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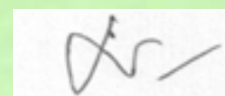
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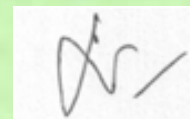
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FROM THE DESK OF CHIEF EDITOR.....



It is a matter of immense pleasure and I feel honored to say that with the concerted & tireless efforts of our team of Editors viz. Mrs. Meenakshi Soni, Mrs. Asha Devi & Sh. Pawan Kumar Sharma under the needed guidance of our Patrons, Advisory Board, Editorial Consultants and Review Committee we are able to publish the 1st Issue of **RAJ RAJESHWARI JOURNAL OF PSYCHOLOGICAL & EDUCATIONAL RESEARCH**. This issue of the journal has been devoted to the proceedings and selected research papers / articles on various themes presented in ICSSR Sponsored Two-Day National Seminar organized by Raj Rajeshwari College of Education, Vill. Chorab (Mansui), P.O. Bhota, Tehsil Barsar, Distt. Hamirpur (H.P.) – India on the theme, '**ACADEMIC AND ADMINISTRATIVE AUDIT OF TEACHER EDUCATION INSTITUTIONS: NEED OF THE HOUR**', on Dec. 22 & 23, 2015. The views/ opinions in published papers/ articles are those of authors and not of members of Advisory Board, Editorial Consultants and Review Committee of the Journal. Further, I would like to request the eminent educationists, great teacher educators and various authors to give us valuable suggestions for the improvement of the forthcoming Issue of this journal and oblige.

A handwritten signature in black ink, appearing to be 'Dr. Raj Kumar Dhiman', written on a white rectangular background.

(Dr. Raj Kumar Dhiman)
Chief Editor

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PROCEEDINGS OF ICSSR SPONSORED TWO – DAY NATIONAL SEMINAR

ON

**ACADEMIC AND ADMINISTRATIVE AUDIT OF TEACHER EDUCATION INSTITUTIONS:
NEED OF THE HOUR****Organized By****Raj Rajeshwari College Of Education, Bhota, Distt Hamirpur (H.P) - December 22 & 23, 2015****INAUGURAL SESSION**

Inaugural session of ICSSR sponsored Two-day National Seminar commenced sharply at 10:00 A.M. on December 22, 2015 with the reception of Chief Guest Prof. Nain Singh and resource persons. Mrs. Reena Heera, Assistant Professor (organizing Secretary) extended her formal welcome to the Chief Guest, Resource Persons and participants from different institutions across the country. The Convener of the seminar Mrs. Meenakshi soni , Assistant Professor welcomed and introduced the Chief Guest of the Seminar Prof. Nain Singh HPU- Shimla with his achievements, Mrs. Meenakshi Soni also extended her warm welcome to eminent resource persons viz. Dr. Sandeep Berwal, Associate Professor ,BPS Women University, Khanpur Kalan, Sonapat, Harayana ; Dr.Vimal Kishor, Assistant Professor ,Sikkim University , Sikkim ;Sh. T.R.Sharma, chief Editor, Him Academy. Hamirpur (H.P);and Dr. Jayashree Samantaray, Principal, Trisha P.G College of Education Jol Sappar Hamirpur (H.P) and highlighted their life achievements and educational contribution . The Chief Guest and Resource Persons were given honour and chairs on the stage. After offering prayer to Goddess Sarswati, Himachal Pradesh University Kulgeet was sung by all. Prof. Nain Singh, the Chief Guest of the inaugural session in his address focused that it is the need of the hour to bring quality in our education system. In the present Competitive educational environment, it is necessary to achieve remarkable academic standards. The academic and administrative audit provides an opportunity for a regular strategic overview of an institutions teaching learning process. It is the process by which the authorities assure themselves the quality of learning process. The purpose of academic and administrative audit will not only be to evaluate the performance but also to give suggestion for further improvement in teaching, research, administration and other academic and non- academic activities. He also emphasized that aims, objectives, curriculum and contents are to be revised. Effective, academic audit tries to explore various institutional difficulties and determines various quality parameters for effective functioning; these are the needs of the day.

Sh. Manjit Singh,Chairman of the governing body of the college management conveyed vote of thanks to the Chief Guest, Resource Persons, Staff, students, Participants and Media Persons with the message that we all stakeholders should try our level best to improve the quality of teacher education and strive for excellence in this area.

PLENARY SESSION-I

The first plenary session was chaired by **Sh. T.R.Sharma**. In this session two resource persons viz. **Dr. Sandeep Berwal and Dr. Vimal Kishor** shared their vision and expertise on academic and administrative audit of teacher Education Institutions.

Dr. Sandeep Berwal focused that Academic and Administrative Audit is a model of self- reflection of the institution. Academic management, Academic Practices, infrastructure facilities are key parameters of Academic Audit. The purpose of an academic audit is to encourage departments to evaluate their education quality processes the key faculty activities required to produce, assure, and regularly improve the quality of teaching and learning. Dr. Berwal explained in detail three challenges in education – Access, Equity and Quality. The IQAC's of the NAAC, state and institutions must have collaboration regarding the Academic Audit. He concluded his speech by saying that Academic and Administrative audit is a system to control and maintain high standards in the field of higher education.

Dr. Vimal Kishor focused his speech mainly on the commitment to quality assurance in higher education through continuous improvement of teaching and learning processes lies at the heart of the institutional audit initiatives. The quality of education varies from institution to institution. The criteria of institutional audit cover two broad areas which will form the focus of evaluation during the audit: Mission of the institution ; links between planning, resource allocation and quality management; and

teaching learning, research, consultancy, knowledge transfer and community engagement. He concluded his speech by saying that institutions should focus on the seven criteria of NAAC to prepare themselves for the audit and institutions should take the audit as a challenge and should not run away from it.

At last **Sh. T.R. Sharma**, chairperson of the first plenary session highlights the main points of both the speakers. He emphasized that for effective perusal of academic and administrative audit, we need to improve the grass root level either government or private institutions. The success of any system of education is evaluated in terms of its qualitative aspects, its activities and achievements. He concluded the session after having queries of participants.

THEMATIC SESSION-1

The thematic session was divided into three sessions viz. wisdom session, thematic session and dialogue session. These sessions were conducted simultaneously at three places viz. Seminar Hall, Boys common Room and Conference Hall.

WISDOM SESSION (MULTIMEDIA PRESENTATION)

Dr. S. K. Panda chaired the session in the seminar Hall. In this session 10 paper presentations were made by the participants.

Dr. Shashi Punam suggested that education holds the greatest key to development for any nation. It lays the foundation for a continuous and equitable growth for the country. In educational institutions effective record keeping benefits all teaching and non teaching staff.

Dr. Shashi Kant Sharma stressed that academic and administrative audit is internal quality assurance defined by the policies and practices of an education institution in monitoring and improving the quality of their education.

Dr. Sanjeev Kumar reported in his paper the basic requirements for conduct of audit. The purpose of the audit is not to complicate the procedure of maintaining the financial records but it is merely to simplify it, not to criticize, but to assist the institution.

Vandna Anand emphasized that teacher must possess perfection in his teaching. If the teacher will not fulfill their responsibilities with devotion obviously the students' performance will suffer. So it is necessary to evaluate the teachers.

Surabhi Aggarwal stressed that the institution which strive to attain excellence are always on the move to contribute more to the growth and development of Education system. The monitoring and evaluation of the institutional processes require a carefully structured system of internal and external introspection.

Dr. Sanjay Kumar pointed out that private sector is often heavily criticized for exploiting, for paying unfair prices, repatriating profits, crowding out local competitors etc. Working together with public development cooperation is seen as mark of self assurance & as increasing the legality of the organizations concerned.

Dr. Malkiat Singh Rana suggested the objective of an academic audit is to elicit thoughtful conversations about how to produce tangible improvements in education quality without having to spend more money.

Aman Singh stressed that an audit is a process in which inspection of the accounting procedure and records is done by a fully trained & qualified person, the main aim of an audit is to scrutinize the things of academic and administrative areas of an educational institution.

Prince Kumar Gupta emphasized that academic and administrative terms are the two sides of a coin. Quality education enables people to develop all of their attributes and skills to achieve their potential as human beings and members of society.

Asha Devi highlights that academic audit openly advocates the various principles. It is peer review process which includes a self-reflection and self improvement rather compliances with predetermined standards.

THEMATIC SESSION (PAPER PRESENTATION)

Dr. Kuldeep Singh Chandel chaired the session in the conference Hall. In this session 10 paper presentations were made by the participants.

Varuna Dahiya emphasized that the areas that can be included for annual academic and administrative audit may range from teaching, syllabi, admissions, research, examination, result, academic decisions and implementation, academic administration, facilities for students, teaching and research infrastructure, institutional infrastructure to be benchmarking of best practices in internship.

Meenakshi Soni pointed out that there is growing demand to provide quality education with standard curriculum and globally acceptable system of education. Academic and Administration audit is a system to control and maintain high standards in the fields of education.

Dr. Anamica Sharma pointed that NAAC has 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 system to identify the benchmarks required for achieving the quality.

Manjesh Kumari emphasized the procedure to conduct Administrative Audit of teacher education institutions. Term administrative audit is standard strategy for quality enhancement of teacher education institutions.

Dr. Sangeeta Kumari Barwal highlighted that monitoring and evaluation of the institutional processes require a carefully structured system of internal and external introspection. Some of the institutions are not prepared to undertake this step mainly due to their reluctance to expose their weaknesses. However, the institutions which strive to attain excellence are always on the move to contribute more to the growth and development of Education system.

Dr. Vikas Kundu emphasized that Academic and Administrative Audit is a system to control and maintain high standards in the field of higher education.

Varun Kumar stressed the purpose of an academic audit is to encourage department or programs to evaluate their education quality processes.

Rakesh Kumar discussed the importance and relevance of AAA. The need of academic and administrative audit arises due to the fact that an institution needs to ensure the correctness of all accounts pertaining to the institution.

Indresh Kumari highlighted that effectiveness of administrative units, is necessary to advance the institutional mission and achieve excellence.

Dr. Shanta Sharma pointed out that Educational institutions should collect necessary primary data and information from all academic, administrative and infrastructural facilities and arrange to be assessed by an out-sourcing agent to ensure quality education objectively.

DIALOGUE SESSION

Dr. Sanjeev Kumar chaired the session in the Boys Common Room. In this session Sita Devi, Renu Bala, Mrs Sunita Datta, Dr. R.k. Dhiman, Shubhra Banerjee, Anju Kumari, Neha Kumari and Monu Kumar presented their paper.

Sita Devi discussed the present scenario of Teacher Education in India & said that progress of a Nation depends on the quality of education, which ultimately depends upon the quality of its teachers.

Renu Bala discussed about the role of AAA in quality of the educational institutions. She said that physical infrastructure is not found in the schools as per the records.

Sunita Datta focused that keeping of education administrative audit records as a strategy for management of educational institutions. Through institutional records, management functions such as planning human and material resources, directing of institution programmes and funding can be enhanced.

Dr. Raj Kumar Dhiman in their paper focused on the key players in educational institutions/agencies like NAAC, NCTE, NUEPA etc. Which are committed to improve the quality of education in institutions.

Shubhra Banerjee said that internal audit is an independent management function, which involves a continuous and critical appraisal of the functioning of an entity with a view to suggest improvements and strengthen the overall governance mechanism.

Anju Kumari emphasized that Auditing is a course allows to students to take a class without the benefit of a grade or credit for a course, Administrative audit pertaining to activities related to an organization or business administration and management.

Neha Kumari highlighted that audit process focuses on the procedures and conditions that ensure appropriate levels of quality that are effective in meeting their intended purposes.

Monu Kumar said that audits at many institutions grow significantly in the future, as they can spur improvement and accountability in flexible and in expressive ways.

The session at three places was concluded after key notes and concluding remarks by the respective chairpersons. Then, participants once again assembled in the seminar Hall for discussion. After having discussion on the subthemes, relative queries were responded by the paper presenters. In this way the first day of the seminar was over at 5:30 P.M.

PLENARY SESSION-II

On 23rd December 2015 the second day of the seminar started with plenary session which was chaired by **Dr. Kulvinder Singh**, Professor Punjabi University Patiala. In this session resource person was Dr. **Jayashree Samantray** Principal, Trisha PG College of Education, Jol Sagar, District Hamirpur(H.P).

Dr. Jayashree Samantray emphasized that Both teacher and students are responsible for audit whether it is Academic or Administrative. Self evaluation is must for better quality teacher education. Aims should be clear among the students that what they want to do in future. More emphasis should be given on Teaching-Learning Process. Internal Evaluation is must, Besides this we should create different cells and committees. Different activities should be organized so that students may learn more. There should be Internal Evaluation committee for activities. Collaboration efforts are must for assigning quality in education. Student's feedbacks are necessary for teachers. Both internal and external audits are compulsory for making quality assurance in Teacher Education.

Dr. Kulvinder Singh focused that preparing professional and human Teachers is the need of the hour. A teacher should read such type of documents which covers about the Social and education systems, besides this curriculum should also include four pillars of education. Focus should also be given on the transaction part of the curriculum. Service of the teacher is for 24 hours. There are two formal teacher education programme and one non formal for teachers, But there is no special provisions for the teacher education of students of below 06 years age (Like LKG, UKG etc.) Besides Teacher Education Programmes we should also give due emphasis on other programmes which are indirectly related to teacher education programmes. More emphasis should be given to weaker sections of the society, marginalized group and the students belong to the poor families. Due care should also be given to save our institutions. Teacher is not only teaching his subject but in real sense he teaches the child. He teaches the child for the society. Every learner learns according to his pace. We should not forget the individual differences.

THEMATIC SESSION- II

Thematic session II was conducted simultaneously at three places viz. Seminar Hall, Boys Common Room and Conference Hall, **Dr. Paras Nath Sharma, Dr. Suresh Chand** and **Dr. Wasim Ahmad** Chaired the wisdom session, thematic and dialogue session.

WISDOM SESSION (MULTIMEDIA PRESENTATION)

Dr. Paras Nath Sharma chaired the wisdom session in seminar hall. In this session ten paper presentations were made by the participants.

Dr. Parkash Chandra Jena stressed that education in the global world seeks to preserve, transmit and advance knowledge, and is committed to bring the change for the betterment of society.

Dr. Balbir Singh Jambal highlighted in his paper that AAA formula, has recommended by UGC, in the ninth plan, because higher education is more than mere audit of financial audit as it involves administrative academic and social aspects as well as of teaching, research and extension.

Manoj Kumar Chandel focussed that AAA is a system to control and maintain high standards in the field of High Education. It facilitates excellence in higher educational institutions in the state for students by the stake holders of Higher Education, primarily by teacher.

Dr.Anju Verma said that qualities of HEIs depend on its efficiency, coordination effective implementation of its academic and administrative plans. HEIs have focused on the technical resources as well as human resources to find out the potential to be utilized for the quality enhancement and sustenance in their day to day affairs.

Dr. Sanjay Kumar discussed in his paper the role of universities and government in improving quality education in India.

Dr. Atul Thakur stressed that why audit is must. He emphasized that during the audit process the auditors uses the courteous language while drafting to income, expenditure, routine of the institutions, stock entries are the important procedures for the audit.

Jyoti walia highlighted the precautions taking into consideration while selecting the academic auditor team, academic auditor team members should be recognized as dedicated and talented faculty members and academic leaders.

Ashwani kumar focused that the applications of the best practices benchmarking can make a meaningful contribution to quality enhancement.

Dr. Pallvi Pandit said that a systematic and recurring review of academic programmes should be there for ongoing efforts to promote a critical reflection, self assessment and strategic planning towards goal achievement. The reviews of distinguished faculties of a relevant discipline should be there in order to obtain an honest appraisal of an academic institution strengths and weaknesses.

Pariksha Thakur discussed the concept of Academic and Administrative Audit in detail. Academic Audit is a mechanism to examine and enhance the quality of academic aspects of teacher education institutes.

THEMATIC SESSION (PAPER PRESENTATION)

Dr. Suresh Chand chaired the thematic session in the conference Hall. In this session Supriya Arora, Anju Bala, Dr. Anoop Beri, Dr. Sushil Kumar Singh, Satinder Kaur, Shahida Parveen, Dr. Om Parkash Bhardwaj, Dr. Ashish Sharma and Parshant Sharma presented their papers.

Supriya Arora highlighted the purpose of the Academic and Administrative Audit is to evaluate the performance of the university departments, schools and the colleges and appreciate achievements and give suggestions for further improvement of the quality of teaching, research, administration, curricular and extracurricular activities.

Anju Bala in her presentation described that NAAC have evolved certain benchmarks for ascertaining and ensuring the quality at different levels of Higher Education. IQAC established in almost all HEIs and IQAC plays an important role in improving the quality of academic and administrative activities of the institution.

Dr. Anoop Beri discussed that Higher education sector needs to deliver a high quality service and satisfy students in order to succeed in a competitive service environment.

Dr. Sushil Kumar Singh highlighted that Education is the starting point of every successful human activity. Education makes a person right thinker and a correct decision maker. Educational institutions at various levels constitute the foundation of the technological, administrative, civic, legal and other domains of a country.

Satinder Kaur discussed that higher Education institutes play an important role in the progress of the nation and qualities of these institutions depends on its efficiency, coordination and effective implementation of its academic and administration plans.

Shahida Parveen highlighted the fundamental purpose of quality assurance process is to provide the stakeholders with information about the education, its effectiveness and in the process determine information on how to improve or increase that effectiveness.

Dr. Om Parkash Bhardwaj revealed that quality can be ensured through quality assessment that the potential for quality enhancement is determined by the manner in which the evaluation is conducted and subsequent change implemented.

Dr. Ashish Sharma focused on 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.

Prashant Sharma highlighted that in order to introduce academic reforms review their progress and support reforms in different higher education institutions, it is necessary to implement AAA.

DIALOGUE SESSION

Dr. Wasim Ahmad Chaired the dialogue session in the Boys Common Room. In this session Dr. Rajesh Kumar, Mrs. Reena Heera, Dr. Parveen Kumar Sharma, Nazli, Pankaj Kumar, Nisha Chandel, Hukam Chand and Sumit Kumar presented their papers.

Dr. Rajesh Kumar suggested that academic audit is based on structured conversations among faculty, stakeholders and peer reviewers. The main aim is to improve quality processes in teaching and learning and thus enhance student success.

Reena Heera in her presentation described that auditing refers to a systematic and independent examinations of books, accounts, documents and voucher of an organization to ascertain how for the financial statements present are true and fair view of the concern.

Dr. Parveen Kumar Sharma highlighted that 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.

Nazli focussed in her paper on providing free and compulsory education to all children of the age of 6-14 years covering children with disabilities. We often fail to realize that individual differences are an integral part of life. We need to emphasize the fact that people with disability can become as productive as the rest of us.

Pankaj Kumar emphasized that academic audit is the way to assess the academic functioning of the teacher education institutions. A teacher audit is needed to examine the skills and the abilities of the teacher, so that a teacher can bring a progressive change within the society and nation as a whole.

Nisha Chandel highlighted in her paper that auditing is a new phenomenon to the educational institutes. Initially auditing was started for the financial purpose, but its use in academic purpose is new.

Hukam Chand pointed out that an effective internal audit plays a key role in assisting the board to discharge its governance responsibilities.

Sumit Kumar highlighted the process of Academic Auditing intends to monitor and enhance the quality of teacher education through proper guidelines for both teaching faculty and students.

The session at three places was concluded after key note address and concluding remarks by the respective Chairpersons.

VALEDICTORY

The valedictory function of ICSSR sponsored Two-Day National Seminar started with the arrival of the Chief Guest – Prof. R.L. Sharma, Honorable Vice-Chancellor, Technical University of Himachal Pradesh, Hamirpur at 02:00P.M. Vice-Chancellor was given warm welcome by all the participants. Mrs. Reena Heera introduced the Chief Guest with participants and resource persons for his achievements. Then Mrs. Meenakshi Soni, Convener read out the proceedings of the Two-Day seminar in detail. After proceedings of the seminar, Vice-Chancellor was honored by Sh. Manjit Singh, Chairman of the Governing Body of the College. Then, all the resource persons were also honored for their contribution in the seminar to make it successful national event. After this, Prof. R.L. Sharma distributed certificates to all the participants and congratulated them for their academic excellence. He emphasized that education in the global world seeks to preserve, transmit and advance knowledge, and is committed to bring the change for the betterment of society. To bring quality in all aspects of teacher education institutions, academic and administrative audit plays an important role. Effective academic and administrative audit tries to explore various institutional difficulties and determines various quality parameters for effective functioning; these are the needs of the day. He stressed that quality in every aspect is need of the hour and can only be brought through constant, conscious and innovative efforts on the part of every members of the society. After the address, principal Dr. Raj Kumar Dhiman extended his vote of thanks to the chief guest, Resource persons, participants, organizing committee, media representatives, and faculty members of the college, ministerial staff and student volunteers for their valuable contribution in making this seminar a successful event. The valedictory function ended with National-Anthem by all at 04:00 p.m. on December 23, 2015.

ACADEMIC AND ADMINISTRATIVE AUDIT

T. R. Sharma

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E-mail: trsharma40@gmail.com & Mob. No. 09418303866**ABSTRACT**

The system of education we inherited from the British was more suitable to feed the interest of the then ruling class. After Independence we needed a system best suited to the changing needs of the society. The success of any system of education is evaluated in terms of its qualitative aspects, its activities and achievements.

In the present competitive educational environment, it is necessary to achieve remarkable academic standards. The National Assessment and Accreditation Council (NAAC) has 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 and administrative unit of any educational institution. The Academic and Administrative Audit will ascertain and ensure the quality as per those benchmarks. Its purpose will not only be to evaluate the performance but also to give suggestions for further improvement in teaching, research, administration and other academic and non-academic activities.

KEY WORDS: Academic Audit, Administrative Audit, Benchmarks, NAAC, Quality.....

INTRODUCTION

On the direction of the Ministry of Human Resource Development, UGC will assess the ranking of all the universities and colleges. It will now be easy to know the ranking of any institution on the basis of its performance. This type of ranking, so far, got to be made by private agencies. For this UGC has launched National Institutional Ranking framework (NIRF). The assessment of all universities and colleges will be done on different parameters. For this UGC has provided NIRF website. All affiliated institutions have to get themselves registered with this web portal. This registration work has started w.e.f. Nov. 13, 2015. Five categories are kept for ranking with 100 marks for each category. Directions have been given to make the following information available through this website:

The status of education, student-teacher ratio, research, the status of male and female students, the status of girl-students and female teachers, the facility and status of economically backward students, Labs, library, system of education, system of exams., the status of examination, sports etc.

ACADEMIC AND ADMINISTRATIVE AUDIT

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. Accreditation is a benchmark of an institution. It requires auditing of all academic and non-academic supporting units for efficiency and for standards. The few things to be audited include:

Academic Strength Of the Faculty: The proficiency of teaching is influenced by the strength of the faculty. If the teacher is overburdened with work, it adversely affects his proficiency. If the teacher is assigned the work contrary to his expertise, he will prove to be a round peg in a square hole. Many heads put together will find out a better solution to a problem. The outcome of team of sincere workers is needed to create a conducive and congenial atmosphere in the institution.

Professionalism: The performance of faculty in any institution and particularly in Higher Educational Institutions (HEIs) is greatly associated with their great skills and ability. Professionalism demands high standard that we expect from a person who is well trained in a particular job. He should be a man of special skill and high level of education.

Competition: Higher Educational Institutions (HEIs) in the present time are assessed at the global level. For the first time in 2015 two of our Higher Educational Institutions (HEIs) are included among 200 institutions of the world. In this global scenario educational environment is seized by increased competition. Academic and Administrative audit must worry about the quality of HEIs in this competitive world.

Ethical Behaviours of the Administration: Moral principles control and influence our behaviour. The behaviour of the Administration should not be hypercritical; They should act as friend, philosopher and guide. Ethical behaviour is connected with

beliefs and principles about what is right and wrong. These principles will establish cordial relations to make a right move to justify the work of Academic Audit.

Supporting Staff: Administration is a cooperative venture, because it involves activities that are done in order to plan, organize and run an institution. Apart from academic expertise we need supporting staff to facilitate the execution of the planned activities and for smooth functioning of the institution.

Well Equipped State of Art Infrastructure to Conduct Teaching and Research: Good teaching emanates from research. Teacher's love for research and their experience in research are vital for the growth of an institution. Most advanced or modern techniques are used for carrying out research work. Well equipped laboratories and state of the art infrastructure is a must. The academic and administrative audit will provide guidance, for further improvement in the existing system of any institution.

Facilities for Students: Higher Educational Institutions (HEIs) must provide facilities to the students. For example, library facilities, internet, incentives, scholarships, guidance etc. are the most wanted needs of the students. Research work can't be carried out if such facilities are not provided to them at the door steps.

“Academic audit is the procedure of verifying and confirming the performance of academic practices and procedures against planned standard procedures.” It evaluates the performance of the centre of learning. Academic audit appreciates their achievements and gives suggestions for further improvement. Its main focus is on the improvement of quality of Teaching, research, administration and curricular and co-curricular activities. An institute comes into being through the process of organizing. And then comes its administration. Administration is a job of many minds and many heads, all combined into one. It is more or less a cooperative undertaking. The head of the institution is the leader who builds an infrastructure of trust and respect. For uplifting the quality of higher education, University Grants Commission (UGC) established National Assessment and Accreditation Council (NAAC) in 1994. National Policy on Education (NPE 1986) and subsequent Programme of Action (PoA 1992) laid great stress on the quality of education at every level. The national Council for Teacher Education (NCTE) was established by the Act of Parliament in 1993. Its main purpose was to evolve suitable performance appraisal systems, norms and mechanisms for enforcing accountability on recognized institutions.” NAAC accredits and assesses institutions of higher learning in India.

Academic Audit for Culture of Quality: International Quality Assurance Cell (IQAC) has to be constituted in each college for introducing the best practices. It acts as a mirror of the institution. It carries out academic and non-academic activities for the growth and development of the institution. The importance of Academic Audit lies in increasing the goodwill of institution. Goodwill involves satisfaction of stakeholders, upgradation of teachers and gaining the confidence of students. When we talk of culture of quality, it is the quality of teaching and learning in education. Education, in fact is quality in itself. It can't have any other quality. When we say something is better than the other, we must be talking in terms of quality. There is nothing better than education. That is why we say that education is quality in itself. For all practical purposes quality has to be identified and achieved. “Quality in higher education means the educational process is such that it ensures students achieve their goals and thereby satisfy the needs of the society and help in national development”. NAAC has initiated involvement of stakeholders in the process of quality assurance. It has recognised student community as its major stakeholder. Students should be provided necessary knowledge about quality so that they feel a necessity to demand quality education.

Non-academic activities are complimentary to determine the standard with regard to its academic programme. For managing non-academic activities successfully proper provision of budget is necessary, without which the quality of teaching and research work will be adversely affected.

Academic Audit for Continuous Improvement: No system in the world can be perfect. It needs continuous improvement. In this age of globalization and liberalization new technologies are helpful for teachers and learners to ensure better learning which is normally not possible through any other means. We have to blend learning approaches for quality teaching. Multimedia technology promotes communication and interaction that transcends traditional language based and culture based forms. Multimedia is a multisense approach. It is employed to promote efficiency and effectiveness of education.

E-learning: New innovative web-based technologies include computers, IT, Audio and Video Conferencing, Computer Conferencing, networks, internet and multimedia in the field of education and communication.

NEW TECHNOLOGICAL LEARNING APPROACHES

To facilitate and ensure better learning some new technological learning approaches are being carried out. Some of these are as follows:

1. Internet Radio and Video Conferencing
2. Computer-supported collaborated learning.
3. Web-based learning.
4. CD ROMs and e-mails
5. Digital libraries.
6. Doordarshan and other channels.

FOCUS OF ASSESSMENT

Assessment Of Teaching In Terms Of Learning: Teaching will prove a futile exercise if it does not ensure learning.

Fulfilment Of Educational Objectives: We have three domains of learning– Cognitive, affective and psycho-motor. Each domain has its objectives. Teaching activities should ensure that these objectives are achieved. Language skills should develop the habit of listening, speaking, reading, writing and sharing views. The assessment of teaching has to be done keeping in view these objectives.

New Techniques and Technology To Support Learning: Techniques used in teaching should develop habits of self-learning and reduce dependence on teachers.

Research Work: Research work should be an integral part of teaching. Innovative techniques reflect qualitative aspect of a teacher.

Creativity: It is the habit of thinking new thoughts and working over them.

ACADEMIC AUDIT QUALITY PROCESS

Pre-Service and In-Service Training: Pre-service training is a requisite for the person who intends to be a teacher. During training he studies different subjects, relevant to the needs of teaching profession. He becomes conversant with educational philosophy, principles of teaching and learning, educational technology and educational administration. He also knows needs of the learner which help him to be a good teacher. In-service training, seminars workshops and other orientation programmes help him to know the changing needs of the learner and the society.

Academic and Non-Academic Activities: Well planned academic and non-academic activities are necessary for time management and efficient use of college time.

Teachers' Competence: It is the competencies of the teacher through which he manipulates knowledge. A competent teacher is an effective teacher.

Active-Learning Methodology: This methodology lays more stress on active involvement of learner in the process of learning.

Teacher as Motivator and Facilitator: Motivation is present at the root of all human activities. It is called the potent factor in learning. The best teacher is the best motivator.

Administrative Support: Teachers need governments who are supportive of education systems. The following points are very important for ensuring the quality of leadership in teaching learning institutions to enhance and sustain the quality of education:

1. Teacher's Involvement in Decision Making: The teachers have regular interaction with the students, they teach. They know the ground realities and the problems of the students. Any administrative decision may prove contrary to the interest of the students if teachers are not involved in decision making. Because teachers know well the needs of the students.

2. Better Service Conditions and Salary Structure: Service conditions and security must be governed by certain rules and norms. It can be ensured by maintaining their service record. There should be no compromise on quality. The service, should not be at the mercy of the management. Better salary structure can help teachers to do their utmost to justify their love for the profession. There may be so many compelling needs or situations like domestic violence that force a person to make compromise with low salary structure. There are instances that management takes undue advantage of someone's compulsion. Such frustrated person will only give away frustration. This is an issue of crucial importance that also needs legal protection.

3. Job Security and Promotion: Job security and promotion are the motivational factors for a teacher who is dedicated and devoted to his work. How can he feel safe or contented if the sword of Damocles is hanging above his head? Everybody in this world

wants growth and progress. If in spite of his hard work and sincerity he feels insecure then how can he prove his worth?

4. Promoting Research Work: All development that has taken place since the beginning of civilization, is the result of man's thinking new thoughts and working over them. Research work is vital for the growth of an institution. Good teaching is the outcome of research work. Education itself is a dynamic subject ever changing, ever growing and ever developing. It is always in the process of change and modification. Every emerging system has to meet the growing needs and aspirations of a dynamic society. To cope up with the needs of emerging society research work must be promoted.

5. Regular Monitoring of Activities: All activities including teaching need constant monitoring for positive results. Activities are the practical measures. It provides a situation in which something is happening. We do activities for interest or pleasure or in order to achieve a particular aim. So these must be monitored regularly for the growth and maintenance of the system of education.

6. Seminars/Workshops: Seminars and workshops contribute a lot for the professional growth of teachers. They help to create favourable educational atmosphere. In seminar a small group of students and teachers discuss or study a particular topic. In workshop a group of people share their knowledge and experience and after a period of discussion they follow some practical work on a particular subject. UGC sanctions grants to colleges of education for the purpose of organizing seminars, conferences, workshops etc. Higher Educational Institutions (HEIs) also get grants from various agencies like ICSSR or universities for organizing such programmes. They also create awareness about latest development in the field of education.

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ACADEMIC AND ADMINISTRATIVE AUDIT

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India is a great country and at the developing stage having large population. Due to developing large numbers of educational institute established for provide education to large population. It is very difficult to detect quality of education for each institute. So the academic and administrative audit helps to maintain quality of knowledge of educational institutes. India is becoming a global hub for educational activities and a feeder for all kinds of international man-power requirement. Academic and Administrative Audit provide quality education with standard curriculum and globally acceptable system of education. This paper highlights the objective, methods, strategies and functions of academic and administrative audit. Academic and administrative audit evaluate the performance of the institution and to identify the issues those are to be attended to in order to improve the quality of Teaching and Research.

KEY WORDS : Quality, Education, Academic, Administrative, Audit, Performance.....

INTRODUCTION

The National Assessment and Accreditation Council (NAAC) has 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 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 university 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 university and give valuable suggestions required to achieve remarkable academic standards in the competitive educational environment.

National Assessment and Accreditation Council (NAAC), Bangalore proposes that every accredited institution should establish an Internal Quality Assurance Cell (IQAC) as a post-accreditation quality sustenance measure. Since quality enhancement is a continuous process, the IQAC will become a part of the institution's system and work towards realisation of the goals of quality enhancement and sustenance. The prime task of the IQAC is to develop a system for conscious, consistent and catalytic improvement in the overall performance of institutions. For this, during the post-accreditation period, it will channelize all efforts and measures of the institution towards promoting its holistic academic excellenceto arrange for periodic assessment and accreditation of institutions of higher education or units thereof, or specific academic programmes or projects.

OBJECTIVES

- ▶ 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 other stakeholders of higher education for quality evaluation, promotion and sustenance.

PURPOSE

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, administration, and curricular and extra-curricular activities. The after visiting the departments, schools and 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:

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 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.

METHODOLOGY

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 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 AAA committee visit.

STRATEGIES FOR ACADEMIC AND ADMINISTRATIVE AUDIT

1. Ensuring timely, efficient and progressive performance of academic, administrative and financial tasks.
2. The relevance and quality of academic and research programmes.
3. Equitable access to and affordability of academic programmes for various sections of society.
4. Optimization and integration of modern methods of teaching and learning.
5. The credibility of evaluation procedures.
6. Ensuring the adequacy, maintenance and proper allocation of support structure and services.
7. Sharing of research findings and networking with other institutions in India and abroad.

