

BEST PRACTICE-I

Title of the practice: ACADEMIC AUDIT

Objectives of the practice:

1. To assess the academic performance of individual faculty in a department.
2. To assess the academic performance of the department as a whole.
3. To identify the strengths and limitations of the department.
4. To make the individual faculty and the department accountable.

Underlying Principles involved in this Practice:

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.

The Content:

The conceptualized features and challenges in implementing this practice are

1. 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.
2. It consumes a lot of time to complete the whole process.
3. Academic audit being conducted at the end of semester / year when teachers are busy in conducting practical exams.
4. 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.

The Practice:

1. Academic audit committee is being constituted with three members headed by the Dean of the respective faculty supported by two Heads of department.

2. Once the committee is constituted, the date and time of the academic audit will be informed to the respective departments well in advance.
3. Each faculty is expected to get ready with the following documents and display them before the Academic Audit Committee.
 - a. Teaching Record
 - b. Publications
 - c. Curriculum Details
 - d. Student Details
4. 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.
5. At the end, the committee calculates the whole departments' academic performance.
6. A report is prepared with the significant contribution of the members of faculty as well as the department.
7. Hard copies of the reports duly signed are being sent to the IQAC.
8. IQAC after due verification sends the report to the honorable Vice-Chancellor for perusal.
9. Based on the performance, the performance of each faculty is graded and the details will be sent to the Head of the Department.

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.

Faculty Achievements:

Publications	Workshop / Seminars / Conferences Attended	Seminars / workshop / conference organized
1170	2644	262

Departments' academic performance quantification too is also an evidence of the practice. Apart from this, there is a weight-age of 10% to the Academic audit score in calculating the Departmental Cumulative Academic Performance Index.

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

Title of the Best Practice: INVIGILATOR-FREE EXAMINATIONS

Objectives of the best practice:

- To bring about desirable behavioral changes among the student teachers.
- To recognize that education is not acquisition of marks but change of behavior.
- To inculcate the spirit of honesty, values and change of behavior among the prospective teachers.



Underlying principles involved in the above practice:

It is shame on the part of the whole teaching fraternity if invigilators are sent to the examination halls when prospective teachers or teachers write the examinations. If prospective teachers indulge in copying during examinations the whole educational system of the country would be at stake. It is the responsibility of the Teacher Education Institutes (TEIs) to inculcate the value system, integrity and honesty among the prospective teachers by inventing new approaches and activities in the curriculum. Teachers are expected to be the role models of the students as well the society. Every TEI must adopt such practices and provide such experiences to the prospective teachers which really bring desirable behavioral change among them. TEIs must aim to produce ‘**educated teachers**’ but not ‘**literate teachers**’. Culture always transmits from the top to the bottom but never in the reverse direction. Hence right ideas and attitudes must be transmitted from the living, through the living, to the living.

The context:

This is a challenging practice to be adopted among the prospective teachers. We have to accept that there is a chance that some of the prospective teachers may copy during the internal

examinations and may get more marks than those who score the marks genuinely. This may lead to unrest among the genuine prospective teachers. They do not want to complain nor are they able to digest the idea of getting more marks by copying by others. It is true though those students who earn marks by malpractices their consciousness never forgive them. This constant caution may lead to change in their behavior in future course of time that is a real education. Department of education is craving for bringing out the genuine behavioral change among the prospective teachers so that they can contribute their mite for the benefit of the nation.

The practice:

The Department of Education conducts two internal tests as part of continuous comprehensive evaluation system. Each member of the faculty is entrusted with the task of preparing question paper. The students are notified about their exams well in advance. The students are encouraged to write on their own. The Department of Education plans to provide the examination system where student-teachers are given only the question paper along with the answer sheets needed to them. The role of the teacher is to facilitate the students to write the exam taking the answer sheets and additional sheets placed on the table and the students who complete the exam first takes the responsibility of collecting all the answer sheets of the peers in their room and handover the same to the concerned members of the faculty. No invigilator will be sent to the examination hall. The Department of Education feels it shame on the part of the prospective teachers, if they are subjected to vigilance.

Output of the practice (Evidence of Proof):

Through this practice, 99% of the student-teachers rely on their own self and do not indulge in copying in the examination. This reflects on the integrity and values carried out by the students who undergo their studies in the Department of Education. Only a few who tend to go astray correct themselves on seeing the rest of the student-teachers.

Evaluation of the practice:

The unique feature followed in the Department of Education is conducting invigilator-free examinations. We place utmost faith on the character building of the prospective teachers and ongoing system bears fruit where the practice is followed successfully. The same practice is being observed for the last five years in the School of Education. We find pin-drop silence while writing the examinations and to the best of our information no one wishes to copy from the

others. This is the change expected from the students in the system of our Education.

Notes: This practice can be adopted by all the schools and teacher education institutes. Values such as honesty can be cultivated by actions but not merely by preaching.