ACADEMIC AUDIT – HAND BOOK

Dr.N.G.P INSTITUTE OF TECHNOLOGY

COIMBATORE - 641048

ACADEMIC AUDIT

1.1 An Overview

Auditing is the backbone of an effective organization. In Dr.N.G.P. Institute of Technology, a separate Academic Audit cell is constituted and headed by the Principal and coordinated by a convener. This Academic Audit cell will regulate the procedures and protocols to be carried by each and every department. This academic audit cell will meet once in a semester to discuss the performances of the audit process in detail and subsequently will analyze the several steps to improve the process of audit.

1.2 Elements of Academic Audit

The several element of Academic Audit includes
- Determining the learning objectives
- Designing the curriculum and value added courses
- Designing the teaching learning process
- Developing student learnig assignment
- Assuring the implementation of quality education

1.3 Objectives of Academic Audit

- To ensure the effective functioning of the academic system.
- To ensure the proper content delivery and syllabus completion.
- To ensure the quantum and quality of assignments, tutorials, projects, academic performance of the students in the internal assessment, remedial measures for slow learners, etc.
- To appraise the adequacy and effectiveness of the quality assurance processes and procedures.
- To monitor the continuous improvement in maintaining the academic records and documents in the programme.
- To provide adequate recommendations for continuous improvement of the processes and procedure used for quality assurance and enhancement.
- To ensure academic accountability and define effectiveness of teaching-learning process.

1.4 Academic Audit Constitution

The Academic Audit Cell and IQAC are the two major bodies governing the audit process in the institute. The academic audit cell is headed by the Principal of the institute and with all Directors, Deans and Hods of the departments as the members of the cell. The cell meets once in a semester and discusses the various development activities in terms of quality to be adopted to improve the quality consciousness among the various stake holders. The IQAC is the supreme body of the institute and which is entirely supported by the academic audit cell.

1.5 The Academic Audit Process

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 process of audit is validated by academic audit process through 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.
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 andlibrary 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.

1.6 Documents verified during the Academic Audit

To monitor continuous improvement, the following records and documents are maintained and will be presented by all the department to the auditors during the process of auditing. The effect of the auditing process has improved the quality of teaching learning process to a higher extent.

S.No	Description of Records/Documents
1	Course file (Contents, students name list, syllabus, Timetable, Teaching plan, Class test, question papers, Internal test question papers, Formula sheet, Assignment Questions, 2 marks questions with answers, Question bank, Anna University 2 marks Questions with answers, Question Bank, Anna University Question papers , Lecture notes, Sample answer papers- high, moderate low, Internal test Answer keys)
2	Personal Log Book
3	Class Log Book
4	Daily Test, Internal Test – Papers & Assignments
5	Daily Test and Internal Test Marks
6	Web portal Entry details
7	Challenging Students List
8	Supplementary Education details for each subject
9	Report of absentees sent to parents
10	Action taken for absent in the internal test
11	Supplementary education for arrear students
12	Question Bank, Lecture Materials – in College Webportal , CMS and LMS & Questions papers (Class test, Internal test)
13	Laboratory observation and record book of students (sample)
14	Result analysis of even semester University Examination
15	Final year project review
16	Class committee and Tutor ward meetings
17	Syllabus Completion report (Theory & Practical)
18	Laboratory Weekly Report
19	Students attendance & Under taking forms
20	Students late coming monitoring register
21	Class Committee Meeting minutes

22	Discipline Committee reports
23	Students movement Register
24	Staff attendance Register
25	Class Alteration register
26	Staff leave register
27	Laboratory – Equipment Movement register
28	Laboratory – Service Register & Stock register
29	Parents visit register
30	Students Profile
31	Students Leave Application & Leave Card
32	Students OD Application
33	Students Counseling Recommendation & Report
34	Department Meetings – Agenda & Minutes
35	Incoming & Outgoing Letters Register
36	Subject Allocation
37	Work Load – Teaching & Non-Teaching
38	Lab Utilization
39	Feed back of parents
40	Laboratory Maintenance
41	Safety & First Aid Equipments
42	Lab Manuals & Records

1.7 Element of Course file

1.7.1 Theory course

For each course, the course files are prepared by faculty members. Course file contents will include notes of lesson, Time table, teaching plan, Question bank, class test and internal test marks, assignment, etc. The list of course file data to be maintained will be recommended by the Principal and Academic Audit cell committee members. Several feedbacks are received from the faculty members during evry year to include or delete the recommended materials to be maintained in the course file. This audit ensures the quality deliverables to the students.

