

Parvatibai Chowgule College of Arts and Science
Autonomous
Academic Audit
2015-16

Findings from the Academic Audit 2015-16

1. Introduction

Parvatibai Chowgule College was granted academic autonomy by Goa University in August 2014. In the academic year 2014-15 the College worked to create structures and systems that would help in the effective implementation of the autonomy. This also involved providing freedom to individual faculty members and departments to redesign existing courses and also to introduce new courses to fulfill the current and emerging needs of the society. As they say, with freedom comes responsibility. To understand how responsibly the new programmes and courses are being implemented by individual faculty members and to improve the process of the functioning of the autonomous system, the College introduced “academic audit”.

Accordingly, following the recommendations of the Academic Council and the Governing Body, the College constituted an Academic Audit Committee (AAC) consisting of three external members and the three College deans to conduct the academic audit of courses run by the College under autonomy. As the College was running only the First Year programmes (B.A. and B.Sc.) under autonomy, the audit pertains only to those autonomous programmes. The external members on the AAC were Dr. Manoj Borkar, Dr. Renji George Ambaloor and Dr. Ashok Mangutkar. The internal members were Dr. Ananya Das, Dr. Gunaji Desai and Dr. E M Travassos who was also assigned the responsibility as the coordinator of the AAC.

Fifty-four faculty members teaching the courses at the F.Y.B.A. and F.Y.B.Sc level, responded to the Academic Audit by filling in a questionnaire, made available to them on 18th of April 2016, and appeared before the AAC to answer the audit-related queries. As recommended by the Governing Body, the Academic Audit was carried out at the process level and was conducted on 25th and 26th of April 2016. This brief paper presents the main findings of the Academic Audit.

2. Objectives

The basic objectives of this paper are:

- a) To track if the programme is implemented as per the recommendations of Boards of Studies and the Academic Council.

- b) To obtain the feedback on the nature of courses being administered.
- c) To obtain information on the teaching-learning methods used.
- d) To make suggestions for improving the processes.

3. Methodology

The methodology used for this study was to compile the raw data collected through the academic audit input sheets from individual faculty members and proceed to analyse the compiled data through the use of percentages, variances and correlations.

4. Discussion:

Data obtained as a result of academic audit is compiled and presented in tables – Table 1 to Table 7 and Figure 1.

Table 1: Total No. of Faculty Members Handling Courses at F.Y.B.A./F.Y.B.Sc.

Sr. No.	Faculty	Total at FY	Percentage
a-	Full Time	34	63
b-	Contract	7	13
c-	Lecture basis	13	24
Total		54	100

Table 2: Overall Analysis of the Courses Audited

Nature of Courses Audited		Total	Total	Percent
Total No. of Courses (Non-Laboratory)		51		
a-	Total No. of Contact Hours Assigned		2910	100
b-	Total No. of Contact Hours Engaged		2533	87
c-	Variance		377	13
Total No. of Courses (Laboratory)		17		
a-	Total No. of Contact Hours Assigned		255	100
b-	Total No. of Contact Hours Engaged		249	98
c-	Variance		6	2

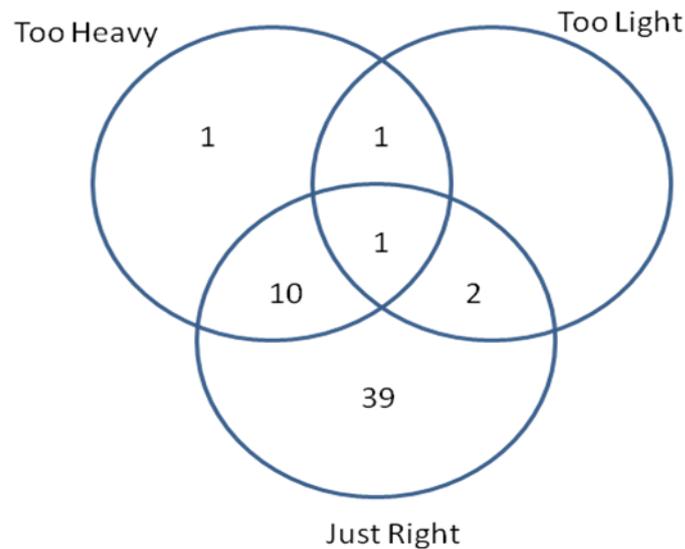
- a) The number of courses audited and the number of faculty members (Tables 2 and 1 respectively) do not match as some individual courses (both non-laboratory and laboratory components) are shared by more than one faculty member.
- b) Observation: Contact hour variance in non-laboratory courses is higher than in laboratory courses. This was because every laboratory practical is evaluated and students have no option but to attend. So also, attendance in the non-laboratory course is not taken when there is mass bunking, especially when students proceed to attend inter-collegiate events conducted by other colleges.

- c) Suggestion: To tackle this problem it could be suggested that the faculty mark all the students that are absent as absent when the lecture is a scheduled lecture and teacher is present in the class.

Table 3: Teacher's Statement about the Rigour of the Courses

Nature of Course Contents	Number of Teachers	Percentage of Teachers
Course Units are too Heavy	13	24
Course Units are too Light	4	7
Course Units are Just Right	52	96
Some Course Units are too Heavy and Some too Light	2	4
Some Course Units are too Heavy and Some Just Right	11	20
Some Course Units are too Light and Some Just Right	3	6
Some Course Units are too Heavy, Some too Light and Some Just Right	1	2

Figure 1: Distribution of Teachers in terms of their Statement of the Rigour of the Course



- d) Too heavy indicates that the units cannot be covered in allotted number of hours. Too light indicates that the unit does not require the number of hours allotted. Just right indicates that time allotted is just sufficient to complete the unit/s.
- e) Observations: The Venn diagram indicates the exact interpretation of the courses as too heavy, too light, just right or a combination of these by the faculty members.

