

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

Best Practice-1: Mentoring System

Objectives:

Help identify career paths for students and support students' in personal growth. Provide an opportunity for students to learn and practice professional networking skills. Equip students with the understanding and tools to make ethical and informed decisions. Shape students into confident graduates with excellent leadership, communication, critical thinking, professionalism and other skills important to the transition to the world of work. Help students identify and pursue opportunities for employment related to their degrees.

The Context:

Engineering colleges usually differ in the environment it offers to the new comers. Students coming from decent backgrounds have never been exposed to such diverse and challenging working conditions. The pressure of performance, social issues, anxiety, stress, usually leads them to a confused state of mind, thereby leading them to underperform in academics that may leave a long time impact in their future career. It has been observed that teenagers hesitate in sharing their personal problems with their parents. This is where the mentor plays a major role. Mentor being the person who befriends them and gives an ear to listen to all the grievances and suggest remedies. Trust being the foundation of the mentor – student relationship enables even the shyest student to open up, boosts their morale and leads them to conquer their fears and face challenges both in personal and professional lives.

The Practice

The mentor periodically calls for meetings his allotted set of students and discusses various issues regarding personal and professional matters. The frequency of the meetings may be fixed as per a schedule or as per the needs of the students. The performances are recorded for analysis and suggestions are provided for improvement. In case of problems related to any particular matter the students may be advised to the seek help of the concerned subject faculties. Personal problems are dealt with proper care in order to honor the privacy of the individual. The parents may also be brought into any of the discussions, if the situation demands. Mentors help the students to identify career paths and support students' personal growth. Mentors Provides an opportunity for students to learn and practice professional networking skills. Mentors provides the students with the understanding and tools to make ethical and informed decisions. Mentors updates the students in job related Skills & activities So that the students mould into confident graduates with excellent leadership, communication, critical thinking, professionalism and other skills important to the transition to the world of work. Mentors helps students identify and pursue opportunities for employment related to their degrees. Here all the faculties are enrolled as a mentor of some students and whatever the interactions mentor have with the students, details are filled in a Mentoring excel sheet followed by the chief mentor of the institution.

Evidence of Success

A student opening up and speaking about his/her difficulties is one of the preliminary steps towards the success of the system. A student's improved confidence, performance, interaction and attendance in class and examinations is a sign of the influence of proper guidance that he/she is getting. Finally, a student's bright career being visualized and coming into terms with it is the most supportive evidence of the success of a faculty. Percentage of Placement had increased after the implementation of Mentoring system

Problems Encountered

The matters that hinder the implementation of the process could be any of the following: No protocols or rules available for the training process. Lack of experience in counselling matters. Hectic academic schedule. Traditional moral values and family guidelines. Participants Give Up Because They Don't Know What's Expected. Mentees Don't Learn What They Need to Learn.

Resources Required:

Trained faculties to handle the task. Exclusive time allotted for such activities. A private space provided to conduct the process. Provisions for exposing students to technical, co-curricular and extracurricular activities inside and outside the institution for them to gain exposure.

BEST PRACTICE-2: ICT APPLICATIONS TO ACADEMIC FUNCTIONS

Objectives:

ICT is used to achieve the following objectives.

- (i) To augment learning resources for advancement of learning, teaching, and research.
- (ii) To enhance effectiveness of knowledge delivery system in classroom.
- (iii) To enhance administrative efficiency and transparency
- (iv) To address the problems of remotely located students and other Stakeholders

Context: ICT is such a powerful and potential tool that it has left nothing in the world unaffected, and is therefore, mother of third revolution, after agricultural and industrial revolutions. Use of ICT has enhanced access to knowledge resources exponentially, which otherwise was very limited earlier; has made pedagogy and knowledge delivery very effective and sharpened research techniques; and has tremendously enhanced administrative efficiency and transparency.

Practice: The Institute considers ICT infrastructure as an important component, and is committed to ensure its equitable access to students, faculties and non-teaching staff for learning, teaching, research, and administrative activities. Towards this end, the institute has been augmenting its ICT infrastructure to match its growing academic and administrative needs. The Institute is continuously extending and upgrading ICT infrastructure with the replacement of obsolete and addition of latest

hardware and software based on the needs of the newly introduced programmes and courses. The use of ICT is evident from the following activities:

i) Campus Network: A robust Campus Wide Network has been established with internet points all over the campus including classrooms equipped with PCs, LCDs, projection screens and other electronic gadgetry for lecture delivery through PowerPoint presentations, faculties rooms having facilities for internet surfing and preparation of lectures, administrative units equipped with facilities for discharging administrative, financial and examination-related functions and internet labs in departments for Internet surfing by the students, hostels for the benefit of students.

ii) Augmentation of Learning Resources: Use of ICT has augmented the quantum of learning resources manifold. For example, access is provided to the faculties and the students through internet labs as well as on PCs/laptops of the faculties in their rooms to full text e-journals and 5 databases subscribed through UGC and out of institute's own funds. Besides, thousands of Open Access e-Resources have been linked to the Library Portal.

Evidence of Success:

As a result of conducting the use of these facilities Faculties and Students are not only able to develop productive thinking skills, Scientific Method and Experimentation skills, communication skills – Written and Oral, but also presented their skills in various conferences, participated and presented research papers at various International / National seminars / workshops / conferences. The Faculties & students have received participation and appreciation certificates from various institutes of repute. The impact of ICT is seen on classroom teaching in terms of effective knowledge delivery, submission of larger number of research projects by the faculties, successful, timely declaration of results of Quiz and surprise test.

Problems & Resources:

ICTs are used in education in two general ways: to support existing 'traditional' pedagogical practices (faculty-centric, lecture-based, rote learning) as well as to enable more learner-centric, 'constructivist' learning models. The most significant factor for continuing the development of faculties' ICT-related skills is for them to have regular access to functioning and relevant ICT equipment. Effective ICT use in education increases faculties' training and professional development needs. However, ICTs can be important tools to help meet such increased needs, by helping to provide access to more and better educational content, provide models and simulations of effective teaching practices, and enable learner support networks, both in face to face and distance learning environments, and in real time or asynchronously. Lack of enthusiasm and the shortage of manpower skilled in the use of the ICT and financial resources were the major constraints. Lack of enthusiasm in faculties has been overcome by organizing training programmes in ICT. There was a tremendous resistance from the nonteaching staff to the use of ICT. This, perhaps, was due to the lack of confidence in the staff whether they would be able to adapt to the new technologies. Confidence and capacity building measures were taken by the institute in the form of organizing computer appreciation and advanced programmes from time to time.