

- Teamwork and consensus lead to total faculty ownership of and responsibility for all aspects of the curriculum and make everyone accountable.
- Discourse and collaboration should be encouraged over territoriality and the “lone wolf” approach.
- d) Evidence-based decision
 - Departments should collect data to find out what students need and how students perform.
 - Data should be analyzed and findings incorporated in the design of curricula, learning processes, and assessment methods.
 - Results of such analyses should be used to foster continuous improvement.
- e) Strive for consistency and rationality
 - Courses should build upon one another to provide necessary breadth and depth.
 - Assessment should be aligned with learning outcomes.
- f) Learn from best practice
 - Faculty should seek out good practices in comparable departments and institutions and adapt the best to their own circumstances.
 - Faculty should share best practices and help “raise the bar” for their department.
- g) Brand continuous improvement a priority
 - Faculty should continually and consciously strive to improve teaching and student learning outcomes.
 - Programs and the departments/divisions/colleges in which they are housed should provide support for the continuous improvement of teaching and learning. That support should include ways to measure student performance and persistence in such ways that the results of those measures can be used to identify both effective and ineffective pedagogies.
 - Programs and the departments/divisions/colleges in which they are housed should demonstrate ways in which effective teaching that results in higher levels of student achievement is facilitated and sustained.

Components of the Academic Audit

a) Academic Outcomes

- Define academic outcomes
- Prepare students for further academic success?



- prepare students for employment in this field?
- Expand students their abilities as citizens?

b) Curriculum and Co-curriculum

- How do we determine what is taught, in what order, from what perspective?
- How frequently do we revisit this activity?
- How do we work collaboratively on curriculum articulation process?
- How do we decide what resources and resource materials will be used as content vehicles?
- Do we consciously consider how the course design relates to other courses students will take as part of this program?
- Do we consider out-of-classroom activities and high impact practices that could complement or be integrated into the curriculum?
- Do we identify and learn from best practice and evaluate curricula of comparable departments in other institutions?

c) Teaching and Learning

- How are teaching and learning organized for students?
- How do we determine what methods and teaching technologies will be used?
 - To expose students to the material for the first time?
 - To answer questions and provide interpretation?
 - To stimulate student involvement with the material?
 - To provide feedback on student work?
- In what ways do we analyze teaching and learning processes on a regular basis?
- How do we assure coherence in the department's curriculum and educational processes?
- In what ways do we work collaboratively on designing, developing and delivering teaching methods that improve student learning?
- What processes do we use to analyze evaluation results on a regular basis and modify teaching methods to improve student learning?
- Do we identify and learn from best practice, evaluate teaching and learning methods of comparable departments in ours and other institutions?

d) Student Learning Assessment

- What measures and indicators do we use to assess student learning?



- Have we defined indicators or measures of achievement based upon our stated learning outcomes?
- Do we assess performance only at the end of the course/program or do we compare the beginning and ending performance to ascertain value-added?
- How do we work collaboratively on assessment design, implementation, and analysis?
- How do we use the results of student learning assessments?
- In what ways do we identify and learn from best practice, for example, do we evaluate assessment practices of comparable departments in ours and other institutions?

e) Support for Quality Education

- In what ways do we evaluate those ancillary functions and facilities in terms of how well they support program outcomes and needs in order to sustain a continuous quality improvement agenda?
- How does our budget promote or restrict our ability to implement improvement initiatives?
- How do we engage our student populations (past, present and future) in order to support a high-quality, sustainable program?

Purpose of the Academic Audit

- 1) To supported to clarify and determine content wise academic outcomes
- 2) To fostered or initiate or bolster development of quality assurance systems within institutions,
- 3) Placed and operationalized mechanism and to improving teaching and student learning on institutional activities;
- 4) to clarify and internalized responsibility and nature of works for improving teaching and student learning at the individual, academic unit, faculty, and institutional level;
- 5) reinforced institutional leaders in their efforts to develop institution-wide "quality
- 6) cultures;"
- 7) facilitated discussion, cooperation, and development within academic units with regard to means for improving teaching and student learning;
- 8) provided system-wide information on best practices and common problem areas;
- 9) offered visible confirmation to the public that attention is being paid to academic quality assurance



