



**School of Business**  
Pokhara University

## **ACADEMIC AUDIT GUIDELINES**

### **INTRODUCTION:**

Higher Education, in Nepal, is one among the key 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 QAA Division of Nepal has evolved certain benchmarks for ascertaining and ensuring quality at different levels of Higher Education and for its continued sustenance. In the recent years, Universities in Nepal 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 its possible to go for a Total Quality Management in an Academic Institution.

All Higher Educational Institutions in Nepal 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 Reaccreditation 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 QAA Division, Nepal expects 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.

For assuring quality and excellence in higher education, School of Business, Pokhara University has also taken steps to monitor its progress and evaluate the systems performances by establishing not only the Internal Quality Assurance Cells and but also through Academic and Administrative Audit (AAAC) conducted by external experts.

#### **PURPOSE 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:

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 school is 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 Internationalisation 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:**

##### **School Profile**

The school, through a well structured format, collects the necessary primary data and information from all the sections of the Programs offered, Students Enrolment, Faculty Strength, Infrastructure and other Programmes conducted during the last five years. The

system of evaluation and internal assessment and the results of students, placement and further progression of students in higher education are assessed using these details.

#### Faculty Profile

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.

#### 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.

#### Questionnaire for Administration

A questionnaire is also prepared for obtaining the role played by various administrative sections of the school 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.

Spot Visit by AAAC:

The AAAC with the help of the IQAC initiates the process of Academic and Administrative Audit by visiting all the offices of the school for the purpose of understanding their activities. This exercise is carried out to offer valuable suggestions to improve their performances both individually and collectively.