FUNCTIONS

1. Development and application of quality benchmarks/parameters for various academic and administrative activities of the institution.
2. Facilitating the creation of a learner-centric environment conducive to quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process.
3. Arrangement for feedback response from students, parents and other stakeholders on quality-related institutional processes.
4. Dissemination of information on various quality parameters of higher education;
5. Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles.
6. Documentation of the various programmes/activities leading to quality improvement;

7. Acting as a nodal agency of the Institution for coordinating quality-related activities, including adoption and dissemination of best practices.
8. Development and maintenance of institutional database through MIS for the purpose of maintaining /enhancing the institutional quality.
9. Development of Quality Culture in the institution.
10. Preparation of the Annual Quality Assurance Report (AQAR) as per guidelines and parameters of NAAC, to be submitted to NAAC.

THE ANNUAL QUALITY ASSURANCE REPORT FORMAT (AQAR)

All NAAC accredited institutions will submit an annual self-reviewed progress report to NAAC, through its IQAC. The report is to detail the tangible results achieved in key areas, specifically identified by the institutional IQAC at the beginning of the academic year. The AQAR will detail the results of the perspective plan worked out by the IQAC. (Note: The AQAR period would be the Academic Year. For example, July 1, 2012 to June 30, 2013).

FORMAT FOR PREPARING THE PROFILE (2015)

1. Name of the faculty:
2. Name of the Department:
3. Educational qualifications:
4. Present position:
5. Address for correspondence:
6. E-mail and contact number:
7. Specialization:
8. Total teaching experience:
9. Courses taught:
10. Research experience:
11. Major research projects completed: Title of the project, Date of sanction and Duration, Grant received, Funding agency. PI or Co-PI.
12. Minor research projects completed: Title of the project, Date of sanction and Duration, Grant received, Funding agency. PI or Co-PI.
13. Number of students awarded Ph.D. degree: Name of the student, topic of research, date of registration, date of declaration of Ph.D. degree.
14. Number of students registered for Ph.D. degree: Name of the student, topic of research, date of registration.
15. Provide information as indicated in 11 and 12 above.
16. Participation in conferences, symposia, seminars and workshops: International, national, state or university level, attended. Presented paper, chaired session & Resource person.
17. Innovative processes developed in teaching and learning.
18. Participation in curricular development:
19. Participation in co-curricular and extra-curricular activities.
20. Refresher and Orientation courses attended:
21. Examination /Evaluation reforms initiated:
22. Publication of research papers: in peer reviewed journals, non-peer reviewed journals, conference proceedings, impact factors, citations, h-index. Numbers in SCOPUS.
23. Books published: with ISBN No., Without ISBN No., Chapters in books.
24. Patents Applied/Granted: National. International, commercialized:
25. Consultancy services provided and revenue generated:
26. Conferences ,seminars, symposia and workshops organized as convener/coordinator:
27. Number of collaborations:

28 Awards /recognitions received: International, National, State, University level.

CONCLUSION

The quality of education is a big issue. 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, administration, and curricular and extra-curricular activities. So, Academic and Administrative Audit play vital role to bring quality in education and maintain it at global level.

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ACADEMIC AND ADMINISTRATIVE AUDIT: QUALITY DETERMINANTS OF QUALITY TEACHER EDUCATION**Dr. Parkash Chandra Jena,**

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E-mail : drpcjena@gmail.com & Mob. No. 09876654004**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. Teacher is considered to be the backbone of the society, a nation builder who plays an important role for the development of the nation. Today, the world needs more better and more committed teachers to meet the challenges of LPG (Liberalization, Privatization and Globalization). To meet the challenges of 21st century teacher education needs a total change. The curriculum and contents are to be revised. The aims and objectives of Teacher Education are to be revised. Teaching methods and process of teaching and learning are to be innovative. To bring quality in all aspects of teacher education institutions, academic audit plays an important role. Effective, academic audit tries to explore various institutional difficulties and determines various quality parameters for effective functioning; these are the needs of the day.

KEY WORDS: Academic, Administrative, Audit, Quality, Determinants, Teacher, Education, LPG, Parameters.....

INTRODUCTION

Professionally, powerful teaching is very important and increasing in our contemporary society as a result of the steam of dynamic initiatives of human development and evolution. Due to these developments and evolution, standards of learning would be higher in the 21st century than it has been in the 20th century. As a result teachers would need to acquire additional knowledge and skills, both general and specific, to be able to survive and be successful in the 21st century school environment. Education has increasingly become important to success of both individuals and nations. Growing evidence demonstrates that, among all educational resources, teachers' abilities are especially critical contributors to students' learning and consequently the success of a nation to advance in its economic, social and political spheres (Darling-Hammond, 2006). The teacher can play different roles in an educational institution:

1) Manager As a manager teacher develops human resources i.e. students by creating interest for the academic, correlates the subject with other subjects. Also as manager to develop skills of time management, class room management and material management.

2) Facilitator

- ▶ Keeps in mind the intellectual development of the students.
- ▶ Develops ability for abstract reasoning & conceptualization.
- ▶ Emphasis on understanding / comprehending rather than memorizing.
- ▶ Organized form of learning.
- ▶ Values and attitudes crucial for desirable way of functioning in the society.
- ▶ Developing critical thinking and scientific attitude.

3) Evaluator

- ▶ To monitor learning development.
- ▶ Developing an awareness that role of evaluation is directly proportional to teaching.

4) Guide and Counsellor

- ▶ Give guidance for the development stage i.e. adolescent about rapid physical growth, emotional changes.
- ▶ Guidance for type of career to be chosen, i.e. professional / technical etc.
- ▶ Developing healthy attitude towards work.
- ▶ Act as a role model.

FOR EFFECTIVE TEACHING FOLLOWING COMPETENCIES ARE REQUIRED (NCF-2009)**1) Personal**

- ▶ Physically fit and healthy.
- ▶ Active and Energetic.

- ▶ Emotionally stable.
- ▶ Aware of self.
- ▶ Socially warm & friendly.
- ▶ Intellectually – love for teaching.
- ▶ Have principles & values.

2) Professional

- ▶ Subject Specialist with grasp and depth & upto date knowledge about subject.
- ▶ Appropriate teaching skills.
- ▶ Ability to try out innovative methods of teaching

3) Social

- ▶ Develop inter personal & interactive skills.
- ▶ Be open to Criticism.
- ▶ Achieve the goals of the institution.
- ▶ Working in collaboration & coordination.
- ▶ Be a leader.
- ▶ Developing rapport and creating congenial & friendly environment
- ▶ Principles of Quality :
- ▶ Quality management adopts a number of management principles that can be used by upper management to guide their organizations towards improved performance. The principles are:
 - ▶ Customer focus
 - ▶ Leadership
 - ▶ Involvement of people
 - ▶ Process approach
 - ▶ System approach to management
 - ▶ Continual improvement
 - ▶ Factual approach to decision making
 - ▶ Mutually beneficial supplier relationships

THE PURPOSE ACADEMIC AUDIT

The purpose of an academic audit is to encourage teacher education institutions 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. 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 extra-curricular activities and helpful for exploring various information related to:

- ▶ Availability of teaching and non-teaching faculty.
- ▶ Infrastructural facilities available for carrying out academic and administrative activities.
- ▶ Efforts taken for curricular development.
- ▶ Teacher quality.
- ▶ Teaching methods adopted and use of ICT in teaching, learning process.
- ▶ Feedback mechanism used for assessing the performance of teachers by students and for curricular development.
- ▶ Faculty development programmes implemented by the institution/department.
- ▶ Strengths, Weaknesses. Opportunities and Challenges of the institution/department.
- ▶ Research facilities and research output in the form of publications and patents.
- ▶ Computer, internet and library facilities available.

- ▶ Mentoring system, introduction of Remedial classes, Bridge courses, guidance for NET/SET and competitive examinations.
- ▶ Skill development and personality development programmes.
- ▶ Generation of funds and optimum utilization.
- ▶ Evaluation methods adopted for internal and external examinations.
- ▶ Future plans of the department.

PRINCIPLES OF THE ACADEMIC AUDIT

The Academic and administrative 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 institution's students.
 - ▶ Learning, not teaching per se, is what ultimately matters.
- ▶ **Focus on process**
 - ▶ Departments/institutes should analyze how teachers teach, how students learn, and how to best approach learning assessment.
 - ▶ Departments/institutes 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.
- ▶ **Base Decisions on Evidence**
 - ▶ Departments/institutes 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.
- ▶ **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.

ACADEMIC AUDITS SERVE CRITICAL QUALITY-RELATED PURPOSES AS FOLLOWS

- ▶ Ensuring and increasing quality of both processes and outcomes
- ▶ Recognizing strengths, achievements and progress
- ▶ Highlighting commendable and exemplary features
- ▶ Identifying concerns and areas requiring improvement or change
- ▶ Recommending specific changes to be made, directions to be followed, and strategies to be adopted.

ACADEMIC AUDITS FACILITATES

- ▶ Institution to know its strengths, weaknesses, and opportunities through an informed review process.
- ▶ Identification of internal areas of planning and resource allocation
- ▶ Collegiality on the campus.
- ▶ Funding agencies look for objective data for performance funding.
- ▶ Institutions to initiate innovative and modern methods of pedagogy.
- ▶ New sense of direction and identity for institutions.

- ▶ The society look for reliable information on quality education offered.
- ▶ Employers look for reliable information on the quality of education offered to the prospective recruits.
- ▶ Intra and inter-institutional interactions.

CONCLUSION

In a nut shell, we can say that education plays a vital role in the development of any nation. Therefore, there is a premium on both quantity (increased access) and quality (relevance and excellence of academic programmes offered) of higher education. The NAAC has been set up to facilitate the volunteering institutions to assess their performance vis-a-vis set parameters through introspection and a process that provides space for participation of the institution. PINDICS is a performance indicator introduced by NCERT (National Council of Educational Research and Training) in 2013 for Elementary school teachers. Performance Indicators (PINDICS) are used to assess the progress and performance of the teachers.. PINDICS is based on the provisions in sections 24, 29 and the schedule specifying norms and standards for school in the RTE Act 2009, NCF-2005 and SSA Framework-2011. It has been further fine -tuned using the feedback received from the NCERT study-'In-service Education for Teachers(INSET) impact on classroom transaction conducted in 2010-11, try out with primary and upper primary school teachers and comments received from state level officers from SCERT and teacher education professionals. Taking into account the rapid increasing of teacher education institutions and changing aspects NCTE norms, a universal and affordable parameters are required for effective academic audit. It is the collective responsibility of both teaching and administrative members to co-operate and take initiations to bring quality in this regard.

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PRESENT SCENARIO OF ACADEMIC AND ADMINISTRATIVE AUDIT (AAA) IN HIGHER EDUCATION INSTITUTIONS

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ABSTRACT

The Academic and Administrative Audit is based on the concept that periodic internal assessment can effectively provide quality assurance to all the deserving learners and will eventually lead to a high level of knowledge and skills in the respective areas of specialization. The audit needs to focus on the strategic management process, evaluating how the quality management of the University plays its role in improving the quality of higher education. The purpose of the audit visit is to verify and supplement the observations made of the HEI's quality system based on the audit material. . It would be of great importance of HEIs to realize the vision and mission of NAAC and UGC by focusing the needs of academic and administration audit to inculcate quality culture and organizational culture for the development of nation. The National Assessment and Accreditation Council (NAAC) is an organisation that assesses and accredits institutions of higher education in India. It is an autonomous body funded by University Grants Commission of Government of India headquartered in Bangalore. The qualities of HEIs depend on its efficiency, coordination effective implementation of its academic and administrative plans. HEIs have focused on the technical resources as well as human resources to find out the potential to be used utilized for the quality enhancement and sustenance in their day to day affairs. The Higher Education Institutions (HEI) shall submit the Annual Quality Assurance Report (AQAR) regularly to NAAC. The IQACs may create its exclusive window on its institutional website and regularly upload/ report on its activities, as well as for hosting the AQAR. Audits focus on the quality system that HEIs develop for themselves based on their own needs and goals. The paper based on a present scenario of academic and administrative audits in higher education or teacher education institutes.

KEY WORDS : Academic Audit, Administrative Audit, Higher Education Institutes, NAAC, IQACs

INTRODUCTION

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. 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.

An audit focuses on the procedures that the institution uses to maintain and develop the quality of its operations. The purpose of the audit visit is to verify and supplement the observations made of the HEI's quality system based on the audit material. The goal is to make the visit an interactive event that supports the development of the institution's operations. In addition to conducting interviews during the visit, the audit team examines any other material it may have requested from the institution. Administrative Audit is the process of checking analytical regulator continuously aspects of financial and administrative activities, and evaluation of goals and plans, policies and procedures, organizational structure and methods of measurement and evaluation of performance and methods of financial control and management and the results achieved in the light of the potential physical and human resources, and measure the reflection effects of non-financial aspects of the company's activity and the relevant authorities using methods updated. In order to assess management performance for the company, and the rationalization of management by directing their eyes and their attention to increasing citizen or excessive profitability by providing recommendations, including weaknesses and inefficiencies in the activities of inspection and audit and to clarify the causes and methods of treatment.

The audit needs to focus on the strategic management process, evaluating how the quality management of the University plays its role in improving the quality of higher education. In this context, the committee needs to review the institutional mission, institutional policies, strategies and operational procedures as well as institutional resources and organization.

The quality culture of the institution has to be the focus and its role in management of teaching and learning, research and provision of extension services. The emphasis on the exercise of institutional leadership in quality enhancement programs and improving professional activities are other aspects of consideration.

Audits focus on the quality system that HEIs develop for themselves based on their own needs and goals. To evaluate the quality system, the audit focuses on:

- ▶ The quality policy of the higher education institution
- ▶ Strategic and operations management
- ▶ Development of the quality system
- ▶ Quality management of the higher education institution's basic duties:
 - ▶ Degree education (including first-, second- and third-cycle education)
 - ▶ Research, development and innovation activities, as well as artistic activities
 - ▶ The societal impact and regional development work (incl. social responsibility, continuing education, Open University of applied sciences education, as well as paid-services education)
- ▶ Optional audit target
- ▶ Samples of degree education: degree programmes
- ▶ The quality system as a whole.

The audit evaluates how well the quality system meets strategic and operations management needs, as well as the quality management of the HEI's basic duties and the extent to which it is comprehensive and effective. In addition, the audit focuses on the institution's quality policy and the development of the quality system, as well as on how effective and dynamic an entity the system forms.

PURPOSE OF THE ACADEMIC AND ADMINISTRATIVE AUDIT

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, administration, and curricular and extra-curricular activities. The after visiting the departments, schools and 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.

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

OBJECTIVES

- ▶ To facilitate awareness among Colleges/Universities in the State about processes and systems that can ensure quality enhancement and realization of goals set in higher education.

- ▶ To move in the direction of an accreditation and audit system that enables mentoring more than monitoring.
- ▶ To review the implementation of Government schemes in all Colleges/Universities of the State.
- ▶ To move in the direction of an accreditation and audit system that enables mentoring more than monitoring
- ▶ To review the implementation of Government schemes in all Colleges/Universities of the State.
- ▶ 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 Research.
- ▶ To arrive at a AAA Score
- ▶ The AAA Score to be used as a tool to identify the areas for special focus and improvement.

METHODOLOGY

Questionnaire/ Self Appraisal Form formulated to collect data in areas related to:

1. Academic Management
2. Academic Practices
3. Infrastructure and other facilities
4. Government Initiatives

The institutions will be marked for each aspect under these four categories to get a composite AAA Score. The AAA Score to be equated with the NAAC Scores based on a statistical table designed specially for the purpose with qualitative and other State specific factors taken into consideration.

AAA focuses on the process by which an institution monitors its own academic standards and acts to assure and enhance the quality of its teaching and support for student learning. Therefore the Academic and Administrative Audit is based on the concept that periodic internal assessment can effectively provide quality assurance to all the deserving learners and will eventually lead to a high level of knowledge and skills in the respective areas of specialization. It is a new Concept, which is envisaged by the UGC in order to make the university teaching departments and also administrative sections of the university accountable. Just like financial experts audit financial aspects, academic experts need to audit whether the University meets the objective for which it is established, the academic programs, its usage, its transactions, its assessment strategies, its student support, governance and management. It is also intended to assess whether the teachers who are appointed in the University meet the objectives of the University in imparting quality education.

The purpose of the Academic and Administration Audit is to strengthen the internal quality assurance culture with the help of external experts.

Inputs	Transforming Process	Outputs
Programs Curriculum transaction Facilities Student characteristics Faculty Characteristics Financial Resources Support Services	Design inputs Delivery Data system Feedback Analysis Review Exam reforms Technology use Decision making process Educational planning Team building Governance Leadership	Graduation, Post-graduation Employments, Achievements Success rate, drop out rates Academic, Co-curricular Faculty achievements Awards, Honours Research outcome Program improvement Facilities improvement Community Impact Contribution to society Contribution to industry National Development

With the conceptual clarity about the relationship between quality improvement and AAA, it is important to derive the methodology of assessing the context, content and processes for realizing the status and what needs to be done to transform the system to achieve the desirable outcome in terms of quality improvement. It would be of great importance of HEIs to realize the vision and mission of NAAC and UGC by focusing the needs of academic and administration audit to inculcate quality culture and organizational culture for the development of nation.

The National Assessment and Accreditation Council (NAAC) is an organization that assesses and accredits institutions of higher education in India. It is an autonomous body funded by University Grants Commission of Government of India headquartered in Bangalore. Accreditation is a process of assuring an acceptable institutional quality and it is a tool for improving educational standards. The process intends to improve and sustain the quality and relevance of education, and it is for improving transferability and marketability of students nationally and internationally. It is a process of assuring acceptable institutional quality and a tool for improving educational standards. It is also expected that the institution will maximize its strengths and overcome the challenges identified during the accreditation process. It will also implement the suggestions made by the Peer Review Team and the Board for improvement.

At present in India, accreditation is voluntary for Higher Education Institutions. Out of 612 Universities in the country. Only 174 of them have been accredited by the National Assessment and Accreditation Council (NAAC). Out of the Universities accredited, 67 have been placed in Grade A, 99 Universities in Grade B and only 6 in Grade C, based on scores awarded during the process of accreditation. There are softwares and services available to manage NAAC data and generate NAAC SSR reports online. E-Paathshala provides software to generate SSR and help in academic, administrative, gender and green audits.

QUALITY ASSURANCE, ASSESSMENT AND ACCREDITATION

In present day's technological society, large number of trained scientists and technologists are required. To meet this demand, many new institutions have been established recently/ are being established even now. With rapid expansion of institutions and students for higher education, broadening of purpose and increased amount of public funding involved, methodological approaches were required for quality assurance. Quality assurance in higher education is defined as the totality of the system, resources and information devoted for maintaining and improving the quality and standards of teaching, learning, research and scholarship. Assessment means the performance evaluation based on certain criteria. Accreditation is a mechanism by which both intrinsic and extrinsic dimensions of quality in higher education are addressed through self-evaluation and peer review. Accreditation is a self-regulation and peer review process, adopted by educational community to improve and sustain the quality and relevance of higher education. Accreditation differs from recognition for funding where the emphasis is on availability of minimum infrastructures. Recognition is one time process, where as accreditation is a time bound and recurring process. There may be institutional accreditation or specialized program accreditation. Accreditation may be voluntary or compulsory. An institution/program can be accredited by more than one agency.

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 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.

Higher Education Institutes play a vital role in the development of the nation. 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. University Grants Commission and NAAC have taken initiatives for such audits.

The qualities of HEIs depend on its efficiency, coordination effective implementation of its academic and administrative plans. HEIs have focused on the technical resources as well as human resources to find out the potential to be used utilized for the quality enhancement and sustenance in their day to day affairs. It has helped to seriously address the issues in the respect. UGC provides financial assistance to improve quality in academic (Faculty Development Programme, Major and Minor Research

Projects, Seminar etc.) and administration (CPE, Development Grants, etc.) of HEIs. NAAC has played great role in examining the implementation for quality parameters in HEIs.

Since the quality of Higher Education depends predominantly on the adequacy of faculty in numbers as well as the teaching quality. Staff development has to be given priority along with this staff appraisal to assess the development requirement in a priority needs to try all departments at par. The Academic Staff College has a significant role to play in this regard. Unfortunately the number of programs conducted by the Academic Staff College is not adequate or relevant for effective staff development. Since the student satisfaction level is decreasing in many departments as revealed from the student interactions, it is important to conduct the staff appraisal systematically and assess the training needs for staff development.

Workshops may be organized to motivate teachers for writing research proposals and obtain funds. Managing research funds effectively is another consideration in this capacity building programs. Appointment of qualified and competent teachers, ICT enabled teaching and adopting measures which will facilitate the use of excellent library facilities need immediate attention. Any Quality related areas should be taken up by the Quality Assurance cell and Academic College may be actively involved in implementing the decisions especially the training programmes.

In pursuance of its Action Plan for performance evaluation, assessment and accreditation and quality up-gradation of institutions of higher education, the National Assessment and Accreditation Council (NAAC), Bangalore proposes that every accredited institution should establish an Internal Quality Assurance Cell (IQAC) as a post-accreditation quality sustenance measure. Since quality enhancement is a continuous process, the IQAC will become a part of the institution's system and work towards realization of the goals of quality enhancement and sustenance. The prime task of the IQAC is to develop a system for conscious, consistent and catalytic improvement in the overall performance of institutions. For this, during the post-accreditation period, it will channelize all efforts and measures of the institution towards promoting its holistic academic excellence.

HIGHER EDUCATION INSTITUTES ACADEMIC AND ADMINISTRATIVE AUDIT PROCESS

The process has the following main stages:

- ▶ Identification and notification of a dates for the audit
- ▶ Appointment of Panel members and identification of College Liaison Officer
- ▶ College workshop for writing of Self- Evaluation Document (SED)
- ▶ College submission of the draft SED for comment
- ▶ College submission of a SED, with any relevant supporting documentary evidence
- ▶ Scrutiny of the SED and supporting evidence by the Audit Panel Preliminary Meeting of the Audit Panel
- ▶ Visit by the Audit Panel to the College, normally lasting 2.5 working days
- ▶ College informed of key judgments within 5 days of the end of the Audit
- ▶ Production of a report including recommendations for enhancement
- ▶ Production of a College Action Plan
- ▶ Audit report submitted to the Boards of the Faculties
- ▶ Follow up meeting 12 months after the Audit to monitor and record progress, and monitored annually thereafter if required.

BENEFITS OF AAA

- a) Ensure heightened level of clarity and focus in institutional functioning towards quality enhancement.
- b) Ensure internalization of the quality culture.
- b) Ensure enhancement and coordination among various activities of the institution and institutionalize all good practices

CONCLUSION

In present day's technological society, large number of trained scientists and technologists are required. The Academic and Administrative Audit focuses on the process by which an institution monitors its own academic standards and acts to assure and enhance the quality of its teaching and support for student learning. Accreditation is a process of assuring an acceptable institutional quality and it is a tool for improving educational standards. The National Assessment and Accreditation Council (NAAC) is an organization that assesses and accredits institutions of higher education in India. The qualities of HEIs depend on its efficiency, coordination effective implementation of its academic and administrative plans. To facilitate awareness among Colleges/Universities in the State about processes and systems that can ensure quality enhancement and realization of goals set in higher education. Education that crosses national borders, mobility, competition as well as the commercialization and internationalization of education are reasons why a country's trust in the level and quality of its own national higher education is no longer sufficient in itself. Recognition is one time process, where as accreditation is a time bound and recurring process. There may be institutional accreditation or specialized program accreditation. Accreditation may be voluntary or compulsory. The Higher Education Institutions (HEI) shall submit the Annual Quality Assurance Report (AQAR) regularly to NAAC. The IQACs may create its exclusive window on its institutional website and regularly upload/ report on its activities, as well as for hosting the AQAR. The challenge is to demonstrate quality in an understandable and reliable way, to the outside world as well.

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THE PRESENT ACADEMIC AND ADMINISTRATIVE SCENARIO OF TEACHER EDUCATION IN INDIA WITH SPECIAL REFERENCE TO NAAC

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ABSTRACT

The teacher education system in the country is extremely vast and diverse, covering over 2500 institutions at different levels of elementary, secondary and post-graduate programmes with a total intake of over 1.9 lakhs. The system is managed by several agencies like Government departments, Universities and other autonomous establishments specifically created for the purpose. The very fact that about 4.5 million teachers are employed in the schools in the country shows the enormity of the system. It is in this background that the National Council for Teacher Education (NCTE) was established as a statutory body under the provision of the NCTE Act 1993 in 1995 with the main objectives of achieving “planned and co-ordinated development of the teacher education system throughout the country, for the regulation and proper maintenance of norms and standards in the teacher education system and for matters connected therewith”.

KEY WORDS: Self Evaluation, External Quality Assurance, Accreditation, Development.....

INTRODUCTION

The Council is concerned with adherence by the institutions to the norms and standards stipulated by it. The NCTE Act also provides for setting up “suitable performance appraisal systems, norms and mechanisms for enforcing accountability on recognized institutions”. The mandate given to NCTE is very broad and covers the whole gamut of teacher education programmes including research and training of persons for equipping them to teach at pre-primary, primary, secondary and senior secondary stages in schools and non-formal-education, part-time education, adult education and distance education courses. In line with the provisions in the Act and considering the international trends in achieving quality and excellence in Teacher Education, the NCTE with the help of eminent educationists and teacher educators has recently evolved norms and procedures for accreditation of teacher education institutions.

The concept of accreditation of educational institutions is relatively new phenomenon in the country. The purpose of accreditation is to find out how far an institution is performing beyond the minimum stipulations for achieving quality and excellence. It is a process for improving the quality of education and ensuring the suitability and quality of the products of the educational process to full fill the purposes expected of them. It is a quality certification given by the accreditation agency to an institution, a course or a programme. This is done after carrying out appropriate criteria-based evaluation. It enables the society to find out the extent to which society's expectations from the educational system are met and imparts credibility to the system. It safeguards by ensuring quality and standards of the trained individuals from the educational institutions. Accreditation also assists the stakeholders, students, parents and employers in identifying, acknowledging and encouraging institutions and programmes, which fulfill norms and standards and make proper use of their services.

ACCREDITATION OF TEACHER EDUCATION INSTITUTIONS

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 expectations from the teacher are manifold and multifaceted. As the Delors Commission (Learning: The Treasure Within”, UNESCO 1996) suggests “The importance of the role of the teacher as an agent of change, promoting understanding and tolerance, has never been more critical in the Twenty-first Century. The need for change from narrow nationalism to universalism, from ethnic and cultural prejudice to tolerance, understanding and pluralism.

The important question before teacher education as it is practiced is what value addition does it impart to teacher's academic learning vis-a-vis the actual needs of the classroom and the school system. In the case of primary/ elementary education, for example, these are: teaching large sized classes, teaching in difficult contexts like multi grade classrooms, bi and multi lingual settings, schools in remote areas, teaching disadvantaged children, classroom from autocracy to democracy in its various manifestations, and from a technologically divided world where high technology is the privilege of the few to a

technologically united world, places enormous responsibilities on teachers who participate in the molding of the minds and characters of the new generation. The stakes are high and the moral values formed in childhood and throughout life become of particular importance” management, working with parents, enlisting community support, implementing incentive schemes and so on. These complexities of the Indian classroom apply appropriately to teacher education at other levels also. The fact that teacher education for different stages of education from pre-school to college involves stage- specific knowledge, understanding, skills, attitudes and values to be developed in the teacher and appropriate physical, academic and human resources to develop them, adds to this. In sum, the minimum basis to the teacher education enterprise is the quality of teacher performance in the classroom and this is what accreditation is primarily concerned with.

The accreditation process makes exacting demands 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.

In fulfillment of the provisions laid down in the NCTE Act 12(k) “to evolve suitable performance appraisal systems, norms and mechanisms for enforcing accountability on recognized institutions” for quality assurance of teacher education institutions, the NAAC and the NCTE have entered into an MoU for executing the process of assessment and accreditation of all teacher education institutions coming under the provision of the NCTE.

THE METHODOLOGY OF ACCREDITATION

The three stage process for assessment and accreditation is as follows:

1. Preparation of the Self-appraisal Report by the teacher education institution for submission to NAAC
2. Validation of the Self-appraisal Report by peers visiting the institution,
3. The final decision of NAAC based on the Self-appraisal Report and the recommendations of the team of peers.

UNITS OF ASSESSMENT

To assess and grade teacher education institutions, following the three step process mentioned above and make the outcome as objective as possible, NAAC and NCTE have jointly developed a customized self-appraisal pro forma and guidelines for self-analysis of teacher education institutions which elicit the various inputs and processes that characterize quality teacher education.

The units of accreditation are as follows:

1. University departments of Education with UG and PG courses
2. Colleges of teacher education (affiliated and autonomous)
3. Institutions other than (a) and (b) above, but offering a teacher education program.

CRITERIA FOR ASSESSMENT

Assessment and subsequent accreditation are done with reference to a set of criteria so that the standing of an institution can be compared with that of other similar institutions. NAAC-NCTE have identified the following six criteria to serve as the basis of its assessment procedures:

1. Curriculum Design and Planning
2. Curriculum Transaction and Evaluation
3. Research, Development and Extension
4. Infrastructure and Learning Resources
5. Student Support and Progression
6. Organisation and Management

CURRICULAR DESIGN AND PLANNING

This aspect requires information on how the curriculum design of the institution offers diversity and flexibility to trainees. It also seeks information on the practices of the institution in initiating and redesigning teacher education courses that are relevant to the regional and national needs. The details looked into are:

1. Admission procedure
2. Details of working and teaching days
3. Student ability level
4. Features of current syllabi and mechanisms for its monitoring and mid-course correction
5. Developing new courses; gestation time and running new courses
6. Curriculum design
7. Institutions' mission and goals
8. Feedback mechanism
9. Institution-school-communication
10. Inter/multi-disciplinarity components

CURRICULUM TRANSACTION AND EVALUATION

This criteria deals with the efforts of the institution in providing appropriate teaching-learning experiences through curriculum transaction to trainees. It also looks at the adequacy and competency of the faculty who handle the various programmes of study as well as the efficiency of the evaluation methodology of the institution. Besides, this criteria deals with educational innovation, attainment of specific mission and goals, plan for institution growth in future. The details sought are:

1. Curriculum transaction – aspects, components and details.
2. Faculty, professional development and seminars, conferences, etc. for others.
3. Faculty appraisal – techniques
4. Focus on specific aspects: value education, civic responsibilities, personality development, community orientation, learn-to-learn, etc.
5. Evaluation scheme: Theory - assignments and project work, Practice teaching, curricular activities, work experience, SUPA, tutorial, seminar, etc.
6. Other teaching-learning innovations

RESEARCH, DEVELOPMENT AND EXTENSION

This aspect seeks information on the activities of the institution with reference to research, development and extension. It also deals with the facilitating aspects of the institution to promote research, development and extension related activity and their outcomes. The information required pertains to:

1. Research related activities: research by faculty, research by scholars (M.Ed., M.Phil., Ph.D.), financial inputs for research and research projects (completed, in progress and outlay)
2. Extension: Types of extension activities, support to G.O.'s and N.G.O.'s, NSS and NCC
3. Development: various material development activities

INFRASTRUCTURE AND LEARNING RESOURCES

This aspect requires data on the adequacy and optimal use of the facilities available in the institution to maintain the quality of the academic and other aspects of the campus life. It also seeks information on how every constituent of the institution - students, teachers and staff, benefit from these facilities.

The features looked into are:

1. Infrastructure – existing and projected expansions
 - Financial inputs for future development especially academic growth
 - Maintenance
 - Utilization
 - Upkeep of campus

2. Learning resources

Library and its facilities

Library annual budgets: books and periodicals

Reprographic, audio visual material and internet related facilities Library stock

Computers – availability and use

Laboratories – availability, maintenance and utilization

STUDENT SUPPORT AND PROGRESSION

The highlights of this criterion are the efforts of the institution to provide the necessary assistance for good student experiences in the campus and to facilitate their progression. It also seeks information on the student and alumni profiles. The aspects looked into are:

- ▶ System efficiency: results, NET and SLET related, annual exams
- ▶ Alumni association
- ▶ Feedback mechanism (from trainees)
- ▶ Financial help and types
- ▶ Guide and consultancy services and personal and academic counseling
- ▶ Placement services and its use.
- ▶ Admission – related facilities and their publicity
- ▶ Recreational / leisure time facilities especially indoor
- ▶ Activity clubs: cultural and literary

ORGANISATION AND MANAGEMENT

This criterion requires data on the policies and practices of the institution in the matter of planning, human power requirement, recruitment, training, performance appraisal and finance management. The details sought are:

- ▶ Internal coordination and monitoring mechanism
- ▶ Steps for improvement of organization and management
- ▶ Academic calendar
- ▶ Faculty recruitment
- ▶ Professional development of non-teaching staff
- ▶ Fee structure
- ▶ Heads of expenditure and excess/deficit budget
- ▶ Internal audit
- ▶ Welfare programs and grievance redressal system
- ▶ Endowment and Reserve Funds
- ▶ Internal Quality check and TQM
- ▶ Modern managerial concepts and practices
- ▶ Twinning programs, student exchange programs and collaboration with SCERT, NCERT and NIEPA

The self-appraisal report should conform to the criteria chosen for assessment. If the inputs from the institution under the six criteria are collated, it should give adequate details on all the features of an institution such as its policies, practices, programmes, resources and performance. This would facilitate the teacher education institution to appraise itself of its standing besides helping the assessors to make a proper assessment.

