



\* G.S.B.T. \*

# GOJAN SCHOOL OF BUSINESS AND TECHNOLOGY

Approved by A.I.C.T.E. New Delhi & Affiliated to Anna University, Chennai

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## NAAC SSR

### BEST PRACTICE – I

#### **Best Practice - I**

##### **I (a) Title of the Practice**

Mentoring

##### **II (b) Objective of the practice**

The goal of the mentoring program is to establish a trust relationship with accountability and responsibility from the mentor and student. A faculty member is a mentor for a group of 15-20 students. Some of the objectives of mentoring are given below.

- To identify career paths for students and support students personal growth.
- Provide an opportunity for students to learn and practice professional networking skills.
- Equip students with the knowledge and tools to make ethical and right decisions.
- Focuses on the student's total development.

##### **I (c) The Context**

Mentoring is done effectively by assigning a mentor to each student. Mentoring gives opportunity to share the difficulties & problems to get professional help and guidance by building trust and confidence. Periodic reports are generated by the mentor.

##### **I (d) The Practice**

The Mentor Scheme is an unique opportunity for students to come in contact with an experienced professional to gain one-to-one career advice, support and guidance for their profession.

A mentor is allotted to a group of students from first year to final year. This mentoring scheme is conducted in a structured way. The mentor and students meet regularly and discuss about academic and personal progress.

Developing a theory of action for how the mentoring process will achieve desired student outcomes. This will help in designing training for mentors and assessing the mentoring process. A common limitation of mentoring programs is the lack of a theoretical framework for how the program will result in change for the student.

For mentoring to work a theory of action is important. The Theory of action explains the process by which a program or intervention plans and to achieve its intermediate and long-term outcome objectives and thereby

provides a framework for an organization to examine whether or how its activities connect to its goals and projected outcomes.

### **I (e) Evidence of Success**

Mentoring increases grade promotion and decreases unexcused absences, tardiness, and bullying or quarrelling in college, and also improves relationships with parents and decreases skipping college. Mentoring focuses and motivates students toward achieving learning goals. Youth who perceive high-quality relationship with their mentor experience the best results.

Mentors provide students with important information about college preparatory courses, financial aid and the college admission process. Undergraduates who receive out-of-class mentoring from faculty demonstrate increased academic achievement, while first year students who take mentoring seriously are significantly more likely to continue their studies. Their GPAs are comparatively higher than students who do not take mentoring seriously. Students at both the undergraduate and postgraduate levels report that mentoring helped them to develop skills and behaviours necessary to succeed.

### **I (f) Problems Encountered and Resources Required**

All mentoring pairs face this challenge. Both mentors and students have commitments and responsibilities, both of which serve as convenient excuses for rescheduling a mentoring meeting. However, mentors and students must also remember their commitment to the program and to each other. Failing to meet as scheduled or frequent postponements will quickly erode the foundation of the relationship.

At the beginning of the relationship either the mentor or student wants to meet more frequently than the program requires. Maintaining such an aggressive meeting schedule usually proves impossible over time, however. Usually, this is not a problem, but regular postponement or not meeting at all on a regular basis may lead to the thought that the mentor isn't capable.

A mentor may ask a student to complete the work under the guise that the student will learn better if the student actually does the task. Although practice in "real life" situations is best for learning, there's a huge difference between practicing a skill and doing someone else's work. The best solution to sort out the problems during mentoring is to understand the student and identifying their character and ability.

## BEST PRACTICE – II

### **Best Practice - II**

#### **I (a) Title of the Practice**

Centralized Internal Assessment and Valuation

#### **II (b) Objective of the practice**

The main purpose of introducing Centralized Internal Assessment and Valuation in GSBT is to bring transparency in the periodic evaluation of teaching learning process. The Centralized Internal Assessment assesses the performance of students over a well-distributed interval of time within the semester and to make the examination an internal and integral part of the teaching process. The number of essential abilities such as to drive the capacity for hard work, leadership and team-work, motivation, quality of imagination, intuition and speculation, skilled use of hands has been taken into account.

#### **I (c) The Context**

Internal Assessment is a continuous, periodic and internal process, in which assessment is done in relation to certain abilities and skills of the students periodically and continuously. Internal assessment tests will be conducted by college as per Anna University schedule. Internal assessment is to be assessed by the faculty of the particular course. Internal assessment demands the outcome of the students rather than the ability and the skills of the students. GSBT Centralized Internal Assessment is basically a well-defined and transparent methodology to evaluate the robustness of internal assessments meant for eradicating the problems relating to our examination system. A good internal evaluation system allows teachers of various courses to evaluate the performance of their students in accordance with the objectives they had set before themselves.

#### **I (d) The Practice**

GSBT Centralized Internal Assessment Section is headed by the Principal and assisted by the Exam cell Co-coordinator. An internal assessment test committee is established in the campus with Principal as the head and representatives from all the departments. The GSBT Exam Cell is well established in terms of infrastructure, computing, printing and intercom facilities. The schedules of internal assessments are communicated to students and faculty in the beginning of the semester through the institution academic calendar. Syllabus for internal assessment will be communicated to students well in advance. Question papers are set based on Course outcomes and are approved by heads of the department. Answer keys are prepared by the faculty. Any grievances in evaluation will be handled by Faculty and Head of the Department if necessary.

Internal question paper setting process as follows:

- For every subject, respective faculty member prepares two set of question papers that covers equal number of questions from each unit, covering all the topics.
- Department internal exam cell coordinator under the guidance of HOD, checks for the standard of the question papers.
- Exam cell members then selects the final internal questions for each subject.
- Question papers are given to the internal exam cell coordinators of the department.

- Faculty members prepare the answer key / Scheme of evaluation.
- A Centralized valuation system is followed.

### **I (e) Evidence of Success**

The success rate in the final university exam has been improved after the implementation of the centralized internal assessment. All internal exam related works are done inside the confidential room like generation & photocopying of exam question papers, storing all unused answer scripts and dispatching of Written Answer scripts from the concerned class rooms to the Centralized Exam Cell. Transparency in examination make sure that there is no chance of malpractice or injustice, since the question paper is reaching the respective examination hall just like the university examination. The institution follows a very clear, well planned calendar which schedules the examination. The faculty members complete the valuation within a stipulated time so that proctors can pass the student's academic details to parents and can attend the regular Parent Teacher's Meeting. The students with lower marks in the respective subjects are identified by the class in charges and remedial /tutorial classes are given on that basis. This system adopted at GSBT is producing good quality professionals, with good technical knowledge while facing the placement interviews.

### **I (f) Problems Encountered and Resources Required**

Some faculty members are busy with other assignments or have taken leave. Making alternate arrangement for valuation is quite difficult. No additional resources are required except deploying the available manpower at the college. Sufficient number of computers and printers are available for taking printouts of question papers.