

A REVIEW OF THE ACADEMIC EDUCATIONAL AUDITING PROFESSIONALS IN INDIA



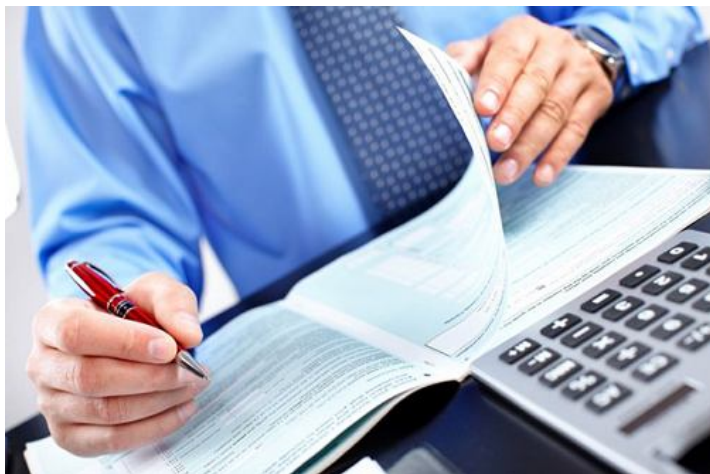
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Authors Short Profile

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Abstract :



The Academic Audit could be a faculty-driven model of current self-reflection, collaboration, cooperation and peer feedback. It's supported structured conversations among school, stakeholders and peer reviewers all centred on a standard goals to enhance quality processes in teaching and learning and therefore enhance student success. Throughout the self-study section of the tutorial Audit, the college look into the key activities in situ that often improve the standard of teaching and learning. school members mirror on

however they organize their work and the way they use knowledge to form selections. The college may note opportunities for improvement throughout this self-study section and therefore establish initiatives for improvement. These square measure undertaken throughout succeeding years. The tutorial Audit model conjointly involves a review by peers known as the tutorial Auditor Team. This team reviews a program's self-study report, conducts a visit, and writes its own report that features commendations, affirmations and suggestions for continuing improvement.

KEYWORDS :

Academic Education Audit (AEA), Volunteers, TBR (To Be Read), WHO, AIQE, Students Teaching and Learning, Education Quality Process (EQP)

1. INTRODUCTION:

Academic audit aim is to encourage departments or programs to gauge their “education quality processes” the key school activities needed to provide, assure, and often improve the standard of teaching and learning. An audit asks however school and college approach instructional deciding and the way they organize their work, victimization the resources offered to them and dealing collegially to supply a top quality education within the best interests of the discipline and student learning.

Academic auditors are volunteers (primarily faculty) World Health Organization receive coaching on education quality processes and educational audit methodology, as a result of the educational auditors are going to be specializing in quality processes, they are doing not have to be compelled to return. from the educational discipline of the department being audited educational auditor team visits are usually sooner or later per department, meet with field and division leadership, faculty, and students, raise queries just like the self-study queries, auditors write a report containing lightness samples of exemplary apply, noting areas for improvement, and evaluating a department’s approach to academic quality practices.

ACADEMIC AUDITOR SELECTION CRITERIA :

Auditor team consists of a team leader and frequently 2 team members for a complete of 3 members. for a few little programs, a 2 person team is appointed; for many terribly giant programs or a discipline that problems degrees at quite one level, a four person team could also be fashioned. Audit organiser can assign the team leader (chair person) for every tutorial auditor team. Up to 2 team members could also be nominative by the program undergoing review. These nominees ought to be from different establishments and not essentially from an equivalent discipline because the program undergoing review. Also, the nominees needn't have served as members of an instructional audit website review team coaching is provided to all or any members of educational auditor groups. If nominations don't seem to be created or if a pol is unable to serve, the TBR tutorial Audit organiser can determine team members from the pool of auditors. Commitments needed of educational auditor team members.

