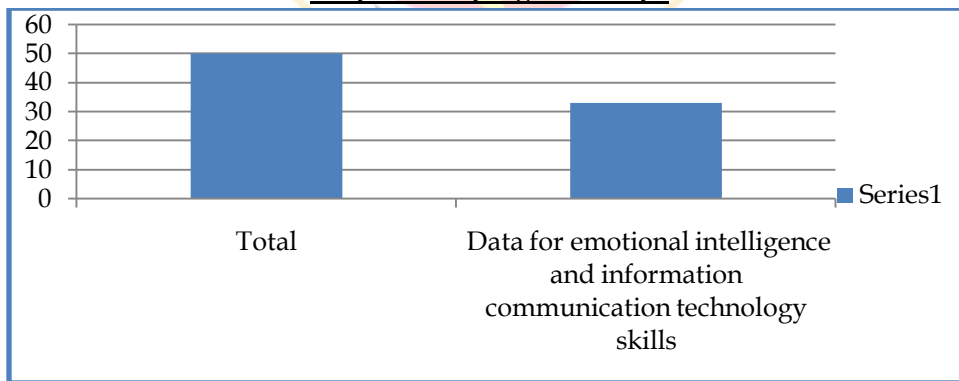
For the present study the purposive sampling method was used for the selection of the sample consisted at Government College of Education, Ratnagiri. The Details of Sample results as follows

Table 1: Sampling data

Total	Data for emotional intelligence and information communication technology skills
50	33

Table 1 shows that out of 50 students 33 were selected for Data for emotional intelligence and information communication technology skills at the B. Ed. colleges. The percentage of selected data is 66% .

Graph 1: Sampling data Graph



Research Method :

All indications, student teachers are immersed in the culture of new technologies. However, as noted earlier, this new dynamic of interaction has been transferred to the classroom with the help of information communication technology. This is a emotional intelligence and information communication technology skills in

**NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders**

Organized By Internal Quality Assurance Cell (IQAC) Mahavir Mahavidyalaya, Kolhapur	Convener Dr.R.P.Lokhande Principal & Chairperson, IQAC	Co-Convener Dr.R.B.Mirajkar IQAC Member	Special Issue No.8 ISSN 2349-638x Impact Factor 2.147
--	---	--	--

computer system where, in addition to link tasks, assessment tasks, there are windows of interaction of the type chat, forum, e-mail.

The emotional intelligence was measured with the help of scales. The Interpersonal Scale consists of 10 items, Stress Management Scale consists of 8 items, Adjustment Scale consists of 7 items, General Mood Scale consists of 10 items and Positive Impression Scale-Control Scale consists of 6 items. High scores indicate high emotional intelligence level while low scores indicate low emotional intelligence level. Communication skills were measured using scales by interpersonal communication skills 6 items, High scores indicate high communication skills while low scores indicate low communication skills. Information Technology Skills Information technology skills were measured based on instrument by Computer Self-Efficacy Scale.

Conclusion and Results:

1. The teacher-students come into the profession and as existing teachers learn more and develop new ideas. Moment Correlation analysis was employed to examine the degree of relationship between emotional intelligence, communication skills and information technology skills.
2. Emotional intelligence, and information communication technology skills are complementary components. They are sometimes perceived as important but not taken as needs when discussing graduates quality. Consideration for balancing between academic performance and these competencies are not being taken seriously.
3. The implication of all this is the birth and production of graduates who are excellence in academic but poor in emotional intelligence, communication skills and information technology skills. Activities such as workshops on improving students' soft skills such as emotional intelligence skills, communication skills and information technology skills need to be integrated in co-curricular activities.
4. Students need to be told and justified regarding why it is so important to have high level skills. This will enable them to survive in the real world when they graduated. In other words, public universities should bear the social responsibility of producing a more balanced and quality student teachers.

References:

- Best, John W. & Khan, James V. (1996), "Research in Education", New Delhi; Prentice Hall of India Private Limited, 7th Edition.
- Boydell, T. H., A Guide to the Identification of Training Needs, BACIE, 1976.
- Boydell, T. H., A Guide to Job Analysis, BACIE, 1970. A companion booklet to A Guide to the Identification of Training Needs.
- Buch, M.B. : (1983), "Fourth Survey of Research in Education "New Delhi; National Council of Educational Research and Training.
- Buch, M.B. : (1992) , "Fifth Survey of Research in Education, "New Delhi; National.
- G.S. Cui, N. Zhang, Z.L. Li. The major indexes of examination paper analysis and evaluation system as well as some approaches to the key issues. Journal of Shenyang Institute of Engineering (Social Sciences).

NAAC Sponsored Two Day National Seminar on
New Horizons In Academic Auditing For Competency Building Of Stakeholders

Organized By
Internal Quality Assurance Cell (IQAC)
Mahavir Mahavidyalaya, Kolhapur

Convener
Dr.R.P.Lokhande
Principal & Chairperson, IQAC

Co-Convener
Dr.R.B.Mirajkar
IQAC Member

Special Issue No.8
ISSN 2349-638x
Impact Factor 2.147



**Aayushi
International
Interdisciplinary
Research Journal**

ISSN 2349-638X
REFERRED AND INDEXED
IMPACT FACTOR 2.147
WWW.AIIRJOURNAL.COM

Chief Editor
Pramod Tandale
Mob.9922455749
email-
aiirjpramod@gmail.com

Call
**FOR
PAPERS**

Send Your Research
Papers or Articles for
Publication

Aiirj Key Features

Online Journal

- ISSN 2349- 638x
- Impact Factor 2.147
- Indexed with 11 agencies
- Monthly Publication
- All subjects are accepted
- Certificate of Publication
- Publication Fee Rs.650 /- Only

**Aayushi
Journal**

Email- aiirjpramod@gmail.com

www.aiirjournal.com

Mob. 9922455749 /
9158387437

Special Issue

Publication available

