

BEST PRACTICE 1

1. Title of the Practice: Academic and Administrative Audit (AAA)

2. Objective of the Practice:

- i. To get the college assessed through the panel of peers
- ii. To enhance the quality of the college by seeking suggestions and recommendations from the panel
- iii. To know the status of the college at academic and administrative level.

3. The Context:

The college gives prime importance to quality education by adopting quality measures. One of the ways to ensure quality is to evaluate the performance of the college through self assessment and volunteer itself for assessment by the panel of peers. So the Academic and Administrative Audit of the college is carried out at the start & end of every academic year to evaluate the performance of the college in academic and administrative practices.

4. The Practice:

The Academic and Administrative Audit is carried out by the Panel of the peers at the start & end of every academic year. The panel consists of (1) Chief Executive Officer, (2) Principal, (3) three senior teachers from the departmental faculties, (4) Administrative Officer and (5) one senior member from the administrative staff. The principal encourages all the faculties & supporting staff to make all the details in soft as well as hard copies which required for the audit. Before starting of Session, Principal checking all the parameters which are required in audit like teaching plan, notes(hard & soft copy), ppt's, lab details,etc. The audit consist of weekly audit (syllabus coverage), half monthly (Student Attendance) and monthly audit report(total lectures). The audit is carried out as per the format prepared by the Panel. The panel visits the college/ departments on the scheduled date as per the programme prepared well in advance. The panel interacts with the faculties and the administrative staff, as well as, visits the departments and support services. The panel verifies the documentary evidences available for validation. The

panel also observes seriously whether the suggestions made by the previous panel have been rectified properly. The panel submits detailed report to the Principal in the Exit Meeting based on SWOC analysis.

5. Evidence of Success:

Due to the Academic and Administrative Audit (AAA), the overall profile of the college has enriched with more number of research activities (increase in publications, presentations, organization of national seminar/conferences, etc.), introduction of program for career/skill development, introduction of new PG courses, of cultural, sports and extension activities. The profiles of the individual teachers have also been enriched due to their active participation in research, academic, extension and other activities. Due to the AAA practice, the teaching learning and administrative works have become disciplined.

6. Problems Encountered and Resources Required:

The main problem for implementation of the AAA is availability of the peers on a particular date. The resources required are the experts from various faculties, and financial assistance.

BEST PRACTICE 2

1. Title of the Practice Teacher Guardian Scheme/ Mentoring System

2. Scheme Details:

- 1) For 15 to 20 students, One Teacher Guardian.
- 2) Teacher guardian will monitor academic performance of students.
- 3) Poor performance of students should be improved by way of counseling.
- 4) Teacher guardian will try to solve the domestic problems of students.
- 5) If required teacher guardian will call the parents on phone on the basis of weekly monitoring. Direct telephone lines in the office will be made available.

3. Objective:

Following are the objectives of Teacher-Guardian Scheme in GNIT:

- To acclimatize the new students to the campus life in GNIT.
- To communicate with the student's parents
- Providing emotional support to students on individual basis.
- Helping students overcome home sickness.
- Monitoring attendance and behavioral aspects of every student.
- Identifying weak areas and working out remedies helping students thereby taking their complete care
- To provide academic counseling to the students with respect to student's overall development.

4. Context:

There should be a strong bonding between students and faculty members to conduct academic activities including theory/practical classes, examinations, Assignments, etc. To cope with the pressure to perform in current competitive world and to face the challenges of the society, students need Teacher Guardian support to achieve academic excellence. There is a need for addressing conflicts in attitudes, habits, and adaptability towards learning practices. There is Need to assign joint tasks to build team spirit and collaborative learning. Tutorials are arranged by the mentors in coordination with the respective course teachers and experts who focus on problem-based learning.

5. Practice:

GNIT has introduced the Teacher Guardian Scheme for the students to be interactive with their guardian teachers. A teacher is assigned as a teacher guardian for fifteen to twenty students. A teacher works as a guide, friend, guardian, Counselor for the students. A teacher Guardian motivates them to participate in various collegiate and intercollegiate activities. A student can share problems related to the college campus as well as his/her personal life. A guardian teacher observes and keeps track of the student activities in the academic activities and in campus behavior. The students are free to contact the counseling service with difficulties, including personal, home and family relationships, depression, anxiety and loneliness, etc.

6. Evidence of Success :

- TG Scheme of each Department
- TG Monitoring report submitted by every teacher in the department

7. Problems encountered and Resources :

Main issues in meetings were discussion on academic, social, health awareness, importance of physical fitness, importance of yoga, students problems regarding study, study material availability, college facility, campus discipline, syllabus, status, result analysis, departmental facilities, etc.

The outcomes of the meetings are:

- Students were counseled to attend classes regularly.
- Some of the students were motivated to take part in social gathering and they owned notable prizes in a program.
- Regularly parents were informed about the irregularity of their wards and also about their performance by some teacher.