

Best Practice of the Institution

Preparing and using framework for Academic and Administrative Audit (AAA)

Title of the Practice	Preparing and using framework for Academic and Administrative Audit (AAA)
Duration: (Year of Inception)	2021
(Year of Discontinuation)	Still continue
Goals	<ul style="list-style-type: none"> ➤ To systematically compile and objectively assess individual and departmental inputs aimed towards institutional improvement and quality sustenance. ➤ To conduct NAAC in the near future. ➤ To ameliorate the existing practices of the college. ➤ To state new policies for the betterment of the staff and students.
The Context	<p>Upgrading academic and administrative processes is a continuous endeavor for the institution. The changing education scenario mandates :</p> <ul style="list-style-type: none"> • Self and external evaluation and sustenance initiatives for maintaining quality. • Stimulating academic environment for promotion of quality in teaching, learning and research. • Inculcating accountability in staff members for assuring quality of their teaching, research and services. <p>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. It has been an innovative distinctiveness of the institution. Now it been converted to the Best Practice run by the college.</p>

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Step One: Preparation of proforma and criteria for assessment

a. Preparation of proforma: 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 the area.

A detailed proforma 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 cocurricular 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 proforma 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 proforma included details of timings, various facilities / services provided and administration, etc.

b. Finalizing the criteria for analysis: All the criteria have given their own weightage. Weightages are assigned to key indicators in each criterion to have an objective audit.

Criteria	Key Indicators (KIs)	Affiliated/ Constituent Colleges

	1. CurricularAspects	1.1 *(U)Curriculum Design and Development	NA
		1.1. *(A) Curricular Planning and Implementation	20
		1.2 Academic Flexibility	30
		1.3 Curriculum Enrichment	30
		1.4 Feedback System	20
		Total	100
	2. Teaching-Learning and Evaluation	2.1 Student Enrolment and Profile	30
		2.2 Catering to Student Diversity	50
		2.3. Teaching-Learning Process	50
		2.4 Teacher Profile and Quality	80
		2.5 Evaluation Process and Reforms	50
		2.6 Student Performance and Learning Outcomes	40
		2.7 Student satisfaction Survey	50
		Total	350
	3. Research, Innovations and Extension	3.1 Promotion of Research and Facilities	NA
		3.2 Resource Mobilization for Research	10
		3.3 Innovation Ecosystem	10
		3.4 Research Publications and Awards	20
		3.5 Consultancy	NA
		3.6 Extension Activities	60
		3.7 Collaboration	20
		Total	120
	4. Infrastructure and Learning Resources	4.1 Physical Facilities	30
		4.2 Library as a Learning Resource	20
		4.3 IT Infrastructure	30
		4.4 Maintenance of Campus Infrastructure	20
		Total	100
	5. Student Support and Progression	5.1 Student Support	50
		5.2 Student Progression	45
		5.3 Student Participation and Activities	25

	5.4 Alumni Engagement	10
	Total	130
6. Governance, Leadership and Management	6.1 Institutional Vision and Leadership	10
	6.2 Strategy Development and Deployment	10
	6.3 Faculty Empowerment Strategies	30
	6.4 Financial Management and Resource Mobilization	20
	6.5 Internal Quality Assurance System	30
	Total	100
7. Institutional Values and Best Practices	7.1 Institutional Values and Social Responsibilities	50
	7.2 Best Practices	30
	7.3 Institutional Distinctiveness	20
	Total	100
	TOTAL SCORE	1000

