Need of Academic Audit for Quality Improvement in Higher Educational Institute (HEI)

Niraj Chaudhari and Sonali Chaudhari

November 2, 2022

Need of Academic Audit for Quality Improvement in Higher Educational Institute (HEI)

Dr.Niraj C.Chaudhari
Assistant Professor
Dr.Moonje Institute of Management & Computer Studies
Nashik, MS, India

Prof. Sonali N. Chaudhari
Assistant Professor
Matoshri College of Pharmacy,Eklahare
Nashik, MS, India

,

Abstract: *Higher Education institutes play very vital role in Nations Buildings because this educational institution is inculcated in their learning outcomes with contribute to the development of quality professionals by improving competence in professional knowledge and intellectual competence, promoting professionalism and employability. Furthermore, it contributes to the learner's emotional and social maturity, healthy personality, keen business acumen, strong scientific temperament, and strategic thinking. This can only be achieved by providing a comprehensive, continuously improved, global, high-quality professional education underpinned by a robust quality management system. A quality policy contributes to the institutionalization of the standard assurance process. Our commitment to providing quality teaching and learning through the delivery of a clean and structured curriculum using a variety of learning experiences is central to this policy. A number of quality assurance processes have been institutionalized to address teacher quality, curriculum design and teaching, research and training, student development, orientation for general personality development programmers and students facing challenges and we focus on a wide range of activities that enable us to take risks. Academic Audit provides feedback on its efficiency. Observations from audits are used for organizational improvement.*

Key Words*:* *Academic audit, Quality Educations, Higher education institutes, Outcome base educations.*

Introduction

Higher education institutes should be centers of excellence, providing quality education to their students. Society as a whole should value these institutions, create a pool of highly employable human resources, staff the institutions, solve local problems, and maintain harmony with the external environment. will meet that need. This cannot be achieved simply by increasing the number of institutions. Quality matters here. Quality is "the invisible but ubiquitous element that distinguishes one product from another or one service from another". Quality is not achieved all at once, but through the constant pursuit of perfection. Poor quality higher education sacrifices its purpose.

Review of Literature:

Beneish (2008) measured the quality of internal control with the guidance of internal control elements. The research believed that the higher the quality of internal control of listed companies, the lower the risk of audit failure faced by auditors. This is helpful for auditors to issue standard audit opinions.

Doyle et al. (2007) examined the relationship between internal control deficiencies and the quality of accruals They found that companies with internal control deficiencies had lower quality of accruals. There is a direct relationship between earnings quality and audit opinion.

Tahinakis, P and Samarinas, m (2016) considers that audit opinion has significant market impact, which includes incremental information, while the size and financial situation of the company can significantly affect the content of incremental information of audit opinion

Research Methodology:

1. Philosophy of Research: Empirical
2. Nature of Research: Descriptive
3. Approach: Cross sectional Descriptive and Positivist
4. Data Type: Secondary

5. Data Collection Method: Survey
6. Participants: Higher Education institutes
7. Sampling Method: Convenience random Sampling

Question: What is the role of Academic audit in Higher education institutes?

Research Area: The present study examines Academic audit in higher educational institutes from Maharashtra state of India

Research Objectives: Broadly two aspects are examined;

1. To study importance of academic audit in higher education institutes.
2. To study improvements in quality educations of higher education institutes with help of academic audit

Data Collection: The data is obtained from secondary source.

Three secondary sources are referred:
1. Reports from AICTE/UGC/Universities
2. Report of Higher educational Institutes
3. Various articles/research papers on present topic

Research Design: for present research the time frame referred for collecting secondary data is 4 years viz. Accounting Year starting from 2019 to 2022. Researchers have identified 2 critical factors from literature review which is Causes of importance of academic audit in higher education institutes and improvements in quality educations of higher education institutes with help of academic audit: These factors are identified as impact factors which lead to inconsistency. Clearly a purposive approach to research is followed

Quality Policy in HEI:

The higher education institutes to provide a comprehensive, continuously improved, and globally high-quality professional education through a long-standing quality management system complemented by the synergistic interaction of the relevant stakeholders. As this is often formulated in the form of a policy and communicated at all levels, this policy contributes to the institutionalization of quality assurance processes in all three of her areas: science, management and infrastructure . Subsequent quality assurance processes are institutionalized.

(1) Teacher Quality: Teacher training programs are regularly organized to improve the quality of teaching. Cooperation programs with other institutions are also organized to improve the quality of teachers. Faculty members are encouraged to pursue additional qualifications, research degrees, and certification programs that enhance their skills.

(2) Curriculum: To ensure effective curriculum delivery, school members prepare work plans, timetables, and course materials for the subjects they teach.

(3) Research activities: establish research centers in priority areas to strengthen research activities. School members are encouraged to write articles for publication in magazines and to speak at national and international conferences. This opens up the possibility of producing and publishing research papers in both conceptual and empirical fields. The scope of such conferences has been expanded to bring together all the disciplines offered by the Institute under a common thematic umbrella.

(4) Personality Development Programs: Student development programs are important in preparing grantees for career challenges. Value-added programs such as certificate courses are offered to scholars to bridge the gap between university curriculum and industry requirements. Regular industry visits and industry-academic exchanges are organized to provide practical insight into how the organization works.

(5) Orientation Program: Apart from career development, a program of proper orientation and positive attitudes will be implemented.