1.7.2 Practical Course

The lecture/lab class evaluation will be carried out by the academic cell during the mid of the semester. The purpose of the evaluation is to monitor the delivery of the contents to the students are followed as per the lesson plan, is proper teaching aids are used, standards of The observations will be recorded and

The academic committee during their random observation of the lectures/lab check delivery of course material as per the lesson plan, teaching aids used, communication skill and classroom management etc. parameters to ensure the teaching methods of benchmarked standards are being used throughout the institute. Feedback is communicated to the faculty member. The academic committee for observation consists of HOD, and few senior faculty members.

1.7.3 Project work

The department constitutes a project committee team comprising of the senior faculty members headed by the HoD of the department. The team meets once in a semester and discusses the several innovative and industry related projects through which the quality iof the department will improve. Once the projects are identified from the students the team will conduct 4 reviews for the project and continuously check the quality of the project.

1.8 Outcome of Academic Audit

Review of the audit is taken at the end of the semester again to compare the levels – what was at the beginning and after the various observations received. The following follow-up actions are taken for maintain the quality.

- ✓ Faculty members incorporate changes suggested by the academic committee, if any gaps are found, to ensure quality deliverables.
- ✓ Faculty members have to match the pace of their deliverables as per the students' requirements as well as they have to schedule the lecture plans in such a way that thesyllabus is completed on time. To achieve this they can arrange extra lectures and cope-up the syllabus.
- ✓ Regular analysis of the results of internal assessment examination of all subjects is done and concerned faculties are guided to take necessary actions. Remedial classes are scheduled in reference to academic progress of the student.

- ✓ Faculty members attend FDP as required for the overall development of teaching skills in terms of communication, methods and technical.
- ✓ The academic audit is carried out at the beginning of the semester as soon as the faculty members are ready with their course files.
- ✓ The academic observation is carried out considering two criteria – feedback from students (requested to the authorities) and randomized observation.
- ✓ FDP for communication skill development and improving methods of teaching-learning are being carried out regularly by the learning and development department.
- ✓ Technical FDP, expert lectures, seminars etc. are being arranged by the individual departments at least once in a semester.

1.9 Thrust areas for improvement through Academic Audit

1.9.1   Teaching -Learning Process

Dr.N.G.P. IT follows outcome-based education to develop the requisite knowledge, skills, attitudes and habits of students. The purpose of the teaching-learning process at the institute is to be student-focussed. Thus, the institute endeavours to promote student-centred learning. Each student is motivated to take the ownership of his or her learning and reflect on the learning process. Further, the various departments of the institute are actively shifting from lecture based teaching to experiential learning.

Project-based learning is another salient feature of the teaching-learning process. Students work on a host of projects in different courses as well as across courses. Internship and project-based courses are part of different curricula. These courses are supervised and students are given sufficient support by faculty to apply their learning and learn from real life situations. Each programme has its Programme Learning Outcomes that are derived after consultation with all the stakeholders, benchmarking and intensive internal discussions. Then, Course Learning Outcomes are developed on the basis of Programme Outcomes.

The course content and assessment are based on the Course Learning Outcomes. Each programme has mechanisms for the assurance of learning. For example, the rubrics are developed on the basis of course learning outcomes and various assessment mechanisms are developed to assess the level of learning among students. Finally, assurance of learning results in improvement in the teaching-learning process. Continuous evaluation of learning is followed at the institute.

1.9.2   Assessment process and procedures

Assessment system at the institute is open and fair. Students are shown their assessed work and are allowed to discuss their scholastic performance with the instructors. Efforts are made to measure cognitive as well as applied learning. Project work, quiz, problem solving exercise, classroom assessment methods, end-semester examination, etc. constitute the different components of the overall assessment.

1.9.3 Feedback mechanism
Students are provided feedback on their work with a view to improve their academic performance.

1.9.4 Quality assurance
Academic Audit Cell and IQAC are the important bodies at the institute, helps the various departments to continuously upgrade the quality of the teaching-learning process through research, training, academic audit and quality assurance.

