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

Best Practice 1

Mentoring System for Students

Best Practice 2

Academic Audit

Best Practice 1

1. Title of the Practice: Mentoring system for students

2. Objectives of the Practice:

Mentoring system at AITM is a unique method of supporting students to improve their learning and leadership skills, motivating them towards their future career development. This mentorship programme has a primary objective of establishing a trusting relationship with accountability and responsibility from the faculty mentors with students enabling constructive interaction, guidance and mentorship on their overall personality development. It also aims to provide a reliable and comprehensive support system through consistent constructive feedback motivating students to excel in both academic and non-academic areas. It supports the professional development by discussing career goals with students, recommending the appropriate professional development activities to develop the professional skills of the students to attain their goals.

3. The Context:

AITM established with a vision to impart globally competitive quality education to the students, is working with passion and commitment to shape them as competent professionals contributing towards ultimate good of the society. Institute firmly believes that just as pedagogy, mentoring is also a part of the curriculum to make positive difference in the lives of the students taking admission from diverse economic, cultural background and learning styles. Institute has implemented Mentoring cum Counselling system in its first year of inception to provide comprehensive support to the students boarding the journey of professional education with great career aspirations. In this system, Faculty Mentors serve as thought partners for students on their academic journey recognizing the backgrounds, resources and needs of their students, providing clarity about expectations of the program they have chosen, understanding students' aspirations and fears, empower them to become autonomous learners and agents of their own change and guide them towards achieving their goals.

4. The Practice:

- Each teacher is assigned around 20-25 students for the complete duration of their study.
- They meet at least once a month to discuss, clarify and share various problems which may be personal or academic, etc.
- The mentors encourage the students to participate in co-curricular and extracurricular activities and sports.
- Their academic performance and other activities are all recorded.

- The mentors also keep in touch with the parents on their attendance, test performance, fee payment, examinations etc. on weekly basis

- The mentors also counsel the students in need of emotional problems.

- When the students have any problem in any department either with the staff or with work completion the mentors speak with the respective staff and sorts out the problem.

- Mentors take special care of weak students, who are given advice on how to study, prepare a time table for study and clarify the doubts and also given notes to study.

- Chief Mentor of department takes the progress of counselling of students by mentors.

- Students problems are discussed with the departmental heads, other faculties and necessary action taken to solve it.

5. Evidence of Success:

Evidence of success of the practice includes university ranks, better results in the examinations, improved attendance, less drop outs, increased participation in co-curricular and extra-curricular activities, better discipline on campus and respectful relationship between teachers and students. The students are more relaxed and have a healthy relationship with the staffs.

6. Problems Encountered and Resources Required

The entire mentoring system is built on personal interaction with the students. Students in the first semester hardly know the mentors assigned to them which brings some apprehensions in the minds of the students about the kind of support that will develop with the assigned mentor. Even few parents also feel un comfortable in initial days to discuss the issues faced by their child. Many students are inherently reserved and have to be attended with detailed interaction by mentors spending long time to give better guidance and support.

Some of the students lack of motivation to take up professional development courses and students have to be given additional mentoring by the mentors explaining the importance of such courses. The busy academic schedule and constraint in time impedes the mentors to spend more time with mentees and it is different to give detailed feedback of their mentees progress on regular basis

Academic Development Support:

In the first year of study in the institution, for every group of 20 students in a class, a faculty mentor (Class Advisor) is allocated , wherein mentor meets every student on regular basis developing trusting relationship, tries to understand the background and needs of each student , providing information about various campus facilities and co-curricular/extra-curricular /club activities to hone their capabilities, helping to get adjusted to the campus environment by providing emotional support . Monitoring the progress in academics is done through analysis of internal test marks. The advanced learners are supported for self-learning through e-learning platforms, project presentations, conference publications and guidance to incubate their innovative ideas. The slow learners are guided with effective counselling by the mentors, addressing the learning challenges being faced by them and remedial classes are conducted on regular basis as additional support. Students showing poor performance due to personal issues, are supported by seeking parent's cooperation and sincere effort is made to resolve the issues. The students showing consistent low performance and having severe psychological problems that needs medical counselling are referred to a professional counsellor who visits the campus and regular counselling sessions are arranged to help them to overcome the problems. The faculty mentor maintains a comprehensive record of every student having the details like student profile, academic progress, data on counselling sessions, observations/ guidance provided. During second year of study, students 'comprehensive records will be handed over to the faculty mentors of respective departments to continue the mentoring support till they graduate from the institution.

Best Practice 2

1. **Title of the Practice:** Academic Audit

2. Objectives of the Practice:

- To assess the academic performance of individual faculty in a department.

- To assess the academic performance of the department as a whole.

- To identify the strengths and limitations of the department.

- To make the individual faculty and the department accountable.

3. The Context:

The conceptualized features and challenges in implementing this practice are

- There is a need to develop a format in such a way to qualify this academic performance of the individual faculty as well as the whole department.

- It consumes a lot of time to complete the whole process.

- Academic audit being conducted at the end of semester / year when teachers are busy in conducting practical exams.

- Teachers feel a bit of difficulty since they do not prepare necessary records throughout the year but make preparations just before the academic audit dates.

4. The Practice:

- Academic audit committee is being constituted with senior faculty members from the variousdepartments.

- Once the committee is constituted, the date and time of the academic audit will be informed to the respective departments well in advance.

- Each faculty is expected to get ready with the documents and display them before the Academic Audit Committee.

  a. Teaching Record b. Publications c. Curriculum Details d. Student Details

- The members of academic audit interact with each member of faculty with regards to subject matter; various concepts of the courses taught and also go through all their records and credentials. The performance of each faculty is quantified.

- At the end, the committee calculates the whole departments' academic performance.

- A report is prepared with the significant contribution of the members of faculty as well as the department.

- Hard copies of the reports duly signed are being sent to the IQAC.

- Based on the performance, the performance of each faculty is graded and the details will be sent to the Head of the Department.

5. Evidence of Success:

After conducting the academic audit regularly, we found a significant improvement of the individual faculty with regard to attending seminars, publishing papers, undertaking consultancy, organizing seminars / workshops, maintaining records etc.

6. Problems Encountered and Resources Required

It is advisable to prepare the records for academic audit right from the first month of the academic year. It is a continuous process. There is need to give direction to all the members of faculty to prepare the records ready to display before the committee. There is a need to give directions to the Heads of department for making very objective and impartial qualitative assessment.

Notes: The formats developed by us can be adopted by other institutions who qualify the academic performance of the teachers

7. Academic Development Support:

Academic audit is a best practice to be continued in any organization for better results. The main aim of conducting academic audit is to assess the academic performance of both individual faculty and the whole department. This practice develops accountability of the individual members with regards to their academic performance. By conducting academic audit, the strength and weakness of the department can be assessed. The quantification of the academic performance helps us to compare the academic performance of departments and members of faculty. The respective Dean and Management will be well informed about the performance of each department in the University. This practice develops a healthy competition among the members of faculty of each department and also among the department.