Step Two: Data Collection

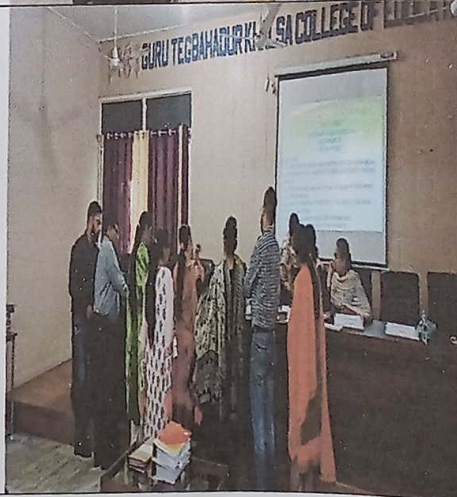
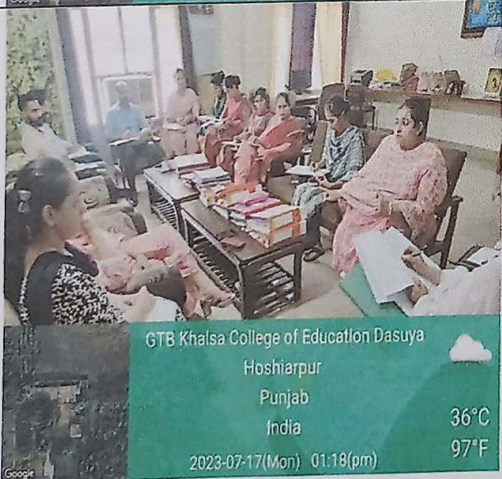
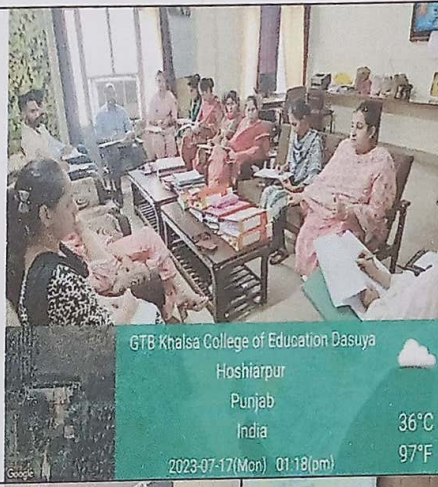
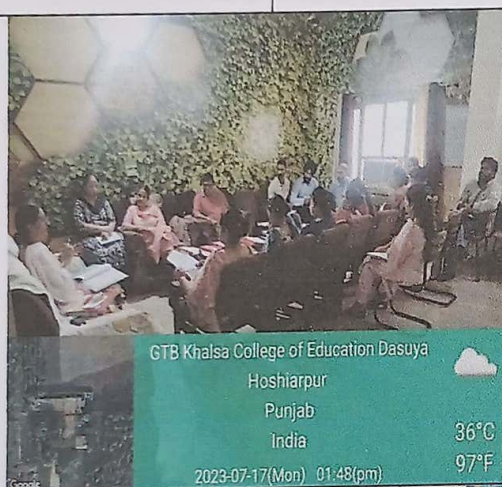
Staff members were informed about the need for the audit and the proforma to be used for the same. They were expected to submit the duly filled in proforma to respective heads of the departments within stipulated time period.

Step Three: 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.

Evidence of Success

The exercise of undergoing AAA has resulted in critical, objective and introspective assessment of present status of the departments and areas that need improvement. It has created a stimulating environment, enthusing the staff to engage in quality academic pursuits. Sharing of information between the departments has generated awareness regarding the plethora of effective teaching methods and variety of activities that can be conducted. 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.





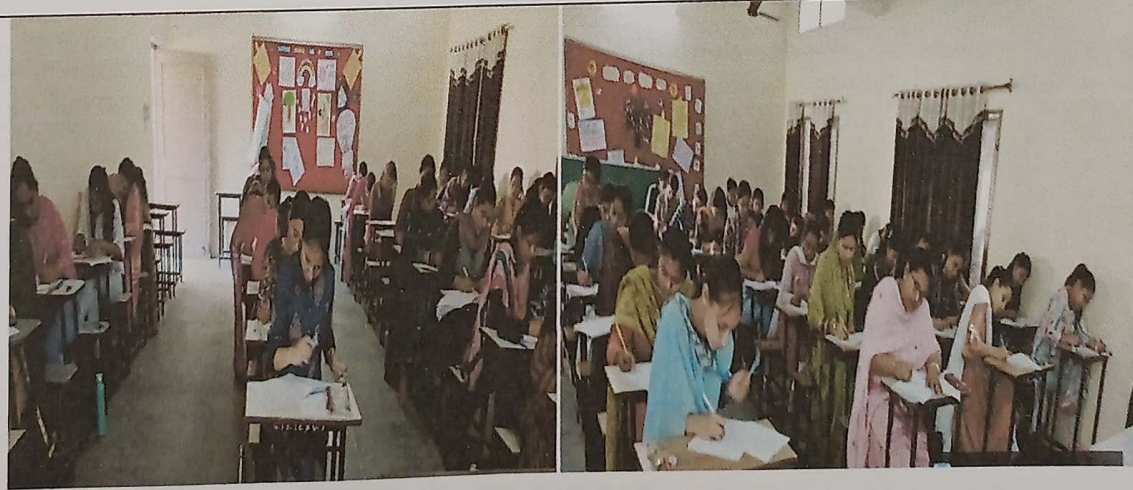
Problems encountered and Resources required	There was initial resistance from staff as they felt that the exercise was futile and time-consuming. The proforma was lengthy and took longer time for data collection and compilation. To address those problems the dates for submission were extended.
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II Best Practices of the Institution

