BEST PRACTICES AT GURU NANAK DEV ENGINEERING COLLEGE

Practice 1:Display of Evaluated Answer Sheets of the End Semester Examination (ESE)

i.   **Objectives of the Practice**
   a. To ensure fair marking of the answer sheets.
   b. To instil student confidence in evaluation process.
   c. To ensure transparency in evaluation process.
   d. To provide effective feedback to the students for improving theiracademic performance in future.
   e. To provide dependable and reliable academic environment.

ii. **The Context**
   The institute was awarded academic autonomy in the year 2012. Under the autonomous status, the institute was required to develop its own curriculum and conduct the examinations at its own. The self-conduct of examination involved every phase of examination including paper setting, evaluation and result preparation to be carried out by the institution with utmost sanctity and confidentiality. Since it was to be an altogether new experience for the students and was therefore essential to plan the system in a way which the students embrace with open arms. In this context the practice of display of answer sheets to the students was started so as to develop a positive attitude and to satisfy students towards the newly designed examination system of the institute.

iii. **The Practice**
   A separate section of Examination Branch with its overall incharge as "Controller of Examination" has been constituted at the college level. This section is primarily responsible for all the examination related tasks.
   The practice of display of answersheets to the students after the same have been duly evaluated, starts with the declaration of provisional result by the examination branch.
   Once the provisional result has been declared and notified to the students in their respective login IDs (created at the time of admission of a student to the institute), total schedule is notified to the different departments for the collection (from examination branch) and display of answersheets to the students. The designated exam coordinators from various departments follow the schedule and collect the answersheets from the examination branch and simultaneously notify the schedule of display for the students of their respective department. As per the planned and notified schedule the students are shownevaluated answer sheets by the concerned faculty of respective department.
   In case a student observes any anomaly in terms of totalling mistake/wrong evaluation/ unchecked answers, he/she is provided with a requisite application form which can be filled and submitted. Such application so received during the display process are forwarded to the examination branch alongwith the return of the evaluated answersheets once the display process is over. The examination branch then takes action on the applications received from students for any evaluation anomalies. In case there is a totalling mistake/unchecked answer error, the examination branch carries out the rectification at its own end. However, if the

student has applied for re-evaluation of the answersheet, the examination branch gets the same done from an evaluator other than the one who evaluated the answersheet during its first evaluation. This second evaluation is a blind evaluation as the scores stated in such answersheets during first evaluation are hid before being presented to the new evaluator. Once re-evaluated, the changes in results (if any) are re-notified before the declaration of the final result.

iv. **Evidence of Success**

Students have shown keen interest in viewing their end semester answer sheets and raise objections and re-evaluation wherever they feel so. The system has instilled greater confidence in students as regards fair evaluation of their academic performance.

v. **Problems Encountered and Resources Required**

Initially there was an element of scepticism both at the student and the evaluator level, however with the efforts of the administration and the examination section the system now operates in a robust manner.

Practice 2: **Student Mentoring System**

i. **Objectives of the Practice**
   a. To enhance the communication skills of the students.
   b. To augment the personality traits of the students to successfully take up challenging roles in professional career.

ii. **The Context**

As per the admission policy of the institute, seventy percent of the seats are reserved for the students from rural background. Rural background is ascertained in terms of student's socioeconomic as well as educational background. In other words, the student needs to have:
   ● prescribed minimum years of stay in some bonafide rural area of Punjab State and
   ● should have undergone a prescribed minimum year of education from some bonafide rural area of Punjab State.

The idea of the institute behind this policy has been to bring the rural folk at par with their urban counterparts in terms of technical and professional skills which shall subsequently result in enhancement of their social and economic status.

iii. **The Practice**

The students admitted in each course are divided into groups of 15-20 students each. Each group thus formed is attached to a faculty member as a mentor for the complete duration of his/her degree. The faculty member allocated maintains constant touch with his mentees. Towards this end, in majority of the programs, mentoring classes are also planned in the schedule and the same are duly mentioned in the time table as well. A mentor is supposed to maintain record of all the achievements of the students with all his details which include photograph, parent'sphotographs and their phone numbers and email ids, previous results and achievements during the course work. A mentorship file with all demographic, personal as well as academic details are maintained by the mentor for achieving the above stated task.

During these classes or otherwise, the mentor gets an opportunity to come in direct contact with the allottedmentees. Apart from the formal classes, informal contact for any support during the working and non-working hours between mentor-mentee is also encouraged in the institute. In this formal contact or otherwise informal contacts with the mentees, the students' aspirations related to their professional career are identified by the respective mentors. Additionally, the mentors also attempt to identify the strengths and weaknesses of their student mentees from professional career perspective and devise customized methodology to work on the weaknesses. The mentors serve as support mechanism to students. They try to find out the problems being faced by the students and propose solutions to these problems. They seek all types of guidance whether it is related to their careers or their studies.

iv. **Evidence of Success**

Over the years the students have done exceptionally well in professional career as mentoring proved to be continuous boost to the mentees during their stay in the institute. The practice has been able to guide the mentees on developing both their personality and professional skills. The excellent career profiles of a majority of the alumnus in organisations of international repute is a witness to its success. The success of this system can be seen in the fact that even years after graduation the mentees maintain contact with their mentors and share their success.

v. **Problems Encountered and Resources Required**

One of the issues that we face in implementing this practice is that a gap develops when a particular faculty moves on and a new teacher is asked to replace the position of a mentor. The connect developed by the previous teacher needs to be rebuilt, which takes time and effort on part of both the mentor and the mentee. Faculty on roll is the major resource required to implement this practice.