

## 7.2 Best Practices

Describe at least two institutional best practices

Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link

### 1. Training Programme for Faculty:

#### **Context:**

It is realized that the teaching and non-teaching staff members of the college do not have proper computer skills. Keeping the need of the skills in the current scenario, we have organized a training programme for the staff of the college.

#### **Practice:**

The computer faculty are informed to be available to the staff for any kind of queries they want to clarify while using the available computers in the college.

making use of the computers in the laboratories and departments. Whenever they get any doubts regarding the application of their skills, computer faculty are asked to extend their cooperation.

**Evidence of success:** The faculty who are found to be very poor in computer knowledge are doing their work on their own by making use of the systems in their departments and the computer labs. They are also found making use of PPTs for teaching their subjects.

### 2. Mid-day Meals Programme:

**Context:** It is observed that most of the students come from socially and economically deprived sections of the society. Majority of them are not tuned to bringing lunch to the college. They express reluctance to stay in the college campus beyond teaching hours, i.e. after 2 pm. In this context, we have coordinated a Mid-day meals programme in the months of January and February to make them stay in the campus for preparing for the year end examinations.

**Practice:** We have convened a staff meeting as to how to mobilize the funds. It is resolved to collect donations from the philanthropists and donors. With our initiation, an amount of 1,53,000/(one lakh fifty three thousand rupees) has been collected in the form of donations from the philanthropists towards the said requirement. In addition to the said amount, seven quintals of rice and paper plates have also been donated by various donors.

**Evidence of success:** Mid-day meals was served to the students for about ninety days. The purpose for which the donations were collected has been served. The students made the best use of the programme and developed academically. The pass percentage of the students improved with this practice.

### 3. Title of the practice: Integrated Teaching

An integrated approach allows learners to explore, gather, process, refine and present information about topics they want to investigate without the constraints imposed by traditional subject barriers. An integrated approach allows students to engage in purposeful, relevant learning.

Integrated learning encourages students to see the interconnectedness and interrelationships between the curriculum areas. Rather than focusing on learning in isolated curriculum areas, an integrated program is based on skill development around a particular theme that is relevant to the student in the class.

Integral to the model of integrated learning is the inquiry approach. Students are active learners who search, interpret, communicate, and process learning to both others and themselves. Inquiry approaches allow for students to construct meaning using their prior knowledge on a subject, and new knowledge gained during the learning process.

Integrated learning incorporates multiple subjects, which are usually taught separately, in an interdisciplinary method of teaching. The goal is to help students remain engaged and draw from multiple sets of skills, experiences and sources to aid and accelerate the learning process.

### **Integrated Teaching Includes**

- a. Quiz
- b. Peer Learning: Many institutions of learning now promote instructional methods involving Active learning that presents opportunities for students to formulate their own questions, discuss issues, explain their viewpoints, and engage in cooperative learning by Working in teams on problems and projects. Peer learning is a form of cooperative learning that enhances the value of student-student interaction and results in various Advantageous learning outcomes. To realise the benefits of peer learning, teachers must provide ‘intellectual scaffolding.’ Thus, teachers’ are informed to identify prime students by selecting discussion topics that all students are likely to have some relevant knowledge of; they also raise questions/issues that prompt students towards more sophisticated levels of thinking. In addition, collaborative processes are devised to get all group members to participate meaningfully
- c. Seminars
- d. Technical Videos
- e. Tutorials
- f. Hands on Workshops Related to Curriculum
- g. Industrial Visit/field trips
- h. Projects
- i. Conferences
- j. Project Exhibition and Poster presentation.

### **II. Title of the practice: Soft and Technical Skill Development**

- a. Personality Development Programs.
- b. Pre-enrolment guidance.
- c. Induction program is conducted for students to enable them to get acquainted with the new environment.

### **II. Title of the practice: Soft and Technical Skill Development**

- a. Personality Development Programs through TSKC

b. Pre-enrolment guidance.

c. Induction program is conducted for students to enable them to settle comfortably in to the college community.

To provide industry and R&D oriented training, and other skill sets to students to make them globally competitive and employable in multinational industries or to pursue the higher studies in science , commerce, and arts subjects.