1.10 Standards of Quality Assessment in Dr.NGPIT
The standards of quality assessment in Dr.NGP IT help the academic auditing in several ways, such as

- Defining quality in terms of outcomes
- Focusing on teaching learning process
- Working collaboratively
- Base decision on evidence
- Learning from best practice
- Making continuous improvement

1.10.1 Components of Quality Assessment cell in Dr.NGPIT
The components of quality assessment in Dr.NGP IT focuses on

a. Organizational structure
b. Staff – Teaching and Technical staff
c. Infrastructure and fully equipped laboratories
d. Teaching – Learning Centre

1.11 Academic Audit Report
The academic audit report is submitted to the Principal once the process of audit is completed. If any observations are noted, the principal will instruct the convener to schedule a Re-audit process and the

observations found if any are rectified. The generalized flow of the audit process and report submission are shown in the following flowchart
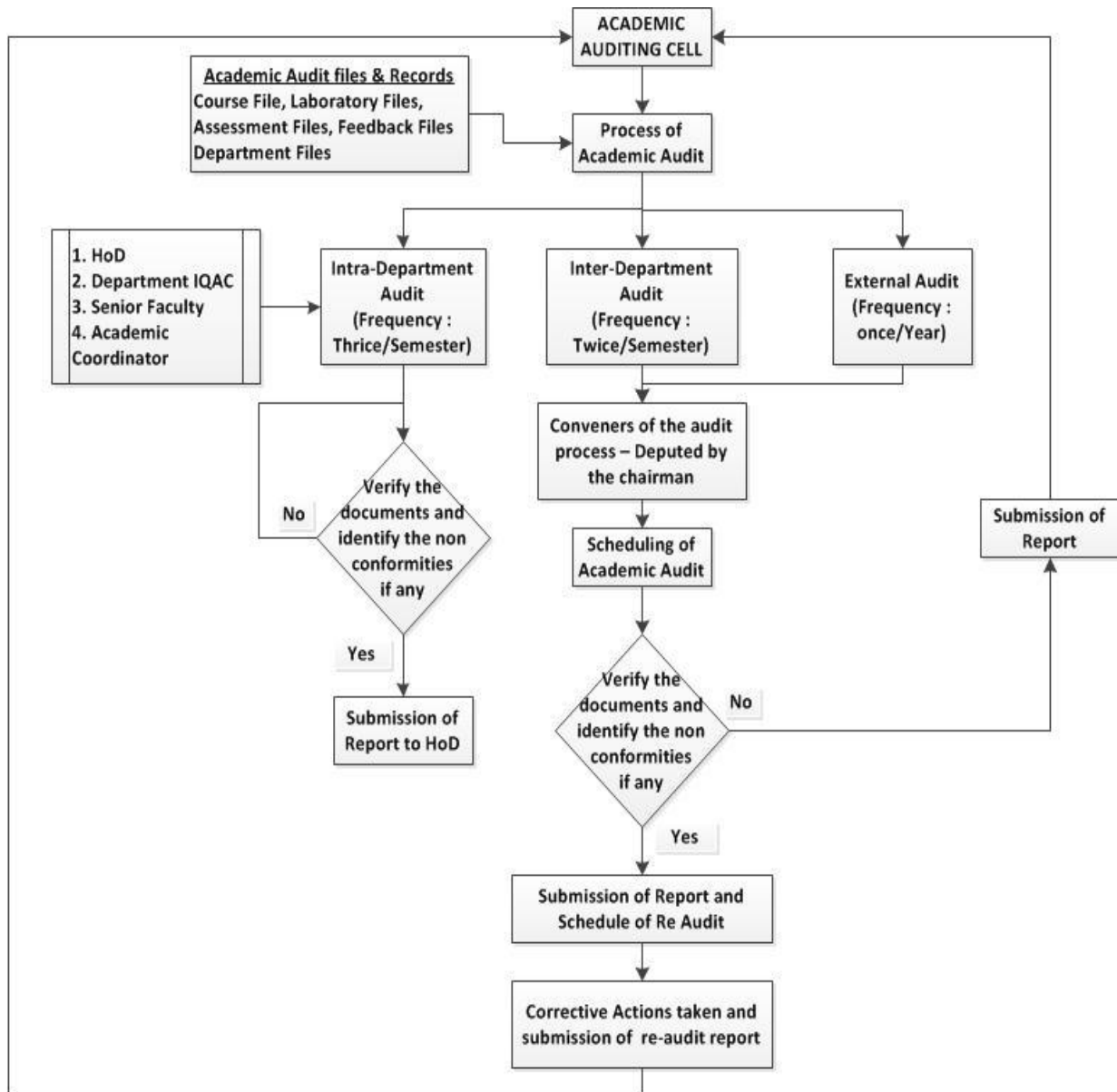
The main component of the academic audit report includes;

  ➢ Suggestions and improvements for continuous growth of the institute
  ➢ Recommendations of god practices in teaching-learning process, assessment methods etc.,
  ➢ Benchmarking the quality level for improving.