CONCLUSION

The entire activities of self-evaluation, peer review, assessment and accreditation have to be seen as ingredients of a development-oriented process for the teacher education institutions. It has to be viewed as a participatory process. The philosophy underlying the whole process is ameliorative and enabling rather than punitive or judgmental, So that all constituencies of the teacher education institutions are empowered to maximize their resources, opportunities and capabilities. The accreditation process helps the institution to know its strengths, weaknesses, and opportunities through an informed review;

it identifies internal areas of planning and resource allocation; it enhances collegiality on the campus. The outcome of the accreditation process provides the funding agencies with objective and systematic database for performance funding. Accreditation process initiates institution into innovative and modern methods of pedagogy. It gives the institution a new sense of direction and identity. It provides the society with reliable information on the quality of education offered by the institution. As a result of the accreditation process the employers have access to information on standards in recruitment. It also promotes intra-institutional and inter-institutional interactions.

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- Teacher Education Accreditation Council (TEAC): <http://www.teac.org/>

PRESENT SCENARIO OF ACADEMIC AUDIT IN TEACHER EDUCATION INSTITUTIONS IN INDIA**Dr. Raj Kumar Dhiman**

Principal, Raj Rajeshwari College of Education, Vill. Chorab(Mansui), PO Bhota, Hamirpur (H.P.)

E-mail: jurad13@gmail.com & Mob. No. 09805239043**ABSTRACT**

The paper has been designed with the motive to discuss the concept of Academic Audit in Higher Education Institutions (HEI'S) in general and Teacher Education Institutions (TEI'S) in particular with its role to Assess, Enhance & Sustain the quality of education being provided to the learners. Further, the quality of education and its relationship with academic audit has been given a serious thought. Furthermore, paper includes a list of Agencies like NAAC, NCTE, and NUEPA etc. responsible for carrying out Academic Audit (AA) in India. At last, emphases were also laid on the available statistics to know about the present status of Academic Audit (AA) in HEI's & TEI's in Indian situation. Thus, an attempt has been made to discuss the present scenario of Teacher Education Institutions (TEI'S) in India to give an impetus towards quality enhancement (QE) and its sustenance.

KEY WORDS: Academic Audit, HEI'S, TEI'S, Quality, Status, Enhancement, Sustenance, Agency, NAAC, NCTE, NUEPA.....

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 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.

CONCEPT OF ACADEMIC AUDIT

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. 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. 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.

In order to carry out Academic Audit of Higher Education Institutions (HEI'S) including Teacher Education Institutions (TEI'S) in India, the National Assessment and Accreditation Council (NAAC) has evolved certain benchmarks for ascertaining and ensuring the quality of education at different levels. Internal Quality Assurance Cells (IQACs) are established in almost all Higher Educational Institutions (HEI) to identify the benchmarks required for achieving the quality. The 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 purpose of the Academic Audit is to evaluate the performance of the university departments/institution, schools and the centers and appreciate their achievements and give suggestions for further improvement of the quality of teaching, research, curricular and extra-curricular activities. After visiting the departments, schools and centers, and interacting with the HODs/Directors/Coordinators, teaching and non-teaching faculties, students, alumni and parents and validating the data the committee gives valuable suggestions on the following points:

- ▶ Availability of teaching faculty.
- ▶ Infrastructural facilities available for carrying out academic activities.
- ▶ Efforts taken for curricular development.
- ▶ Teacher quality.
- ▶ Teaching methods adopted and use of ICT in teaching & learning process.
- ▶ Feedback mechanism used for assessing the performance of teachers by students and for curricular development.
- ▶ Faculty development programmes implemented by the department/institution.
- ▶ Strengths, Weaknesses, Opportunities and Challenges of the department/institution.
- ▶ Research facilities and research output in the form of publications and patents.
- ▶ Computer, internet and library facilities available.
- ▶ Mentoring system, introduction of Remedial classes, Bridge courses, guidance for NET/SET and competitive examinations.
- ▶ Skill development and personality development programmes.
- ▶ Generation of funds and optimum utilization.
- ▶ Evaluation methods adopted for internal and external examinations.
- ▶ Future plans of the department/institution.

ACADEMIC AUDIT AGENCIES IN INDIA

Accreditation for higher learning is overseen by following autonomous institutions established by the University Grants Commission:

- ▶ All India Council for Technical Education (AICTE)
- ▶ Distance Education Council (DEC)
- ▶ Indian Council of Agricultural Research (ICAR)
- ▶ Bar Council of India (BCI)
- ▶ National Assessment and Accreditation Council (NAAC)
- ▶ National Council for Teacher Education (NCTE)
- ▶ Rehabilitation Council of India (RCI)
- ▶ Medical Council of India (MCI)
- ▶ Pharmacy Council of India (PCI)
- ▶ Indian Nursing Council (INC)
- ▶ Dental Council of India (DCI)
- ▶ Central Council of Homeopathy (CCH)
- ▶ Central Council of Indian Medicine (CCIM)
- ▶ Veterinary Council of India (VCI)

PRESENT STATUS OF ACADEMIC 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.

No doubt, the quality of education being provided by any institution of higher learning which varies from technical education to social sciences and teacher education has regulating checks by the regulating bodies like, AICTE, MCI, NCTE etc. as per requirement of the course in terms of infrastructure and faculty at the initial stage but it is the affiliating body like Universities upon which the sole responsibility rests to ensure the quality of education in its affiliated institutions.

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 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**.

In order to fulfill the provisions laid down in NCTE Act-12(k) pertaining to quality assurance of recognized teacher education institutions, the NAAC and NCTE have entered into MoU for executing the process of assessment & accreditation which might be helpful in putting up quality in teacher education in near future if done judiciously and seriously for quality enhancement, its sustenance and assurance.

Till date **175** Universities and **3,692** Colleges has been accredited by NAAC out of **757** Universities and **38, 056** Colleges. Talking of Teacher Education Institutions (TEI'S) out of about **27,000** TEI'S both in Govt. & Pvt. Sector only around **1000** TEI'S has been accredited by NAAC till date which are very less in number.

CONCLUSION

The entire activities of self-evaluation, peer review, assessment and accreditation have to be seen as ingredients of a development-oriented process for the teacher education institutions. It has to be viewed as a participatory process. The philosophy underlying the whole process is ameliorative and enabling rather than punitive or judgemental, so that all constituencies of the teacher education institutions are empowered to maximize their resources, opportunities and capabilities. The accreditation process helps the institution to know its strengths, weaknesses and opportunities through an informed review; it identifies internal areas of planning and resource allocation; it enhances collegiality on the campus. The outcome of the accreditation process provides the funding agencies with objective and systematic database for performance funding. Accreditation process initiates institution into innovative and modern methods of pedagogy. It gives the institution a new sense of direction and identity. It provides the society with reliable information on the quality of education offered by the institution. As a result of the accreditation process the employers have access to information on standards in recruitment. It also promotes intra-institutional and inter-institutional interactions.

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ACADEMIC AND ADMINISTRATIVE AUDIT**Supriya Arora (Regd No:-11512571)**

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ABSTRACT

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, administration, and curricular and extra-curricular activities. Academic and Administrative Audit is to develop a system for conscious, consistent and catalytic improvement in the overall performance of institutions. For this, during the post-accreditation period, it will channelize all efforts and measures of the institution towards promoting its holistic academic excellence.

KEY WORDS : Academic, Administrative, Audit, Research, Teaching.....

INTRODUCTION

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. 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.

PURPOSE OF THE ACADEMIC AND ADMINISTRATIVE AUDIT

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, administration, and curricular and extra-curricular activities. The after visiting the departments, schools and 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.

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 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.

GUIDELINES TO THE PEER TEAM FOR AAA

AAA PEER TEAM VISIT AAA is about facilitation of excellence in higher educational institutions in the state by the stake holders of higher education primarily by teachers, management and community. Guided by the philosophy of mutual trust, the Peer Team has to carry out an AAA of Higher Education Institutions objectively with greater focus on issues related to the outcome. The KCG has evolved the following guidelines for the Peer Team Members (PTM) to realize these objectives.

AAA STAGES STAGE – I : IN THE PRE VISIT STAGE THE PEER TEAM SHOULD

- ▶ Understand the institution and its context of operation
- ▶ Prepare the list of institutional documents to be reviewed, and the points for interaction with the various stakeholders.
- ▶ Prepare a draft report based on the AAA submitted (both the quantitative and evaluative report), and collate it according to the KCG format, keeping in mind the Criteria, Key Aspects and the Assessment-Indicator-guidelines.
- ▶ Complete all pre-visit preparation online if possible. Communicate travel plans to the institution well in advance and also send a copy of the travel plans to KCG office.

STAGE - II: DURING THE VISIT

For the purposeful AAA visit, it is imperative for the AAA team to be professional in their approach and courteous to the members of host institutions. The chairperson should ensure smooth conduct of AAA process and adequate interaction among AAA PTM while preparing first draft of AAA report. The team should conduct the visit and on the basis of evidences prepare the report. The thrust of visit should be outcome oriented and suggest what may be done, not be concerned with “what is” (in terms of weaknesses) but what ought to be done and how. The visit schedule is to be prepared by the AAA PTM in consultation with the host institution. PTM should avoid any last minute changes in the visit schedule. During the visit AAA PTM should meet various constituents of the host institutions viz., students, teachers, administrative staff/non-teaching staff, management, alumni association, parent association, MOU partners, employers etc.

STAGE - II: DURING THE VISIT

For the purposeful AAA visit, it is imperative for the AAA team to be professional in their approach and courteous to the members of host institutions. The chairperson should ensure smooth conduct of AAA process and adequate interaction among AAA PTM while preparing first draft of AAA report. The team should conduct the visit and on the basis of evidences prepare the report. The thrust of visit should be outcome oriented and suggest what may be done, not be concerned with “what is” (in terms of weaknesses) but what ought to be done and how. The visit schedule is to be prepared by the AAA PTM in consultation with the host institution. PTM should avoid any last minute changes in the visit schedule. During the visit AAA PTM should meet various constituents of the host institutions viz., students, teachers, administrative staff/non-teaching staff, management, alumni association, parent association, MOU partners, employers etc.

In the process of AAA, focus should be on the validation of the information provided in AAA on the basis of documents and evidences. AAA PT, however, has to go beyond validation and find out what was done by the institution to overcome weaknesses and challenges. The PTM may, in a cordial manner, ask questions for the reasons behind measures not undertaken and specify in the form of recommendations as what needs to be done on long and short term basis to the institution. This approach should be applicable in all major areas of operation of the institution including cells and associations. The Chairperson must ensure the validation of factual data/information provided in AAA and ensure that the report is prepared valuing the inputs from all the members.

REPORT PREPARATION

Peer team would prepare as per the prescribed format. The report should be prepared accurately considering various criteria for AAA. As per the guidelines of KCG, the PTR is to be shared with the VC/Principal of the institution. The VC/Principal of the University/ College may suggest any factual corrections, which may be incorporated by the Chairperson of the Peer Team in consultation with other PTM. The Chairperson should sign the PTR (on every page). The members of the team should sign on the last page of the report. After going through the report, if the Head of the Institution agrees with the report, he/she has to sign the report and affix the official institutional seal and date. The Chairperson should also attach the actual schedule of the visit, certified by the Head of the Institution, as an annexure to the PTR. A Declaration for having followed the Code of Conduct and Maintenance of Ethical

Standards as set by KCG jointly signed by the PTM and the Head of the Institution should be submitted along with the PTR.

CODE OF CONDUCT AND ETHICAL STANDARDS

In keeping with the traditions of the AAA Process of KCG, and to maintain professionalism, strictly avoid accepting gifts in any form, from the Head / Management /any other representative of the institution. The peer team members are also requested not to take any of their family members. KCG stipulates that no peer team member should accept consultancy services and/or apply for a job at the institution within six month of the visit. Once the visit is over, peer team members are requested not to encourage subsequent contacts with the institution and also not to divulge the proceedings of the 'On-site visit', the PTR and the grades awarded to the institution. The KCG will process and communicate the results to the institution.

GUIDELINES TO THE INSTITUTIONS FOR AAA

Academic and Administrative Audit (AAA) by KCG is to facilitate quality improvement through partnership. Therefore, the smooth conduct of a Peer Team Visit requires close coordination between the KCG, the Peer Team and the Assessed Institution. **I. Coordination of the Visit:** The Assessment visit will be coordinated by the Chairperson of the peer team or the KCG Officer or by any one member of the Peer Team, designated as the 'Member Coordinator', supported by the concerned KCG Coordinator, operating from the Headquarters.

II. BEFORE THE VISIT

1. The institution should nominate a person, preferably the Principal or Coordinator of the Steering Committee, which prepared the institutional AAA Report (AAAR), as a representative of the institution, to interact with the KCG Officer and the Peer Team members. The person so nominated should have:
 - ▶ Sufficient knowledge of the institution
 - ▶ Access to institutional data
 - ▶ Good will on the campus
 - ▶ Adequate knowledge of the KCG Academic and Administrative Audit process

The nominated person should be in touch with KCG, the Peer Team Members (on receipt of information from KCG) and make necessary arrangements in advance, for accommodation, local travel and logistics of the visit. The addresses, phone/fax numbers, at the place of stay of the Peer Team may be intimated to the designated KCG Officer, Member Coordinator and the Peer Team Members in advance.

 - ▶ The place of stay may be selected with the following criteria in mind:
 - ▶ Proximity to the Institution.
 - ▶ Hygienic accommodation with necessary basic amenities.
 - ▶ Economical to the extent possible.
 (Expensive accommodation in star hotels should be avoided)
3. Make arrangements to provide a room at the institution, with a computer, printer, necessary stationery, two high density re-writable CDs and an assistant for support. As the team discussions are sometimes scheduled for late evenings, secretarial assistance may be required till late hours, as per the requirement of the peer team. One set of the institutional AAA Report (AAAR) may be made available to the Peer Team during its discussion sessions at the place of stay, for reference.
4. Generally, a tentative visit schedule will be suggested to the institution by KCG in advance avoiding disruption of classroom activities so that most of the members of the faculty would be available for interactions with the peer team. The sequence of visits to the departments and to the other facilities like Library, Gymkhana, Auditorium etc., may be planned well, to minimize the time for the visits.
5. Place all the relevant documents in the Peer Team meeting room and provide a list of the same. The Preparation of documents for peer team perusal is a part of the institutional preparation and the peer team may validate the AAAR by verifying the documents.

CONCLUSION

The findings from this institutional effectiveness audit appear that the university had implemented an annual program review process that informed resource allocation to some extent and featured a pervasive acknowledgement of the importance of

assessment. Nevertheless, the usefulness of the assessment activities conducted or data collected were limited by a general absence of outcomes, trend data and comparative data, and strong linkages to the budgeting process.

Indeed in interviews, Vice Chancellors observed that they used these reports to summarize budget requests for their division, but then the process of sorting through these priorities was left to the collective expertise of the members of the resource allocation committees. During these discussions, Vice Chancellors – who saw themselves as champions of their areas – felt they were reasonably well-equipped to argue for priorities within their areas, but most acknowledged that on the whole, the budgeting process was not demonstrably tied to assessment practices or specific unit-level goals. One senior administrator even remarked that funding priorities at times were determined by “whoever yells the loudest.”

Further, the level of feedback provided back to managers was uneven. In some Divisions, Vice Chancellors had all directors and managers review all reports. In others, feedback was provided only by the Vice Chancellor, and often only in cursory form. In other instances, the reports were not discussed at all. In essence, these annual reports as a management control system provided some information to higher levels of the organization, although the value of this information was limited in many cases. Further, in many cases little information was provided back down to the manager and unit that prepared the report.

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ACADEMIC AND ADMINISTRATIVE AUDIT IN COLLEGES & UNIVERSITIES: MEANING, NECESSITY AND IMPORTANCE

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ABSTRACT

Every country is becoming a global hub for providing quality education with globally acceptable standard curriculum, generating more human resources with intellectual inputs, converting intellectual activity into intellectual capital and hence intellectual property. Promotion of quality would be through greater focus on performance, curricular reforms, better human resource management, schemes to promote high quality research, and [a] technology-assisted monitoring mechanism. Educational institutions [in India] are expected to go through stringent quality assessment procedure by establishing Internal Quality Assurance Cell and conducting external quality assurance check by Academic and Administrative Audit Committee (AAAC) and also [a] series of accreditation by National Assessment and Accreditation Council (NAAC) based on a set of predetermined academic and administrative criteria.

Educational institutions should collect necessary primary data and information from all academic, administrative and infrastructural facilities and arrange to be assessed by an out-sourcing agent to ensure quality education objectively. The AAAC with external members should address the feedback of the stakeholders - students, teachers, administrators, alumnae, parents, would-be employers, funding agencies, societies, etc. - on the action taken report of the seven assessment criteria of NAAC. The AAAC should carry out SWOT (strengths, weaknesses, opportunities and threats) analysis on academic and administrative activities of the institution to find out the progression towards achieving academic and administrative excellence in providing quality education and becoming a world-class institution.

KEY WORDS: University; Institution; Institutional Characteristic; Quality Assurance

INTRODUCTION

An increasingly prevalent trend in the higher education scenario in India in recent years is the willingness and drive by institutions and universities to introduce systems and practices in their work environment and establish high standards and benchmarks to guide their performance in keeping with the institution's vision and mission. More and more colleges and universities in the country volunteer to subject their activities and performances to be critically reviewed and audited by national and international agencies. The contributions by national bodies such as the National Assessment and Accreditation Council (NAAC) in the educational sector, NABH in healthcare practices and NABL in laboratory practices have sensitized an increasing number of forward-looking establishments in the country to participate, learn and benefit from the expertise and readiness of these agencies to foster such participatory learning. Creation of internal quality assurance mechanisms that help to inculcate the gains made from such efforts in the day-to-day work ethics and organizational culture of the institution is an indispensable requirement in any quality assurance scheme.

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 acceptable system of education. Everywhere the idea of increasing Gross Enrollment 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 stringent 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 Re-accreditation 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.

ACADEMIC AND ADMINISTRATIVE AUDIT IN COLLEGES AND UNIVERSITIES

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 University/College 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 University has decided to carry out the stringent quality assessment with the help of an external peer review committee

VISION OF ACADEMIC AND ADMINISTRATIVE AUDIT (AAA)

To facilitate excellence in higher educational institutions in the State for students by the stakeholders of higher education, primarily by teachers.

OBJECTIVES OF ACADEMIC AND ADMINISTRATIVE AUDIT (AAA)

The objective of AAA 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 Research.

The following are the major objectives of AAA:

- ▶ 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.
- ▶ To ascertain whether the Departments/ centers are functioning efficiently and effectively with proven records of capacity building, research projects and publications and extension over a period of time or not.
- ▶ 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.
- ▶ To evaluate the optimum utilization of financial and other resources, issues concerning with leadership and organization, functional autonomy and financial management.
- ▶ To suggest the methods of improvement for maintaining quality in higher education.
- ▶ To facilitate awareness among Colleges and Universities about processes and systems that can ensure quality enhancement and realization of goals set in higher education.
- ▶ To move in the direction of an accreditation and audit system that enables mentoring more than monitoring.
- ▶ To review the implementation of Government schemes in all colleges and Universities.
- ▶ To evaluate the performance of the institution and to identify the issues those are to be attended to in order to improve the quality of Teaching and Research.

RATIONALE/JUSTIFICATION

Like all other institutions, higher educational institutions undergo financial audit. Keeping the inadequacy of financial audit in view, the UGC recommended AAA in the 9th plan because higher education in more than mere audit of financial audit as it involves administrative academic and social aspects as well of teaching, research & extension.

Moreover, during the last 5 years UGC has been advocating implementation of academic and administration reforms in consonance with changes at the international level. In order to introduce academic reforms, review their progress and support reforms in different higher education institutions, it is necessary to implement AAA.

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PROCEDURE TO CONDUCT ACADEMIC AUDIT OF TEACHER EDUCATION INSTITUTIONS**Asha Devi**

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E-mail : ashadaljit@gmail.com & Mob. No. 9816736631**ABSTRACT**

Education is the process of imparting/acquiring skills value system to be able to provide solutions to present and future challenge for the purpose of living a happy life .Academic Audit is an Educational term for the completion of a course of study for which no assessment of the performances of the student is made nor grade awarded .Academic Audit is an internal quality assurance for monitoring and improving the quality of their Education provision .The purpose of Academic Audit is to encouraged departments or programs to evaluate their “ Education Quality Processes” A key faculty activities required to produces assure and regularly improve the quality of teaching learning. The Academic Audit openly advocates the various Principles .It is peer review processes which include a self-reflection and self improvement rather than compliances with predetermined standards. Hence this paper has been designed to explain the concept of Academic Audit, Purpose, Procedure and Principles of Academic Audit of Teacher Education Institutions.

KEY WORDS :- Academic Audit, purposes /Rationale ,Elements/ principles.....

INTRODUCTION

Environmental pressures on Education Institutions for accountability to demonstrate efficient use of resources and to improve Educational effectiveness have generated significant focus on assessment of the academic enterprise, with a well - placed emphasis on student learning outcomes. Education is the process of imparting/ acquiring skills value system to be able to provide solutions to present and future challenges for the purpose of living or happy life. Academic Audit are an internal quality assurance for monitoring and improving this quality of their Education provision. Quality is not an act. It is a habit (Aristotle). Quality is never an accident. It is always the result of intelligent effort. (John Ruskin) 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 stake holders and pear reviewers all focused on a common goal: to improve quality processes is teaching and learning. 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 students has experienced the Course, but he has not been assessed. In academia, an audit is an educational term for the completion of the course of study for which no assessment of the performances of the student is made no grade awarded. Some institution 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.

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 institutions. 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 Process”- 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. The audit program focuses on two key themes enhancing the student learning experiences and global engagements. The audit will provide an opportunity for institution to reflect on their current policy and strategies in these areas and consider plan for future activity. Academic audit provide an opportunity for a regular strategic overview of a colleges teaching-learning process one of the tools available to measure the adequacy of the academic input is” Academic Audit”.

PURPOSE OF ACADEMIC AUDIT

Academic audit is an activity to ascertain the degree of teaching learning process occurring at institution level, which is carried out based on 10 point scale pertaining to teaching dimensions like Subject, Knowledge, Planning and Delivery, Class control, Communication Accountability and Concerned for students. Academic audit is an integral part of the dynamic of Higher Education and its regulations in many countries that aspire to achieve excellence and international standing. It is an integral quality assurance defined by the policy and practices of an Educational institution in monitoring and improving the quality of their

education provision. It is a process based on questions Frame Work why, what, how, and does the academic group fulfill its desired outcomes. The audit process focuses on the procedures and conditions that ensure appropriate levels of quality that are effective in meeting their intended purposes. Fundamental purpose of the quality assurance process is to provide the stakeholders with information about the education, its effectiveness and in the process determine information on how to improve or increase that effectiveness. This involves a mixture of internal and external regulation. The external elements the quality assurance process ensure that education provision meet a certain minimum standard. Overall, an academic audit and its processes form an important linchpin in the overall institution quality assurance processes. Its processes and procedure inform the extent to which objectives meet the intended overall strategic vision and mission of the institution. This in turn provides accountability and theoretical explanation to stakeholders on the academic standard in the higher Education. Academic audit serve critical quality-related purpose as follows:

1. Ensuring and increasing quality of both processes and outcomes.
2. Recognizing strengths, Achievements and Progress.
3. Highlighting commendable and exemplary features.
4. Identifying concerns and area requiring improvement or change.
5. Recommending specific changes to be made directions to be followed, and strategies to be adopted.
6. Identifies teaching event which occur poorly.
7. Positive and negative observation of each faculty will be identified.

In essence an Academic group Academic Audit Evaluate the Academic group key activities required to produce, Assure, and regularly improve the quality of teaching and learning at the AG level, and by extension, the quality of graduates the academic group helps to produce. It relies on the principle that educators want to provide quality education to students, and they will do so when supported by good processes. In other words, good education – quality processes systematize an AG's approach to quality that is constantly being improved, instead of leaving it to unmonitored individual academics as autonomous agents who are accountable only to themselves.

ELEMENTS OF THE ACADEMIC AUDIT

Based upon the approach laid out in education quality improvement, the element of academic audit is the self study, and peer review.

SELF STUDY

Self study phase of the academic audit the faculty look at the key activities in place that regularly improve the quality of teaching and learning. Academic Audit model also involves a review by peers called the Academic auditor team. This team review a programmes self study report, conduct a site visit and write its own report that includes commendations, affirmations and recommendations.

Self study consist of five focal area in the Educational Process such as:

1. Determine Learning Objective.
2. Designing Curriculum and Co- Curriculum.
3. Designing teaching and learning methods.
4. Developing Student Learning Assessment.
5. Assuring Implementation of Quality Education.

THE PEER REVIEW

1. Auditors are volunteers (primarily faculty) who receive training on education quality processes and audit methodology.
2. Audit teams (3-5 members) will most likely come from other TBR institutions but many come from other TBR institutions.
3. Because the auditors will be focusing on quality processes, they do not need to come from the academic discipline of the department being audited.
4. Audit visits are typically one day per department.
5. Auditors meet with department leadership, faculty, and students and other stake holder
6. Auditors ask questions similar to the self-study questions cited above.

7. Auditors write a report:
 - Highlighting examples of exemplary practice,
 - Noting areas for improvement,
 - Evaluating a department's approach to educational quality practices, and

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 principles as foundations of good educational practice.)

1. DEFINE QUALITY IN TERMS OF OUTCOMES

Learning outcomes should pertain to what is or will become important for the department's students. Student's Learning, does 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 DECISION 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.

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.

PROCEDURE FOR ACADEMIC AUDIT

- ▶ Dean of academics in consultation with director, finalize the approved auditors lists and decides the academic audit date.
- ▶ Academic co-coordinator in consultation with dean of academics device the methodology to carry out the academic audit.
- ▶ A meeting will be conducted with auditors under the presence of dean of academic and the guidelines for carrying the audit and past experience of auditors are discussed.
- ▶ Academic co-coordinator after receiving the report prepares the brief report which comprise following points:
 1. Average teaching index of the Institute.
 2. Average teaching Index of each Teaching Dimensions.
 3. Percentage of faculty distribution in the various ranges of teaching index.
 4. Percentage of Faculty above average teaching index.
 5. Department wise number of faculty distribution in the various ranges of teaching index.
 6. Department wise number of faculty lying between 0-50% in teaching dimensions.
 7. Academic coordinator after seeking approval of the academic audit report from Dean of academics and Director, the reports are sent to H.O.D. and finally to each faculty through department.
 8. Dean of academics, Director, carry out counseling for the faculty whose teaching index is poor.

Its processes and procedure inform the extent to which objective meet the intended overall strategic vision and the mission of the institution. This in term provide accountability and theoretical explanation to stakeholders on the academic standard in the education. Academic audit serve critical quality- related purpose as follow:

CONCLUSION

The process by which an institution ensures that its academic programs meet expected academic standard and those students will be provided with appropriate learning opportunity. The policy and procedure adopted by the institutions to bring about systematic improvement in the quality of learning experience of students and to enrich the course curricula. At last we can say one of the tools available to measure the adequacy of the academic input is Academic Audit.

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TEACHER EDUCATION IN INDIA : ANALYSIS OF PRESENT SCENARIO**Dr. Vivek Nath Tripathi & Sita Devi**

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E-mail: sitamittal88@gmail.com & Mob. No. 9418978336**ABSTRACT**

In this article, I have tried to explore the present scenario of teacher education in India and to express the loopholes in the quality of teacher education institutions and their products which are developed in the form of trained teachers in the purview of present teacher education system in our country. The things which are actually taking place in the present educational scenario across the country have been tried to be conversed through this article to some extent. Practically majority of institutions do not follow the guidelines of the statutory bodies and these statutory bodies also fail to a noticeable extent in delivering their duties to the maximum authority provided to them. But one can rightly conclude that not the bodies but the members of these bodies are responsible for degrading the teachers education institutions. The statutory bodies in the field of higher education such as NCTE, AICTE, MCI, ICDE and many others are failing tremendously in performing their tasks. Through my own experience I can admit that the field of teacher education is more corrupt than any other. There is no liability, accountability and commitment towards the profession and work and most of the institutions even do not have a proper work culture in academic perspectives. This have to be removed from the education system and this to be checked at all cost to nurturing and maintaining the quality in teacher education.

"A quality-oriented education system is a force multiplier that shall transform the country into one of the leading nations in the world. The principles of good education are clear and timeless. The demographic dividends of the country's youth can only be reaped (through) educational institutions that are committed to delivering appropriate learning environment," the President said. PTI"

KEY WORDS : NCTE, AICTE, Accountability.....

INTRODUCTION

The progress of a country depends on the quality of education, which ultimately depends upon the quality of its teachers. As a catalytic agent of change, the teacher is expected to play an important role of a conservator ensuring the continuity and a social transformer, bringing about changes towards individual and national progress. Teacher education is the brain of all educational disciplines as it delivers education to train the prospective teachers. Today's globalized world needs more teachers, better teachers and more committed teachers. India has one of the largest systems of teacher education in the world. Besides the university departments of education and their affiliated colleges, government colleges and government aided institutions, private and self finance colleges and open universities are also engaged in teacher education. Teacher education programmes in certain parts of the country continue to prescribe tradition approach of psychological, philosophical and sociological basis of education instead of focusing on the approach of how the knowledge of these disciplines can be related to understanding the ways of students learn. One must keep in mind that the world of learning is changing and teacher education is also witnessing the change. The global trend of privatization, liberalization and digitalization and upsurge of knowledge economy impinge on the educational institutions to provide competent, skilled, creative and sincere citizens. It ultimately emphasizes the teacher education and its pedagogy to produce such teachers who can lead the students to face the challenges of the today's competitive world. But the reality behind the scene is not hidden from the authorities and even the general public. Leaving some dignified institutions on the complete platform of Indian teacher education institutions, most of them fail to fulfill the proper criteria of the guidelines issued by the monitoring authority. They provide fake informations to the statutory body NCTE. The members who are honoured with the liability and duty of inspection of the B.Ed colleges are also flowing in the smooth flow of corruption. They easily get involved in the channel of mobilizing the fake information to the higher authorities. The institutions lack proper infrastructure and even proper faculties with proper qualification. It's a matter of deep thought and reflection that what kind of teachers can we expect from such institutions? And how can we assume a strong foundation of the country which rests on the shoulders of children who are the future of any nation. These future citizens need to be moulded with utmost care and love. Quality of teachers that serve the

educational system is an index of development and progress of any country. Teachers are the instruments of change and have great a responsibility in success of any educational system. But the quality of teachers produced by these institutions seem to be questionable at some point. In the present educational scenario the quality of teachers manufactured by these institutions can be easily assessed through a very simple and visible example of CTET. The CTET was introduced in 2011 by the HRD ministry to improve the quality of teaching in schools after the enactment of the Right To Education act. CTET certification has been mandatory to become a teacher for the classes I to VIII in any central government school, while CBSE affiliated schools can either recruit teachers based on CTET or the respective test conducted by states. In a reflection of the quality of teachers passing out of the teacher training institutes, less than one percent of the candidates could manage to clear the CTET held in the year 2012. According to sources, the results of the examination held in November last year were worse than that of the previous test when the pass percentage stood at about seven per cent. The results of the test held in November and conducted by CBSE, was declared on December 27, 2012. About 7.95 lakh candidates sat for the test, of whom less than one per cent cleared it. Those who managed to pass could barely score the passing marks. In paper one, 2,71,348 appeared, of whom only 2481 passed while in paper two, 5,24,430 appeared for the exam and only 2368 of them could make it, sources said. They said knowledge of English, Mathematics and Environmental Science was found lacking. The results, sources said, reflects that much more needs to be done to improve the standard of teacher training institutes in the country to meet the growing requirement of teachers in the coming years. Several states are already confronted with a daunting task of meeting infrastructure and teaching requirements as per RTE standards. Now this was the case with central eligibility test but when we come to analyze the results of state teacher eligibility tests of different states the conclusion is no different from CTET. The ratio of the Punjab State Teacher Eligibility Test passed candidates was so low, which were approximately 3% and 2% in year 2011 and 2013 respectively. The results of UP TET or HP TET is no different from that of Punjab. All these provokes a single and the giant question i.e. why do we lack quality teacher education? Education's quality is on great drop. Yes! , about 99.55% of candidates did not even pass the CTET examination which was taken to become a teacher. And those who have passed the examination have just secured the passing marks. What is to happen if India's education has such less quality teachers. Will our students get quality education? The other characteristics of these teacher training institutes which reflect their quality work is the rate of their expansion which shows that most of the private teacher training institutes were started with the only sole motive of earning profit and not serving the society by providing quality training. These institutes are initially opened as B.Ed colleges and just within a short span of time, say three four years, they turn into a large group of institutions facilitating other professional, medical and technical courses. The institutes thus planted as the seed of B.Ed colleges just to reap the profit of fees and to expand their business. These institutes never function for public welfare. And the justification behind the opening of new teacher training colleges and the expansion of already existing is the logic of demand and supply. They justify that the increase number of students interested in becoming teacher compel these owners and the capitalistic businessmen and bless them with an opportunity to open or expand the institutions. And in doing so they keep the criteria and most of the norms on the edge. They just fulfill the minimum requirements of opening and running the colleges and in this also many keep all these norms only on the paper. Moving ahead in this concern, it can rightly be said the decreasing norms and standards of teacher education institutions, increasing demand of trained teachers, direct linkage of teacher education with school teaching jobs, identification of teacher education as low investment and high profit by private sector and the increased impact of privatization and liberalization have altogether played a very significant role in degrading the quality of teacher education. Privatization in teacher education has its direct linkage with supply and demand in school education as well as teacher education institutions (NCTE, 2009 – 2010). The following table shows the intake capacity in different courses as per the MHRD guidelines, 2012 –

Table- 1
intake in different Courses as per MHRD Guidelines,2012

S. N	Course	Number of Government Institutions	Annual Admissions	Number of Private Institutions	Annual Admissions	Total Admissions
1.	D.Ed	757	49089	4831	298278	347367
2.	B.Ed	224	20031	5730	609486	629517
3.	M.Ed	102	3672	790	25285	28957
4.	B.P.E.D	19	1284	538	28150	29434
5.	Other	76	16760	800	51422	68182
6.	Total	1178	90836	12686	1012621	1103457

SOURCE: DEPARTMENT OF SCHOOL EDUCATION AND LITERACY ,MINISTRY OF HUMAN RESOURCE DEVELOPMENT ,GOVT. OF INDIA, 2012

Further the reports of Sudeep Banarjee Committee and Justice Verma Commission clearly specify that the degrading quality of teacher education is due to the extreme mushrooming privatization leading to commercialization in this sector. Unjustified expansion of teacher education institutions can also be concluded through the accelerated quantitative growth in last one decade which results in 600% increase in number of teacher education institutions from 2002-03 to 2010-11. The number of institutions of teacher education has grown from 1050 in 2000-01 to 8000 (approx) in 2010-11 with the increasing share of private institutions up to 92% or even more during 2011-12. The share of private teacher education institutions were somewhere around 40 to 45% during 2000-01 which has reached more than 90% in just less than 10 years. Whereas on the other hand, the overall higher education institutions has grown from nearly 5000 during 2000-01 to nearly 21000 during 2010-11. Such a huge growth also shows a 400% increase in higher education sectors with around 80% share from private sector. (P. Bhanu 2015) The following table shows the number of teacher training institutions existing all over the country. It can be easily marked out that the size and the population of a state plays no significant role in establishments of these institutions. For example states like Uttar Pradesh, Himachal Pradesh, Punjab, Haryana, Rajasthan have a similar number of institutions irrespective of the difference in their area and population.