A) Institutional Data

SN	Issues	Status
1	Legal Status of HEIs	<input type="checkbox"/> Government <input type="checkbox"/> Private <input checked="" type="checkbox"/> Community
2	Name of University to which the College is Affiliated	Tribhuvan University
3	Type of institution by gender	<input type="checkbox"/> For Men <input type="checkbox"/> For Women <input checked="" type="checkbox"/> Co-education
4	Types of the institution by a shift	<input checked="" type="checkbox"/> Morning <input type="checkbox"/> Day <input checked="" type="checkbox"/> Evening <input type="checkbox"/> residential
5	Has the college been recognized or accredited by UGC? If yes details of UGC recognition	NO
6	Location of HEI Location HEIs area in square meter Build up area in square meter	<input checked="" type="checkbox"/> Urban, <input type="checkbox"/> peri-urban, <input type="checkbox"/> rural
7	Does the Campus have the following facilities on the campus (Tick the available facility)? In case the College has an agreement with other agencies in using such facilities provide information on the facilities covered under the agreement	
7.1	Conference / seminar Hall	<input checked="" type="checkbox"/>
7.2	a) Sports facilities; b) Basketball ground c) Football ground d) Indoor games	a. <input checked="" type="checkbox"/> b. <input checked="" type="checkbox"/> c. <input checked="" type="checkbox"/> d. <input type="checkbox"/>



	e) Swimming pool f) Volleyball court g) Badminton courts	e. <input type="checkbox"/> f. <input checked="" type="checkbox"/> g. <input checked="" type="checkbox"/>
7.3	Hostel facilities for boys? Hostel facilities for girls? a. Boys' hostels b. Girls' hostels	a. <input checked="" type="checkbox"/> b. <input type="checkbox"/>
7.4	Residential facilities for academician and administrative staff	<input type="checkbox"/> note: Under construction
7.5	Cafeteria for student lecture and administrative staff	<input checked="" type="checkbox"/>
7.6	Health Service; a. Sick room b. First aid facility c. Inpatient facility d. Outpatient facility e. Ambulance facility f. Emergency care facility	a. <input checked="" type="checkbox"/> b. <input checked="" type="checkbox"/> c. <input type="checkbox"/> d. <input type="checkbox"/> e. <input type="checkbox"/> f. <input type="checkbox"/>
7.7	Other facilities a. Bank b. ATM c. Book shops d. Transport facilities for students for staff e. Printing and binding facilities f. Wholesome water g. Waste management facility	a. <input type="checkbox"/> b. <input type="checkbox"/> c. <input type="checkbox"/> d. <input type="checkbox"/> e. <input checked="" type="checkbox"/> f. <input checked="" type="checkbox"/> g. <input checked="" type="checkbox"/>



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8. Details of educational programmes offered by the institution

SN	Level	Name of the Programme	Medium of Instruction	Sanctioned Student Intake	No. of Students Admitted	Drop out percentage in previous years
1	Bachelor	BA	Nepali	No Limit	7	2.8%
2	Bachelor	BBS	Nepali English	No Limit	106	6%
3	Bachelor	BED	Nepali	No Limit	152	4.1%
4	Masters	MBS	English	60	25	3.2%
5	Masters	Med	Nepali English	60	40	3.81%

9. Academic Status

SN	Academic issues	Status
9.1	Does the institution offer a scholarship? Who are eligible for the scholarship	1. <input checked="" type="checkbox"/> Yes 2. <input type="checkbox"/> No a) <input type="checkbox"/> General b) <input checked="" type="checkbox"/> Poor and marginalized c) <input type="checkbox"/> A student from the hard to reach the area d) <input checked="" type="checkbox"/> Other if specify.... Topper Students
9.2	Whether new programmes have been introduced during the last five years? If yes, which program or faculty?	1) <input checked="" type="checkbox"/> Yes 2) <input type="checkbox"/> No BA : Sociology & RD M.Ed : English and Nepali Subject



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10. List of faculties or departments (only academic)

SN	Department or faculty	Level	No of students	No of faculty members
1	Management Department	Masters	288	7
2	Education Department	Masters	364	8
3	Humanities Department	Bachelors	28	3
	Total		680	18

11. Academic unit cost

Per-students cost including the salary component	NRS . 38994.70
Per-student cost excluding the salary component	NRS . 15806.30

12. Does college have a following departments / section / units

- a) ICT/EMIS Yes No
- b) Sports and Extra-curricular Yes No
- c) Community engagement Yes No

