

ACADEMIC AUDIT-REPORT Format- Part-I

Name of the College:

Audit Team

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Date of Audit:

								Observations	Remarks/Suggestions
College Timings 9.30 AM to 5.30 PM 4.30 PM to 5.30 PM <i>NCC / NSS / Sports</i>									
I Curricular Aspects								Under Strength Observed	
1	Courses offered				Strength				

2	Add-on/Certificate Courses		
3	Annual Curricular Plan		
4	Attendance		
5	Coverage of Syllabus		
II. Teaching & Learning			
1	Teaching Diary and Teaching Notes No of Teaching staff including contract/Guest/PTL: No Teachers submitted: No Teachers Not submitted with details:		
2	Conduct of Classes		
3	Use of supplementary teaching tools and application of ICT		
4	Student Centric Activities		

5	Student seminars		
6	Remedial Coaching		
7	Student Assignment		
8	Student Feedback (Analysis done or not)		
III. Evaluation & Results			
1	Conduct of Internal Examinations		
2	Maintenance of Marks Register/File		
3	Result of University Examinations(Last Exam)		

VII. Physical Activities			
VII. Basic Facilities			
1	Sanitation		
2	Drinking Water Facilities		

AUDIT QUESTIONS- Part-II

The auditors will generally be guided by the questions given in each section in carrying out the academic audit of Departments. These questions guide the formulation of the Self-Evaluation Document (SED).

DEFINING INTENDED LEARNING OUTCOMES

Base decisions on facts

Do you seek external input in the formulation of the learning outcomes?
If yes, how do you do it? For example, do you use surveys or focus group interviews with employers and alumni?
Are data from such surveys analysed so that you can establish a <i>priori</i> case? Explain

What have you learnt from former students and employers?
How do you ensure that there is convergence or agreement on the essential elements of the curriculum?

DESIGN TEACHING AND LEARNING PROCESSES

Design teaching and learning strategy

How are your courses managed?
Is there an appropriate and up-to-date teaching and learning strategy in the Department?
How are teaching and learning organised for students?

What pedagogical approaches are used?
What strategies are used to stimulate student participation in the classroom and enhance student learning?
What resources are used in teaching and learning?
How is the quality of teaching maintained and enhanced? How do you ensure that strategies such as effective staff development, peer review, induction and mentoring are used?
How effectively do lecturers draw upon their research, scholarship or professional activity to inform their teaching?
Is there any academic support including handbooks and other written documents that is given to students?

DEVELOPING AND USING STUDENT ASSESSMENT

Define quality of assessment in terms of learning outcomes

Have you defined key quality indicators of student performance based on the ILOs? State them.
How do you ensure that the assessment processes overall and particular assessment instruments used enable students to demonstrate achievement of ILOs?
How is assessment moderated?
How do you ensure full confidence in the security and integrity of assessment procedures?
Does the assessment have an adequate formative function in developing student abilities?