(6) Additional academic support to ensure overall development: The teaching of management principles can be made interesting through examples from great epics such as the Ramayana, Mahabharata, Bhagavad Gita, Vedas and Upanishads. I can do it. Spiritual lectures, celebrations of local festivals, and lectures during observance of important days such as World Age Day,

Mother's Day, and World Environment Day often serve as additional school support.

(7) Advanced Skills Development Courses: Corporate Yoga and Mind Control Programs offered to students focus on improving focus, overcoming stress, maintaining good physical and mental state, and ensuring spiritual maturity. I can.

(8) Placement: We can offer a wide range of vocational training, entrepreneurship training and employability skills to enable faster placement and better adaptation to work situations.

(9) Prepare for Challenges: Students are encouraged to define their own training and development needs and support the needs of students and businesses, and the Institute offers employability. The world of business is full of challenges and risks, and the purpose of education is to prepare students to face these challenges and take bold risks.

(10) IQAC: An internal quality assurance cell can be a permanent and effective mechanism for dealing with all aspects of quality on a daily basis. It is composed of educational, administrative and administrative representatives and external members who are knowledgeable and competent in the activities of the institution. Through regular meetings, IQAC shares its views and corrective actions. IQAC is based on the premise that quality is perfection and that perfection is often achieved slowly but steadily.

The management system supports the development and improvement of educational quality in educational institutions. Various committees set up by the institution constantly serve administrative needs. The Planning Committee and Steering Council are made up of members of the Executive Committee and academia. A versatile course coordinator facilitates the internal management of each department and ties them to the overall management of the Institute under the direction of the Institute Director

Academic Audit Levels

In higher education institute Academic Audit divided in three levels as following ways:-

1. Strategic Level: with both teaching and non-teaching members are involved in making policies, rules and regulations for smooth and systematic functioning of the institute quality assurance cell.

2. Functional Level: All teachers comes together and sharing the knowledge by discussing on the latest trends in their respective area of their specialization with organizing seminars, workshop, conference with coordinators and the members of different departments. Office staff are also involved in nonacademic activity of the institute, taking into consideration the approval of financial activity with fulfill the requirements for smooth functioning of the institute's activities.

3. Operational level: All the Stakeholder involved in organizing the policies and rules designed by the top management in order to maintain and achieve the quality standards as per requirement of academic audit point of view. Training for all staff to essential for effective implementation of Conference/FDP/STTP/Courses / Workshop / Trainings give more thrust on pedagogy. As a result, the innovations across the field are practiced in the teaching methodology.

Academic Audit for Improvements in Institutional Activities of HEI

Sr. No.	Audit outcome	Improvements in institutional activities
1	Increase in Admission	• Data collections about students • Attractive & Easy Assessable Website • Value addition programs • Employability focused courses • Scholarship schemes for toppers students
2	Improvement in Result	• More practice test • More assignments • Motivations sessions

3	Enhancementin Faculty performance	• Organizing more FDP's • Providing more facility to faculty • Organizing best teacher awards
4	Research publication	• Improve projects up to publications level • Separate Researchcell in campus • Organizing workshop on research paper writing • Organizing conferences
5	Co-curricular activities	• Advanced skills certificate programmes • Industrial projects • Training & workshop
6	improvingthe Placement	• Separate placement cell • Personality training • Industry collaborations • Organizes placement drives.

Stakeholder in Academic audit

It is required to take meetings in Higher Education institute with all its stakeholders in order to build strong academic audit System

1. Management: Academic audit implemented for all Stakeholder so management involvement must for each and every activity under academic audit committee.
2. Parents: With Parent Meetings we consider the parents expectations from institute for making best policy of academic audit.
3. Students: Students involvement play very vital role in academic audit because all activity and policy making focus towards student centric approaches for overall outcome base education with result oriented.
4. Alumni: Alumni involvement concerns about their experience about skills required by the students to obtain specific employment in the industries or entrepreneur.

5. Industry : Valuable Suggestions about the curriculum to include new technological knowledge for enhanced quality educations
6. University: University audit which comes to inspect the quality standards maintained by the institute are convinced to obtain renewal of affiliation on the basis of academic audit we easily fulfill eligibility of university requirements.

Alumni Feedback & Suggestions:

Alumni Feedback most important in Academic audit because it help to enhancement of the quality of education providing by the institutions The alumni as an important stakeholder of higher education institute because it play significant role in making best output oriented teaching & leaning policy with outcome base education which help in become best employee and entrepreneur in the society . Alumni give valuables information's of various industries, employers and society. They providing which skills required by the students to obtain specific employee in the industries. So institute able to adopt this required in skill in academic programs

Conclusion:

It is conclude that when we study about quality educations in higher educational institute with outcome base education then must be focus on academic audit. And in effective academic audit must be considering from admission of students, teaching & leaning methods for students, Co-curricular activities, Research publication, Students & Faculty performance, Attendance, Result analysis, 360 degree feedback systems etc.

References:-

1. *Aithal, P. S. & Shubhrajyotsna Aithal, (2015). An Innovative Education Model to realize Ideal Education System. International Journal of Scientific Research and Management (IJSRM), 3(3), 2464 –2469*
2. *Agarwal, P. (2016). "Higher Education in India: The Need for Change." ICRIER Working Paper, Indian Council for Research on International Economic Relations: No. 180*

3. *PWC report on "India-Higher education system: Opportunities for Private Participation, 2012.*

4. *Sanat Kaul, "Higher Education in India: seizing the opportunity", Working paper no. 179, 2009.*

British Council, Understanding India: The Future of higher education and opportunities forinternational cooperation, 2014.