Table 1.1
Teacher Education Institutions' In India

S.No	State	Number of institutions	Programmes			
			B. Ed	M. Ed	Diploma	B.PED
1	Andaman Nicobar and Islands					
2	Andhra Pradesh	1237				
3	Arunachal Pradesh	17	17		02	
4	Assam		61	04	27	02
5	Bihar		225		79	

6	Chandigarh	10				
7	Chattisgarh		127		41	05
8	Daman Diu	02				03
9	Dadra Nagar Haveli		01			03
10	Delhi	215				
11	Goa		03	02		
12	Gujarat		219	48		384(ptc)
13	Haryana	501				
14	Himachal Pradesh	501	72			
15	Jharkhand		97	05	33	03
16	Jammu Kashmir					
17	Kerala	523				
18	Karnataka	1862				
19	Lakshwadeep					
20	Meghalaya		06	01	11	
21	Manipur		11	02	08	01
22	Maharashtra		541	128	1122	106/30
23	Madhya Pradesh		539	68	595	47/11
24	Mizoram		02	01	04	
25	Nagaland		08	01	04	
26	Odihsa		21	07	68	6/14
27	Puducherry	111				
28	Punjab	501				
29	Rajasthan	501				
30	Sikkim		03	01	04	
31	Tripura		07	01	04	
32	Tamil Nadu	2239				
33	Uttar Pradesh	501				
34	Uttarakhand	202				
35	West Bengal		287	11	327	07

Source www.ncte.org

ELEMENTS OF TEACHER EDUCATION

There are various elements in the purview of teacher education. It comprises many components right from the process of admission till the declaration of the result of the students. The process of admission in teachers training institutions is based on the criteria of entrance examination which is mandatory for all the universities whether state or central, as it is the judgment based on the decision of the honourable Supreme Court and recommendations of Justice Verma committee. But the reality is far more different from this criteria. As majority of state have diluted the decision of the honourable supreme court. Most of the state at the last moment of the centralized admission process declare an entrance free admission for all the students and this is done just to fill the vacant seats of so called of the self finance colleges affiliated with the universities. And for this gratefulness, the college managements gratify the universities authorities in monetary terms.

The second component in the teachers training programme is the required percentage of attendance, which according to the NCTE guideline is 75 % and mandatory for every student but practically the truth is that majority of students are registered as non attending candidates in self finance colleges. For enjoying this privilege they easily pay heavy amount which is termed as transportation charges or convenience fees.

Now the third component is the internal assessment of the students in which almost all the students whether regular or non attending (private self financing colleges) secure 90% to even 100 % marks but when the theoretical aspects of these students are evaluated , they only succeed to secured 40 % to 60 % marks. This clearly depicts the existing disparity between the marks obtain by the same student in the internal and the external assessment.

Further moving towards the other aspects of the components of teachers education, when we pay attention to micro teaching , practice teaching , laboratory experiments and language lab we can easily draw the conclusion that most of the institutions do not even match the norms and standards established by the governing body. The non attending students never participate in micro as well as practice teaching. In many colleges they do not possess proper laboratory neither they conduct any assignments regarding the language lab. One can understand the significance of these practical activities in the professional course of B.Ed. It's hard to imagine the teacher training programme without completing the practice teaching and micro teaching. But yes, this is the truth that most of the students are easily allowed to skip these important stages of the teacher training programme.

The other issue related with the teacher training institutions is the pay condition of the teachers engaged in this field. No one can deny the truth about the payment given by majority of self finance colleges to their staffs. They never pay as per the norms of UGC. The amount paid to the teachers in just few cases exceeds from Rs.10000. Otherwise most of them fall under the slab of 5000 to 10000. The other issue regarding this crucial matter is the implementation of the NCTE regulation 2014 after which there almost a kind of crisis in the admission under the teacher training programs. In the states such as Himachal Pradesh, Haryana, Uttar Pradesh and Punjab almost 50% seats are vacant in the teacher training institutions. Most of the states are facing this similar problem which is directly hampering the employment opportunities for the teachers. And those who are even employed are facing the problem of being jobless as most of them are conveyed the warning message of leaving the job either directly or indirectly. But here again, no one has the courage to raise voice against this exploitation because of the dearth of employment opportunities for the holders of Bachelors and Masters degree in Education.

The other issue in this purview is regarding the appointment of the faculty members in these institutions for the teacher training programs. We know that teacher is the last implementation master of any policy program and any issue concerned with the quality or excellence of higher education as well as every sphere of education depends on the competency of the teacher. But as far as the appointment of faculty is concerned in most of the teacher education institutions, the norms and standards of NCTE and UGC have been diluted and have been maintained only on papers. And yet nobody seems to be bothered about taking any action against this behaviour of these institutions. Can we imagine to expect good quality products from such institutes ?

Absolutely no. Something should be done immediately to stop all this undesired practices in the field of teacher education.

Last year our president as the chief guest was addressing the centenary celebration function of Wardha Shikshan Mandal founded by Mahatma Gandhi associates late Jamnalal Bajaj and Shri Krishnadas Jajoo. In his address he said “ The world is

on the move and India is also on the move. In this era of information and communication technology, teaching and learning processes are changing too.” He further added” endowed with good education and good values, the students and youth will contribute meaningfully in shaping their tomorrow.”

Can these words of our honourable president become true in this pathetic condition of our educational environment. Are we honestly contributing meaningfully in shaping the future of our youths and students. Society cannot rests its trust on these youngsters who are going to become educators in the near future. For these are the educators , the teachers who will further impart knowledge and will have the moral responsibilities of transferring the values and ethics to the next generation. We together need to think and reflect upon this critical issue and to find certain universal measures to tackle all the hindrances and obstacles in the path of quality teacher education, so that the pious role of a teacher in student's life can be truly preserved. The teacher make the students to understand the gifts given to them. The gift of working hard and following the heart. And this role of teacher should never be degraded at any cost. Lets think about it.

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ACADEMIC AND ADMINISTRATIVE AUDIT: A PARAMETER FOR QUALITY EDUCATION**Dr. Kuldeep Singh Chandel****Assistant Professor, Swami Vivekanand P.G. College of Education, Tarkwari, Tehsil: Bhoranj, District: Hamirpur (H.P.)-176045****E-mail : chandelks777@gmail.com & Mob. No. 09817080018****ABSTRACT**

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.

KEY WORDS: Academic and Administrative Audit (AAA), Parameter, Quality, Education, Benchmark.....

INTRODUCTION

Twenty first century has witnessed rapid changes in all walks of life. Considering these changes respective governments in the various countries have proposed various methods and measures to enhance the quality of education at higher (college / university) level. What so ever is the name, but these are all attempts in Academic and Administrative Audit. In India along with central government some states like Gujrat have not only volunteered but made Academic and Administrative Audit a mandatory measure for the institutions of Higher Education. Centre has assigned the responsibility to National Assessment and Accreditation Council (NAAC). Before discussing the academic and administrative audit, it is of utmost importance to know the meaning of quality & standard and the difference between two.

The concept of quality is not new: it has always been part of the academic tradition. It is the outside world that now emphasizes the need for attention to quality. It is the relationship between higher education and society which has changed. 'Quality' relates to process (e.g., the quality of the educational process experienced by students) 'Standards' intended or actual achievement or outcome 'linking quality and standards' contribution of educational process (quality) to attainment of a defined standard.

ACADEMIC AUDIT

Academic Audit is a mechanism to examine and enhance the quality of academic aspects of institutes of Higher Education. Defining Academic Audit B. L. Gupta states that, "it is a systematic 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 respect to quality assurance (P. 1)."

WHAT IS AN ADMINISTRATIVE AUDIT?

M. Rajendran defines Administrative Audit as "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" (P. 54).

A BRIEF HISTORY OF AAA

Academic and Administrative Audit is a standard strategy for quality enhancement of Institutes of Higher education. Respective state governments have introduced external quality audits in various countries as part of reforms in higher education. According to Shah and Nair, "in countries such as United Kingdom, various European countries, and in New Zealand, external quality audits have been in place since 1990s. In countries such as India, South Africa, Australia, some Middle Eastern countries, Hong Kong, Malaysia they have been in place since early 2000s (P. 20)".

AIMS AND OBJECTIVES OF AAA

The aims and objectives of AAA can be stated as follows:

1. The setting and maintenance of academic standards.
2. The quality of students' learning opportunities.

3. Developments in quality enhancement.
4. The need for greater integration between academic planning, research assessment and quality assurance.
5. The recognition and use of the outcomes from professional association activities.
6. The recognition of the importance of quality enhancement.

AAA: ITS NECESSITY

The Academic and Administrative Audit is needed for following:

1. To confirm that the arrangements for quality assurance are fit for purpose and conform to the institution's role and mission.
2. To provide assurance that the standards of higher education (at degree level and above) align with expectations.
3. To ensure that students have access to appropriate learning opportunities through taught provision, private study and supported learning.
4. To promote and enhance high quality teaching and learning.
5. To confirm that students are fully supported in their academic and personal development.
6. To advance the highest possible levels of student achievement.
7. To encourage strategic developments that enriches the curriculum and enhances students' opportunities for employment and career development.

NAAC AS A NATIONAL AGENCY FOR AAA

As per the guidelines of University Grants Commission, the apex body on Higher Education in the country the task of AAA is assigned to an independent institution established by Ministry of HRD in called as National Assessment and Accreditation Council (NAAC). UGC has made NAAC evaluation as mandatory for HEs in India. Though NAAC is located at Bangalore its reach is nationwide since it is the only authority responsible for assessment and accreditation of Higher Education Institutes (HEIs) in India. It has developed its own system of assessing the quality of education provided by the HEIs. It evaluates the performance of the institute that opts for evaluation on the basis of past and present contribution of the HEIs with a fixed scale common for all the HEIs in India. This scale consists of seven criteria as given below:

1. Curricular Aspects
2. Teaching-Learning and Evaluation
3. Research, Consultancy and Extension
4. Infrastructure and Learning Resources
5. Student Support and Progression
6. Governance and Leadership
7. Innovative Practices

AAA AND BENCHMARKING

Academic standards set by particular institution are called as the benchmarks of the institution about the quality it provides. In academic institutes they are always defined by student achievements. The main aspects of it are - the acquisition of knowledge, the development of capability and the exercise of intellectual skills by students. It is applicable to all disciplines and reflects the expectations established by institutions as well as the academic requirements and competencies associated with individual courses and programmes.

CONCLUSION

Academic and Administrative Audit gives a standard system based on parameters for Quality education. Quality enhancement is defined in terms of institutional policies, procedures and activities that are designed to promote the learning experience and learning outcomes of students and also contribute to the enrichment of the curriculum. The approach to enhancement will involve an institutional assessment of the strengths and weaknesses of current academic practice and the identification of potential areas for improvement. It may also reflect 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. 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 increasingly global community.

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QUALITY ASSURANCE AND WELL-BEING IN EDUCATIONAL INSTITUTIONS THROUGH FDPS**Prince Kumar Gupta**

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E-mail: princekumardz@gmail.com & Mob. No. 09721336720**ABSTRACT**

Tagore says that a lamp can never light another lamp unless it continues to burn its own flame. A teacher can never truly teach unless he is still learning himself. In this way, teacher plays an important and unremoval role in teaching-learning procedure. In 21st century, studying in a traditional way has become ineffective for students as well as teachers. The whole teaching-learning procedure becomes so boring and also does not follow the objective of well-being. Teachers should play multiple roles as guide, facilitator and helper in child-centric education for enhancing quality education. As highlighted under Status of Education in India (Sec-7), NUEPA that the task of quality improvement is to be pursued through qualitative improvement in the content and process of education, reorientation and strengthening of teachers, provision of appropriate infrastructural facilities, focusing on strengthening the institutional management process and establishing a reliable system of learner assessment. The faculty should be upgraded in his academic input with new and current information of relevant fields for solving the upcoming obstacles in getting the objectives of quality assurance and well-being. Faculty Development Programme (FDP) is a basic element to enhance and maintain the quality of teacher education. This makes its tireless efforts to achieve the objectives of excellence and well-being. Quality education enables people to develop all of their attributes and skills to achieve their potential as human beings and the members of society. For achieving the objective of quality assurance, psychological well-being also plays an important role for teachers as well as students. These are two aspects of a coin. In India, many funding agencies as UGC, MHRD, ICSSR, Higher Education Commission and others take responsible to sponsor and motivate the institutions to enhance the quality of education through FDPS like seminars, workshops, conferences and symposia etc. In Indian scenario, there is no quality education focusing on well-being of individual. This paper focuses the importance of quality assurance and developing well-being in educational institutions through FDPS.

KEY WORDS : Quality Assurance, Well-Being, Educational Institutions, FDPS**INTRODUCTION**

According to Govinda and Varghese (1993), "Teacher qualification and training coupled with a high morale and positive perception of the academic ability of the learners constitute a powerful set of factors determining the learning levels of children." A teacher is playing a very important role for creating a knowledge society. As highlighted under Prospectus, The quarterly review of comparative education; Confucius believed that a good teacher should first and foremost be passionately and conscientiously committed to his work. His own knowledge must be broad in scope and fully mastered if his pupil was to benefit from exposure to it. Confucius further believed that in order to elicit good results, the teacher must love his pupils, know them well, understand their psychological particularities, give thought to ways and means of facilitating their access to knowledge and, to that end, develop an effective methodology. The hallmark of a teacher's virtue, in Confucius' eyes, was tireless commitment though his lessons to his pupils. Hence it is very important that a teacher has a good stratus in society. It's also important, so that the interest of coming generation is inclined towards this profession. Since, to ensure recruitment of qualified teachers good remuneration works as incentive and attracts teacher's quality.

Quality generally signifies the degree of excellence and also bear on its ability to satisfy stated. In the education context, quality is considered as a complex issue as it is concerned with human being. Educational institutions are directly related to the society. The major factors of quality assurance in educational institutions are input, process and product factors.

INPUT FACTORS

Input factors indicate the entire physical infrastructure in educational institutions as building, equipment, books, library, laboratory, indoor and outdoor playground etc. This factors also includes entry behaviour of the students like their family background, SES, academic achievement etc. On the other hand, it also includes entry behaviour of the teachers as their academic and professional background, SES, their teaching attitude etc.

PROCESS FACTORS

A teacher education programme leads to success if its maximum outcomes come in form of skills, values, attitudes and

living standard and well-being. All of these depend upon the quality of teaching-learning process which is provided in educational institutions. Quality is seen in this process. These things depend upon a series of actions which are helpful to lead a particular result. It may be natural or man-made but a continuous activity or functions (Mishra, 2002). Good quality inputs with poor process may not lead a successful and particular result. But good quality processes with minimum inputs may leads to a particular result.

PRODUCT FACTORS

Product factors are related to outcomes of a given instructions in teaching-learning process. It indicates that the particular objectives are achieved or not. It is seen as students' academic achievement, teaching profession commitment, efficiency of learning and personality development etc.

It can be concluded that process factor is the major factors of quality assurance in educational institutions. Quality is seen in this process. These things depend upon a series of actions which are helpful to lead a particular result. These actions include in FDPs like seminars, workshops, conferences and symposia etc. which are running in educational institutions at time to time.

FDP: WHAT & WHY?

According to Sequeira & Nayar (2007), Faculty Development Programme (FDP) is a planned program (i) to improve an individual's knowledge and skills in teaching, educational research and educational administration and (ii) to prepare institution and faculty members for their various roles. In educational context, this promotes the sensitization and enhances quality of teachers in carrying out their professional tasks which make able to improvement in the quality of teaching and learning that contributes to the competence of teaching-learning professionals. On account of playing an important role in capacity building, faculty development has assumed most significance. This theme is how best to sensitize, equip and empower teachers for carrying their professional responsibilities, because of teaching as a demanding and complex task.

George Miller observed, "It is curious that so many of our most important responsibilities are undertaken without significant preparation. Marriage, parenthood and teaching are probably most ubiquitous illustrations." It must for teacher to be empower and aware of changing and also becomes a part of teaching-learning process. These changes are: shift the role of teacher from teacher-centric to student-centric education, changing in learning styles, innovations in curriculum, and also changes in methods, tools and assessment (Harden & Crosby, 2000).

FDPs INCREASE QUALITY ASSURANCE & WELL-BEING

In 21st century, studying in a traditional way has become ineffective for students as well as teachers. The whole teaching-learning procedure becomes so boring and also does not follow the objective of well-being. Teachers should play multiple roles as guide, facilitator and helper in child-centric education for enhancing quality education. As highlighted under Status of Education in India (Sec-7), NUEPA that the task of quality improvement is to be pursued through qualitative improvement in the content and process of education, reorientation and strengthening of teachers, provision of appropriate infrastructural facilities, focusing on strengthening the institutional management process and establishing a reliable system of learner assessment. The faculty should be upgraded in his academic input with new and current information of relevant fields for solving the upcoming obstacles in getting the objectives of quality assurance and well-being.

Faculty Development Programme (FDP) is a basic element to enhance and maintain the quality of teacher education. This makes its tireless efforts to achieve the objectives of excellence and well-being. Quality education enables people to develop all of their attributes and skills to achieve their potential as human beings and the members of society. Education bestows humility, character, wealth righteousness and joy. It is the best tool for the accomplishment of humanity, peace, love, bliss and satisfaction. For achieving the objective of quality assurance, psychological well-being also plays an important role for teachers as well as students. These are two aspects of a coin. In India, many funding agencies as UGC, MHRD, ICSSR, Higher Education Commission and others take responsible to sponsor and motivate the institutions to enhance the quality of education through FDPs like seminars, workshops, conferences and symposia etc. In Indian scenario, there is no quality education focusing on well-being of individual. But FDPs enhance quality assurance and developing well-being in educational institutions.

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ACADEMIC AND ADMINISTRATIVE AUDIT: A PARAMETER OF QUALITY EDUCATION

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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.

KEY WORDS: Academic and Administrative Audit (AAA), Parameter, Quality, Education, Benchmark.....

INTRODUCTION

Twenty first century has witnessed rapid changes in all walks of life. Considering these changes respective governments in the various countries have proposed various methods and measures to enhance the quality of education at higher (college / university) level. What so ever is the name, but these are all attempts in Academic and Administrative Audit. In India along with central government some states like Gujrat have not only volunteered but made Academic and Administrative Audit a mandatory measure for the institutions of Higher Education. Centre has assigned the responsibility to National Assessment and Accreditation Council (NAAC) where as State Government of Gujrat has established Knowledge Consortium of Gujarat (KCG).

ACADEMIC AUDIT

Academic Audit is a mechanism to examine and enhance the quality of academic aspects of institutes of Higher Education. Defining Academic Audit B. L. Gupta states that, "it is a systematic 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 respect to quality assurance."

WHAT IS AN ADMINISTRATIVE AUDIT?

M. Rajendran defines Administrative Audit as "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."

A BRIEF HISTORY OF AAA

Academic and Administrative Audit is a standard strategy for quality enhancement of Institutes of Higher education. Respective state governments have introduced external quality audits in various countries as part of reforms in higher education. According to Shah and Nair, "in countries such as United Kingdom, various European countries, and in New Zealand, external quality audits have been in place since 1990s. In countries such as India, South Africa, Australia, some Middle Eastern countries, Hong Kong, Malaysia they have been in place since early 2000s".

AIMS AND OBJECTIVES OF AAA

The aims and objectives of AAA can be stated as follows:

1. The setting and maintenance of academic standards.
2. The quality of students' learning opportunities.
3. Developments in quality enhancement.
3. Developments in quality enhancement.
4. The need for greater integration between academic planning, research assessment and quality assurance.
5. The recognition and use of the outcomes from professional association activities.
6. The recognition of the importance of quality enhancement.

AAA: IT'S NECESSITY

The Academic and Administrative Audit is needed for following:

1. To confirm that the arrangements for quality assurance are fit for purpose and conform to the institution's role and mission.
2. To provide assurance that the standards of higher education (at degree level and above) align with expectations.
3. To ensure that students have access to appropriate learning opportunities through taught provision, private study and supported learning.
4. To promote and enhance high quality teaching and learning.
5. To confirm that students are fully supported in their academic and personal development.
6. To advance the highest possible levels of student achievement.
7. To encourage strategic developments that enriches the curriculum and enhances students' opportunities for employment and career development.

NAAC AS A NATIONAL AGENCY FOR AAA

As per the guidelines of University Grants Commission, the apex body on Higher Education in the country the task of AAA is assigned to an independent institution established by Ministry of HRD in called as National Assessment and Accreditation Council (NAAC). UGC has made NAAC evaluation as mandatory for HEs in India. Though NAAC is located at Bangalore its reach is nationwide since it is the only authority responsible for assessment and accreditation of Higher Education Institutes (HEIs) in India. It has developed its own system of assessing the quality of education provided by the HEIs. It evaluates the performance of the institute that opts for evaluation on the basis of past and present contribution of the HEIs with a fixed scale common for all the HEIs in India. This scale consists of seven criteria as given below:

1. Curricular Aspects
2. Teaching-Learning and Evaluation
3. Research, Consultancy and Extension
4. Infrastructure and Learning Resources
5. Student Support and Progression
6. Governance and Leadership
7. Innovative Practices

AAA AND BENCHMARKING

Academic standards set by particular institution are called as the benchmarks of the institution about the quality it provides. In academic institutes they are always defined by student achievements. The main aspects of it are- the acquisition of knowledge, the development of capability and the exercise of intellectual skills by students. It is applicable to all disciplines and reflects the expectations established by institutions as well as the academic requirements and competencies associated with individual courses and programmes.

CONCLUSION

Academic and Administrative Audit gives a standard system based on parameters for Quality education. Quality enhancement is defined in terms of institutional policies, procedures and activities that are designed to promote the learning experience and learning outcomes of students and also contribute to the enrichment of the curriculum. The approach to enhancement will involve an institutional assessment of the strengths and weaknesses of current academic practice and the identification of potential areas for improvement. It may also reflect 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. 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 increasingly global community.

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ACADEMIC AND ADMINISTRATIVE AUDIT**Meenakshi Soni****Assistant Professor in Education, Raj Rajeshwari College Of Education, Vill.Chorab (Mansui),P.O Bhota, Hamirpur (H.P)-176041****E-mail : meenakshideepak74@gmail.com & Mob. No. 9816129630****ABSTRACT**

Higher Education, in India, is one among the top 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 to provide quality education with standard curriculum and globally acceptable system of education. Academic and administrative Audit (AAA) is a system to control and maintain high standards in the field of higher education. The purpose of academic and administrative Audit is to evaluate independently or to how well the improvement processes are taking place and what more needs to be done in teacher education institutions. The academic and administrative audit provides an opportunity for a regular strategic overview of a college's teaching learning process. The advantages of academic and administrative are manifold and it is helpful for the students, teachers, society as well as employers. Hence this paper has been designed to explain the concept of Academic and Administrative Audit.

KEY WORDS: Audit, Academic, Administrative, Academic and Administrative Audit.....

INTRODUCTION

Teacher education is the brain of all educational disciplines as it delivers education to brain the prospective teachers. Today's globalised world needs more teachers, better teachers and committed teachers. One must keep in mind that the world of learning is changing and teacher education is also witnessing the change. The global trend of privatization, liberalization and digitalization and upsurge of knowledge economy impinge on the educational institutions to provide competent, skilled, creative and sincere citizens. It ultimately emphasizes the teacher education and its pedagogy to produce such teachers who can lead the student's to face the challenges of the today's competitive world. 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. Accreditation is a benchmark of an institution. It requires auditing of all academic and non academic supporting units for efficiency and for standards.

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.

BENEFITS OF ACCREDITATION

- ▶ institution to know its strengths, weaknesses, and opportunities through an informed review process.
- ▶ identification of internal areas of planning and resource allocation
- ▶ collegiality on the campus.
- ▶ funding agencies look for objective data for performance funding.
- ▶ institutions to initiate innovative and modern methods of pedagogy.
- ▶ new sense of direction and identity for institutions.

- ▶ the society look for reliable information on quality education offered.
- ▶ employers look for reliable information on the quality of education offered to the prospective recruits.
- ▶ intra and inter-institutional interactions.

OBJECTIVES

1. To scrutinize the present academic and administrative scenario.
2. To emphasize the need of academic and administrative audit.
3. To focus the quality benchmarks in the process of academic and administrative audit.
4. To discuss the various aspects, segments involved in the process of academic and administrative audit.
5. To increase the quality ratio in Higher Education Institutes by implementing academic and administrative.
6. To bring academicians, administrators together to discuss academic and administrative audit and exchange the various ideas, plans to enhance quality culture in Higher Education Institutes through academic and administrative audit.
7. To formulate the role model process of academic and administrative audit that can be implemented in Higher Education Institutes.

An audit takes into account the following:

- ▶ Whether the activities and programmes being implemented have been authorized by the concerned authorities.
- ▶ 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.
- ▶ Whether the activities and programmes being conducted and funds extended in compliance with the applicable laws.

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 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.

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. Hence the quality of education is a big issue. Academic and Administrative Audit play vital role to bring quality in education and maintain it at global level. The main objective is to ascertain the presence and adequacy of quality assurance procedures, their applicability and effectiveness in guaranteeing quality of inputs, processes and outputs. 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.

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SERVICE QUALITY IN HIGHER EDUCATION: A STATUS REPORT

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Higher education sector needs to continue to deliver a high quality service and satisfy students in order to succeed in a competitive service environment. Therefore, attempting to evaluate the level of service quality and understanding how different factors impact overall service quality is crucial so that higher education institutions can design their service in the best possible way. This paper highlights the status of research on service quality in higher education and gaps where research can be done.

KEY WORDS: Service Quality, Higher Education, Status.....

INTRODUCTION

Higher education sector needs to carry on delivering a high quality service and satisfying students in order to succeed in a competitive service quality environment. Therefore, attempting to evaluate, how different factors impact overall service quality is crucial so that higher education institutions can design their services in the best possible way (Abdullah, 2006b) [1]. Furthermore, knowing the different factors and their relative influence may lead to better allocation of resources, resulting in students being provided with an improved service quality (Abdullah, 2006b[1]).

Many conceptual models of service quality have been proposed. Most of these have concentrated on measuring the gap between customer expectations and experiences as a determinant of satisfaction. This has developed into the perceptions minus expectations (P-E) conceptualization of service quality referred to as 'gap theory'. There are two popular models engaging the perceptions minus expectations conceptualization of service quality in use today: Gronroos service quality model (2000) [2] and the Service Quality Gap Model (SERVQUAL) of Parasuraman, Zeithaml & Berry (1985) [3].

While SERVQUAL has involved a lot of attention for its conceptualization of quality measurements, it has also attracted criticism a lot. As a result, performance-only-based measures of service quality might be an improvement in the measurement of service quality. One such technique is SERVPERF which makes use of the original SERVQUAL scale items and performance is rated by customers on a Likert scale ranging from strongly agree to strongly disagree. Expectations are not measured since accurate expectations measures can only be obtained prior to the service encounter quality. Studies using SERVPERF found better explanations of the variance in an overall measure of service quality. In addition, the use of SERVPERF overcame some of the problems associated with SERVQUAL such as raising expectations, administration of a two-part questionnaire and the statistical properties of difference scores.

Gronroos' service quality model has not been extensively employed in service quality assessment in higher education whereas SERVQUAL model has been employed in higher education research. Parasuraman, Zeithaml & Berry (1988) [4] identified five determinants of service quality. There has however been criticism of the use of the SERVQUAL instrument with a number of researchers debating whether the dimensions of SERVQUAL are consistent across industries with some studies not finding the standard five dimensions reported by Parasuraman, Zeithaml & Berry (Cronin & Taylor 1992) [5]. Validity concerns in relation to measurement of expectations and practicalities of administering the instrument have also been raised in relation to the SERVQUAL. It has also been questioned whether it is practical to ask consumers about their expectations of a service immediately before consumption and their perceptions of performance immediately after the service as the expectations with which the consumer will compare their experience may be altered as a result of the service experience. It has also been suggested that expectations may not be clear enough in a consumer's mind to act as a suitable benchmark against which perceptions can be compared, and that expectations are something that can be biased by previous service encounters (Gronroos 2000) [2].

The generic determinants of service quality are presented by Parasuraman, Zeithaml, & Berry (1985) [3] as encompassing; reliability, responsiveness, competence, access, courtesy, communication, credibility, security, understanding the customer and tangibles. Subsequently, Parasuraman, Berry and Zeithaml (1988) [4] collapsed the ten dimensions into five determinants reliability, assurance, tangibles, empathy, and responsiveness. They named the five factor construct, SERVQUAL.

Advancing the performance only paradigm, Cronin and Taylor (1992) [5] took issue with the conceptualization of SERVQUAL. In their study, the perception components of SERVPERF outperformed SERVQUAL, which led them to conclude that the disconfirmation paradigm was inappropriate for measuring perceived service quality.

Studies on the service quality have resulted various measurement scales including SERVQUAL (Parasuraman, Zeithaml, & Berry, 1994), [6] SERVPERV (Cronin & Taylor, 1994) [7], Higher Education Performance (HEdPERF) (Abdullah, 2006) [1], EduQUAL (Mahapatra & Khan, 2007) [8], Service Quality Measurement in Higher Education in India (SQM-HEI) (Senthilkumar & Arulraj, 2011) [9]. The first two scales which are SERVQUAL and SERVPERF are generic measurement scale that applied across the sectors. Both instruments has been applied in the education sector with some modification of the items to suit with the situation and the context of the study (Ferreira, 2009[10], Cerril,2012[11], Afridi & Rahmani,2014[12], Chopra, Chawla & Sharma,2014[13], Rasli, Shekarchizadeh & Iqbal 2012[14]). The others are developed specific for education sector. HEdPERF (Higher Education Performance) was developed as measuring instrument of service quality that captures the authentic determinants of service quality within the higher education sector (Abdullah, 2006) [1]. The findings confirm that the student perceptions of service quality can be considered as a six-factor structure consist of those six dimensions namely non-academic aspects; academic aspects; reputation; access; and understanding. EduQUAL has been developed to suit with technical education system. This instrument developed through identification of the minimum number of service items that suitable to various stakeholders in the areas of technical education, including students, alumni, parents and recruiters. SQM-HEI was developed for the measurement of service quality in higher educational institutions in India.

Many studies of perceptions of service quality in higher education using the SERVQUAL model have been performed with the majority endeavoring to make a comparison between expectations and experiences over a number of quality attributes. Parasuraman, Zeithaml & Berry (1988) [4] claimed that SERVQUAL provides a basic skeleton through its expectations/ perceptions format encompassing statements for each of the five service quality dimensions. This skeleton, when necessary, can be adapted or supplemented to fit the characteristics or specific research needs of a particular organization.

Slade, Harker & Harker (2000) [15] highlighted two problems which they claim can be overcome by the use of an instrument such as SERVQUAL. The first is that consumers may not know what they want from the institution and the second is that the output from such institutions is difficult to identify precisely. They observe that the use of SERVQUAL in an educational institution underscores both the strengths and limitations of the data collection instrument. Studies performed using SERVPERF found it explained more of the variance in the overall measure of service quality than SERVQUAL. SERVPERF is attractive in that it is shorter in length than either SERVQUAL or the importance-performance analysis. However, by rating performance only, it is impossible to ascertain the importance of the items and, hence, while respondents might be exceedingly unhappy about the performance of an item, they are well aware that that item is of little importance in the overall service quality provided. Importance is viewed as a reflection of the relative value of the service quality items by respondents. Therefore lower ratings are likely to play a lesser role in affecting overall perceptions whereas higher importance ratings are likely to play a more critical role in determining customer satisfaction.

Knowing the strengths and weaknesses of different factors and their relative influence may lead to better allocation of resources, resulting in students being provided with an improved service (Abdullah, 2006b) [1].

While the participation of all stakeholders is essential for quality assurance in higher education, the involvement of student participation in the institutional quality enhancement processes is crucial and invaluable, because students are the largest group within any university and their opinion plays an important role in evaluation of service quality in higher education. More recently, Gruber, Fub, Voss & Glaser-Zikuda (2010) [16] contend that students are the specific and primary target audience, stressing the need for academic administrators to focus on understanding their requirements. Sahney et al (2004) [17] noted that it is necessary to identify customers' requirements and the design characteristics that make up an educational system. The authors also have highlighted the importance to compare the perceptions of the customers (students) relating to those requirements and characteristics with their expectations and thus, determine the service quality. In addition, if universities focus on understanding how their students perceive the services offered, they may be able to adapt their services in a way that stimulates a positive impact on students' perceived service quality. Consequently, it becomes necessary to identify the determinants of service quality from

the stand point of students being the primary customer, but in spite of this, very few studies have been done in this area, particularly on exploring the dimensions to measure service quality in higher education in the perspective of students in general and specifically in Indian context.

