BEST PRACTICE: 1

1. Title of the Practice: **MENTORING PROGRAMME**

2. Objective: **The objective of Mentoring is:**

- ✓ To achieve the vision of the institution viz., to develop all round personality of the students on progressive lines.
- ✓ To provide a continuous learning process for both the mentor and the mentee.
- ✓ To establish the mentor as a role model and to support the mentee for personal and academic development.

3. The context:

The nature of students' background i.e. catering to different socio-cultural and economic diversity necessitates mentoring being opted as one of the best practices by the institution. The absence of institutionalized system of having proper system of mentoring, guidance and counseling in the region along with the obvious fact that most of the students are from remote areas and first generation learners makes it imperative on the part of the institution to provide mentoring i.e. guidance for all-round development of the students on academic as well as aesthetic lines. Moreover, it is aimed to align with the institutional mission and vision statement aiming to develop students on progressive lines .i.e. to imbibe in the students a rational positive outlook towards life thereby making them responsible citizens.

4. The Practice:

Mentoring session is conducted on a regular basis. The session is compulsory for every student to attend without fail. The mentoring parameters are based on four aspects i.e. academic, attendance, career and general. The mentors are provided with details of mentee's performances in terms of academic (weekly test, class test, and mid-term and end-semester exam) and attendance records. The mentor also keeps track of the mentee's personal development such as co-curricular activities, discipline and career related issues. The practice of the mentoring system is evaluated by the Principal, Vice-Principal so as to ensure quality and efficiency in practice. The
grievances of the mentees are taken up by the mentor and if necessary it is forwarded to the Principal for necessary remedial actions.

5. Evidence of Success: Improvement in mentees discipline, interaction and communication skills, Improvement in students' attendance, Establishment of a vibrant relationship between teachers and students which has provided a congenial atmosphere in the class room as well as in the campus.

6. Problems encountered and resources required: The diversity in students' background and upbringing i.e. lack in the art of effective articulation, introversion, indifferent attitude etc. Inadequacy in general guidance, career and professional related materials. This is due to the financial constraints faced by the management because the institution is dependent on grants.

Best Practices: 2

1. **Title of the Practice:** Preparing and using framework for Academic and Administrative Audit (AAA)

2.Goal: To systematically compile and objectively assess individual and departmental Inputs aimed towards institutional improvement and quality sustenance.

3. The Context

Upgrading academic and administrative processes is a continuous endeavor for the institution. The changing education scenario mandates:

•Self and external evaluation and sustenance initiatives for maintaining Quality

•Stimulating academic environment for promotion of quality in teaching, earning and research

•Inculcating accountability in staff members for assuring quality of their teaching, research and services. Through brainstorming in IQAC meetings, it was felt that AAA will help us to understand the present status of various institutional processes and identify the gaps. This will guide and direct us to take necessary steps /start new initiatives. It was found that we lacked standardized formats for periodic assessment of academic and administrative units. The sub-committees of IQAC made the formats for both, academic and administrative audit to ascertain the presence and adequacy of quality assurance procedures, their applicability and effectiveness in guaranteeing quality of inputs and processes. And effectiveness in guaranteeing quality of inputs and processes.

4. The Practice

a.Preparation of performa:

Terms of reference given to the sub-committee to prepare a standardized format were:

•Define the focus areas in academic and administrative processes

•Identify the procedures used by departments in each of these areas. A detailed Performa of 15 pages was prepared which included department profile, students profile, workload, research details and teaching and evaluation processes. Information regarding Teaching Process included

the following:

> •Teachers' orientation to handle curriculum
>
> •Planning of curriculum transaction
>
> •Efforts made to develop and improve their academic / professional competency
>
> •Academic calendar for internal and external exam schedule and co-curricular activity
>
> •Teaching methods/ICT/teaching aids used
>
> •Mechanisms used to keep pace with recent developments
>
> •Student feedback evaluation system

Details of evaluation process included the following:

> •Methods adopted by teachers
>
> •Objectivity/Effectiveness of evaluation system
>
> •Mechanism adopted to communicate progress of students to parents, addressing evaluation related grievances
>
> •Analysis of student's results
>
> The Performa also has provision for assessment of teachers by vice principal, principal and management as applicable for qualification, punctuality, regularity, accountability etc.

Proforma for Administrative departments includes information related to different sections handling admissions, examinations, stores, maintenance, accounts, salary, appointments, promotions, administration, and scholarships. Library and laboratories audit Performa included details of timings, various facilities / services provided and administration, etc.

b. Finalizing the criteria for analysis

Data Collection Staff members were informed about the need for the audit and the Performa to be used for the same. They were expected to submit the duly filled in Performa to respective heads of the departments within stipulated time period.

Evaluation

Internal audit team consisting of three senior faculty members evaluated the departments on the basis of inputs given. The team made appropriate recommendations for continuous improvement of the processes and procedures used for quality assurance and enhancement. External audit will be done in the near future.

5. Evidence of Success:

Data compilation for the audit brought in systematic documentation by the staff members. The objective and realistic recommendations were well accepted by both academic and administrative staff and there is eagerness to comply with the same. This endeavor which started with skepticism concluded with the staff feeling satisfied and ready to accept the evaluation positively.

6. Problems Encountered and Resources Required:

There was initial resistance from staff as they felt that the exercise was futile and time-consuming. The Performa was lengthy and took longer time for data collection and compilation.

To address those problems the dates for submission were extended.