- f) Suggestions: Course Units that are considered too heavy or too light require to be referred to the Board of Studies for revision.

Table 4: Key Learning Resources Provided to Students

Learning Resources		No. of Teachers	Percentage of Teachers
a-	Text-books	49	91
b-	CLAAP Material	46	85
c-	OCW links	19	35
d-	Journal Articles	14	26
e-	Audio-visual Resources	14	26

Table 5: Teaching-Learning Methods Used

Teaching - Learning Methods Used		No. of Teachers Using	Percentage of Teachers Using
a-	Traditional Lectures Using	43	80
b-	Interactive Lectures	52	96
c-	Group Discussion	45	83
d-	Debate	23	43
e-	Problem Solving	36	67
f-	Student Presentation	36	67
g-	Out-door Experiments	10	19
h-	Experiential Learning	22	41
i-	Case Studies	14	26
j-	Laboratory Work	21	39

- g) Table 4 and Table 5 presents findings on the resources provided to students by teachers and the teaching-learning methods used.
- h) Observations: The heavy emphasis on text-books notwithstanding, other resources are also gaining importance.
- i) Suggestions: To encourage the faculty to provide other resources, teaching methods that support the use of such resources like the flipped classroom and POGIL (Process Oriented Guided Inquiry Learning) methods should be introduced.
- j) Training programmes or workshop should be conducted to enable teachers to use such teaching-learning methods.
- k) Centre for Enhanced Teaching and Learning (CETL) should be set up to enable teachers to develop and disseminate web-based learning resources.

- l) To bring about uniformity in the interpretation of the various teaching-learning methodologies, the IQAC (Internal Quality Assurance Cell) should prepare a handbook of teaching methods to ensure uniformity of its interpretation and meaning.

Table 6: Number of Internal Assessment Modes Used

Internal Assessment Modes		No. of Teachers that Used	Percentage of Teachers
a-	Two different modes used	3	6
b-	Three different modes used	25	46
c-	Four different modes used	24	44
d-	Not used any mode (Teachers taking only Laboratory Courses)	2	4
Total		54	100

- m) Observations: Although it was mandatory for the faculty to use at least three different modes for continuous evaluation, six percent of teachers have used only two different modes for the same. This is because the written test mode has been used more than once.
- n) Suggestions: It can be suggested the each department should monitor the methods used by their faculty members for the purpose of continuous assessment.

Table 7: Allotted Lectures and Lectures Actually Taken

Faculty	Number of Faculty members Audited	Number of Faculty with Contact Sessions variance of 10% or above	Percent of Faculty with Contact Sessions variance of 10% or above
Lecture Basis	13	4	31%
Contract	7	4	57%
Full Time	34	24	71%

- o) Analysis: Comparing different categories of faculty members, it can be observed from Table 7 that the percentage of faculty members / teachers with variance of over 10 percent in contact sessions is the highest for full-time teachers and lowest for lecture-basis teachers.
- p) Observations: This is because most lecture-basis teachers do not take leave unlike the full-time teachers. Also, full-time faculty do not mark students as absent on the days when there is mass bunking. Full-time faculty members also tend to

participate in conferences, workshops and other activities outside the college during the working days. They also do not record attendance when they take the students on field trips.

- q) Suggestions: It can be suggested that students should be marked absent and the session as conducted when there is mass bunking; faculty should participate in conferences, workshops etc. during non-instructional days or vacations; they should also record student attendance for field trips.

Table 8: Positive Variance and Statement on the Nature of the Course

Positive variance	Number of Faculty	Over loaded or Just Right	Under loaded or Just right
Variance of < 10%	17	3	14
Variance of 10 or above	31	29	2

- r) Positive variance implies deficits in contact sessions / lectures taken. Of the thirty-one teachers having a contact sessions variance of over 10 percent, twenty-nine have stated that their course was overloaded or just right.
- s) Observations: Faculty members falling in this category should engage the full quota of lectures and then judge the course. When students indulge in mass bunking the time available to complete the course is reduced.
- t) Suggestion: To discourage mass bunking, the faculty should record the attendance of students even if no one is present. This will discourage students from mass-bunking.

5. Conclusion

The study finds a large scope for improvement of courses and programmes run under academic autonomy. In order to improve the programmes, various suggestions have been made which are summarized below.

Suggestions:

- i. To tackle the problem of mass absenteeism of students, the teacher should mark all the students as absent when the lecture/contact hour is a scheduled one and teacher is present.
- ii. Course Units that are considered too heavy or too light must be referred to the Board of Studies for revision.
- iii. To encourage the faculty to provide other learning resources to students, teaching methods that support such use such as the flipped classroom and POGIL (Process Oriented Guided Inquiry Learning) methods should be introduced.

- iv. Training programmes or workshop should be conducted to enable teachers to use such teaching-learning methods.
- v. Centre for Enhanced Teaching and Learning (CETL) should be set up to enable teachers to develop and disseminate web-based learning resources.
- vi. To bring about uniformity in the interpretation of the various teaching-learning methodologies, the IQAC (Internal Quality Assurance Cell) should prepare a handbook of teaching methods to ensure uniformity of its interpretation and meaning.
- vii. Each department should monitor the methods used by their faculty members for the purpose of continuous assessment.
- viii. The faculty members should participate in conferences, workshops etc. during non-instructional days or during vacations; they should also record student attendance for field trips.

The Report has been authored by Dr. E. M. Travassos, Vice Principal dated 12.06.2016.