Only a few researchers like Ibrahim, Rahman & Yasin (2012) [18], Owino, Kibera, Munyoki, & Wainaina (2014) [19], Khaldi and Khatib (2014) [20] and Mazumder (2014) [21] compared student's perception for public and private universities but no universal findings were found. Some studies reported that student's perception for public institutions/universities higher than those for private universities whereas others reported that students from private universities are more satisfied than public universities because they have better resources and services to meet the needs of students (Mazumder, 2014) [21]. No study has been found from India regarding the comparison of public and private universities on the identified quality dimensions as perceived by the students till.

One study was found regarding student perception regarding the comparison of post-graduate Management and Education streams by Chopra, Chawla & Sharma(2014) [13]. Also, only a few researchers explored the perception of students towards private institutions (Afridi and Rahmani(2014) [12], Paul(2013) [22], Rahman(2013) [23]and Dirske and Steenkamp(2014) [24].

Kitcharoen (2004) [25], Rashid and Harun (2005) [26] , Dimas, Gaulla& Peirrakos (2011) [27] , Yusof, Hassan, Rahmann, & Ghouri (2012) [28], Prasad and Verma(2013) [29], Guha, Chattopadhyay & Mondal (2013) [30], Bunoti(2013) [31], Cerri (2014) [32], Veeranna, Joshi & Sahadeva (2011) [33], Tang and Hussin (2011) [34] , Ramaiyah, Zain & Ahmad (2011) [35] , Khan, Ahmed & Nawaz (2011) [36], Khodyari and Khodayari(2011) [37], Shekhar, Rao & Subbaiah (2010) [38], Arshad, Bhutto, Sarki & Khuhro (2011) [39], Kimani, Kagira & Kendi (2011) [40], Shauchenka, Bleimann, Knoll, & Clarke (2014) [41], Nell and Kant(2014) [42] are among the researchers tried to explore the factors/dimensions of quality of educational institutions as perceived by the students. Only a few researcher examined factors that serve as influential factors affecting the perception of international students towards the quality of educational institutions (Martins and Dastane (2014) [43], Rajab(2012) [44], Shan, Shah & Suat.(2013) [45], Rasli, Shekarchizadeh & Iqbal 2012 (2012) [14], Ibrahim, Wang & Hassan (2013) [46]. Many of these studies reported the dissatisfaction of international students and others found their perception at a moderate level.

From the review, the general view appear to be that, although SERVQUAL, SERVPERF and EP were designed as standard measures of service quality which have cross-industry applicability, it is imperative to view the instruments as basic framework that often necessitate modification to fit into the specific application of context. Many of the researchers conducted study of students' perceptions of service quality in the field of higher education, using the original SERVQUAL scale like Tang and Hussin (2011) [34], Rashid and Harun (2005) [26], Shekhar, Rao, & Subbaiah, (2010) [38], McDowell, Penlington & Tudor (2010) [47], Sumaedi, Bakti & Metasari(2011) [48], Khan, Ahmed & Nawaz (2011) [36], Khodayari and Khodayari (2011) [37], Dirkse and Steenkamp (2012) [24], Njie, Assimiran & Baki (2012) [49], Ibrahim, Rahman & Yasin (2012) [18], Rajab (2012) [44] , Yusof, Hassan, Rahmann, & Ghouri (2012) [50]. Modified service quality (SERVQUAL) instrument also used for the following five constructs: tangibles, reliability, responsiveness, assurance, and empathy (Kitcharoen (2004) [25], Mandal and Banerjee(2012) [51], Lemmlodesso (2012) [52]. Abdulla (2006c) [53] conducted a study to empirically test a new industry –specific scale, HEDPERF (Higher Education Performance) for authentic determinants of service quality within higher education sector. Without doubt the use of these approaches as a means of measuring service quality throughout the marketing (service) sectors may have been tested with some degree of success, but this may not be the case for other service sectors, namely, higher education.

In Indian context, studies for the students perception about quality of higher education is done mostly in engineering and management streams and done only in colleges at a particular region. Many researchers conducted a study to explore the perception of higher education stakeholders on quality in higher education using modified version of SERVQUAL (Ferreira (2009) [10], Arshad, Bhutto, Sarki & Khuhro (2011) [39] , Ramaiyah, Zain & Ahmad (2011) [35], Rasli, Shekarchizadeh & Iqbal (2012) [14], Yusof, Hassan, Rahmann, & Ghouri (2012) [50].

The review of literature highlighted the gap that no study has been found in which the applicability of model, specifically designed for higher education is present. In Indian context, only a few studies done by the researchers, mostly in the field of engineering and management like Gambhir (2014) [54], Annamdevula and Bellamkonda (2012) [55]. Gambhir (2014) [54] developed a quantifiable quality enabled model for an Engineering College keeping in view the quality concerns in Technical

Education in India. Sahaney (2011) [17] conducted research to identify the components that lead to quality as well as for the understanding of the very conceptualization, assessment and measurement of quality in the field of management education. These researchers analysed multilevel stakeholder's perspective for quality assurance in higher education. Also, these studies are limited to just the development of a model. But researcher has not found applicability of these models in higher education. The dimensions of service quality in higher education context vary from one institution to another, from one country to another and even from culture to culture, posing a contextual debate. The emerging service quality issues facing universities in India calls for a closer examination of service quality dimensions. On the premise of gaps and variations manifest in the measurement of service quality in universities, this study sought to determine the dimensions of service quality and explain the perceived service quality variation between private and public university students in North-Indian universities.

From the review, it can also be said that no any widely accepted tool is available to measure the perception of primary stakeholder towards quality of Indian Universities. Many researchers have used original or modified SERVQUAL scale. Students are to be considered as the primary stakeholder and their opinion plays an important role in evaluation of service quality in higher education. Consequently, it becomes necessary to identify the determinants of service quality from the stand point of students being the primary customer, but in spite of this, very few studies have been done in this area, particularly on exploring the dimensions to measure service quality in higher education in the perspective of students in the Indian context Thus, it would seem rational to develop a new measurement scale that incorporates various quality aspects as perceived by the students From the existing literature, the researcher identified that SERVQUAL, HEdPERF, EduQUAL, HiEdQUAL and other similar measures are empirically tested on academic and non-academic aspects. The researcher identified that there exist a gap in the research pertaining to quality of Indian universities. Although these generic instruments have been tested with some degree of success in wide-ranging service industries, but their replication in higher education sector is still hazy. It is essential to develop an instrument that is exclusively designed for evaluating service quality in higher education.

A suitable instrument would be a straightforward measure of how well a service meets students' needs and one that is both psychometrically sound and practical. Many existing instruments concentrate too much on psychometric performance and not enough on practical value which should be their purpose, i.e. their practical value in informing, continuous quality improvement efforts.

Abdullah (2006b) [1] suggested that measuring service quality using existing instruments is inadequate and that there is a need to explore service quality from new perspectives. In consideration of these issues, a gap exists to conduct research that investigates students' perceptions of services quality, using a combination of both quantitative and qualitative techniques applicable to the study context, in order to provide service management at the Indian universities with fresh insights regarding the current provision of service quality.

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INTERNAL QUALITY ASSURANCE CELL: ACADEMIC AND ADMINISTRATIVE AUDIT

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Higher Education Institutes play an important role in the progress of the nation. One of the emerging problems faced by higher educational institution is the maintenance of quality standards in performance areas. 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. University Grants Commission and NAAC have taken initiatives for such audits and established internal quality assurance cell. The qualities of HEIs depend on its efficiency, coordination effective implementation of its academic and administrative plans. It can be only possible when plans are properly executed and checked time and again. NAAC has played great role in examining the implementation for quality parameters in HEIs. This paper presents university's efforts to improve institutional effectiveness through an initiative to review and restructure the assessment system of its administrative units with the help of IQAC.

KEY WORDS: Higher Education, Naac, Quality Assurance cell, Academic, Audit.....

INTRODUCTION

The National Assessment and Accreditation Council (NAAC) has develop certain standards for discovering 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 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 university 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 university and give valuable suggestions required to achieve remarkable academic standards in the competitive educational environment. The IQAC may channelize and systematize the efforts and measures of an institution towards academic excellence. It should not be yet another hierarchical structure or record-keeping exercise in the institution; it would be a facilitative and participative organ of the institution. The IQAC should become a driving force for ushering in quality by working out intervention strategies to remove deficiencies and enhance quality.

INTERNAL QUALITY ASSURANCE CELL : ACADEMIC AND ADMINISTRATIVE AUDIT**PURPOSE OF THE IQAC**

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, administration, and curricular and extra-curricular activities. The area coverage and the scope of the subject matter of the activity depend upon the levels at which these programmes are organized. This apart, the programmes conducted at levels other than at the institutional level may demand a lot of skill, imagination, planning much in advance and with huge financial resources. It may be possible to organize only one or two such programmes in a year. At the institutional level, programmes are relatively easy to organize and such programmes may not need any financial resources and even if it becomes necessary, it will be insignificant. Besides, they may be organized at short notice. Several such programmes can be organized in a year. The students, teachers and other stakeholders will stand to benefit from such programmes. **The prime tasks of the IQAC are:**

- ▶ To develop a system for conscious, consistent and catalytic improvement in the overall performance of institution.
- ▶ To channelize all efforts and measures of the institution towards promoting its holistic academic excellence .

THE FUNCTIONS OF THE IQAC ARE

- ▶ Design and implementation of annual plan for Institution – level activities for quality enhancement.
- ▶ Arrange for feedback responses from students for quality – related institutional processes.

- ▶ Development and Application of quality bench marks / parameters for the various Academic and Administrative activities of the Institution.
- ▶ Retrieval of Information on various quality parameters of Higher Education and best practices followed by other Institutions.
- ▶ Organization of workshops and seminars on quality – related themes and promotion of quality circles and institutions – wide dissemination of the proceeding of such activities.
- ▶ Development and application of innovative practices in various programmes / activities leading to quality enhancement.
- ▶ Participation in the creation of learner – centric environment conducive for quality education.
- ▶ Work for the development of Internationalization and Institutionalization of quality enhancement policies and practices.
- ▶ Act as a nodal unit of the Institution for augmenting quality – related activities.
- ▶ Prepare focused annual quality assurance report (AQARs).

STRUCTURE OF IQAC

The composition of the IQAC will depend on the size and complexity of the institution. It helps the colleges in planning and monitoring. IQAC also gives stakeholder beneficiaries, a cross-sectional participation in the institution's quality enhancement activities. The guidelines are only indicative and will help the institutions in having quality sustenance activities. It is essential for the members of IQAC to shoulder the responsibilities of generating and promoting awareness in the institution and to devote time for working out procedural modalities. It is advisable to choose persons from varied antecedents, who have earned respect for integrity and excellence in their teaching and research. Moreover, they should be aware of the ground realities of the institutional environment. They should be known for their commitments, to improve the quality of teaching and learning. It would be appropriate to choose persons in charge of institutional services such as library, computer center, estate, student welfare, administration, management representatives, students, alumni, industrialists, parents, academicians in the region, etc.

ROLE OF THE COORDINATOR

The role of the coordinator of the IQAC is fundamental & critical in ensuring the effective functioning of all the members. The coordinator of the IQAC may be a senior person of high repute with expertise in the relevant field. The secretarial assistance if any, may be availed from the administration. It is preferable that the co-ordinator may have a sound knowledge on usage of computers for effective communication. The IQAC has to ensure continuous improvement in all the operational aspects of an institution and also assure its stakeholders of the accountability of the institution for its own quality. A large number of institutions accredited by NAAC have established IQACs and are already in functional stages.

FEATURES OF THE IQAC

Quality assurance is a by-product of ongoing efforts to define the objectives of an institution, to have a work plan to achieve them and to specify the checks and balances to evaluate the degree to which each of the tasks is fulfilled. Hence devotion and commitment to improvement rather than mere institutional control is the basis for devising procedures and instruments for assuring quality. The right balance between the health and growth of an institution needs to be struck. The IQAC has to ensure that whatever is done in the institution for “education” is done efficiently and effectively with high standards. In order to do this, the IQAC will have to first establish procedures and modalities to collect data and information on various aspects of institutional functioning. The coordinator of the IQAC and the secretary will have a major role in implementing these functions. The IQAC may derive major support from the already existing units and mechanisms that contribute to the functions listed above. The operational features and functions discussed so far are broad-based to facilitate institutions towards academic excellence and institutions may adapt them to their specific needs.

MONITORING STRUCTURE OF IQAC

The institutions need to submit yearly the Annual Quality Assurance Report (AQAR) to NAAC. A functional Internal Quality Assurance Cell (IQAC) and timely submission of Annual Quality Assurance Reports (AQARs) are the Minimum Institutional Requirements (MIR) to volunteer for second, third or subsequent cycle's accreditation. During the institutional visit the NAAC peer teams will interact with the IQACs to know the progress, functioning as well quality sustenance initiatives undertaken by them. The Annual Quality Assurance Reports (AQAR) may be the part of the Annual Report. The AQAR shall be approved by the statutory bodies of the HEIs (such as Syndicate, Governing Council/Board) for the follow up action for necessary quality enhancement

measures. The Higher Education Institutions (HEI) shall submit the AQAR regularly to NAAC. The IQACs may create its exclusive window on its institutional website and regularly upload/ report on its activities, as well as for hosting the AQAR.

FEEDBACK BY DIFFERENT INSTITUTIONS ON IQAC

- ▶ **Brihan Maharashtra College of Commerce, Pune:** The Business Motivation Training and Research Centre (BMTRC) has been set up with the aim of improving quality of commerce education. It is a comprehensive project for bridging the gap between theory of commerce education and practice in the business world. The principles of the Centre are:-
 - ▶ Motivating students to choose entrepreneurship and self employment as a career.
 - ▶ Enhancing quality education by introducing supplementary vocational based short term courses.
 - ▶ Providing exposure to students to the business world by introducing industrial training.
 - ▶ Undertaking research through surveys, interviews, collection of data on the industrial education interface.
 - ▶ Developing employability of students for jobs in the service sector.

As the main aim of the Business Motivation Training and Research Centre project is to equip students with the entrepreneurial training, some students have started their own business unit on a small scale basis. In addition to this, the placement cell of B.M.College of Commerce helps the students to provide jobs in industries and offices mainly in the private sector. The Centre also aims at enhancing the quality of commerce education by supplementing the knowledge of the practical business world to the theory education imparted through University curriculum. The Business Motivation Training and Research Centre involves training as a core part of the course. It is successfully implemented and has helped us expose our students to the practical world of commerce. The Centre being an autonomous activity, enjoys the freedom to implement ideas and revise the course in a shorter span of time. The result of the Business Motivation Training and Research Centre courses indicates that the aptitude of students is recognized properly and converted into knowledge and improvement capacity.

- ▶ **Christ College, Hosur Road, Bangalore:** Christ College has taken strategic strides to become a leading institution by imparting quality education. In this direction the primary goal of the IQAC is to work on strategies and ensure the implementation of these to build an institution that will stand tall for the high impact of its teaching. The Quality Cell has been conceived and developed as a centre to facilitate and support activities of the teaching community. It provides resource support (non-financial) and acts on feedback received from all the stakeholders. It designs and develops strategies and implements these to improve the overall quality of the class room transaction. The co-coordinator of the IQAC works in co-ordination with all the staff. For IQAC, the major success has been acceptance of the concept as part of the processes in the campus. The initiatives of the cell are now accepted by the teaching community and the students. The initiative on strengths, weaknesses, opportunities and threats (SWOT) analysis introduced in every teaching department was accepted by all and worked upon positively. Subsequent review meetings held with all the departments to work out strategies based on the SWOT analysis.

- ▶ **Government Ranbir College, Sangrur, Punjab:** The main aim of the practice is to get maximum involvement of all the stakeholders by providing them complete information about the activities of the IQAC. The basic principle underlying this approach is that if the people involved in any productive activity are well informed, the participation index and involvement grows at a higher pace. A moderate effort on the part of the institution to get maximum out of minimum. A leaflet was released by the Director, Public Instruction (Colleges), Punjab. She appreciated the efforts and called upon other institutions in the state to follow the initiative taken by the college. It was a very successful endeavour as everyone having a stake in the institution got information about the institutions post-accreditation efforts for quality enhancement as well as motivated all to work collectively and effectively for the accomplishment of the future plans. This shows that small and moderate efforts, made with clear vision and motives, can do wonders.

- ▶ **Maharaja Agrasen Mahavidyalaya, Jagadhri, Haryana:** For the purpose of effective and fruitful implementation of quality enhancement the members of IQAC visit all the departments of the institutions on regular basis. IQAC has its own strategies and quality measures, which are thoroughly discussed with the departments. For the said purpose different committees have been formed under the banner of IQAC, such as Research activity Committee, Advisory Committee, Admission Committee, Library Committee, Discipline Committee, Cultural Committee. These committees are assigned different components of a plan. IQAC also monitors the activities of the committees & receives compliance reports also. In case of any deviation, suggestive measures are

also suggested by the IQAC. The regular visit of IQAC members to the different departments for the purpose of interaction according to agenda circulated proved very fruitful. All the departments perform their activities as per the activities prepared at the beginning of the year. IQAC members interact regularly with the members of the departments. Attendance in the classes has increased by 20% because of the regular submission of absentee names by the teachers in the office and as a follow up action giving the information to the parents regarding absence of their wards. Every department is required to organize debates and encourage the students to participate in the debates held in the surrounding educational institutions. Because of this, participation in debates has increased by 40%. After conducting the house test and class test a list of slow learners has been prepared. Classes are organized for them free of cost. This practice has increased our pass percentage from 90 to 100%.

CONCLUSION

The framework outlined for conducting an institutional effectiveness audit of administrative units should not be considered exhaustive but rather as a starting point. What is most important for an institution that is interested in the effectiveness of their assessment, monitoring, and reporting systems is to identify what the system *should do*. For this particular institution, features such as outcomes and a research-based assessment process were mandated by the regional accreditor, but some of the other items, such as feedback and key measures of performance indicators were judged by senior management to be important to the institution. Higher education institutions will likely concentrate more and more on change management and improvement as pressures for accountability appear to increase. In this context, a focus on all aspects of institutional effectiveness, including the efficacy of administrative units and reporting systems, will likely assume even greater importance, and university officers responsible for institutional research and assessment will likely assume more prominent roles in conducting. The far-reaching nature of such investigations point toward a need for institutional researchers to expand their skill sets in terms of research methodology as well as leadership capacities to help prompt institutional change and improvement. *Thus, IQAC plays an important role in improving the quality of academic and administrative activities of the Institution.*

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PROCEDURE TO CONDUCT ACADEMIC AUDIT OF INSTITUTIONS

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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.

KEY WORDS : Academic Audit, Process, Procedure

INTRODUCTION

There are substantial reasons to do academic auditing as far as the life of an academic institution is concerned. To assess the overall academic works done by academicians and supporting units so that the objectives of the institution upon which its programs are established are met for positive continuous existence.

Public institutions are directly funded by governments and their effectiveness is necessary for continued financial funds which are guaranteed by auditing. Besides one of the most important assets institutions display to attract students is whether they are accredited or not, which validates their degree upon graduation. This process of accreditation also requires auditing of all academic and non academic supporting units for efficiency and for standards.

The academic strength of the faculty, the professionalism, ethical behaviors of the administration and supporting staff and the well equipped state of the art infrastructure to conduct teaching and research for contemporary society are few of the things to be audited.

ACADEMIC AUDIT -- is a procedure of verifying and confirming the performance of academic practices and procedures against planned/standard procedures. It should be annual activity.

THE AREAS TO BE INCLUDED ARE -- Teaching, syllabi, admissions, research, examinations, results, academic decisions and implementation, academic administration, facilities for students, teaching and research infrastructure, institution infrastructure, benchmarking of best practices, citizen charter, etc.

IMPORTANCE OF ACADEMIC AUDIT IS -- Increase the goodwill of institution, Students confidence, teachers' up-gradation, helpful in ranking of institution, satisfaction of stakeholders, etc.

COLLEGE ACADEMIC AUDIT -- The College Academic Audit provides the opportunity for a regular strategic overview of the entirety of a College's learning and teaching activity. It is the principal means by which the University assures itself of the efficacy and robustness of each College's quality management procedures and of continued enhancement of the quality of the student experience. Every College in the University (including FCH and INTO) will be reviewed over a 5-year cycle. This review will normally include any partnership activity.

A report of the review will be produced and the College will be asked to respond to the report by producing an action plan to address any issues identified. The Final Report and Action Plans will be considered by the Faculty Deans, reported to the Boards of Faculty and approved by the DVC (Education). Progress in meeting the Action Plans' objectives will be monitored through the ASER Action Planning process.

PURPOSE OF THE ACADEMIC AUDIT

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, administration, and curricular and extra-curricular activities. The after visiting the departments, schools and 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.

16. Availability of teaching and non-teaching faculty.
17. Infrastructural facilities available for carrying out academic and administrative activities.
18. Efforts taken for curricular development.
19. Teacher quality.
20. Teaching methods adopted and use of ICT in teaching, learning process.
21. Feedback mechanism used for assessing the performance of teachers by students and for curricular development.
22. Faculty development programmes implemented by the department.
23. Strengths, Weaknesses. Opportunities and Challenges of the department.
24. Research facilities and research output in the form of publications and patents.
25. Computer, internet and library facilities available.
26. Mentoring system, introduction of Remedial classes, Bridge courses, guidance for NET/SET and competitive examinations.
27. Skill development and personality development programmes.
28. Generation of funds and optimum utilization.
29. Evaluation methods adopted for internal and external examinations.
30. Future plans of the department.

MAIN FEATURES OF COLLEGE ACADEMIC AUDIT

College Academic Audit is designed to scrutinize the strategic management and oversight of academic standards and quality within Colleges of their undergraduate, postgraduate taught and graduate research programmes (including professional doctorates). Such Audits should, where feasible, be aligned to Professional, Statutory and Regulatory Bodies (PSRB) visits and processes. It is based on the principle of using existing documentation wherever possible, such as Annual Student Experience Review (ASER) reports, Survey (NSS, PRES, and PTES) action plans, External Examiner reports and other material such as documents prepared for the RAE/REF or reports by the QAA and professional accrediting bodies. College Academic Audit has four distinctive features:

- ▶ It is College based; though if deemed appropriate a constituent unit or department within a College may be reviewed independently;
- ▶ It is based on a process of self-evaluation carried out by the College itself;
- ▶ the use of External Assessors to ensure objectivity;
- ▶ The Audit evaluates the full range of College activities including academic partnerships, student exchanges and study abroad, allowing balanced recommendations to be made by the Panel.

COLLEGE ACADEMIC AUDIT PROCESS

The process has the following main stages:

- ▶ Identification and notification of a date(s) for the audit.
- ▶ Appointment of Panel members and identification of College Liaison Officer.
- ▶ College workshop for writing of Self- Evaluation Document (SED).
- ▶ College submission of the draft SED for comment.
- ▶ College submission of a SED, with any relevant supporting documentary evidence.
- ▶ Scrutiny of the SED and supporting evidence by the Audit Panel Preliminary Meeting of the Audit Panel.
- ▶ Visit by the Audit Panel to the College, normally lasting 2.5 working days.
- ▶ College informed of key judgments within 5 days of the end of the Audit.
- ▶ Production of a report including recommendations for enhancement.
- ▶ Production of a College Action Plan.
- ▶ Audit report submitted to the Boards of the Faculties.
- ▶ Follow up meeting 12 months after the Audit to monitor and record progress, and monitored annually thereafter if required.

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ACADEMIC AND ADMINISTRATIVE AUDIT

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Email: aggarwalsurbhi18@gmail.com & Mob. No. 9418639184**ABSTRACT**

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 acceptable system of education. 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. Accreditation and Re-accreditation 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.

KEY WORDS : Academic, Administration, Audit Education System

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 (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 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 university 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 university and give valuable suggestions required to achieve remarkable academic standards in the competitive educational environment.

OBJECTIVES OF THE AUDIT

The objective of AAAC 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 Research. The following are the major objectives of AAAC:

- ▶ 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.
- ▶ To ascertain whether the Departments/ centers are functioning efficiently and effectively with proven records of capacity building, research projects and publications and extension over a period of time or not.
- ▶ 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.
- ▶ To evaluate the optimum utilization of financial and other resources, issues concerning with leadership and organization,

functional autonomy and financial management.

- ▶ To suggest the methods of improvement for maintaining quality in higher education.

PURPOSE OF THE ACADEMIC AUDIT

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, administration, and curricular and extra-curricular activities. The after visiting the departments, schools and 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.

31. Availability of teaching and non-teaching faculty.
32. Infrastructural facilities available for carrying out academic and administrative activities.
33. Efforts taken for curricular development.
34. Teacher quality.
35. Teaching methods adopted and use of ICT in teaching, learning process.
36. Feedback mechanism used for assessing the performance of teachers by students and for curricular development.
37. Faculty development programmes implemented by the department.
38. Strengths, Weaknesses. Opportunities and Challenges of the department.
39. Research facilities and research output in the form of publications and patents.
40. Computer, internet and library facilities available.
41. Mentoring system, introduction of Remedial classes, Bridge courses, guidance for NET/SET and competitive examinations.
42. Skill development and personality development programmes.
43. Generation of funds and optimum utilization.
44. Evaluation methods adopted for internal and external examinations.
45. Future plans of the department.

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.

A. PROFILE OF TEACHERS

A Self-Appraisal Form is prepared and distributed to all faculty members in order to collect the information from each Teacher regarding their Qualification, Experience, Research Publications during the last five years, number of Research Projects, and Funds Mobilized by the Teacher, Conferences Attended and Papers Presented, Foreign Academic Visits, Fellowships Obtained, Countries Visited, Organizations of Conferences, Membership of Academic Societies, etc. This forms another major input to evaluate the performances of Teachers and their capability matrix under the context of their Teaching, Learning, Research and Development, and Extension Activities.

B. FEEDBACK OF STUDENTS

Students' feedback is an essential component of any assessment. It provides an opportunity to elicit the views of the students regarding the general facilities available in the Department, their opinion about the teaching and research commitment and capability of the Faculty, role of administrators and system of administration, delays and denials of justice, and for providing better amenities and care on campus with modern tools and techniques. Questions regarding teacher's regularity in conducting classes, providing up-to-date information on the subject, their orientation to the assigned part of the curriculum, style and efficiency of teaching, clarity in imparting information, availability of the teacher before and after the class hours for consultation, general ability of the teachers, their capabilities in motivating students for progression, etc are normally included in such exercises. Students are also asked to give their feedback in an abstract manner. This is a good initiative for introspection from its stakeholders and beneficiaries. The AAAC evaluate these forms and suggests improvement possibilities.

C. QUESTIONNAIRE FOR ADMINISTRATION

A questionnaire is also prepared for obtaining the role played by various administrative sections including the offices of Registrar, Registrar (Evaluation), Finance Officer and the other supporting units such as SC/ST Cell, University Library, Student Welfare Office, University Health Centre, Garden Department, National Service Scheme, Directorate of Correspondence Courses (DCC) and Estate Office while delivering services to students, staff and the other stakeholders and also to elicit the information regarding the efficiency of the functioning of these Offices. This will also help in carrying out reforms.⁴

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, 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.

CONCLUSION

Thus, the Academic and Administrative Audit Committee (AAAC) is constituted and assigned the task of assessing the performance of academic and administrative units of the university/institutions and give valuable suggestions required to achieve remarkable academic standards in the competitive educational environment. 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.

PROCEDURE TO CONDUCT ACADEMIC AUDIT OF TEACHER EDUCATION INSTITUTIONS

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ABSTRACT

An academic audit or internal evaluation is an integral part of the dynamics of higher education and its regulation in many countries that aspire to achieve excellence and international standing. It is an internal quality assurance defined by the policies and practices of an education institution in monitoring and improving the quality of their education provision. 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.

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.

KEY WORDS : academic audit, higher education self-study, education quality processes, discipline, student learning.....

ACADEMIC AUDITS - RATIONALE AND PURPOSE

An academic audit or internal evaluation is an integral part of the dynamics of higher education and its regulation in many countries that aspire to achieve excellence and international standing. It is an internal quality assurance defined by the policies and practices of an education institution in monitoring and improving the quality of their education provision. It is a process based on the questions framework – why, what, how and does the AG fulfil its desired outcomes. The audit process focuses on the procedures and conditions that ensure appropriate levels of quality that are effective in meeting their intended purposes.

The fundamental purpose of quality assurance process is to provide the stakeholders with information about the education, its effectiveness and in the process determine information on how to improve or increase that effectiveness. This involves a mixture of internal and external regulation; the external element in the quality assurance process ensures that the education provision meets a certain minimum standard.

Overall, an academic audit and its processes form an important linchpin in the overall institutional quality assurance processes. Its processes and procedures inform the extent to which objectives meet the intended overall strategic vision and mission of the institution. This in turn provides accountability and theoretical explanations to stakeholders on the academic standards in higher education. In other words, the academic and overall institutional audit both complement each other and need to be seen as a totality.

Academic audits serve critical quality-related purposes as follows:

- a. Ensuring and increasing quality of both processes and outcomes
- b. Recognizing strengths, achievements and progress
- c. Highlighting commendable and exemplary features
- d. Identifying concerns and areas requiring improvement or change.

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.

ELEMENTS OF THE ACADEMIC AUDIT

THE SELF STUDY

The following five focal areas of the educational process by asking common sense questions:

- ▶ Determining Learning Objectives
- ▶ Have we consciously considered what students who complete our courses/program should know and be able to do? For employment? For their abilities/responsibilities as citizens? Do we use and document information gathered from employers, former students, senior institutions? Do we identify and learn from best practice, evaluate student outcome goals of comparable departments in other institutions?
 - Designing Curriculum and Co-curriculum
- ▶ How do we determine what is taught, in what order, from what perspective? Do we work collaboratively on curriculum design? How do we decide what resources and resource materials will be used as content vehicles? Do we consciously consider how the course design relates to other courses students will take as part of this program? Do we consider out-of-classroom activities that could complement or be integrated into the curriculum? Do we identify and learn from best practice, evaluate curricula of comparable departments in other institutions?
- ▶ Designing Teaching and Learning Methods
- ▶ How are teaching and learning organized for students? What methods will be used to expose students to material for the first time? To answer questions and provide interpretation? To stimulate student involvement with the material? To provide feedback on student work? Do we analyze teaching and learning processes on a regular basis? Do we strive for coherence in the department's curriculum and educational processes? Do we work collaboratively on process design? Do we identify and learn from best practice, evaluate teaching and learning methods of comparable departments in ours and other institutions?
- ▶ Developing Student Learning Assessment
- ▶ What measures and indicators do we use to assess student learning? Have we defined indicators or measures of achievement based upon our stated learning objectives? Do we assess performance only at the end of the course/program or do we compare beginning and ending performance to ascertain value added? Who is responsible for assessment? Do we work collaboratively on assessment design, implementation, and analysis? Do we base decisions on facts? Do we identify and learn from best practice, evaluate assessment practices of comparable departments in ours and other institutions?
- ▶ Assuring Implementation of Quality Education
- ▶ Are we organized to ensure that our mutual departmental objectives and priorities are implemented consistently? How do we assure ourselves that content is delivered as intended, that teaching and learning processes are being implemented appropriately and consistently, that assessments are conducted as planned and the results used effectively? Do we work collaboratively to implement improvement initiatives? Do we identify and learn from best practice, evaluate quality assurance practices of comparable departments in ours and other institutions?

Describing the current state of their efforts to improve student learning and the academic quality of their programs

- ▶ Describing their strengths and weaknesses in the five focal areas
- ▶ Citing and briefly describing documentation supporting exemplary practices
- ▶ Describing initiatives to address practices that need improvement
- ▶ Describing implementation plan(s) for improvement initiative(s) with the highest priority

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.
- ▶ 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.

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ACADEMIC AUDIT IN HIGHER EDUCATION : SOME REFLECTIONS**Dr. S. K. Panda****Assistant Professor, PG Department of Education, University of Jammu, Jammu****E-mail: pandask@rediffmail.com & Mob. No. 9906375125****ABSTRACT**

Academic Audit is an integral part in the Higher Education Institutions (HEIs) strategy for assuring the quality of learning provided to students and the standards of programmes and degree awards. It is an explicit provision of the HEIs quality assurance strategy that their departments take responsibility for assuring quality of their teaching, research and other services. Unlike the traditional approach to programme 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 programmes to evaluate their 'education quality processes' – the key faculty activities required to produce, assure, and regularly improve the quality of teaching and learning. Generally, 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. The higher education system in India is complex and the regulators associated with governance are overlapping and entangled across various ministries and regulatory bodies. With a Gross Enrolment Ratio (GER) of 15 per cent, India is still below the world average. In this regard, quality assurance in the HEIs sector ensures that academic processes are of an internationally respected standard. HEIs are required to provide evidence of how their activities and processes meet their stated standards and objectives and on the basis that evidences are examined and assessed by peers throughout the quality assurance process. In a nutshell, the main objective of an academic audit is to ascertain the presence and adequacy of quality assurance procedures, their applicability and effectiveness in guaranteeing quality of inputs, processes and outputs.