Service as an instructional auditor team member involves these commitments:

- Thorough experience with the tutorial Audit thought and method,
- Participation in cooperative work sessions with alternative educational auditor team members before, during, and once the location visit,
- Preparation of queries before the location visit, responses on the day of the location visit, and segments of a final document once the location visit, and
- Careful discernment of the strengths and opportunities for improvement in quality education
- Processes by the program undergoing the tutorial audit.

CHARACTERISTICS OF ACADEMIC AUDITOR TEAM MEMBERS

Academic auditor team members ought to be recognized as dedicated and proficient college members and tutorial leaders. They'll be subject to material specialists whose discernment is extremely valued, or they'll be learning leaders World Health Organization area unit prised for his or her insights into quality teaching and learning processes. Regional/distance concerns mustn't be the foremost vital criterion for choosing team members. Partnerships and former associations area unit acceptable as long as perspicacity isn't compromised. conjointly fascinating area unit the skills to:

- Work hand and glove with team members,
- Communicate effectively in speaking and writing,

- Apply a broad perspective in an broad-minded fashion, and
- Be willing and able to build a commitment of your time and energy to the current vital method.

Every effort is created to spot one auditor from the discipline or from a closely connected discipline for every program undergoing the tutorial auditor team review method. Because the focus of the tutorial audit is on the processes - each in situ and planned - to endlessly improve the standard of teaching and learning, knowledge domain participation is of nice worth. Educators share the common challenge of reaching, teaching and assessing students as they draw a bead on to realize their academic goals. A precept of the tutorial audit method is that such a challenge isn't discipline specific which we will all learn from our colleagues World Health Organization demonstrate the best practices of teaching and learning in higher education auditors needn't be professional in any specific educational discipline. Disciplinary information isn't a requirement for conversations regarding education quality processes. Indeed, an excessive amount of disciplinary information tempts auditors to advocate their own create mentally views regarding however things ought to be done."

Elements of Academic Audit :

Self Study

- **Assuring Implementation of Quality Education (AIQE)**

How can we assure ourselves that content is delivered as supposed, that teaching and learning processes square measure being enforced suitably and systematically, that assessments square measure conducted as planned and also the results used effectively? can we work collaboratively to implement improvement initiatives? can we determine and learn from best observe, value quality assurance practices of comparable departments in ours and different institutions?

- **Developing Student Learning Assessment**

What measures and indicators we tend to (can we / will we) use to assess student learning? Have we outlined indicators or measures of feat primarily based upon our declared learning objectives? Can we assess performance solely at the tip of the course/program or can we compare starting and ending performance to establish price added? United Nations agency is liable for assessment? Can we work collaboratively on assessment style, implementation, and analysis? Can we base selections on facts? Can we determine and learn from best apply, value assessment practices of comparable departments in ours and alternative institutions?

- **Determining Learning Objectives**

Have we have a tendency to consciously thought of what students? United Nations agency complete our courses/program ought to apprehend and be able to do? For employment? For his or her abilities/responsibilities as citizens? Can we use and document information gathered from employers, former students, senior institutions? Can we determine and learn from best apply, value student outcome goals of comparable departments in different institutions?

- **Designing program and Co-curriculum**

How will we verify what's instructed, in what order, from what perspective? Will we work collaboratively on program style? However will we decide what resources and resource materials are used as content vehicles? Will we consciously think about however the course design relates to different courses students can take as a part of this program? Will we think about out-of-classroom activities that would complement or be integrated into the curriculum? Will we determine and learn from best follow, value curricula of comparable departments in different institutions?

- **Designing Teaching and Learning ways**

How are teaching and learning organized for students? What ways are accustomed expose students to material for the primary time? To answer queries and supply interpretation? To stimulate student involvement with the material? To produce feedback on student work? Will we analyze teaching and learning methods on a daily basis? Will we attempt for coherence within the department's information and academic processes? Will we work collaboratively on process design? Will we establish and learn from best follow, appraise teaching and learning ways of comparable departments in ours and different institutions?

CONCLUSION

With educational Audit a faculty-centred methodology develops that supports institutional effectiveness expectations, totally documented method that meets the necessities for Quality Assurance Funding, method that sustains continuous quality improvement of teaching and learning.

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