Criteria: 7.2: Best Practices.

7.2.1 Description of two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.

Practice-I

1. Title of the Practice: Internal Audit

An internal audit focused on Quality Assurance (QA) serves as a critical self-evaluation tool that helps departments align their processes with institutional goals, accreditation standards, and ongoing improvement practices. This systematic examination can pinpoint strengths, identify areas for improvement, and ensure that all departmental operations—academic, administrative, and support functions—are working effectively and consistently within set guidelines.

2. Objectives of the Practice

- The primary purpose of the internal audit is to ensure that existing QA processes are robust, compliant, and effectively supporting the department's mission.
- Objectives include assessing the alignment of departmental processes with institutional policies, identifying gaps or risks in QA practices, and providing recommendations for enhancing effectiveness.
- The audit also aims to confirm that continuous improvement efforts are properly integrated, contributing to sustained academic and operational excellence.

3. The Context

- **Academic Functions**: This includes the evaluation of curriculum development, teaching and learning methods, assessment and feedback mechanisms, student progress tracking, and alignment with accreditation requirements.
- **Administrative Functions**: Here, the audit examines procedural and policy adherence in areas such as faculty and staff management, budgeting and resource allocation, documentation, and regulatory compliance.
- **Support Functions**: Support systems like student services, technology infrastructure, and resource availability are evaluated to ensure they are meeting the department's operational needs and contributing to a positive environment for students and faculty.

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4. The Practices

- **Institutional Policies**: The audit checks if departmental practices are in line with institutional standards regarding governance, academic integrity, and ethics.

- **Accreditation Standards**: It assesses the department's compliance with standards from relevant accreditation bodies, reviewing how well the department meets benchmarks in education quality, faculty qualifications, research contributions, and student services.

- **Continuous Improvement**: The audit also evaluates the department's approach to continuous improvement, focusing on whether feedback loops are in place, quality issues are addressed in a timely manner, and improvement measures are effectively implemented.

5. Evidence of Success

- **Enhances Accountability**: It reinforces accountability across all levels, ensuring that individuals understand their roles in upholding quality standards.

- **Supports Accreditation Readiness**: By aligning processes with accreditation standards, the department can maintain or achieve accreditation more smoothly.

- **Promotes a Culture of Continuous Improvement**: The audit fosters a proactive approach to quality, encouraging regular updates, improvements, and responsiveness to change.

- This internal audit ultimately serves as a foundational component for quality management within the department, supporting ongoing growth and adaptability while meeting the high standards expected by institutional and accrediting bodies.

6. Problems Encountered and Resources Required

Problems Encountered

- **Limited Staff Training**: Insufficient training on QA processes leads to inconsistent implementation.

- **Low Stakeholder Engagement**: Limited input from stakeholders can skew audit findings.

- **Resource Constraints**: Financial and personnel limitations slow improvement initiatives.

- **Poor Communication**: Ineffective channels delay issue resolution and create process inconsistencies.

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Resources Required

- **Training Programs**: To enhance staff understanding of QA roles and responsibilities.
- **Dedicated QA Personnel**: For audit support, tracking improvements, and documentation.
- **Enhanced Communication Channels**: For efficient information flow across the department.
- **Budget for Improvement**: To fund essential updates, technology, and training needs.

Practice II.

1. Title of the practice: Mentoring System

A well-functioning mentoring system is under practice in the institution to build a one-to-one relationship with students for the personal, academic, and overall growth of students. Mentoring in connection with mentees helps to increase knowledge and build skills in students for future goals and milestones. Throughout their course, students must develop an identity that involves a deep understanding of professional principles and the skills to apply their ideas. This practice is so much important that it cannot be left to students to find some informal methods to practice and should be imparted to students by a structured system that is most of the higher educational institutions focused on mentoring system. The overall goal of our student-mentoring program is to advance the professional development of our students during the four years of their degree program through regular group meetings with skilled, trained faculty mentors.

2. Objectives of the practice

The Mentoring system assigns a faculty member to a group of students. The mentor meeting is scheduled every week/fortnight for the mentoring of the student. The mentor plays the role of a personal mentor for the student in all matters. For the institute, the mentor is the first point of reference for all matters concerning any specific student. The mentor guides the student at every step of their stay at the institute to be successful at whatever the student takes up. The mentor personally ensures that the student is aware of all the resources available to the student during their course of study at the institute. The mentor is available to counsel the student in any matter of concern apart from the curriculum also. Mentoring system is practiced to build meaningful mentoring relationships among mentee and mentor, to showcase personal reflection, and to encourage exploration of talents related to sports, academic, and extra-curricular to help the professional development of the student. This system has evolved from a model of 20 students- 1
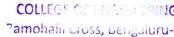
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faculty pairings that resulted in spending more time with students during mentoring. Through the practice students who share interests in the theme (e.g., human rights, health policy, arts, health sciences, environment protection, energy saving, waste management) are given provision to participate in student-led discussions on topics related to their interest by conducting Green day, NSS activities, outreach program. Structured exercises enable students to get to know about their social responsibilities and constitutional obligations.