KEY WORDS : Academic Audit, GER, HEIS, Quality, Research, Teaching, Learning

INTRODUCTION

The Academic Audit in higher education is one type of passport for quality education. The purpose of an academic audit is to encourage departments or programmes 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. For auditing an institution there are some elements which should be kept in mind. In academic audit, there are various elements which are given as under:

ELEMENTS OF THE ACADEMIC AUDIT**THE SELF STUDY**

The following five focal areas of the educational process by asking common sense questions:

i) Determining Learning Objectives

Have we consciously considered what students who complete our courses/programme should know and be able to do? For employment? For their abilities/responsibilities as citizens? Do we use and document information gathered from employers, former students, senior institutions? Do we identify and learn from best practice, evaluate student outcome goals of comparable departments in other institutions?

ii) Designing Curriculum and Co-curriculum

How do we determine what is taught, in what order, from what perspective? Do we work collaboratively on curriculum design? How do we decide what resources and resource materials will be used as content vehicles? Do we consciously consider how the course design relates to other courses students will take as part of this program? Do we consider out-of-classroom activities that could complement or be integrated into the curriculum? Do we identify and learn from best practice, evaluate curricula of comparable departments in other institutions?

iii) Designing Teaching and Learning Methods

How are teaching and learning organized for students? What methods will be used to expose students to material for the first time? To answer questions and provide interpretation? To stimulate student involvement with the material? To provide feedback on student work? Do we analyze teaching and learning processes on a regular basis? Do we strive for coherence in the

department's curriculum and educational processes? Do we work collaboratively on process design? Do we identify and learn from best practice, evaluate teaching and learning methods of comparable departments in ours and other institutions?

iv) Developing Student Learning Assessment

What measures and indicators do we use to assess student learning? Have we defined indicators or measures of achievement based upon our stated learning objectives? Do we assess performance only at the end of the course/program or do we compare beginning and ending performance to ascertain value added? Who is responsible for assessment? Do we work collaboratively on assessment design, implementation, and analysis? Do we base decisions on facts? Do we identify and learn from best practice, evaluate assessment practices of comparable departments in ours and other institutions?

v) Assuring Implementation of Quality Education

Are we organized to ensure that our mutual departmental objectives and priorities are implemented consistently? How do we assure ourselves that content is delivered as intended, that teaching and learning processes are being implemented appropriately and consistently, that assessments are conducted as planned and the results used effectively? Do we work collaboratively to implement improvement initiatives? Do we identify and learn from best practice, evaluate quality assurance practices of comparable departments in ours and other institutions?

For completing an academic audit especially in higher education first we should complete a departmental/school report at institutional level which is pointed as under:

- ▶ Describing the current state of their efforts to improve student learning and the academic quality of their programs
- ▶ Describing their strengths and weaknesses in the five focal areas
- ▶ Citing and briefly describing documentation supporting exemplary practices
- ▶ Describing initiatives to address practices that need improvement
- ▶ Describing implementation plan(s) for improvement initiative(s) with the highest priority

PRINCIPLES OF THE ACADEMIC AUDIT

There are some principles for academic audit which are given as under:

- ▶ 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.
- ▶ 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.
- ▶ Faculty should seek out good practices in comparable departments and institutions and adapt the best to their own circumstances.
- ▶ Make continuous improvement a priority
- ▶ Departments should continually and consciously strive to improve teaching and learning.

There are wide divergences in the structure and functioning of higher education in India. The higher education institutions in India are regulated by different statutory bodies such as Indian Council of Agricultural Research (ICAR)-1929, Medical Council of India (MCI)-1933, Council of Scientific and Industrial Research (CSIR)-1942, Indian Nursing Council (INC)-1947, Dental Council of India (DCI)-1948, Pharmacy Council of India (PCI)-1948, Indian Council of Cultural Relations (ICCR)-1950, University Grants Commission (UGC)-1956, Bar Council of India (BCI)-1961, Indian Council of Social Science Research (ICSSR)-

1969, Central Council of Indian Medicine (CCIM)-1971, Council of Architecture (COA)-1972, Indian Council of Historical Research (ICHR)-1972, Indian Council of Philosophical Research (ICPR)-1977, Veterinary Council of India (VCI)-1984, All India Council for Technical Education (AICTE)-1987, National Council for Teacher Education (NCTE)-1993, Rehabilitation Council of India (RCI)-1993, National Assessment and Accreditation Council (NAAC)-1994, National Council of Rural Institutes (NCRI)-1995 and Quality Council of India (QCI)-1997. The Report of the National Knowledge Commission (2009) mentioned, enrolment in higher education to increase 15% by 2015 for which it has recommended the setting up of about 1500 universities in next few years. Total No. of Universities in India as on December 14, 2015 is 740 out of which 342 State Universities, 125 Deemed to be Universities, 46 Central Universities and 227 Private Universities (www.ugc.ac.in). The Indian higher education sector is facing significant challenges. Despite initiating numerous steps to increase enrolment levels and budgetary support, much remains to be done. Though the country has met the target of gross Enrolment Ratio (GER) 18 per cent in higher education, it would require a Herculean effort to meet the target of GER of 30 per cent by 2020. Our public universities are facing challenges like lack of teaching and research resources, large class sizes, a work culture that lacks accountability, politicization of educational institutions, outdated curricula and bureaucratic procedures that adversely affect the quality of education (Grewal, 2013).

In India, higher education is generally supervised by the University Grants Commission (UGC). To evaluate the quality of instruction in light of the skills expected from students, it needs to accreditation of higher education institutions or programmes within an institution are important elements of developing a quality assurance system which requires some of the issues like accountability and professional development of faculty, an essential practice in developing quality teaching and research in higher education. Accreditation is primarily part of the process of building accountability by which an institution is recognized by the profession as meeting national standards for the content and operation of its higher education programme as well as for performance of its students/researchers and also for achieving better outcomes of research and teaching. To ensure and enhance the quality of higher education, the NAAC as an autonomous body to accredited all higher education programmes offered in the public and private sector institutions in the country. For this purpose, NAAC has developed various components for accreditation of higher education programmes. The main objective of higher education programmes is to prepare and develop students with values, research, skills and knowledge required to teach competently in the different areas. In this regard, policy makers at the national and state levels in the public and private organizations interested to improve and support any higher education programme to use these components as guidelines.

It is estimated that the national gross enrolment ratio (GER) in higher education in India is around 19 per cent of which around 5 per cent is in technical education. Again, according to an estimate, at least 25 million students every year are eligible for higher education (after schools). The issue is: are there enough higher education institutes to absorb these 25 million students? The challenge is also to provide quality education, which implies that all the students who qualify should be employable.

This is dependent primarily on three stakeholders — students, faculty members and the industry. The industry very rarely takes an interest in providing quality education through guest lectures or visiting faculty, but loves to criticise and say that the quality of teaching is bad or the contents are outdated. The only personnel from the industry who are readily available as guest lecturers or visiting faculty are those who are retired and would now like to “contribute to the society.” This implies that the burden of providing quality education lies mainly on faculty members. 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 a mere place for getting a certificate. In many cases, they believe that the certificate is a passport for getting employed and is obtainable as soon as the fees are paid. All the information that is required is available on the Internet and can be easily digested by reading casually before the examinations. They also believe conveniently what they hear from the industry personnel that the syllabus is outdated and the gap between what is taught and what is actually practiced is huge.

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 Executive Council 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.
- ▶ 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?

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. In this regard, National Assessment and Accreditation Council (NAAC) has 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 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 university 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 university and give valuable suggestions required to achieve remarkable academic standards in the competitive educational environment.

PURPOSE OF THE ACADEMIC AUDIT

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, administration, and curricular and extra-curricular activities. The after visiting the departments, schools and 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.

46. Availability of teaching and non-teaching faculty.
47. Infrastructural facilities available for carrying out academic and administrative activities.
48. Efforts taken for curricular development.
49. Teacher quality.
50. Teaching methods adopted and use of ICT in teaching, learning process.
51. Feedback mechanism used for assessing the performance of teachers by students and for curricular development.
52. Faculty development programmes implemented by the department.
53. Strengths, Weaknesses. Opportunities and Challenges of the department.
54. Research facilities and research output in the form of publications and patents.
55. Computer, internet and library facilities available.
56. Mentoring system, introduction of Remedial classes, Bridge courses, guidance for NET/SET and competitive examinations.
57. Skill development and personality development programmes.
58. Generation of funds and optimum utilization.
59. Evaluation methods adopted for internal and external examinations.

60. Future plans of the department.

BENEFITS OF ACCREDITATION

- ▶ institution to know its strengths, weaknesses, and opportunities through an informed review process.
- ▶ identification of internal areas of planning and resource allocation
- ▶ collegiality on the campus.
- ▶ funding agencies look for objective data for performance funding.
- ▶ institutions to initiate innovative and modern methods of pedagogy.
- ▶ new sense of direction and identity for institutions.
- ▶ the society look for reliable information on quality education offered.
- ▶ employers look for reliable information on the quality of education offered to the prospective recruits.
- ▶ intra and inter-institutional interactions.

CONCLUSION

In a nutshell, the education system should also change in accordance with the changing times and it is high time that the teachers, students, government and intellectuals realize their responsibilities to ensure a bright future. The aim of higher education institutions are intended upon producing an individual who is socially responsible, globally aware and useful to the nation. Research in educational planning, management and training should be given special attention in our endeavor to improve quality education and achievements of students in higher education institutes. In this regard, higher education institutions have the main responsibility for equipping individuals with advanced knowledge and skills required for positions of responsibility. The main objective of an academic audit is to ascertain the presence and adequacy of quality assurance procedures, their applicability and effectiveness in guaranteeing quality of inputs, processes and outputs.

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ACADEMIC AND ADMINISTRATIVE AUDIT**Dr. Surekha Devi**

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Mob. No. 9041473284**ABSTRACT**

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 acceptable system of education. Everywhere the idea of increasing Gross Enrollment 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.

Like all other institutions, higher educational institutions undergo financial audit. Keeping the inadequacy of financial audit in view, the UGC recommended AAA in the 9th plan because higher education in more than mere audit of financial audit as it involves administrative academic and social aspects as well of teaching, research & extension. Moreover, during the last 5 years UGC has been advocating implementation of academic and administration reforms in consonance with changes at the international level. In order to introduce academic reforms, review their progress and support reforms in different higher education institutions, it is necessary to implement AAA. 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, administration, and curricular and extra-curricular activities.

KEY WORDS : Academic, Administrative, Audit, Financial, UGC, IQAC.....

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 (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 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 university 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 university and give valuable suggestions required to achieve remarkable academic standards in the competitive educational environment.

OBJECTIVES

- ▶ To facilitate awareness among Colleges in the State about processes and systems that can ensure quality enhancement and realization of goals set in higher education.
- ▶ To move in the direction of an accreditation and audit system that enables mentoring more than monitoring.
- ▶ To review the implementation of Government schemes in all colleges of the State.
- ▶ The GUIDE-AAA Score to be used as a tool to identify the areas for special focus and improvement.
- ▶ To evaluate the performance of the institution and to identify the issues those are to be attended to in order to improve the quality of Teaching and Research.

PURPOSE

The purpose of the Academic and Administrative Audit is to evaluate the performance of the university departments, college 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 and 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.

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 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.

METHODOLOGY

The departments, college, 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 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 AAA committee visit.

CONCLUSION

An increasingly prevalent trend in the higher education scenario in India in recent years is the willingness and drive by institutions and universities to introduce systems and practices in their work environment and establish high standards and benchmarks to guide their performance in keeping with the institution's vision and mission. More and more colleges and universities in the country volunteer to subject their activities and performances to be critically reviewed and audited by national and international agencies. The contributions by national bodies such as the National Assessment and Accreditation Council (NAAC) in the educational sector, NABH in healthcare practices and NABL in laboratory practices have sensitized an increasing number of forward-looking establishments in the country to participate, learn and benefit from the expertise and readiness of these agencies to foster such participatory learning. Creation of internal quality assurance mechanisms that help to inculcate the gains made from such efforts in the day-to-day work ethics and organizational culture of the institution is an indispensable requirement in any quality assurance scheme.

TEACHERS' EVALUATION BY THEIR STUDENTS AS A FACTOR FOR QUALITY ASSURANCE IN EDUCATION INSTITUTIONS

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ABSTRACT

Teacher's role is very important at every stage of education. He is the backbone of any institution. As we are living in 21st century, which wants perfection in the entire field and education has no exception. A teacher must possess perfection in his teachings. He must update himself with the changing world as at present scenario the quality of teaching is eroding out in India. Therefore to maintain the quality and improve the teachers' accountability, teacher's evaluation is necessary. Any educational institution has its prestige because of his academic record either it is good or bad. And it is the teacher only who can maintain this record in a positive way so that the institution can progress higher and higher. If the teacher will not fulfill their responsibilities with devotion obviously the students' performance will suffer. So it is necessary to evaluate the teachers. As the students are mainly affected by the teachers so they have the right to evaluate the teachers. In this paper, the researchers will discuss about the need and importance of Teachers' evaluation by their students as one of the points of academic audit.

KEY WORDS : Teacher, Evaluation, Students, Factor, Quality, Assurance, Education, Institutions.....

INTRODUCTION

Quality assurance is a holistic approach covering all the processes in a higher education institution, in order to serve the students and other stakeholders in expected quality standards. The success of a quality assurance system depends on the teachers, students and the support of the management. There is no doubt that teacher plays an essential role at every stage of education. He is the backbone of the institution. A teacher must possess perfection in his teachings. He must update himself with the changing world in order to maintain the academic standard and quality so that their institution can grow higher and higher and their students can be able to cope up with the future world. But the quality of teaching is eroding out in India so this is the high time to focus on maintaining the quality of institutions.

As we are living in 21st century, which wants perfection in the entire field and education has no exception. Data shows that none of India's 700 universities and 35,539 colleges has made it to the list of top 100 most prestigious global universities in the latest 'World Reputation Rankings' released by Times Higher Education. This means that academics don't think too highly of the capabilities and work of our higher educational institutions.

As at present scenario the quality of teaching is eroding out in India. Now the question is why quality teaching is eroding out? Here are the few reasons-

- ▶ Rigid curriculum
- ▶ Boring methods of teaching
- ▶ Teachers; irregularity
- ▶ Lack of teaching skills
- ▶ Lack of life skills
- ▶ Inappropriate teacher-student ratio
- ▶ Lack of accountability
- ▶ Corruption in education
- ▶ Political influence in education
- ▶ Lack research work and projects
- ▶ Separation of research and teaching
- ▶ Lack of proper evaluation method

Therefore to maintain the quality and improve the teachers' accountability, teacher's evaluation is necessary. Any educational institution has its prestige because of his academic record either it is good or bad. And it is the teacher only who can maintain this record in a positive way so that the institution can progress higher and higher. If the teacher will not fulfill their responsibilities with devotion obviously the students' performance will suffer. In teaching learning process evaluation is very

necessary. Now the question is that evaluation of whom?

EVALUATION OF STUDENTS OR TEACHERS?

Evaluation of both is essential but here we are talking about teachers' evaluation only. As in the teaching learning process teacher and students are influenced by each other. It is the teacher only who can tell about their students that how capable their students are. Teachers have the right to evaluate their students by posing questions, observing their activities, class performance, and by giving tests & assessing the assignments. In the same way, no other can assess the teachers as better the students can do. So the students too should have the right to evaluate their teachers. This is the recent idea which is not implemented yet, but few Indian universities and colleges has adopted this idea and implemented in their institutions. Punjab University and Himachal University are one of them and on the basis of that evaluation the teachers of these universities are promoted, and awarded. This evaluation made the teacher regular, more capable and accountable and it motivates them to strive harder and harder for their own prestige and their institution's too. So teachers' evaluation by their students should be considered as one of the factors for quality assurance in educational institutions especially at higher level.

Here we are giving few reasons that why this idea should be taken into consideration while auditing any educational institution.

- ▶ Helpful in promoting the more capable teachers
- ▶ Helpful in renewal or termination of the teachers
- ▶ Make the Permanent teachers conscious about their performance
- ▶ Helpful in assessing the capable teachers to be awarded
- ▶ Helpful in maintaining the quality of teaching learning process
- ▶ Make the teachers accountable and responsible
- ▶ Motivate the teachers to update themselves

Quality can be assured by the evaluation only. Without high quality evaluation systems, we cannot know if we have high quality teachers or not. There are so many teachers in our educational institutions that are not capable and have no quality in their teaching but still they are working in institutions from many years. Management is also responsible for deterioration of quality standard as the teachers teaching at higher level are appointed by the management itself. So before pointing out the teachers, it is a big question for management that why they have not appointed the capable and high quality teachers. And if the capable ones are appointed than why they are not performing satisfactorily?

If any professional is not performing well, it is the liability of management to think over it and find out the causes of the same and try to remove them. And it is also applicable to the education field. Management has to think over the poor performance of teachers and should provide all the necessary facilities so that they can do their job without any stress. So before implementing the idea of teachers' evaluation by their students, the management should be strict. Only then this idea will be successful. As there many others reasons too that affect the teaching quality of teachers like college environment, relationship with colleagues, salary, insufficient facilities at college etc. So first these causes will have to be removed, only then the teachers can be truly judged.

CONCLUSION

In last, we can say that quality assurance is very essential in education field. Along with the other factors of quality assurance, 'teachers' evaluation by their students' should also be included as one of the factors. Quality depends on many aspects and one of them is teachers. So teachers' evaluation is important and it is students that are affected by teachers. Therefore, they must have the right to evaluate their teachers.

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EXCELLENT ORGANIZATIONAL RECORDS BEHAVIOUR MAKES EFFECTIVE EDUCATIONAL SYSTEM**Dr. Shashi Punam****HOD, School of legal Studies and Governance, Career Point University, Hamirpur (Himachal Pradesh).****E-Mail : khushi12.p@gmail.com & Mob. No. 9418636222****ABSTRACT**

Education is holds the greatest key to development for any nation. It lays the foundation for a continuous and equitable growth for the country. But to make an institute too good for better education and improvement it is necessary to make a better management of administrative records. An institute records include books, documents, diskettes and files that contain information on what goes on in institute as well as other relevant information pertaining to the growth and development of the institute. In educational institutional effective record keeping benefits all teaching and non-teaching staff. It improves the efficient day-to-day; helps record and maintain students, teachers information and enables transparent reporting. There are other benefits related to effective record keeping. These include maintaining the security of confidential institutes' files, supporting staff to do their work more effectively, improving staff retention. Keeping in view the present paper have been designed for the administrative record keeping guidelines, to provide helpful suggestions, general information and guidance to assist, implement and maintain adequate record keeping systems that may beneficial for educational institutional. This paper theoretically debated the role of institute records to effective educational management, the importance of keeping records in institute, types of institute records and characteristics of good record management in institutes.

KEY WORDS : Excellent, Organizational, Records, Behaviour, Effective, Educational System.....

INTRODUCTION

Institute records include books, documents, diskettes and files that contain information on what goes on in institute as well as other relevant information pertaining to the growth and development of the institute. As enrollment in institutes increases globally on a daily bases, the available resources may become over-stressed. Adequate record keeping of the human and material resources is needed to address the issue of ever-increasing enrollment. As well as the need to provide institute with human and material resources that can help them to achieve sustainable educational objectives.

Ibara (2010) asserts that without records there can be no accountability. He further maintains that quality performance, task accomplishment, and measurable outcomes are increasingly important responsibilities, all of which depend on the accessibility of usable records. Without access to records, it is virtually impossible to determine responsibility for actions and to hold individuals accountable for their actions. According to Osakwe (2011), institute records are official documents, books and files containing essential and crucial information of actions and events which are kept and preserved in the institute office for utilization and retrieval as needed. Such records are kept by principals, teachers, counselors and administrative staff.

The purpose of record keeping for effective institute management is to ensure that accurate and proper records are kept of student's achievement and growth, institute activities and matters that will promote institute efficiency and effectiveness. Record keeping otherwise known as storage of information of important functions of both the administration and teaching staff of a institute. Additionally, institute records include those pertaining to personal details of pupils, along with those of their academic performance; assessments and examination results; institute policies; minutes of institute -based meetings; including information received from Ministries of education and other education bodies, solicitors, press organizations and public bodies.

IMPORTANCE OF RECORD KEEPING

Record keeping generally concerns the administrative activities that are concerned with achieving cost-effectiveness and efficiency in the creation, maintenance, use and disposal of the records of educational institutions throughout their entire life cycle and in making the information they contain accessible in support of the institute business administration (UNESCO, 2005). Thus, it is essential that records are kept in institute for effective administration, because proper record keeping facilitates retrieval of valuable information that might be helpful in day-to-day operations and decision making in institute systems globally.

ACCOUNTABILITY

Record keeping is vital to an education system's information cycle as a whole, because of its fundamental role in the process of efficient information production and collection. Institute records are an important means of accountability because they provide proof. Records such as cash books and stock books help to ensure accountability as they show income, expenditures

and stock levels in an institute. These cash and the stock books can then be made available to auditors on demand for the auditing of institute funds and facilities.

Decision Making: Institute records help administrators to make decisions. Records provide raw data that enable coherent, balanced and objective decisions on issues such as promotion, student and staff discipline and teaching and learning performances.

Employment: Properly kept records on the human resources serve useful employment and planning related purposes. The number of staff, their areas of specialization, qualifications, age, gender, and so on will help the principle to determine the human resource needs and assets of his or her institute. Consistent information kept about employees can also be used in employee performance appraisals.

Guidance Counselors: institute records are of great importance to institute guidance counselors as these records can provide counselors with a holistic picture of the students they counsel (academic grades and achievements, disciplinary measures taken and/or extracurricular activities) and can help counselors to track student's progress.

Information Bank: Records kept in institutes serve as an information bank from which institute administrators can recall information as needed.

Information for Parents: Parents often want to know how their children or wards perform academically. Records of institute report cards and/or end of term results should be kept by institutes should parents wish to review or discuss past student performance.

Planning: Accurate data assists educational planners to identify areas of need that should be addressed or accorded priority attention.

Student Academic Achievement and Behavior: Certificates and testimonials are issued to graduating students to show how they performed during their studies. Properly kept records can help considerably in the accurate production of thorough certificates/testimonials.

Subject Time Table: Institute time tables help in the coordination of staff and student activities and work. Keeping track of time tables from year to year can help an institute and institute administrators determine which combination of classes and teaching assignments work best to optimize teaching and learning.

Supervisors/Inspectors: The availability of records enables supervisors or inspectors to objectively assess student and staff performance and offer advice or proposals for improvement.

TYPES OF INSTITUTE RECORDS

Institute records can be classified into two types: statutory and non-statutory records. Statutory records are records that prescribed by education edicts and laws of a state which must be maintained by institute administrators. Non-statutory records, while not prescribed by law, are equally as important to the smooth functioning of an institute.

1. Admission and withdrawals register: The admission and withdrawals register shows the names of students that are enrolled each year in various classes in institute and the names of those who withdrew from various classes in the institute.

2. Attendance register and Class timetable: Attendance register shows the daily record of student attendance in each class in the institute. At the end of every term, the class teacher closes the register and submits it to the institute head to crosscheck and sign. Class timetables are a record of how, when and where classes are held. These keep students organized and informed about upcoming classes and help students to manage their time and schedule.

3 Education edicts and laws: Education edicts are announcements of a law governing an educational system. They are decrees or proclamations issued by an authority that have the force of law.

4. Health records and Individual cumulative record card: Are records of the names of students who were ill and sent to local health centers, institute sick bays or the hospital for treatment. These records indicate the nature of the sickness and the treatment administered. This is a continuous record or a combination of records that contain comprehensive information about a student. It provides a summary of a student's academic progress in institute and also includes the student's name; age, date of birth, date of admission, family background, social or extracurricular activities, etc.

5. Lesson plan and Log book: Lesson plans are records kept to guide teachers during their teaching activities. These are written on a weekly basis to determine what and how the teacher will teach. A lesson plan is developed based on the school's scheme of work, unit plan or curriculum. It is presented to the head teacher for assessment, signature, date and name before it can be used for teaching. A log book is an important official record kept to track significant happenings that take place in the institute such as the death of students and staff, dates of resumption and closing of the institute term, staff and student misbehavior, etc. The head teacher keeps this book safely secured and must be presented to the Ministry of Education or School Board upon request.

6. National Policy on Education: The National Policy on Education (NPE) is a policy formulated by a government to promote education across the country. The policy covers early childhood, primary (elementary), secondary, and higher education. It also includes adult and non-formal education, technical and vocational education, distance education, educational services, planning, administration and supervision, and financing education.

7. Disciplinary records: Disciplinary records are kept to protect students from arbitrary punishment from teachers and to exonerate teachers from unwarranted criticisms by parents or students. In most cases, the head teacher approve of any disciplinary action before it is administered to a student or students. Records concerning the disciplinary action and its approval are documented for future reference.

8. Institute stock book and Institute cash book: The institute stock book shows the current supply of equipment and other materials in the institute. It is usually divided into two parts. The first part showing the consumables items (chalk, dusters, diary, registers, etc.) and the other are showing non-consumable items (furniture, television, tape recorders, sporting and athletic equipment, etc.). It contains name, date of supply, and expiring dates of goods supplied, if applicable. An institute cash book is a system that helps organize school finances. It is a simple record that details all payments made and income received. It shows receipt of items and all expenditures. This book is kept with the accountant or clerk in the absence of a institute treasurer.

9. Institute diary and Institute timetable: The institute diary, also known as a teacher's record of work, shows the things that are to be done and have been done each term for each class/subject in an institute. This record helps to keep teachers motivated and on task (to complete the syllabus by the end of the term) and ensures continuity. An institute timetable is a table used for coordinating four basic elements (students, teachers, subjects, and time slots, otherwise called periods) in an institute system.

10. Staff and student movement book: The staff and student movement book details the entry and exit of staff and students in a school.

11. Transfer and leaving certificates: Transfer and leaving certificates are the forms approved by the Zonal Inspector of Education and signed by the head teacher at the request of parents to permit their children to leave one school to attend another as a result of a parent's work transfer, etc.

12. Visitor's book and Syllabus: The purpose of a visitor's book is to keep records of the names and addresses of visitors, date and time of visits, purpose of visits and who the visitor requested to visit. This book is kept by the head teacher or his or her assistant. A syllabus is an outline and a summary of topics to be covered in a school. A syllabus for a certain subject is often set out by an examination body such as the West African Examination Council (WEAC) who conducts, supervises and controls the quality of examinations for uniformity.

13. Scheme of work and Curriculum: A scheme of work is a guideline that defines the structure and content of a subject. It shows how resources such as books and equipment are to be used and how class time, class activities and class assessments are to be carried out to ensure that the learning aims and objectives of the subject are met. A scheme of work can be shared with students so that they have an overview of their subjects. A curriculum is the set of subjects and their content offered at a institute. A curriculum is prescriptive and is based on a more general document that which specifies what topics must be understood and to what level to achieve a particular grade or standard in an educational system.

CHARACTERISTICS OF GOOD RECORD MANAGEMENT

Managing institute records according to Fasasi in Osakwe (2011) is meant to enhance the performance of school administrators. An adequate records management programme co-ordinates and protects an institutions records, sharpens the effectiveness of records as management memory, and helps to simplify intra-organizational and communication problems. The management of records in institutes, like in any other organization, is a cyclic process involving principals, teachers, students,

messengers and cleaners. Most records are handled by school heads and are kept manually, hence the processing, retrieval and utilization of records is not always easy. According to Ibara (2010) the following are characteristics or attributes of good record management (although modifications can be made):

Completeness, Cost and Flexibility: Complete and comprehensive records should be kept to give users all the information needed to plan and make effective decisions. Records should not be too expensive to keep. This means that the financial cost of collecting, analyzing, synthesizing, storing and retrieving records should be low. Data is flexible if it can be used by more than one user at different times for different purposes.

Quality: The quality of any information contained in any record must be accurate and reliable. The greater the accuracy and reliability, the higher the quality of information, and the more likely the information system are to work well.

Relevance: A relevant record is one that is useful to the needs of the system. A good deal of irrelevant information is kept. Data that is no longer relevant and not required by law should be securely disposed of.

Retention and Disposition of Records: The disposition of records does not entirely mean destruction. Disposition can also include transfer of records to a historical archive, to a museum, etc. In the case of educational institute, however, most records are disposed of when no longer needed. The public officials concerned may destroy these records upon expiration of the retention period.

Timeliness, Variability and Maintenance: Information contained in a record should be retrievable as it is needed rather than after important decisions have been made. This refers to the degree of consensus arrived at among various users examining the record. The greater the consensus among users, the more accepted the record. The maintenance of records involves all activities that ensure that they are in good condition, and kept in an orderly state. This is a central function of records management.

TOP 10 ADMINISTRATIVE RECORD KEEPING TIPS

Below are 10 simple tips that may be beneficial in establishing and maintaining an effective administrative record keeping system. The benefits of maintaining accurate, reliable and useable records can help to increase the efficiency and effectiveness of any business. It will ensure to access information when required and meet all accountability and compliance business requirements.

1. Well Planning

Establish what processes are needed for administrative records to be effectively maintained and how this will be achieved. Planning an administrative record keeping process will help to maintain a record keeping system that works for and provides clear expectations for staff.

2. Consistency and Communication

To make it easier for staff to do their job, have information collected and stored in a consistent way within your practice; all staff should follow the same policies and procedures. Have all your staff made aware of, and ensure they understand, administrative record keeping policies and procedures. By communicating expectations clearly, you will benefit from consistent administrative record keeping standards within the institute.

3. Training and Modify of record

Know the capabilities of your software and provide appropriate training to staff. Most software used in practices today has capabilities that will make it easier for you to keep accurate administrative records. This will also reduce staff frustration when records cannot be located quickly and easily.

Don't be afraid to modify your record keeping system if you find a more efficient way to achieve results. Regular reviews of your record keeping systems will keep them up-to-date and operating in a way that is beneficial to the practice.

4. Allocate appropriate resources

Allocate the appropriate resources needed to maintain your records, for example, staff and physical resources. By doing this, you will be able to better manage your administrative records effectively, leaving staff feeling supported and more positive about their position. You may choose to make the Administrative Record Keeping Guidelines a part of the range of record keeping guidance tools that you have available for staff.

5. Embrace technology

Regularly investigate if new technology is available that may help improve the efficiency of your administrative record keeping system. Practice staff will appreciate any efforts made to improve the task of keeping records, giving them additional job satisfaction.

6. Delegation and Responsibility

Nominate your practice champion-delegate responsibility for monitoring administrative record keeping practices to a staff member who will enjoy the challenge, accept responsibility and remain accountable. Having a nominated champion will enable staff to remain focused on your record keeping policies and procedures and identify where improvements could be made. Know your responsibilities-what to record, how to maintain records and how long they should be kept.

7. Review

Encourage staff to provide feedback on how the record keeping system is working and how it could be improved. In doing this, you may gain valuable suggestions that will bring continuous improvement to administrative records, improving the efficiencies of the practice.

SOME SUGGESTIONS FOR SAFE RECORDS

Some of the ways records can be safely managed and preserved according to are:

- 1. Classification:** This is the methods of arranging records and files perfectly into groups according to subject. It ensures that institute records are arranged in a logical order. The logical arrangement of files is central because it guarantees that files have their specific places and can be retrieved without snag and significant loss.
- 2. File Storage:** After a classification system has been determined and files have been labeled, files should then be arranged accordingly and kept in a filing cabinet drawer. A filing cabinet or cabinets should be used for this purpose. The cabinet drawers in which the files are housed must also be labeled clearly and the files appropriately organized so as to maintain the relationship of the files to one another.
- 3. File maintenance:** It is important to check the files periodically to ensure that they are in good condition, since they are prone to wear and tear. Some records in files may be loose and could fall out easily. These should be securely attached and reattached.
- 4. Check Out:** When records or files are lent to users, a system must be worked out that tracks where and when certain files or records were lent to a user. Small cards may be designed to enable efficient control over the flow of files.
- 5. Secured from natural factors:** Institute records should be properly arranged and secured from natural hazards such as flooding, insects, rain, sun, termites and wind etc.
- 6. Electronic administrative record keeping:** Storing administrative records electronically can require special consideration. Electronic records can be altered or lost and preventing this from occurring will benefit your practice with accurate records that are easily retrieved increasing the efficiencies in your practice.

CONCLUSION

No doubt, education holds the greatest key to development for any nation. But to make an institute too good for better education and improvement it is necessary to make a better management of administrative record. An institute records can document any activity that falls within the normal activities. With respect to accountability, they can track the responsible use of resources or confrontations between students and teachers.

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MAINTENANCE OF ADMINISTRATIVE AUDIT RECORD

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This paper focuses on keeping of education administrative audit records as a strategy for management of educational institutions. Educational industry has certain problems which makes its administration complex. Therefore institution managers are expected to use their administrative skills to solve such problems and ensure the achievement of educational objectives. Through institutional records, management functions such as planning human and materials resources, directing of institution programmes and funding can be enhanced. Institution records can also assist institution managers in supplying information to and soliciting assistance from parents, communities, government agencies and international organizations. Ensuring safety and confidentiality of international records, positive attitude towards record keeping, adequate knowledge of record keeping and availability of record materials are recommended as means of making education administrative audit records a management tool. Administration is responsible for setting the institution's tone and serve as its public face. School districts, colleges and universities often employ assistant administrators to be responsible for budget, curriculum and personnel. Still other educational administrators work in research and policy-making roles in governmental and private departments and organizations where students typically never set foot. The preparation of audit report is the last work of audit. An auditor presents weakness, strength and details of an organization by preparing audit report. Audit report accumulates all the facts of audit. So, it is the proof of conducting audit properly.

KEY WORDS : Institution, Audit, Administration, Managers, Confidentially, Government

DEFINITION OF EDUCATIONAL ADMINISTRATION

Jetta Productions/Digital Vision/Getty Images Educational administration is the study and practice of managing the resources, tasks and communications involved in running a school. The goal of the administrator is to keep the school's overall process flowing smoothly, making decisions that facilitate successful education. The administrator identifies and articulates a school's mission and goals and makes them happen by implementing programs, delegating tasks and allocating resources.