SN	Academic issues	Status
13	Does the College is offering or conducting professional programme?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
14	Has the College been reviewed by any regulatory authority? If so, furnish a copy of the report and action taken thereupon.	NO
15	1) Does institution have following units/sections/department? 2) Planning and Research Unit 3) Internal Quality Improvement Unit 4) Education Management and Information Unit 5) Editing, Publishing and Public Information Dissemination Unit 6) Finance, Procurement and Maintenance Unit 7) Examination and Evaluation Unit 8) Library Management Unit 9) Students Welfare, Public Relations & Extra Curricula	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No



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Activities		
10) Students Counselling and Employment Promotion Unit	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11) Health and Environment Unit	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

16. Number of teaching and non-teaching positions in the College

SN	Designation	Gender		Total	Vacant
		Male	Female		
1	Professor	0	0	0	
2	Associate Professor	2	0	2	
3	Assistant Professor	1	0	1	
4	Lectural	15	0	15	
5	Instructor	16	3	19	
6	Visting academician	0	0	0	
7	Non-academic staff	4	1	5	
8	Technician	0	0	0	
9	Support staff	10	1	11	
10	Ratio of temporary and permanent (%)	41.67 : 58.33	60 : 40	43.40 : 56.60	

17. Qualifications of the academician

SN	Highest Qualifications	Male	Female	Total
1	D.Sc./D.Litt.	0	0	0
2	Ph.D.	1	0	1
3	M.phil	0	0	0
4	Master	33	3	36
5	Bachelor	0	0	0



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offered (faculty wise)	
1) Management	1 : 29
2) Education	1:19
3) Humanities	1 : 6

21 Quality assurance

SN	QA initiation	Status
21.1	Is the College applying for?	Yes
21.2	Is institution is accredited by UGC ? If yes date of Accreditation Validity Period	No
21.3	Date of establishment of Internal Quality Assurance Unit (IQAU) If Yes.... TOR of IQAU (Yes or No)	2076/10/29 Yes
21.4	Dates of submission of Annual Quality Assurance Reports
21.5	Initiation done by IQAU	Institutional Mgmt. Survey Student Satisfaction Survey Academic Audit
21.6	Date of establishment of Research and Planning unit	2076/10/29
21.7	TOR of Research and Planning unit	Yes
21.8	Initiation done by Research and Planning unit	Institutional Mgmt. Survey Student Satisfaction Survey Academic Audit

22. Academic policy, plan, student support facilities

SN	Academic issues	Status
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22.1	Is the strategic plan formulated and being followed by the institution?	Yes
22.2	Has institution using interactive EMIS for the following purposes; <ul style="list-style-type: none"> ○ Student profile ○ Student records ○ Attendance both academician and students ○ Declaration of results ○ Assignment ○ Fees collection record 	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
22.3	Is there is a institution website? If yes is it updated ?	Yes Yes
22.4	Does the library automated by EMIS ? (Record of book, issues and return of books)	Yes
22.5	Is there is internet facility in the library for all students and academician ?	Yes
22.6	Are there any Students Welfare scheme for students and academician? If yes ... list them	No
22.7	Is there a sexual harassment prevention unit	The Institution has a complaint, feedback and suggestion mechanism to look after such grievances. Based on the category of grievance an adhoc committee is formed for the investigation of the complaint and further proceedings.
22.8	Is there a operational Ex-students union or Alumni	Yes



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	Association	
22.9	Did institution organize stakeholders meeting or meeting with local community	Yes
22.10	Academician participated on the workshop, training, seminar and other courses. List them	Yes
22.11	Innovative teaching learning practices If yes.. list them	NA
22.12	Percentage of who graduated during the last three years. A A- B+ B C+ C D F	NA
22.14	Prepared lesson plan and log book and implemented by individual faculty ?	Yes
22.15	Is academic calendar formulated by departments and implemented by departments ?	Yes
22.16	Use of supportive teaching learning materials ? ○ PPT ○ EMIS Module ○ EMIS ○ Video ○ actual objects ○ models ○ pictures, charts ○ maps	Yes <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>



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	<ul style="list-style-type: none"> ○ flash cards ○ flannel board ○ bulletin board ○ If other ... list them 	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
22.17	Utilization of EMIS <ul style="list-style-type: none"> ○ Online submission of assignment ○ Online assessment of assignment ○ Online feedback mechanism 	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
22.18	Did institution offering remedial courses	Yes
22.19	Are project works, assignments, field works, seminar, research works etc are the part of curriculum	Yes
22.20	Innovative teaching learning practice If any list out
22.21	Publication in last three years by acadmeciian and students Magazine articles Journal articles Research report Book If other specify	<input checked="" type="checkbox"/> Annual Reports
22.22	Are institutions generating resource by using consultant	No
22.23	Sponsorsip events and resource generation	No
22.24	Nataionl, international, provincial and institution level workshop seminiars and confercen organized in last tree years	No