3. The Context

The Mentoring system is relatively new in general to a student entering the institute. The students do take some time to familiarize themselves and feel more comfortable with their mentors and most importantly develop confidence in them. The students meet their mentors to consult with them regarding the courses to take and to guide them through the registration process. The students then meet their mentors before every internal assessment to update them on their progress in every course. The students also see their mentors after the internal assessments to discuss their performance and about the scope for improvement next time and the steps to be taken to achieve the same. The students might also choose to meet their mentors more regularly for advice regarding matters which may be extra- or co-curricular or otherwise. In addition, the mentor might also choose to see any student with more regularity when their academic performance concerns the mentor.

4. The Practice:

A mentor is a personal mentor and counselor for a student during the duration of his stay at the Institute. A mentor represents a parent away from home for a student and is the first point of reference for the activities of a student during the complete course of study at the institute. As soon as a student enters the institute, a faculty member is assigned to take over the role of a mentor for the student. The mentor not only guides the student in academic matters but also any matter of concern for the student. The student seeks the advice of the mentor at every step of their course of study beginning from the registration for courses at the start of every semester. The students meet their mentors regularly. However, depending on the need, mentor conducts more meetings with their students and their parents. The mentor educates the student about the various course requirements, such as the mandated minimum and maximum course load every semester,

and how to choose electives. The mentor helps the students to channel their interests and energies effectively during the complete course of study at the institute. The students meet their mentors for various reasons, some students would like extra help with the material in a course and are shy to approach a new instructor assigned to the course. Few might be facing problems adjusting to the new environment may be in the hostel or at other places around the institute; some others would like to know about their options of availing various resources at the institute. Students would like to know about their options for going through internships during the break or even the benefits of the same, few might want to do some minor project work or participate in various competitions in addition to their courses, some others might want to know their options after graduation and how to figure out where they would fit in better. At times the students might just need someone who can give them personal time and attention by listening to their struggles in transitioning to a higher education environment and finally in becoming a constructive member of society. In the subsequent mentoring process, students led discussions on topics of interest in the group's discussion. It is carried out in front of other groups of students to motivate them to join the group to ensure continuity of the mentoring process. Mentors also guide students to participate in workshops, conferences, and webinars to learn about the interested topic and enhance their facilitation skills. Through mentoring, professional behaviors are imparted to students by constant meetings. Mentors are also facilitated by providing feedback and guidance to the students' ideas and passions and the challenges they encounter. The faculty mentors also keep descriptive proctor files for each student. The class teacher and mentoring coordinator will be assessing student understanding and it will be followed up at regular intervals.

5. Evidence of success:

The most important evidence of success for the mentoring system is from the testimonials of the End-users. The students and their parents have been very happy with the mentoring system. Generally, for the complete duration of the course of study of a student, anyone faculty Member has been effective in monitoring the role of a mentor. The behavior of the students on the campus, in general, has witnessed a tremendous improvement and the students are much happier and contended with their course of study at the institute after the implementation of the mentoring system. The pass percentage and the average academic performance of the students have also achieved greater heights with the mentoring system. Some students have presented themselves as

quite a challenge for their mentors, but they figure out their priorities and start performing better after counseling sessions with their mentors. The students have been at most risk during their initial Stages in the course of study. The transition to higher education setup proves to be sudden for some students. The mentoring system has addressed the needs of the students and effectively nurtured many students during the duration of its implementation. Through these mentoring programs increases the graduation rates of students. Mentoring is significantly correlated with a wide variety of positive student outcomes, such as student behaviors, attitudes, and placement rates.

6. Problems Encountered and Resources Required

There were initial problems in creating mentoring process. One challenge was identifying mentor-mentee compatibility. Another major problem revolved around creating a system for interacting students with mentors in the department. There were also instances where faculty failed to understand the level of student understanding in the classes room where the mode of teaching may be difficult for students to understand. Resources required which support mentoring like mutual contact, group discussions, meeting with parents, software tools, audio, video lecture systems are incorporated. However, due to lack of an operational mentoring definition, a lack of theoretical guidance and poor research designs very difficult to draw positive correlations equate to casual effects. University has to carry out faculty development programmes to address these limitations by knowing through mentoring programs increase student success rates. In mentoring programs (1) psychosocial support; (2) career guidance, and (3) academic and program guidance is the need for more rigorous research designs in the studies of undergraduate mentoring programs. Lastly, the best practices identified need to be carefully worked through by implementing best practices will help clarify expectations for mentor and mentee and ultimately improve the overall experience of mentoring.

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