ROLES OF EDUCATIONAL ADMINISTRATORS

The top administrator, whether she's called superintendent, head of school, president or principal, is the institution's equivalent of a chief executive officer in business. She takes an active role in personnel issues, budget decisions, curriculum planning and setting policy that staff and students will abide by. Administrators are responsible for setting the institution's tone and serve as its public face. School districts, colleges and universities often employ assistant administrators to be responsible for budget, curriculum and personnel. Still other educational administrators work in research and policy-making roles in governmental and private departments and organizations where students typically never set foot.

Meaning Of Audit Report and Points to Be Considered While Preparing Audit Report

AUDIT REPORT

The preparation of audit report is the last work of audit. An auditor presents weakness, strength and details of an organization by preparing audit report. Audit report accumulates all the facts of audit. So, it is the proof of conducting audit properly. Audit is related with the examination of books of accounts on the basis of regularity, rationality, economy and efficiency. An auditor checks the books of accounts on the basis of evidential documents. So, a financial statement is prepared by the auditor on the basis of information collected from the examination of evidential documents and records. An auditor should prepare report incorporating the facts found during the course of audit which is known as audit report. Audit report is an important document in which the auditor sets forth the scope and nature of the audit and also gives his impartial opinion regarding the client's financial statement. It is the last outcome of every audit. We can find vast difference in the reports which were prepared previously and the reports prepared nowadays because the responsibility of an auditor is increased highly. So, an auditor should prepare report considering the following facts:

1. Address should be made to the authority that has appointed him.
2. Auditor should express his opinion in connection to financial statements.

3. Auditor should prepare report based on the facts found after the examination of all the books of accounts.
4. Date must be written in report which shows the duration of audit.
5. Audit report may clean, qualified and adverse.
6. All the facts incorporated in report should be concise, clear and correct.

EDUCATION ADMINISTRATIVE AUDIT RECORD AND THEIR ESSENCE EDUCATIONAL INSTITUTIONS

On regular basis, information on institution personnel (pupils, teachers and non-teachers), facilities, funds and institution activities, are collected and preserved. This collection becomes school records. Institution records are therefore information or data which are collected on various aspects of a institution and preserved for future use. The information or data which are written manually or electronically are preserved in books, files, diskettes and other electronic materials. Mbiti (1974), summarizes this concept when he states that institution records include all books and files containing information on what goes on in institution, who is in the institution and the type of properties owned by the institution. School records include

- (i) A register of admission and withdrawal
- (ii) A register of attendance
- (iii) A log-book
- (iv) A cash book
- (v) A visitor's book
- (vi) A copy of education law
- (vii) Scheme of work
- (viii) Teacher's record of work
- (ix) Institution time-table
- (x) Corporal punishment book
- (xi) Counterfoils of transfer and leaving certificates, and
- (xii) Minutes book of the Board of Governors.

Education administrative records serve as a bank in which information is deposited and kept with the hope of retrieving and utilizing in the future. Proper keeping of institution records could enhance planning process, serve as historical record, provide knowledge on students' academic performance and facilitate institution financial administration. It will also provide a basis for advisory and counselling services.

Education administrative records provide raw data which can be used by officials of education ministries for planning purpose. Data collected from institution records on pupils enrolment and institution facilities can be analyzed in order to determine the number of teachers and other resources that would be needed by the school. Within the institution, records would enhance planning for placement of students into higher classes.

Through records, especially the log-book, the history of the institution could be known. Important events of the institution are recorded in the log-book. Hence, it services as a good reference point of whoever intends to know the happening in the institution. In fact, it serves as historical sources of useful information to principal's or headmaster's successor and to outside researchers'.

Institution records also enables us know the termly and yearly academic performance of students. Institution managers will be able to determine the academic progress of the students and take necessary precautionary measures towards improving their academic performance.

The financial status of the institution could be determined through institution records. Income and expenditure of the institution are entered into appropriate ledger, and this enhances accountability on the part of the institution administrator.

Institution records also provide a basis for advisory and counselling services. Teachers, head teachers and institution counsellors could make use of records in order to give advice on students' academic activities.

USING INSTITUTION RECORD AS A MANAGEMENT STRATEGY

One purpose a school record can serve is to assist in effective management of the institution. Managers are required to keep records not only because it is a statutory duty but because of its value in improving management practices. Institution

records can enhance managerial duty performances in the following area:

(I) PLANNING FOR RESOURCE ACQUISITION AND UTILIZATION

Resources such as teachers, non-teachers and students, constitute the personnel in the institution. They are to be absorbed into the institution in adequate quantity and quality. Also, facilities that would be needed in the institution should be determined by the administration. Records such as students' admission and attendance registers, school inventories book and teachers' register will be consulted in order to plan for acquisition of the resources. Their utilization should also be planned for when records are consulted.

Time is another scarce resource which needs to be well managed in order to avoid its being wasted. School calendar, time-table and class time-table could be used to allocate programmes, curricular and co-curricular activities of the school. Planning, coordination, control and organizing of school activities could be enhanced through the use of these records.

(II) STUDENT AND STAFF PERSONNEL SERVICES

Teachers' office accommodation and students' classroom accommodation should be provided in institution. Also, teachers and students' institution and classroom attendance and movement during institution periods should be monitored. Another aspect of personnel services is control and modification of students' and staff behavior. Records such as students attendance register, staff time book, staff movement book, students class records book, teachers class record book, corporal punishment book, staff personal file and, students personal file will be administratively relevant in this situation. Moreover, government regulations on what to do (course content, curriculum) who do it (personnel) when to do it (time) where to do it (educational institutions) and how to do it (methodology, funding, and facilities required), are vital to institution management. These are contained in the education law and the National Policy on education which are to be kept in institution.

(III) FINANCIAL MANAGEMENT

When financial transactions are properly documented and kept in records, incidence of fraud, overspending and financial waste, will be curtailed to large extent. Records such as cash book, bank account book, cheque book, account ledger and receipt for payments, are useful records for this purpose.

(iv) Improvement of instructional Programme could be achieved when records such as lesson plan, scheme of work and record of work are kept. Teacher's activities could be controlled and monitored when records of what has been done and what should be done within a period are checked. The teacher could be advised, praised, encouraged and directed as appropriate.

(v) Maintenance of effective interpersonal relationship with the community and external agencies. Record such as visitor's book, Parent-Teachers Association minute book and Board of Governor's book, constitute points of reference of fostering good relationship between institution and external bodies, knowing their needs and getting the needs of the institution across to them.

RECOMMENDATIONS

Education administrative audit record may not be able to serve its purpose as a management tool unless certain measures are taken by the institution administrators. The following recommendations are therefore worthy of note.

Institution and classroom administrators should develop a positive attitude towards record keeping. As a result of lack of commitment on the part of the administrators, some records are not properly kept while some are not kept at all. For example, many schools including government owned ones are not having copies of education law and national policy on education, in their institution.

As a corollary to this teachers should have an understanding of record keeping process. At institution level, a seminar on record-keeping should be held and samples of all records should be made available for teachers to see. Through this method, records such as log-book and punishment book which are usually kept in the head of a school's office, would be seen and handled by younger teachers. In addition, teachers should acquire knowledge on modern methods of record keeping which are made available through modern information technology.

Records should be kept honestly, accurately, safely and confidentially, planning done with falsified records cannot be accurate and this will not augur well for the nation's educational development.

Finally, the government and the institution authorities should provide facilities that are required for record keeping. For example, record books, files, audio and visual equipment, should be provided in sufficient quantity. Storage facilities which will enhance safety of the records from theft, mutilation, destruction and accessibility to unauthorized persons should be provided to all schools.

CONCLUSION

Education administrative audit records are meant to enhance the performance of secondary school administrators. When records are kept and utilized appropriately, execution of management functions is likely to be easy and effective. Institution records also enable teachers and student to be alive to their responsibilities and work conscientiously towards the achievement of educational objectives.

PRESENT SCENARIO OF ACADEMIC AND ADMINISTRATIVE AUDIT IN TEACHER EDUCATION INSTITUTES**Nisha Chandel****Assistant Professor Swami Vivekanand P. G.College of Education Tarkwari, Distt. Hamirpur, HP****E-mail: nishachandel2008@gmail.com & Mob. No. 9418641983****ABSTRACT**

Auditing is a new phenomenon to the educational institutes. Initially, auditing was started for the financial purpose, but its use in academic purpose is new. While scanning the teacher educational institutions and other educational institutions in Himachal Pradesh none has gone for academic auditing. More surprising is the condition in these institutions that only some of them have heard about the term academic auditing; but not clear about the term. Academic Auditing has been a practice in the countries like United States of America, Australia, France and England and many countries like. But is it useful in Indian Context especially with reference to Teacher Educational Institutes? How to carry out the process? Who are the authorities; which will carry out the process of auditing? This paper tries to answer all these questions in this paper.

KEY WORDS: Auditing, Academic Auditing, Administrative Audit, Teacher Education Institutes.....

INTRODUCTION

Auditing is a new phenomenon to the educational institutes. Auditing started for the financial purpose, but its use in academic purpose is new. While scanning the teacher educational institutions and other educational institutions in Himachal Pradesh none has gone for academic auditing. More surprising is the condition in these institutions that only some of them have heard about the term academic auditing; but not clear about the term. Academic Auditing has been a practice in the countries like United States of America, Australia, Newzeland and England and many countries like. But is it useful in Indian Context especially with reference to Teacher Educational Institutes? How to carry out the process? Who are the authorities; which will carry out the process of auditing? I have tried to answer all these questions in this paper.

Kundu (2015) defines Academic Audit as: "Academic audit is a procedure of verifying and confirming the performance of academic practices and procedures against planned/standard procedures." He further opines that it should be annual activity. The areas to be included are -- Teaching, syllabi, admissions, research, examinations, results, academic decisions and implementation, academic administration, facilities for students, teaching and research infrastructure, institution infrastructure, benchmarking of best practices, citizen charter, etc. Importance of academic audit is to increase the goodwill of institution, students confidence, teachers up-gradation, helpful in ranking of institution, satisfaction of stakeholders, etc.

Chinhoyi University of Technology, Directorate of Quality Assurance and Graduate Studies opines in Internal Academic Audit Handbook that departments are the backbone of the University's core business and most activities in the University are affiliated with them. The trifocal functions of the University (teaching, research and service) are carried out in academic departments. An academic audit reviews the processes and procedures used by Departments to enhance the quality of their programs and awards. Departments are required to have processes that guarantee quality in teaching and learning they provide to students. Standards for student achievement must be set and attendant processes must be in vogue to implement University policies directed to these ends. Academic audits focus on strategies that a department uses to assure quality education, how these are organized and how well they perform. Good strategies are not sufficient on their own and need to be complemented by an enabling environment. Resources and efficiency of their utilization are fundamental issues in provision of quality education.

University of Exeter in Teacher Quality Assurance Manual explains that the College Academic Audit provides the opportunity for a regular strategic overview of the entirety of a College's learning and teaching activity. It is the principal means by which the University assures itself of the efficacy and robustness of each College's quality management procedures and of continued enhancement of the quality of the student experience.

University of Canterbury enlists main features of College Academic Audit as :

- ▶ It is College based; though if deemed appropriate a constituent unit or department within a College may be reviewed independently;
- ▶ It is based on a process of self-evaluation carried out by the College itself;
- ▶ The use of External Assessors to ensure objectivity;

- ▶ The Audit evaluates the full range of College activities including academic partnerships, student exchanges and study abroad, allowing balanced recommendations to be made by the Panel.

COLLEGE ACADEMIC AUDIT PROCESS: The process has the following main stages:

- ▶ Identification and notification of a date(s) for the audit
- ▶ Appointment of Panel members and identification of College Liaison Officer
- ▶ College workshop for writing of Self- Evaluation Document (SED)
- ▶ College submission of the draft SED for comment
- ▶ College submission of a SED, with any relevant supporting documentary evidence
- ▶ Scrutiny of the SED and supporting evidence by the Audit Panel Preliminary Meeting of the Audit Panel
- ▶ Visit by the Audit Panel to the College, normally lasting 2.5 working days
- ▶ College informed of key judgments within 5 days of the end of the Audit
- ▶ Production of a report including recommendations for enhancement
- ▶ Production of a College Action Plan
- ▶ Audit report submitted to the Boards of the Faculties
- ▶ Follow up meeting 12 months after the Audit to monitor and record progress, and monitored annually thereafter if required.

AUDIT PANEL

An Audit Panel will normally comprise:

- ▶ A Chair nominated by the Deputy Vice-Chancellor (Education), normally one of the Deans of Faculty or College;
- ▶ VP Academic Affairs (Students' Guild or FXU equivalent)
- ▶ A senior member of academic staff from outside the College being audited;
- ▶ A senior member of academic staff from the College being audited in the following year (usually the ADE/ADR);
- ▶ Two External Assessors;
- ▶ Head of Academic Policy and Standards.

A member of the Academic Policy and Standards division shall act as secretary.

THE ROLE OF MEMBERS: The role of all Panel members is to:

- ▶ Identify significant themes/issues for discussion from scrutiny of the SED and supporting documentation;
- ▶ Construct and manage an agenda for the College Academic Audit which enables them to explore these themes/issues through dialogue with the College area;
- ▶ Pursue lines of enquiry as allocated by the Chair which allow them to test whether current structures and procedures are fit for purpose, closing down lines of enquiry as soon as the evidence is obtained. This can be done in advance where the evidence is clear within the SED and supporting documentation;
- ▶ Make evidence-based judgements about the maintenance and enhancement of quality and standards;
- ▶ Make evidence-based judgements about the University's relationship with a partner institution (where appropriate);
- ▶ Contribute to the writing of specific sections of the Audit report as directed by the Chair as per the allocation outlined above.

EXTERNAL ASSESSORS

An External Panel member is a senior academic or professional who is not a member of University of Exeter staff. S/he should have knowledge of UK Higher Education and of the disciplines concerned and, where possible, should have experience of internal audit/review in their own institution or external review by the QAA or relevant professional body. S/he should not have had any formal links with the College within the previous 3 years.

The External Assessors play a vital role in assisting the Panel to identify key issues to be explored during the visit to the College/subject area and play a full part in the Panel's meetings with College staff, and the identification of conclusions and recommendations. In particular, External Assessors are able to identify excellence in provision, they are able to make comparisons with similar provision at other institutions, and can offer feedback on the appropriateness of aims and learning outcomes to future career development. External Assessors will be expected to provide comment on the currency and validity of programs and contribute to the writing of specific sections of the Audit report as directed by the Chair. External Assessors will be appointed by

Quality Review will receive a fee from the University for their contribution.

AUDIT PROGRAM

The Audit will normally last for 2.5 days. The program will be drawn up by the Audit Secretary in consultation with the Panel Chair and the College. The program will start with a Preliminary Meeting of the Panel 4 weeks before the Review to identify specific themes for wider consideration during the Review and close down any lines of enquiry that have been concluded by a review of the SED and evidence. The Review itself will begin on the afternoon of Day One with a meeting of the Panel to prepare for the meetings with staff and students. The final meeting of the second day will review all evidence gathered and review the themes to be considered on day three.

The program will normally include the following meetings:

- ▶ Meetings with students from across the full range of programs, disciplines and years of study (including academic partnerships)
- ▶ Meetings with the College senior management
- ▶ Meetings with academic and Professional Services staff from across the disciplines (including academic partnerships)
- ▶ Meetings to discuss education and the student experience (Taught and Research)
- ▶ Meetings to discuss quality assurance and enhancement mechanisms
- ▶ The Review Panel will be mindful of potential issues of confidentiality arising from the review meetings.
- ▶ The program will include short periods in each day when the Panel has a private meeting, to allow time for discussion of issues raised by different groups.
- ▶ There will be a final Panel meeting to discuss judgments, recommendations and the structure of the report.

OUTCOME AND FOLLOW UP

The Audit secretary will facilitate the drafting of the report with all Panel members being required to write various sections and approve the final report. When the Panel has agreed the report it is sent to the College for correction of any factual errors; the College is not otherwise able to change the review report. The reports are received and finally confirmed by the Boards of the Faculties for subsequent approval by the DVC Education.

The Panel will seek to identify the strengths and weaknesses of the College and to make judgments about the level of confidence that can be placed in the management of academic standards and quality enhancement. The Panel will wish to highlight good practice and make recommendations on any action that it considers needs to be taken by the College or University.

Once the report is in its final form, the College (and, possibly, the University) will be asked to provide an action plan in response to any recommendations for enhancement. Both report and action plan will be subject to consideration by the Deans of Faculty and Professional Services and approval by the Deputy Vice Chancellor (Education) via the Boards of Faculty.

This is the way how academic audit can be carried out in educational institutions. It seems quite useful for the Teacher Educational Institutions in terms of quality enhancement and improvement. It is the need of the hour to carry out the academic audits in order to compete with the educational institutes at international level and to provide world class education to the future teachers.

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ACADEMIC AND ADMINISTRATIVE AUDIT: - NEED OF HOUR

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ABSTRACT

21st century has witnessed rapid changes in every sphere of the life which also has emerged in the field of teacher education. To meet these changes various methods and innovative practices have been implemented to maintain and enhance the quality of education. To assess these practices, strategies, institutional planning and policies the academic and administrative audits have great importance. Academic and Administrative Audit is a systematic approach to control and maintain standards in the field of Teacher Education. It plays significant role in providing quality education, better learning opportunities to learners, setting academic standards, integrate academic planning, research assessment as well as quality assurance. It is a continuous process of self-introspection for better growth of the institution and its learners. Academic Audit is a mechanism to examine and enhance the quality of academic aspects of teacher education institutes. It is systemic and scientific process of designing, implementing, monitoring and reviewing all academic activities to maintain standards and enhance the quality of education. On the other hand by Administrative Audit the efficiency and effectiveness of the operation system of administrative policies, procedure, decision making authorities, functioning, strategies, process, feedback system and control mechanism etc are assessed. It locates stagnation and affected functioning and also identifies the areas where special attention and efforts are required. In short it can be concluded that Academic and Administrative Audit laid emphasis on standard system base on the parameters of quality education. Qualitative enhancement in term of institutional policies, procedure and activities that are designed to promote the learning experiences and outcomes of learners as well as to enrich curricular aspects. It involves an institutional of strengths and weaknesses of academic Administrative policies to identify the area of improvement. It also reflects the missions, vision s and strategies of institution and gives emphasis to promote the capabilities and achievements of the students. This paper focused on importance of Academic and Administrative Audit in present scenario to maintain the academic standards and standards and enhance the quality of education.

KEY WORDS : Academic, Administrative, Audit, Procedure

INTRODUCTION

The present scenario has witnessed rapid changes in all walks of life, concerning these changes various methods and measures has emerged to enhance the quality of education at higher level, what to ever these are all attempts in Academic and Administrative Audit. Academic and Administrative Audit is mandatory measure for all Higher Educational Institutions. Central Government has assigned the responsibility to National Assessment and Accreditation Council.

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.
- ▶ To recognize the importance of quality enhancement.

THE ACADEMIC AND ADMINISTRATIVE AUDIT HAS GREAT IMPORTANCE

1. To confirm that the arrangements for quality assurance are fit for purpose vision and mission of the institution
2. To provide assurance that the standards of higher education align with expectations.
3. To ensure that students have access to appropriate learning opportunities' through provisions, private study and supported learning.
4. To promote and enhance high equity teaching and learning
5. To advance the highest possible levels of students achievements
6. To confirm that students are fully supported in their academic and personal development.
7. To encourage strategic development that enriches the curriculum and enhances student's opportunities for employment and career development.

As per guidelines of UGC that apex body of on Higher Education in the country has assigned the tasks of **Academic and Administrative Audit** to an autonomous body established by Ministry of Human Resource and Development i.e. Nation Assessment and Accreditation Council (NAAC).

NAAC Assessment and Accreditation of various curricular, co-curricular or body academic and administrative activities is made mandatory for all Higher Educational Institutes in India. NAAC has developed its own system of assessing the quality of education providing by the higher education institutes. It evaluates the equality of academic and administrative activities on the basis of past and present contribution of the higher education institutes with fixed common scale. This scale consists of seven criterions i.e. curricular aspects.

- ▶ Teaching-Learning and Evaluation.
- ▶ Research, consulting and Extension
- ▶ Infrastructure and Learning Resources.
- ▶ Student Support and Progression.
- ▶ Governance & Leadership.
- ▶ Innovative Practices.

Every institutes has set standards called to benchmarks about the quality, it provides these are always defined in term of students achievements. Its main aspects are:-

- ▶ The acquisition of knowledge
- ▶ Development of capability
- ▶ Practicing intellectual
- ▶ Skills by Students

It is applicable to all discipliners and reflects the expectations established by institutions as well as the academic requirements and competencies associated with individual course and program me.

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 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 proactive 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 students 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.

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ACADEMIC AND ADMINISTRATIVE AUDIT: - NEED OF HOUR**Pawan Kumar****Lecturer in Computer Science, Raj Rajeshwari College of Education, Village Chorab(Mansui), P.O. Bhotia, Tehsil Barsar, District Hamirpur (H.P.)-176041****E-mail :pawansharma_2003@yahoo.com & Mob. No. 9736304229****ABSTRACT**

We get education system from the British was more suitable to feed the interest of the then ruling class. After Independence of India we needed a system best suited to the changing needs of the Indian society. The success of any system of education is evaluated in terms of its qualitative aspects, its activities and achievements.

The purpose of the Academic and Administrative Audit is to evaluate the performance of the university departments, and schools and appreciate their achievements and give suggestions for further improvement of the quality of teaching, research, administration, and curricular and extra-curricular activities. Academic and Administrative Audits to develop a system for conscious, and consistent improvement in the overall performance of institutions. For this, during the post-accreditation period, it will channelize all efforts and measures of the institution towards promoting its academic excellence.

In the present competitive educational environment, it is necessary to achieve remarkable academic standards. The National Assessment and Accreditation Council (NAAC) has evolved certain benchmarks for assuring the quality at different levels of higher education. Almost in all Higher Educational Institutions, Internal Quality Assurance Cell (IQAC) is established to identify the benchmark for achieving the quality. It is necessary to assess the performance of academic and administrative unit of any educational institution. The Academic and Administrative Audit will ensure the quality as per those benchmarks. Its purpose will not only be to evaluate the performance but also to give suggestions for further improvement in teaching, research, administration and other academic and non-academic activities

KEY WORDS : Academic Audit, Administrative Audit.....

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. Accreditation is a benchmark of an institution. It requires auditing of all academic and non-academic supporting units for efficiency and for standards.

PURPOSE OF THE ACADEMIC AND ADMINISTRATIVE AUDIT

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

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. Academic and Administrative Audit play vital role to bring quality in education and maintain it at global level. The main objective is to ascertain the presence and adequacy of quality assurance procedures, their applicability and effectiveness in guaranteeing quality of inputs, processes and outputs. Hence it is concluded that there is a 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.

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ACADEMIC AND ADMINISTRATIVE AUDIT**Dr. Malkiat Singh Rana****Assistant Professor, DDM Sai College of Education Kallar****E-mail : mlktrana@gmail.com & Mob. No. 9805311453****ABSTRACT**

The objective of an academic audit is to elicit thoughtful conversations about how to produce tangible improvements in education quality without having to spend more money. Like program reviews and accreditation visits, audits include a self-study by the unit being reviewed and a site visit by peers from outside the department or institution. Unlike those other forms of evaluation, however, audits do not focus on the ratio of faculty members to students, disciplinary coverage, research prowess, and other matters relating to resources and prestige. Nor do they second-guess the decisions faculty members make about curriculums or the quality of classroom performance. Instead, academic auditors evaluate what are coming to be called "education-quality processes" -- the key faculty activities required to produce, assure, and regularly improve the quality of teaching and learning. By so doing, they sidestep problems that usually arise when outsiders try to gauge teaching performance or assess student learning -- like intrusive classroom visits, trouble interviewing enough students and faculty members to get a clear picture of what's going on, and even threats to academic freedom. Rather than trying to micromanage teaching, an audit asks how professors organize their work and the kinds of data they use to make decisions, as well as how faculty members can use the resources available to them and work collegially to do better. An academic audit relies on the following simple and widely held tenet of academic life: "Professors want to provide quality education, and they will do so when supported by good processes." Good education-quality processes systematize a department or other unit's approach to quality, instead of leaving it mainly to unmonitored individual initiative.

Audits at many institutions should grow significantly in the future, as they can spur improvement and accountability in flexible and in expensive ways. Professors can discuss education-quality processes without the defensiveness associated with direct quality evaluations. Furthermore, it is impossible to fake an audit -- if one has not focused seriously on quality processes it's impossible to discuss them coherently. And because audit conversations don't require expertise in any particular discipline, professors from all fields can learn and spread exemplary practices by serving on audit teams. Those who do are pleased with the experience, as are the professors in the departments being audited. Everyone wins: the faculty members and administrators who participate in the audit, the institution, and, most importantly, the students.

KEY WORDS: Academic, Administrative, Accountability, Flexibility.....

INTRODUCTION

To facilitate excellence in higher educational institutions in the State for students by the stakeholders of higher education, primarily by teachers. Like all other institutions, higher educational institutions undergo financial audit. Keeping the inadequacy of financial audit in view, the UGC recommended AAA in the 9th plan because higher education in more than mere audit of financial audit as it involves administrative academic and social aspects as well of teaching, research & extension. Moreover, during the last 5 years UGC has been advocating implementation of academic and administration reforms in consonance with changes at the international level. In order to introduce academic reforms, review their progress and support reforms in different higher education institutions, it is necessary to implement AAA.

The National Assessment and Accreditation Council (NAAC) has 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 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 university 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 university and give valuable suggestions required to achieve remarkable academic standards in the competitive educational environment. Audits at many institutions should grow significantly in the future, as they can spur improvement and accountability in flexible and in expensive ways. Professors can discuss education-quality processes without the defensiveness associated with direct quality evaluations. Further more, it is impossible to fake an

audit -- if one has not focused seriously on quality processes it's impossible to discuss them coherently. And because audit conversations don't require expertise in any particular discipline, professors from all fields can learn and spread exemplary practices by serving on audit teams. Those who do are pleased with the experience, as are the professors in the departments being audited. Everyone wins: the faculty members and administrators who participate in the audit, the institution, and, most importantly, the students.

OBJECTIVES

- ▶ To facilitate awareness among Colleges in the State about processes and systems that can ensure quality enhancement and realization of goals set in higher education.
- ▶ To move in the direction of an accreditation and audit system that enables mentoring more than monitoring.
- ▶ To review the implementation of Government schemes in all colleges of the State.
- ▶ To arrive at a GUIDE-AAA Score by assessing specific parameters for development.
- ▶ The GUIDE-AAA Score to be used as a tool to identify the areas for special focus and improvement.
- ▶ 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 Research.

PURPOSE OF THE ACADEMIC AUDIT

- ▶ 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, administration, and curricular and extra-curricular activities. The after visiting the departments, schools and 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.
- ▶ Availability of teaching and non-teaching faculty.
- ▶ Infrastructural facilities available for carrying out academic and administrative activities.
- ▶ Efforts taken for curricular development.
- ▶ Teacher quality.
- ▶ Teaching methods adopted and use of ICT in teaching, learning process.
- ▶ Feedback mechanism used for assessing the performance of teachers by students and for curricular development.
- ▶ Faculty development programmes implemented by the department.
- ▶ Strengths, Weaknesses. Opportunities and Challenges of the department.
- ▶ Research facilities and research output in the form of publications and patents.
- ▶ Computer, internet and library facilities available.
- ▶ Mentoring system, introduction of Remedial classes, Bridge courses, guidance for NET/SET and competitive examinations.
- ▶ Skill development and personality development programmes.
- ▶ Generation of funds and optimum utilization.
- ▶ Evaluation methods adopted for internal and external examinations.
- ▶ Future plans of the department.

METHODOLOGY

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 AAA committee visit.

VISIT OF AAA PEER TEAM

The AAA committee will visit the academic and administrative units of the university as per the visit schedule. The detailed visit schedule will be informed well in time to all the departments and administrative sections. 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 AAA committee. 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.

AAA AND BENCHMARKING

Academic standards set by particular institution are called as the benchmarks of the institution about the quality it provides. In academic institutes they are always defined by student achievements. The main aspects of it are -the acquisition of knowledge, the development of capability and the exercise of intellectual skills by students. It is applicable to all disciplines and reflects the expectations established by institutions as well as the academic requirements and competencies associated with individual courses and programmes.

CONCLUSION

Academic and Administrative Audit gives a standard system based on parameters for Quality education. Quality enhancement is defined in terms of institutional policies, procedures and activities that are designed to promote the learning experience and learning outcomes of students and also contribute to the enrichment of the curriculum. The approach to enhancement will involve an institutional assessment of the strengths and weaknesses of current academic practice and the identification of potential areas for improvement. It may also reflect 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. 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 increasingly global community.

PROCEDURE TO CONDUCT ACADEMIC AUDIT OF TEACHER EDUCATION INSTITUTIONS**Dr. Om Prakash Bhardwaj****Principal, DDM Sai College of Education Kallar****E-mail : omrekhabhardwaj@gmail.com & Mob. No. 9459816580****ABSTRACT**

The actual measurement of quality is also approached differently by various stakeholders. While some prefer to utilise quantitative data to produce quantitative ratings, others prefer to adopt a qualitative approach. There are, of course, pros and cons to both approaches and benefits to be gained from either. While quantitative ratings facilitate performance comparability especially on a longitudinal basis, they generally fail to provide any clear explanation as to why certain ratings are given. As such they may be more suitable for quality assurance initiatives. Qualitative data, on the other hand, often provides richer data (Powell, Hunt, and Irving, 1997), which can more readily inform decision making for quality enhancement purposes. However, it may prove less beneficial when benchmarking performance. A quality management programme that utilises a mixture of both types of data would seem most appropriate for both quality assurance and enhancement purposes.

In many countries and many cultures, the issue of quality management is firmly on the agenda for higher education institutions. Whether a result of a growing climate of increasing accountability or an expansion in the size and diversity of student populations (Oldfield and Baron, 1998), both quality assurance and quality enhancement are now considered essential components of any quality management programme (Brookes and Downie, 2002). Despite the abundance of research on the subject, there is no universal consensus on how best to measure quality in higher education. In the UK, quality assessment procedures are both internally and externally driven using different mechanisms and quality criteria. As such the assessed 'quality' of any given programme of study may therefore be variable across different audits. In addition, the potential value of the different assessments for quality enhancement purposes may also vary. Given the importance of quality assurance on the higher education agenda, this paper undertakes a critical evaluation of the different methods used to assess the quality of provision in the UK through a case study of one department. A comparison of internally versus externally driven quality audits is undertaken at three different levels; module, programmes, and subject level. By examining the methods and criteria used to assess the quality of provision and the way in which the quality assessment findings are disseminated, the paper considers the potential value of these different audits in enhancing the quality of higher education provision and identifies action which could be taken by institutions and departments as a result. The authors adopt a secondary approach, drawing on relevant quality management literature, the quality audits conducted within one department as well as those by the Subject Centre for Hospitality, Leisure, Sport, and Tourism of the Higher Education Academy, and the most recent Quality Assurance Agency (QAA) audits within the relevant area, i.e in Unit 25 of their classification of subjects. The findings suggest that while externally driven quality audits enable comparative benchmarking between individual programmes, they may not be the most appropriate for enhancing the quality of higher education provision. The potential for quality enhancement is determined by the manner in which the evaluation is conducted and subsequent change implemented.

KEY WORDS: Procedure, Academic Audit, Teacher Education Institutions.....

INTRODUCTION

Environmental pressures on higher education institutions for accountability to demonstrate efficient use of resources and to improve educational effectiveness have generated significant focus on assessment of the academic enterprise, with a well-placed emphasis on student learning outcomes (Banta, 2003). As American higher education grapples with increased global competition as well as changing student populations, such efforts should continue to advance in order to produce more graduates who can think creatively and compete in a global economy (Florida, 2004; Friedman, 2003). At the same time, attention to the operation of administrative or "nonacademic" units, ranging from the registrar to advancement to purchasing, has generally not risen to the same level, especially in terms of identifying outcomes for student learning or in other areas and assessing the extent to these outcomes have been achieved. Attention to the effectiveness of administrative units, however, is necessary to advance the institutional mission and achieve excellence (Keller, 1983).

This case study presents how a small public comprehensive university in the south conducted an examination of the effectiveness of its practice of administrative units providing annual reports or "program reviews," which served as the basis for monitoring their effectiveness. The evaluation project identified three primary intended outcomes from the review: (1) promote institutional effectiveness through a focus on outcomes at the unit level, (2) improve unit performance and management, and (3) demonstrate compliance with accreditation requirements. The end result of the evaluation led the institution to revise its

guidelines for annual reports prepared and delivered by administrative units. The resulting standardized guidelines were designed to:

- ▶ Provide readers with an overview of the unit's overall performance as well as areas of strength and weakness as determined by a research-based assessment program; Serve as a management tool to track and improve performance;
- ▶ Transmit and justify requests for resource allocation for the next fiscal year; and
- ▶ Comply with accreditation requirements.