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22.25	Faculites involves in research Completed On going	
22.26	Does the institute doing any activities to improvement in learning quality ? If yes, list them.....	No
22.27	Does institute conducting study visits, field, organizational visits, exhibition for the learning quality ehachment?	Yes
22.28	Did institute organizaing personality development, career counselling and motivational activities ?	Yes
22.29	Does institute documents extra-co culariaactivities ?	No
22.30	Does institute have Student Advisory Board?	Yes
22.31	Does college have provision of feedback mechanism from the stakeholder (students, parents, Bank, NGO, local communities)	Yes
22.32	Do you have any community audit mechanism?	Yes



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B) Academic audit Checklist

1) Curriculum and Co-curriculum

SN	Indicator	NA or not done	Not evident	Under process or emerging	Established and functioning	Highly developed
1.1	Organize inception dissemination conference with students on curriculum				√	
1.2	The faculty collaborates regularly and effectively in the design curriculum articulation plan				√	
1.3	The faculty members regularly analyze the content and sequencing of courses as applicable in terms of achieving learning outcomes.			√		
1.4	The faculty members regularly review the curriculum based on			√		



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	the best practices where appropriate.					
1.5	The program regularly incorporates appropriate complementary co-curricular activities and programs to supplement and support student learning			√		

2. Teaching-learning outcomes

SN	Indicator	NA or not done	Not evident	Under process or emerging	Established and functioning	Highly developed
2.1	The faculty has identified teaching-learning outcomes in a measurable way			√		
2.2	The faculty has identified student learning outcomes in its core coursework that are clear, measurable and based on the lesson learnt.			√		
2.3						



	The faculty has an appropriate process for evaluating program and course-level learning outcomes on a regular basis taking into account best practices, stakeholder feedback and appropriate benchmarks in the field.			√		
2.4	Every student are cognizant about learning outcomes or not		√			

3. Teaching and learning

SN	Indicator	NA or not done	Not evident	Under process or emerging	Established and functioning	Highly developed
3.1	Inter-faculty effective and regular coordination and collaboration in designing, developing and delivering teaching methods that improve student learning throughout				√	

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	the program.					
3.2	The faculty or management promotes the effective use of instructional materials and teaching tools, including technology as appropriate, for achieving student's mastery of learning objective				√	
3.3	Utilization of interactive Educational information management system (EIMS)				√	
3.4	The HEIS authorized body regularly evaluates the effectiveness of teaching methods and the appropriateness of instructional materials.				√	
3.5	The HEI					



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	students					
3.9	Research students and research supervision.				√	
	Teaching and learning within a research environment.				√	
	The interdependence of research and teaching.			√		
	The role of critic and conscience of society.			√		
3.10	What types of assignment proceeding by faculty members				√	

4. Student learning assessment

SN	Indicator	NA or not done	Not evident	Under process or emerging	Established and functioning	Highly developed
4.1	The faculty uses indicators of student learning success that are aligned with program and student learning			√		



	outcomes					
4.2	The faculty assesses student learning at multiple points throughout the program using a variety of assessment methods appropriate to the outcomes being assessed.			√		
4.3	The program regularly implements continuous quality improvement s based upon the results of its student learning assessments.			√		

5. Students support

SN	Indicator	NA or not done	Not evident	Under process or emerging	Established and functioning	Highly developed
5.1	Students support;					



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	determination of an appropriate academic staff profile across the Institution				√	
6.2	Recruitment, appointment and induction strategies.				√	
6.3	The implementation and monitoring of workload models.				√	
6.4	Professional support, development and appraisal of academic staff.			√		

7. Community engagement

SN	Indicator	NA or not done	Not evident	Under process or emerging	Established and functioning	Highly developed
7.1	The identification of stakeholders and				√	



	communities of interest, the seeking of advice, and the application of information gained to curriculum and student learning.					
7.2	Community engagement plan				√	
7.3	Collaborative activities				√	
7.4	The development of external collaborative research and academic ventures and partnerships that impact on curriculum and student learning and achievement.			√		

Matrix of Improvement Initiatives (After Academic process completed and based on the feedback)

SN	Improvement Initiatives	Objectives	Responsible authorize academician	Performance Indicator	Time frame



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