Invigilator-Free Examination

Title of the Practice	<p>Invigilator-Free Examination</p> <p>B.Ed. Programme is providing professional training to the student interns as well as it is also providing experience of universal values to them to contribute in the national development. 2-year B.Ed. programme develop skills in all the functional area of education and management by providing multiple opportunities for experienced based learning. Main objective of the B.Ed. Programme to provide such education that will influence thinking and achievement at their workplace. Examination is a main important outcome based academic activity that will enhance the critical thinking of the learner because it is very low feeling for whole teaching fraternity if invigilators are deputed in the examination halls when student interns writing their papers. So it is targeted responsibilities of all the Teacher Education Institutions (TEI) to inculcate universal value system like honesty, determination and integrity among student interns by inventing novel strategies and activities in the transformation of interns' behaviour.</p>
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Duration: (Year of Inception-Year of Discontinuation):	<p>Year of Inception: 2023</p> <p>Year of Discontinuation: Still continue</p>
Goals	<ul style="list-style-type: none"> ➤ To promote the requisite behavioural changes among the student interns. ➤ To understand the education is not merely collection of certificates but modification of behaviours by achieving universal values. ➤ To promote the spirit of honesty, responsibility and modification of behaviour among the student interns. ➤ To build necessary skills and attitude to enable student interns to work in any type of environment. ➤ To foster the feeling of responsibility among interns ➤ To develop among the students that own created natural environment is more conducive for learning than implemented artificial environment ➤ To give insight about the self control among student interns.
The Context	<p>This practice is very much challenging to adopt among the student interns. We know that many of the individuals never give importance to the value of honesty. There is a chance that some of the student interns may copy during the house examination and may get more marks than those who score the marks honestly. This may produce trouble among the honest student interns. Because we know the individuals who are honest neither complain nor they are capable to understand the ideas of getting more marks by copying others. It is very true that the interns who achieve more marks by a malpractice, their inner consciousness never forgive them. This type of thoughtfulness in environment will bring desirable change in the behaviour of the student interns and this may lead to the student to world's real education and these type of trained teachers can contribute in the benefit of the national development. After practicing it as an institutional distinctive practice, now it</p>

	has been converted to the best practice of the institution.
The Practice	In every semester, there is one house test conducted by the institution as a part of continuous comprehensive evaluation system. Every member of faculty is involved in the process in preparing of paper of their concern subjects. The students are well informed about the dates of the examination. On the day of the examination, answer sheets and papers are placed on the table. After the starting bell of the examination, the role of the teacher is to facilitate the students to write the exam by taking their answer sheets and papers. Student intern who complete the paper first collect all the answer sheet from peer in their classroom and submit to concerned faculty members. No invigilators will be sent to the examination hall.
Evidence of success	Throughout the practice, 99% of the student interns have a full trust on their own capacity and oneself and do not participate copying in the examination. This shows the honesty, integrity and values transferring among the students who go through their education from Guru Teg Bahadur Khalsa College of Education, Dasuya. Only less number of interns go off target and correct themselves by observing other student interns. This practice is going on in the institution since two years. We find noiseless classes while writing paper and as per best information no one try to copy the content from others and addition to that in external examination Superintendents appointed from the Panjab University Chandigarh always remarked as an excellence on the part of the students behaviour while taking the examination, which is a rich appraisal for the institution. This is basic objective of the practice.
	

	
Problems Encountered and Resources Required	<p>We have faced few problems in the starting of this practice. These are such as:</p> <ul style="list-style-type: none"> (a) In the initial year when we started these activities, students are not aware about such type of activities previously prevailing in the campus. So mind set off the students are not framed (b) Such types of activities are requiring high level of motivation among the students, because no student will like to deduct in their academic marks. In starting, such motivational environment by the side of faculty was missing. (c) Students who are used for coping or as asking from the other students during examination were difficult to tackle.
Notes	<p>If want to make the institution a dream institution, want to produce a good citizen for country and a dream teacher for school students we have to make the value based environment. This practice can be adopted by any education providing institution to cultivate the value of honesty, integrity and responsibility among the students.</p>

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