BACKGROUND

While significant attention has been paid in recent years to the review of academic programs and their educational effectiveness, the body of literature devoted to the review of how administrative units achieve their intended outcomes is slight by comparison. Beginning in the late 1980s, institutional researchers called some attention to the need to examine the effectiveness of administrative units, both calling for more sustained evaluation of administrative services and offering some strategies for conducting a review (Wergin & Braskamp, 1987). In the late 1980s, the University of Maryland College Park developed a set of guidelines for a review process of administrative or “nonacademic” units using a modified self-study approach (Brown, 1989;

1990). Some of this direct application has also been summarized for an approach that can be generalized more widely (Brown & Reichard, Setting and evaluating objectives and outcomes in nonacademic units, 1989), and in the past several years, some institutions (Boston College, 2007; University of Iowa, 2007) have initiated far-reaching administrative program review guidelines and procedures, although this practice does not appear to be widespread. As Brown observes, a significant limitation of the intensive self-study approach is the level of resources required to carry them out, and because of their extensiveness, it is impossible to conduct them every year. This shortcoming can limit the flow of valuable information to decision makers who need to monitor these units and make decisions about resource allocation and program development to achieve strategic ends. Since the advent in the last decade of significant changes to accreditation standards that emphasize institutional effectiveness and outcomes assessment, universities have been even more pressured to demonstrate effectiveness of administrative units. The Southern Association for Colleges and Schools, for instance, requires that a institution “identifies expected outcomes for its ... administrative and educational support services; assesses whether it achieves these outcomes; and provides evidence of improvement based on analysis of those results” (SACS, 2004, 3.3.1). The Middle States Commission on Higher Education (2006) as well as the New England Association of Schools and Colleges (2005) have provisions for institutional effectiveness related to student services and operations that indicate a similar focus on outcomes and research-based assessment processes are certainly expected. Outside of the higher education sector, examination of processes for monitoring and improving the performance of organizational units has been more thorough. These processes are characterized as management control systems (Anthony, 1965; Simons, Levers of control: How managers use innovative control systems to drive strategic renewal, 1995). These systems take on various forms, but as Simons (1999) suggests, effective management control systems are best characterized as “formal, information-based routines and procedures managers use to maintain or alter patterns in organizational activities.” (p. 6). These systems tend to share several salient functions:

1. They convey information with a focus on data that can be used for decision-making.
2. They represent formal routines and procedures that include the collection, recording and analysis of data on a regular cycle.
3. They convey information useful to managers or those at higher levels of the organization (as opposed to operational day-to-day information useful to someone on the production line)
4. They include information that can be used to maintain performance or make changes in organizational activities.

Importantly, these systems include a feedback loop (Otley, 1999), and there is empirical evidence that success in planned organizational change lies in part in well-developed management control systems (Ford & Greer, 2005). Aside from personnel evaluation, application of management control systems has been much less formalized in the public sector because of the challenges faced by not-for-profit organizations that may have diverse or ambiguous goals and value structures as well as wide ranges in expertise among unit-level management (Tankersley & Grizzle, 1994). In higher education in particular, management control systems are often operationalized by means of an annual report. Such reports are often produced for an immediate supervisor and may be used in some fashion, but the extent to which they convey regularly collected data about the unit that has

been fashioned into useful information to serve as the basis for decision-making has not garnered significant attention. Institutional Context

In the early spring of 2006, this small public comprehensive university began an examination of the annual reports prepared by administrative units on its campus. The impetus for this study had its roots in two external pressures as well as one internal change.

First, like many other regional accreditors, SACS, the regional accreditation body for the university, had revised its guidelines for the reaffirmation of accreditation in the past decade. These new guidelines required administrative units and programs to identify outcomes, assess through research the extent to which these outcomes were accomplished, and use the findings to improve programs and services. Before the review of administrative annual reports was conducted, campus constituencies were uncertain about, if not skeptical that, current practice fulfilled these requirements. Second, the University had been required by the state to complete an annual Baldrige-style accountability report. This report focused heavily on institutional performance indicators but also a description and analysis of processes and systems that were designed to promote quality and continuous improvement. These areas included (1) Senior Leadership; (2) Strategic Planning; (3) Student, Stakeholder and Market Focus; (4) Measurement, Analysis, and Review of Organizational Performance; (5) Faculty and Staff Focus; and (6) Process Management. None of the guidelines in these reports specifically required the institution to report on or to examine how administrative units function or report results. Nevertheless, the overarching focus on processes that promote quality raised questions among the senior leadership of the institution about the effectiveness of the annual reporting system. Finally, within the University the academic departments had been required by the Chief Academic Officer to report the results of their efforts to assess student learning outcomes in their annual reports. In addition to assessment results, these reports included typical enrollment and faculty metrics, faculty and program accomplishments, and budget requests for the year. To provide feedback, the Academic Council reviewed these reports annually, and the Academic Assessment Committee reviewed these them on a three-year cycle. On the administrative side, however, no formal review cycles were in place, and so implementation of a similar review cycle to the administrative units in the institution seemed like a logical extension of a review process that appeared to be producing results. From inception to implementation of the revised guidelines for administrative annual reports, support from the senior administration was critical in success. The University's Chancellor was interested in identifying in a very transparent way the institution's strengths and weaknesses, communicating these "warts and all" to relevant constituencies, and developing ways to make the institution better. The other senior leaders shared this philosophy and also generally agreed that the current system was not providing them or the managers who worked for them with optimally useful information.

METHODOLOGY

From this context, the institution's Office of Institutional Effectiveness – a unit responsible for institutional research and assessment – undertook a comprehensive evaluation of the program review process for administrative units, offices, and programs and the University to determine its effectiveness in promoting quality and the extent to which the process will meet new SACS accreditation guidelines. A proposal with a timeline was presented to the senior administration. It should be underscored that the purpose of this project was not to identify strong or weak programs but rather to identify strengths and weaknesses in the overall program review process. This proposal listed the following questions to be answered from the evaluation of the program review process:

- ▶ How many program review reports are submitted each year?
- ▶ Who reads reports and what kinds of feedback do they give?
- ▶ To what extent do reports identify goals and objectives for outcomes?
- ▶ To what extent do reports document a research-based assessment process?
- ▶ To what extent are assessment results used for improvement?
- ▶ To what extent are assessment results tied to the budgetary process?

The proposal also listed the intended outcome of the evaluation project, which was to implement a program review process that:

- ▶ Produces useful results about outcomes that are used for
- ▶ Program improvement

- ▶ Resource allocation
- ▶ Is valued by all stakeholders
- ▶ Is manageable and sustainable
- ▶ Demonstrates compliance with SACS Principles of Accreditation 2.5. and 3.3.1

The guidelines for annual program review reports that were developed as a result of this project appear in the Appendix.

Following a discussion of the need for this project, members of the senior administration agreed to forward to the IE Office copies of program review reports for 2003-04 and 2004-05 of units housed in their division. These reports were archived in electronic format on a password protected web site. Forty-two separate units and divisions were represented in the archive. Thirtysix program review reports (five were Division-level summaries) were archived for 2003-04, and 37 program review reports (five were Division-level summaries) were archived for 2004-05, for a total of 73 program review reports in the evaluation study. In all, 33 units or programs had a program review report for both years. This total represented about 90% of all annual program review reports; it was not deemed necessary to have 100% of the program review reports to develop an accurate picture of the effectiveness of the program review process. A rubric with 16 items judged to be important elements of program review reports was developed – some of these items were deemed to be minimal requirements for inclusion in a program review report, while others were judged to be elements that would be optimal for directors and senior leaders to monitor program quality and effectiveness in a meaningful way. These items were divided into three broad categories:

1. Mission, Goals, Objectives, and Outcomes;
2. Assessment; and
3. Closing the Loop: Improvements and Resource Allocation.

As a way to anchor the rubric, brief descriptions of each item were listed on the evaluation instrument (see Figure 1). The rating scale allowed reviewers to indicate whether specific elements were “Not Present,” “Developing,” “Developed,” or “Exemplary.” A representation of this rubric is provided in Table 1. In addition, the evaluation instrument allowed for reviewers to indicate noteworthy positive and negative features of individual reports as well as any other relevant comments. Staff members in the IE Office were trained on the use of the rubric and rater responses were normalized through group review of four program review reports from 2003-04 and 2004-05.

Reports were divided by unit roughly into thirds so that three staff members were assigned to evaluate reports of 11-13 units from both years, or about 20-25 reports. The rubric was placed online using the TLT Flashlight web-based survey package in order to capture data electronically without additional data entry. This evaluation process was especially convenient since the program review reports had already been placed in the online program review archive. In practice, because one member of the office was absent for extended periods of time in early 2006, two reviewers read closer to half of the reports. In all cases, a reviewer read a unit's 2003-04 submission as well as its 2004-05 submission. The Director of Institutional Effectiveness read all 73 program review reports from both years. In some cases, where elements appears difficult to rate, reviewers would consult and determine joint ratings, at times referring to reports from other programs to make ratings consist. This resulted in some reports being read by three reviewers rather than just two. The structure of this process allowed for each report to be read and reviewed at least twice by a member of the IE Staff. Results from these reviews were gathered electronically using TLT Flashlight, an online survey package, and exported into Excel and SPSS for analysis. Data were included for a total of 151 evaluations of 39 discrete programs over two years where available. Rater consistency indicated reasonable reliability: exact agreement was observed among raters in 70% of all cases, and in 25% of cases ratings differed only by one increment on the scale. The inter-rater reliability in this case was acceptable (Pearson's $\rho = 0.644$, $p < 0.001$; Cohen's $\kappa = 0.45$, $p < 0.001$) for the purposes of establishing relative strengths and weaknesses of the system of annual reports, but not reliable enough to compare among individual reports. Mean item values were calculated for each item on the rubric in order to compare overall performance and identify strengths and weaknesses in the system. Values were assigned to ratings as follows: 4=Exemplary, 3=Developed, 2=Developing, 1=Not Present. All ratings from both 2003-04 and 2004-05 program review reports were averaged for each program and programs and scores were developed for each area of every program using the following ranges: 3.50-4.00=Exemplary, 2.51-3.49=Developed, 1.51-2.50=Developing, 1.00-1.50=Not Present. It should be underscored that these ratings are most reliable in describing the program review process as a whole and are less

reliable in their descriptions of reports from specific programs. However, even in cases where evaluators disagreed, these differences were just one level apart, except in 5% of cases, and typically these disagreements were in the middle ranges, i.e. one evaluator indicated that the element was “developed” while another indicated that it was “developing.” Finally, members of the senior administrators were interviewed to gather a sense for how the reports are used, how feedback is provided and what resources are devoted for improvement.

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ACADEMIC AND ADMINISTRATIVE AUDIT

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E-mail:- anju771987@gmail.com & Mob. No. 7807175023**ABSTRACT**

This paper has been design to discuss about the academic and administrative audit in detail. 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 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 university 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 university and give valuable suggestions required to achieve remarkable academic standards in the competitive educational environment.

KEY WORDS : NAAC, IQACs, HEI, AAAC.....

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 acceptable system of education. Everywhere the idea of increasing Gross Enrollment 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.

PURPOSE OF THE AUIDT

The objective of AAAC 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 Research.

The following are the major objectives of AAAC:

1. 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.
2. To ascertain whether the Departments/ centers are functioning efficiently and effectively with proven records of capacity building, research projects and publications and extension over a period of time or not.
3. 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.
4. To evaluate the optimum utilization of financial and other resources, issues concerning with leadership and organization, functional autonomy and financial management.
5. To suggest the methods of improvement for maintaining quality in higher education.

METHODOLOGY

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 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 AAA committee visit.

VISIT OF AAA PEER TEAM

The AAA committee will visit the academic and administrative units of the university as per the visit schedule. The detailed visit schedule will be informed well in time to all the departments and administrative sections. 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 AAA committee. 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.

CONCLUSION AND OUTCOME OF THE AUDIT

1. The Audit committee will facilitate the drafting of the report with all committee members being required to write various sections and approve the final report. The reports are received and finally confirmed by the Boards of the Faculties for subsequent approval by the Academic audit committee
2. The academic audit committee will seek to identify the strengths and weaknesses of the College and to make judgments about the level of confidence that can be placed in the management of academic standards and quality enhancement. The academic audit committee will wish to highlight good practice and make recommendations on any action that it considers needs to be taken by the College or University.
3. Due to the academic and administrative audit the college or University definitely improves quality benchmark of the HEIs.

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ROLE OF UNIVERSITIES IN IMPROVING QUALITY EDUCATION IN SELF-FINANCED COLLEGES**Sanjay Kumar****Research Scholar {CUHP12RDEDU06} Department of Teacher Education,****School of Education Central University of Himachal Pradesh****E-mail : sanjayt247@gmail.com****ABSTRACT**

In every country education is a fundamental sector that the country needs to develop for its best but in developing countries there are very limited resources to provide quality education. These countries face difficulties in providing quality education that take into account individual and community diversity. Due to this private sector including non government organizations, business corporations and communities get involvement in financing and management of educational services.

India has never been challenged to provide quality education to first generation learners and vulnerable groups at the scale that Right to Education compels it in the era of generation-Z. Without marshalling large amounts of resources and skills from both government and non-government sectors, this challenge will not be met. Moreover the private sector is often heavily criticized for exploiting, for paying unfair prices, repatriating profits, crowding out local competitors, etc. Working together with public development cooperation is seen as mark of self-assurance and as increasing the legality of the organizations concerned.

This paper examines the role of universities and government in improving quality education in India, second, the paper explains the conceptual understanding for the university's role and how the university can contribute to achieve quality education from its affiliated institutions.

KEY WORDS : Quality Education, Community Diversity, Resources, Affiliated Institutions.....

INTRODUCTION

Higher education in India is undergoing a speedy revolution with an increasing professionalization and privatization of courses and an accompanying declining importance to conventional studies in social sciences and even natural sciences. There are optimists and votaries of some of these changes, but there are also skeptics and critics, cautioning us of the adverse impact of this transformation. How should we understand this change? Conventional universities have given autonomy from the Government so that they could play the role of checking the State and maintaining a healthy and vibrant civil society.

THE TRADITIONAL CONCEPT OF QUALITY

The traditional concept of quality is associated with the notion of providing a product or service that is distinctive and special, and which confers status on the owner or user. Extremely high standards of production, delivery and presentation are set, which can only be achieved at great expense or with the use of scarce resources, thus putting them out of reach of the majority of the population. The notion of exclusivity is implied. The exemplar often used is that of the Rolls Royce. In higher education, it might equate with most people's perception of Oxford and Cambridge Universities, both in terms of the distinctive and special student experience that they provide, and in terms of the graduate and research output. How-ever, this concept of quality is not of much value when it comes to assessing quality in higher education as a whole. If all institutions were judged by the same criteria as those used to judge Oxford and Cambridge, most would be continually condemned as poor quality. Even if it were possible to make every institution like Oxford and Cambridge, would it be desirable?

QUALITY EDUCATION : QUALITY OF WHAT?

Leaving aside for the moment what definition of quality the funding councils should be using, we need to consider what aspect or dimension of higher education should be assessed. In so far as it has a general mission or purpose of underpinning (national) economic and social development by providing the skilled manpower required, this mission is fulfilled by two related activities:

1. Producing graduates to meet the human resource needs of organizations in the business, industrial and service sectors (including public services).
2. Pushing forward the frontiers of knowledge via research.

The European Memorandum on Higher Education suggests that as far as the latter is concerned, institutions should be engaged in different types of research with outputs ranging from technology transfer and marketable products to the pursuit of

knowledge for its own sake. It is for this reason that the linkage between the quality of teaching and research in higher education institutions must be stressed.

ROLE OF THE INDIAN GOVERNMENT AND PRIVATE SECTOR IN HIGHER EDUCATION

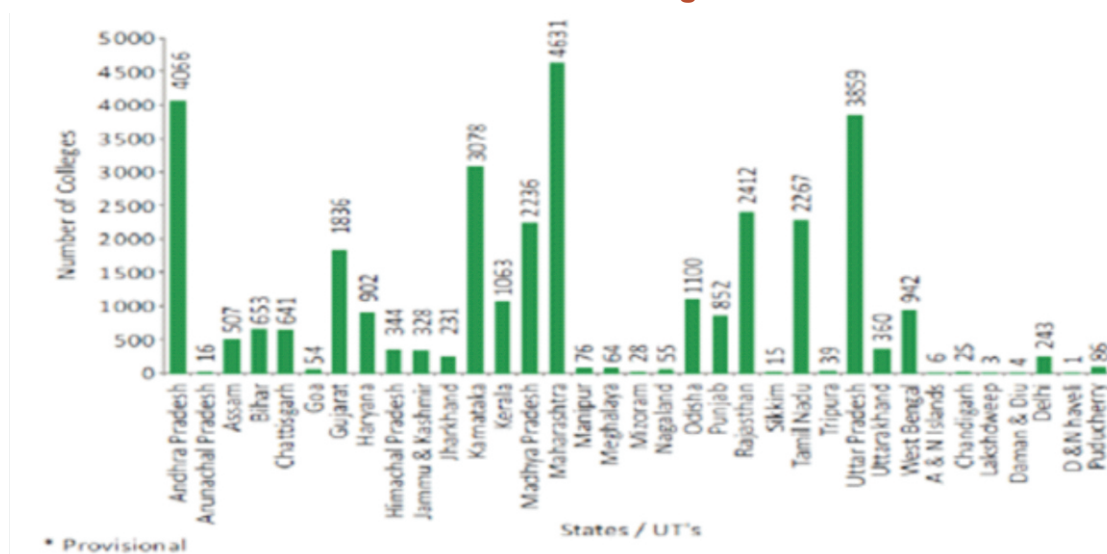
Higher Education in India at the undergraduate level and above is controlled and monitored by the University Grants Commission. Accreditation for higher learning is overseen by 12 autonomous institutions established by the University Grants Commission. Since the onset of Indian independence all the governments at the centre have been focusing heavily on education. Most five year plans, more significantly the last and the current i.e. the 11th and the 12th plans have made significant contributions and provisions for improving reach and quality of education across the country. Though the government has been responsible for an impressive growth in the number of institutes and enrolment, several challenges such as low and inequitable access, dearth of quality faculty, inadequate infrastructure and low quality research, need to be addressed. Today, India's prime concern is the creation of an employable workforce to harness its demographic dividend to the maximum extent. To attain this objective the country needs an education system which can deliver quality in terms of skilled and employment ready workforce, while focusing on world-class research and innovation. The Twelfth Five Year Plan (2012-2017) confronts the challenges facing India's higher education system and has proposed several initiatives to resolve them. These include increased funding for disadvantaged groups, imbibing cutting-edge technologies, faculty improvement programmes, improved governance and provision of incentives for advanced research. The Government has laid out plans to achieve enrollment of 35.9 million students in higher education institutions, targeting a GER of 25.2%, through these initiatives towards the end of the plan period. It also intends to improve the quality of the system significantly, while encouraging the co-existence of multifarious, research-centric, teaching and vocation-focused institutions.

PRIVATE SECTOR

The government of India has been actively promoting the participation of the private sector in promoting the reach of higher education. Over last two decades, a growing Indian economy has led to spectacular demand for educated and skilled labour. To match the manpower needs of an accelerating economy, private players have sprung up unstoppably to complement government education institutions. Over the past few decades, it has actually been the private sector that has been driving capacity-creation in Indian higher education. This has leveraged tremendous growth of 14 the education sector especially within the last fifteen years and has enabled India to become the third largest education system in the world. Today the share of the private sector in education institutions is around 64%, while enrolments are over 53% of the total education system in the country. The private sector has tremendously eased the pressure on the government in provision of higher education. India's spending on higher education is just 0.6% of the GDP (Ernst & Young-FICCI 2009) which is significantly less than the US, the UK or China's spend on a per-student basis. In India a major part of the public expense is incurred on wages and maintenance through allocation to the UGC which is around 40%. Only meagre spending is done on curriculum development, research or technology. Very few institutions such as the IITs and the IIMs stand out as portals of excellence. This weakness on the government front has created opportunity for the private sector to become a formidable force in leveraging higher education. Observing a spurt on private participation in higher education the Indian government over the last 15 years has been lowering its expenditure on the sector obliging most universities to choose self-financing options. This unfortunately have been seen as a money spinner for most state run universities who exploit the opportunity of earning financial resources by affiliating colleges without effectively monitoring quality. This has been so rampant in South India where some universities have affiliated around 800 to 900 colleges each.

Though institutes running general courses in Arts and Sciences have been traditionally in higher numbers, the last ten to fifteen years have seen a surge in the private sector in streams such as engineering, IT and communication technology, management education and vocational training. The volume of private institutes in pharmacy and engineering is nearly around 90 per cent. These figures demonstrate that private education is the norm rather than an exception and higher education through private players is now an irreversible trend in India.

State-wise Number of Colleges 2010-11*



From the above diagram we can conclude that in India Universities are very less in comparison to the number of the colleges and other institutions. In Goa there are 2 universities and the colleges are 54 while in Maharashtra 44 universities are there and the colleges are 4631, after Tamilnadu Uttar Pradesh is having 58 Universities and the colleges in the University are 3859. In Himachal Pradesh there are 344 colleges but the universities are only 18. But maximum of the colleges are affiliated from state university only. So it is not possible to check the institutions properly.

Role of universities in maintaining quality education: University is the main authority in the state to provide education in the state but due to number of students it is not possible for the university to get enrolled all the students in the campus. And for students who belongs to poor background it is not possible to stay in university away from home for their education. So colleges are required to provide undergraduate courses and postgraduate courses. But affiliating colleges is not sufficient for quality in education.

Involvement of private college students in various activities at university level: Students of private colleges should also be invited in various co-curricular activities organized by university at various levels.

Guest lecture by senior faculty: In the colleges seminars should be organized time to time, and guest lecture by senior faculties of university should be organized.

Affiliation to limited colleges: A university should not permit to affiliate thousands of colleges. But in India some universities have thousands of college affiliated and they are just making money in place of quality in education.

Proper selection procedure of students for different courses: Selection of students for different courses should be made through entrance test and proper counseling should be done. No direct admission should be made for any course.

Rule and regulation: Rule and regulation should be made by University for its affiliated colleges as well as for the students to maintain their presence and quality. Otherwise sometime it happens that college charge extra amount from students for their absenteeism and also fee and other charges should be fixed by university.

Surprise visit to colleges: Surprise visits should be made to check the colleges and in case of any matter strict action should be taken for any matter:

Appointment of faculty: In the colleges appointment of faculty should be done by university and proper interview techniques and procedure should be adopted for recruitment of faculty.

Curriculum construction and modification: Universities have to check that the curriculum in the colleges is up to date or not. And if required than universities must have to modify the curriculum time to time.

New courses should be started: New courses should be started and seat should be allotted to colleges for increasing the number of seats.

Campus Placement: In university campus placement Students of its affiliated colleges should also be given chance to get job. If it is not possible than universities have to arrange campus placement programs for the students of various colleges.

Audit of self financed colleges: Academic and administrative audit should be done time to time.

Practical examinations should be conducted under the invigilation of university/ authority: In colleges there is always chance of using unfair means during exams for better results. So the exams should be conducted under the supervision of authorities.

Proper check on examinations: Universities should take care of the examinations in colleges. Proper discipline should be maintained during examinations. So that quality can be produced and schedule should be fixed for examinations and examination centre should be made in government colleges.

FDP's: Faculty development programs should be organizes time to time for the development of faculty in self financed colleges and also for the faculty of colleges of the university. So that faculty can develop their skills of teaching and also can enhance their knowledge.

Research based programs should be promoted: Universities should have to promote research based programs in colleges so that students from various colleges can get education near to their places. It will also help to produce research based qualitative work.

CONCLUSION

In maintaining quality in colleges only a University can play a vital role. The main purpose of the colleges is to produce money by every way. But if they work qualitatively than they can earn more. Only university can make proper check over its affiliated colleges and maintain discipline in the in the field of education. India is today one of the fastest developing countries of the world with the annual growth rate going above 9%. In order to sustain that rate of growth, there is need to increase the number of institutes and also the quality of higher education in India. To reach and achieve the future requirements there is an urgent need to relook at the Financial Resources, Access and Equity, Quality Standards, Relevance and at the end the Responsiveness. Report of the National Knowledge Commission if implemented can help boost education sector in India. We are moving towards an era which would be defined by the parameters of knowledge and wisdom. India in order to become a developed nation by 2020 and knowledge power by 2015. The decisions that are going to be taken on these are likely to hold the key to India's future as a center of knowledge production. We need higher educated people who are skilled and who can drive our economy forward. When India can provide skilled people to the outside world then we can transfer our country from a developing nation to a developed nation very easily and quickly.

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PRESENT SCENARIO OF ACADEMIC AND ADMINISTRATIVE AUDIT IN TEACHER EDUCATION INSTITUTIONS NECESSITY AND ASPECTS OF EDUCATIONAL AUDITING IN INDIAN EDUCATIONAL INSTITUTIONS

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ABSTRACT

The present paper attempts to raise some questions and share some apprehensions rather than presenting a road map, suggestion or alike for academic auditing. The first question which comes to the author's mind is, Why is there the need for academic audit? Before having and sharing the answers lets also have a look on some facts. India is the country which produces 1.5 million engineers every year (2015). Out of these only 18 % are employable. We produce 50,000 doctors every year, United States produces only 18,000 doctors a year. Still our doctor to patient ratio is 1:1700 and we are still 3 million short of 1:1000 ratio as recommended by WHO. 9.20 lakh *candidates appear for* CTET in 2013 only 11% pass, 99% fail in 2011. The next question that comes to mind is what needs to be audited or rectified? The aspects which actually lead to quality of Education or product (as consumerism calls educational output) or the symptoms of poor quality. Again the parameters of poor quality vary from perspective to perspective. Last but not the least is the aspect of How of auditing? The paper will try to bring to the light some of the pertinent cause and aspects which called for academic auditing in educational setups.

KEY WORDS : Academic, Administrative, Audit in Indian Educational Institutions.....

SITUATION OF QUALITY IN INDIAN HIGHER EDUCATION

Higher Education sector in India has witnessed a tremendous increase in the number of Universities/University level Institutions & Colleges since Independence. The number of Universities has increased 34 times from 20 in 1950 to 677 in 2014. Sector has 45 Central Universities, 318 State Universities, 185 State Private universities, 129 Deemed to be Universities, 51 Institutions of National Importance (IITs - 16, NITs – 30 and IISERs – 5). The number of colleges has also registered manifold increase of 74 times with just 500 in 1950 growing to 37,204, as on 31st March, 2013. Most of the growth in higher education has been in the establishment of colleges, recently the establishment of universities is also catching up. Since education being in the concurrent list of Indian constitution every state has different set of legislations to regulate and establish private universities. The situation looks pretty good and promising for the country. By 2030, India will be amongst the youngest nations in the world. With nearly 140 million people in the college-going age group, one in every four graduates in the world will be a product of the Indian higher education system. But if you see discipline wise growth within the higher education setup the picture starts getting murkier.

Most of the private universities are running similar courses, concentrating on those courses which have numerous and high paying job avenues like engineering, business administration, mass communication etc. Issue is, are the 1.5 million engineers produced by the country really capable of being the engineers? (Fact: only 18% of these are employable) Do they have the aptitude and zeal to be engineers to be innovators, or it is just the market driven lucrative salary packages are luring the students to pursue engineering or other such courses. Same is the situation with our medical education. We produce 50,000 doctors every year, United States produces only 18,000 doctors a year. Still our doctor to patient ratio is 1:1700 and we are still 3 million short of 1:1000 ratio as recommended by WHO. The malpractices by these 50K doctors range from getting freebies from pharm companies to gross medical negligence and malpractices which are universally known.

SITUATION OF QUALITY IN INDIAN TEACHER EDUCATION

The scenario of teacher education is not different than the higher education in general. The fact that 9.20 lakh candidates appear for CTET in 2013 only 11% pass, in 2011, 99% of the candidates failed to qualify the exam, points to a very dismal situation of the sector. The number of teacher training colleges in India is about 8429 (2013) most of these being in private sector. India is ranked 143 among 194 nations in Govt. GDP spending on education. Even Nepal, Myanmar, Mongolia, Sri Lanka and a number of African nations spend more than us. A lot of expectations are flavored from the teachers but the teacher trainers are always neglected. India's future is being shaped in the classrooms but the person who teachers/ who is in charge of shaping is neglected. Since India is the only country in the world with such huge private sector participation the Govt. reforms and norms especially that pertaining to the salary structure are a must for the private sector. Not even on the teacher's day prime minister bothered to talk to

the teachers point to the neglect of teachers in the civic society and blind eye to the problems faced by the teachers especially in private sector.

PROBLEMS UNIQUE TO TEACHER TRAINING EDUCATION

1. Large private sector participation leading to flouting of rules and regulations
2. Brain drain due to poor salary structure
3. Less job employment for students (Govt. restricting employees to 3%)
4. Huge gap between supply and demand (lesser jobs in Govt. sector poor job conditions in private sector, more pass outs less requirement)
5. Society act governing the private educational setups meant for non-profit activities whereas the private educational institutions should be under corporate laws leading to better work environment of staff and legalization and accountability of the profit made

WHAT IS TO BE AUDITED

The next question that comes to consideration is what needs to be audited? The aspects which actually lead to quality of Education, or product (as consumerism engulfs education sector) or the mere symptoms of poor quality. Again the parameters of poor quality vary from perspective to perspective.

QUALITY OF STANDARDS AND PRIVATIZATION: As far as there is privatization in higher education under the rules of society act the teacher education system and Indian higher education which is relying more on private investments cannot be held accountable and any auditing will be mere eye wash. The welfare of higher education system vis. a vis. auditing of teacher education for ensuring quality cannot be fulfilled. Had there been a serious concern about quality, why there is no emphasis on providing salary equivalent to the Govt. sector whether it is NAAC accreditation of ISO certification. The corporate sector pays more than the market salaries to lure and retain the services of desired staff. But the regulation of educational setups by non-profit society acts renders the faculty serving in these institutions to be vulnerable to exploitation whims and whimsical of managements. The application of corporate laws is in the interest of managements of the higher educational institutions too. Despite being under the obligation of acting as non-profit making setups the managements of higher educational institutes are making huge profits and acquiring non-movable assets. These assets will be legalized and profit be seen in a different perspective when being governed as corporate laws.

Most of the aspects whether those of NAAC or ISO certification are aimed to see students as customer and faculty as machines in higher education setups. No problem, when education is a commodity the process of getting and providing education is liable to be considered as a consumer- customer relation. But the benefit of the commoditization will be also passed on the employees which is the most important factor missing in all quality enhancing exercises and methods being subjected to the higher education sector.

The challenges faced by the higher education system of the country are unique. Owing to factors ranging from the ancient past of gurukul education system to colonial education designed by Charles Wood aiming to produce Indians only by birth but British by character and to supplement the demand of low cost clerks for the British govt. in India, the explosion of population, multi religious, multi-lingual and multicultural nation and opening of the global employment market, added by the fact that with 356 million 10-24 year-olds, India has the world's largest youth population (UN report 2014) (<http://www.thehindu.com/todays-paper/tp-in-school/india-has-worlds-largest-youth-population-un-report/article6612615.ece>) Some of the challenges to higher education these can be comprehended as listed by British council (https://www.britishcouncil.in/sites/default/files/understanding_india.pdf)

1. **THE SUPPLY-DEMAND GAP:** India has a low rate of enrolment in higher education, at only 18%, compared with 26% in China and 36% in Brazil. There is enormous unmet demand for higher education. By 2020, the Indian government aims to achieve 30% gross enrolment, which will mean providing 40 million university places, an increase of 14 million in six years. The emphasis here is that the skill development and diversification are the most essential components required. If the current practice of over emphasizing of higher education in a few limited disciplines are as fatal as monoculture farming. Here I would like to ask one question, is mere enrollment in primary, secondary or higher education surety for the productivity of the product. Keeping in view

the fact that 18% of our engineering graduates are non-employable I am bound to assume that enrollment alone is not sufficient. Establishment of national Skill development mission and corporation is another fact which points to the reality that the product of our education is skill-less, he is not having any marketable skill to earn his livelihood, right from matriculation to higher education. The legacy I must point out is to produce clerks with no innovative or entrepreneurship skill. The point here is apart from focusing on enhancing the GER in higher education to 30% by 2020 govt. should also focus on enhancing skill enhancement.

2. THE LOW QUALITY OF TEACHING AND LEARNING: In this global village concept, our faculty is not able to provide education and lead research at par with the global standards. We need to learn from the Chinese reforms in higher education. Chinese are the third-largest producer of research articles, behind only the European Union (EU) and the United States. The number of papers authored by Chinese scientists grew an average of more than 15% annually between 2001 and 2011, rising from 3% of global research article output to 11% over the decade (). Indian share is 2.6% in 2010 ranking 6th globally (<http://timesofindia.indiatimes.com/india/India-accounts-for-just-3-5-of-global-research-output/articleshow/16619677.cms>). China brought back their intellectuals working in western countries to lead educational teaching and research in the country. I would like to share an observation here. In Himachal there is no supervision of the college development committee on the university in appointing and selection of suitable candidates for the B.Ed. colleges. University is not bothered about the salaries paid to the faculty, the work environment provided to the staff. Recently the college managements asked high court and the university for relaxation in the eligibility criteria for the teaching staff in B.Ed. colleges, on the grounds that they are not getting eligible candidates for the same. But what they deliberately didn't disclosed and authorities didn't concluded that eligible candidates do come at a particular salary, if they are not given proper salary they won't join. These issues which are related to salaries attracting quality teacher should be acknowledged in teacher training institutes also. Chinese paid they staff double the salary they were drawing in the western countries in order to serve their native country. The areas Chinese focused were emphasis on quality research in all disciplines especially in technical subjects, enhanced accessibility of higher education across urban and rural society. Another major change we need to adopt before it becomes too late is emphasis to emphasize quality education rather than quantity. The approach of our Govt. here is sadly short sighted laying excessive emphasis on enhancing quantity of enrollment rather than quality product.

3. CURRICULAR UPDATES KEEPING IN VIEW THE GLOBAL TRENDS, DEMANDS AND STANDARDS: Sadly our curricular updation process specially in Govt. sector is non-existing rendering our curriculum to be primitive and obsolete as per the global standards.

In nutshell there are a few broad issues which need to be addressed before the particular issues should be designed. The broad issues are attracting quality teachers towards teaching in higher education. No parent desires their child to be teacher-shows the social status and economic condition of the teachers in India. Next issue is the set of rules for governing the private higher education institutions which needs to be converted from societies to somewhat similar to the corporate sector. There is no rule or regulation which prevents exploitation of the teaching staff in private higher education institutions, no rule regarding minimum salary. Even the blue collar workers have better service rules than employees of private higher educational institutions. Unless and otherwise the conditions for the teachers are improved the issues, need and question on quality of higher educational institutes will keep on pestering the Indian higher education sector.

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