

**Innovative Programme Experimented by
IQAC:
Academic Audit**

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Abstract:

Quality assurance and enhancement is the continuous process, for which Internal Quality Assurance Cell (IQAC) may be constituted in every accredited college as per the guidelines of NAAC¹ with some necessary specific modifications as per the requirements of the individual institution. IQAC should evolve mechanisms and procedures for the predefined objectives, by formation of the corresponding committees². The role of every committee in terms of activities concerned should be properly communicated to all the members. The effectiveness can be brought in via the coordinating activities of each committee via academic calendar³. The activities covered in the calendar were suggested to be published in the form of academic Newsletter⁴ covering the innovative methods of teaching⁵, consultancy services⁶ and the participation⁷ of the students, the activities undertaken by the cluster group under the leadership of the lead college⁸ for the development of soft skills⁹ etc. There is a crucial role to be played by the Head of the institution and the coordinator of IQAC¹⁰. It is significant to implement ICT¹¹ for enhancement in the quality of administration, teaching, learning, evaluation and research.

However, in the TQM of the HEI, the role of every stakeholder is important. Especially the assessment of the work done by the teachers is highly required. For which UGC has made mandatory to write self appraisal report every year. UGC have also suggested having Performance Appraisal Scoring System (PASS)¹². It was expected to develop a Performance Appraisal Scoring System to be designed and conducted by the University/ College/Institution annually to evaluate minimum academic performance and service requirements for direct recruitment and CAS promotion in Universities & Colleges. It is suggested hereby that every college should evolve its own mechanism for the academic audit of the teachers to assess the performance of the teacher in the various fields of HE such as administration, teaching, evaluation and research which provides a base for the identification of the area and core values where the teacher has a scope for improvement to ensure the quality in higher education and to improve the accountability of the teachers as significant stakeholder of HEI.