

Best Practices

1. **Title of the Practice: Mentoring system.**

2. **Objectives of the Practice:**

- The mentoring system has been adopted in the University which aims at developing a cordial acquaintance among the students and teachers and apprising the parents about the performance of their wards.
- This method acts as a support system for the students as the mentors provide guidance to the mentees along with counselling at regular intervals in order to assist them in different spheres of their life viz.-a-viz. academics, employability and rationality etc.
- Remedial measures of the issues and problems faced by the students are provided by their mentors.
- The other responsibilities of mentor towards the allotted mentees includes, maintaining academic performance records of mentees, motivating mentees to participate in various endeavours to enhance their skills and talents, providing psychological and emotional counselling and regular communication with parents of students.

3. **The Context:** To enhance the students' professional performance and overall development, mentoring system is an effective tool, wherein Mentees (Students) are provided guidance by Mentor (Teacher). Specifically, a group of maximum 20 students is allocated one teacher as a mentor at the start of each semester. Due consideration is given to ensure that faculty members teaching in current semester are appointed as mentors, and the progress of the student is monitored at the Principal/HOD level with each passing year.

4. **The Practice:**

- Mentors are allocated to the students-mentees at the start of each semester to initiate interaction between the Mentor and the Mentees from the beginning of the semester.
- This includes monitoring of the academic growth, motivation for participation in extra-curricular and co-curricular activities, their attendance, their analysis and communication of the same to the parents of mentees via post, telephonically or by e-mail.
- Mentors hold regular meetings with their mentees regarding their performances in academics and other activities and guide them the ways of improvisation.
- Mentors also handle the grievances/problems of mentees, if any, by providing remedial measures by following the appropriate hierarchy.
- Communication of mentors with the parents of mentees is a regular feature in order to convey vital information like mentees' registration at the commencement of each

semester, their regularity in classes, overall performance of mentees and final result of mentees.

- Mentors also provide guidance to individual mentees assigned to them regarding employability, entrepreneurship, latest global trends in career prospective, inter-personal skill development, etc.
- Mentors also hold counselling sessions to provide emotional and psychological support to the mentees.

5. Evidence of Success:

- Improved inter-personal skills.
- Improvement in attendance and academic performance of the students.
- Competitive attitude due to raised confidence and self-esteem.
- Self-reliance and individuality.
- Success stories in terms of entrepreneurship skills.

6. Problems Encountered and Resources Required: Some of the problems encountered by the mentors are:

- Absence of students in mentor-mentee meetings.
- Non-cooperation of parents with mentors.
- Parents latest contact details not shared with mentors.
- Students did not bring serious problems to be solved. Most students feel no need to seek help for serious problems. These are very rare. They come only with occasional doubts.
- An overloaded academic schedule and limited time for interaction.

Resources required to mentor for effective mentoring are:

- Program Coordination and Supervision
- Contact with other mentors at the time of supervision.
- The personal way of dealing with situations also appeared as a resource in the mentors' relationship with students.
- Parents support and their continuous interaction with mentor.

1. Title of the Practice: Academic Audit

2. Objectives of the Practice:

- To monitor if the adequate operating, administrative procedures and practices, systems, etc. are in place.
- Activities and programmes are being conducted in a manner intended by the authorities.
- Identify the processes and procedures used by departments for quality assurance and enhancement in each of the focus areas.
- To suggest the methods for continuous improvement of quality keeping in mind criteria and reports by NAAC and other bodies

3. The Context:

For improving academic standards, a very effective academic audit is conducted regularly. Course files are maintained by subject teachers clearly mentioning the Evaluation criteria, Lecture Plan, Books referred for the subjects, sample assignments, sessional question papers and previous year final question papers for reference. Apart from this study material from Educational sites Like NEPTEL is maintained for quality teaching and helping students.

4. The Practice:

- The Internal Quality Assurance Cell (IQAC) appoints an Academic Audit Team consisting of auditors who audit the Departments using a participatory approach.
- The auditors prepare a report that describes the strengths and weaknesses of the Department's efforts to improve academic quality of their programmes and identify plans for improvements.
- The audit report is made available to the Head of Department who submits compliance report to the issues raised in the Audit report, to IQAC.
- Coordinator, IQAC preserves the documents and the compliance report is made available to the auditors in the next academic audit, for verification.

5. Evidence of Success:

- Clearly defines the roles and responsibilities of faculty members and thus avoids conflicts.
- Ensures identification of slow and fast learners.
- Maintains transparency in academic system of the University.
- Highlights new and innovative ideas adopted by faculty/department to enhance academic standards.
- Helps to prepare roadmap for improving academic standards.

6. Problems Encountered and Resources Required: There are few challenges faced by stakeholders:

- Timely preparation by Departments

- Varied suggestions/concerns by Auditors.
- Writing and providing audit reports in a timely manner.
- Unenthusiastic approach of academic staff about the quality audit.

Resources required:

- Schedule of Academic Audit before the start of session.
- Guidelines for Academic Audit.
- Internal audit prior to external audit.
- Induction programme for faculty members and auditors.