**The Context:**

The employability is one of the biggest challenges for UG institutions for graduating students. The primary reason for this is the lack of skill sets as per the need of industry; it may be due to complete disconnecting between industry and academic institutions. The curriculum was also not designed as per the need of industry. So there is an eminent need to provide the skill sets (both technical as well as non-technical skills) so that the students can meet the challenge.

**The Practice:**

The college has taken corrective measure to meet the need for improving employability of students through setting up a separate Entrepreneurship Development Programme Cell as well initiated various skill oriented programs in the campus, so that students can easily be placed or can opt of higher studies. Some of the efforts made in this direction are briefly described here.

**Industry Oriented Training Programs:**

The department has started many industry oriented training programs conducted by competent authorized organizations. These programs are conducted weekends or in vacations and train the students to be suitable for industry requirement.

**Personality Development Program (PDP):**

Communication and other soft skills are required for all round development of students. They play major role in improving the employability of students. College started the PDP classes for the students with regular course by trained PDP trainers for 3rd and 4th year students.

**Aptitude & Graduate Aptitude Test in Engineering Classes:**

College also started Aptitude classes in TSKC which help students to get placed in Public Sector Units (PSU) easily and also go for higher studies.

**Evidence of Success:**

The initiatives and measures taken by the college help students to upgrade their technical and non-technical skills improving the employability of students/ promote to pursue the higher studies. The college placements have been steadily improving in terms of number of companies coming to campus.

**Problem Encountered & Resources Required:**

The university curriculum is fixed for three years by the university and need to update regularly as per changes. Some of the students are not fulfilling the eligibility criteria of industry is required to develop the skill, so that they can overcome the deficiency and can get placed in other industry.

**III. Title of the practice: Mentoring****JJJ. System Objectives of the practice:**

The Mentoring system assigns a faculty member to every student. The faculty member is called the mentor for the student. The mentor plays the role of a personal mentor for the student in all matters. For the institute, the mentor is the first point of reference for all matters concerning any specific student. The mentor guides the student at every step of their stay at the institute to be successful at whatever the student takes up. The mentor personally ensures that the student is aware of all the resources available to the student during their course of study at the institute. The mentor is available to counsel the student in any matter of concern apart from the curriculum also.

**The Context:**

The Mentoring system is relatively new in general to a student entering the institute. The students do take some time to familiarize and feel more comfortable with their mentors and most importantly develop confidence in them. The students meet their mentors to consult with them regarding the courses to take and to guide them through the registration process. The students then meet their mentors before every internal assessment to update them on their progress in every course. The students also see their mentors after the internal assessments to discuss about their performance and about the scope for improvement next time and the steps to be taken to achieve the same. The students might also choose to meet their mentors more regularly for advice regarding matters which may be extra- or co-curricular or otherwise. In addition, the mentor might also choose to see any student with more regularity when their academic performance concerns the mentor.

**The Practice:**

A mentor is a personal mentor and counsellor for a student during the duration of stay at the institute. A mentor represents a parent away from home for a student and is the first point of reference for the activities of a student

during the complete course of study at the institute. As soon as a student enters the

A mentor is a personal mentor and counsellor for a student during the duration of stay at the institute. A mentor represents a parent away from home for a student and is the first point of reference for the

institute, a faculty member is assigned to take over the role of a mentor for the student. The mentor not only guides the student in academic matters but also any matter of concern for the student. The student seeks the advice of the mentor at every step of their course of study beginning from the registration for courses at the start of every semester. The students meet their mentors regularly. However, depending on the need, mentor conducts more meetings with their students and their parents. The mentor educates the student about the various course requirements, such as the mandated minimum and maximum course load every semester, and how to choose electives. The mentor helps the student channel their interests and energies effectively during the complete course of study at the institute. The students meet their mentors for various reasons, some students would like extra help with the material in a course and are shy to approach a new instructor assigned to the course. Few might be facing problems adjusting to the new environment may be in the hostel or at other places around the institute; some others would like to know about their options of availing various resources at the institute.

**Evidence of success:**

The most important evidence of success for the mentoring system is from the testimonials of the End-users. The students and their parents have been very happy with the mentoring system. Generally, for the complete duration of the course of study of a student any one faculty member has been effective in monitoring the role of a mentor. The behaviour of the students on the campus in general has witnessed a tremendous improvement and the students are much happier and contended with their course of study at the institute after the implementation of the mentoring system. The pass percentage and the average academic performance of the students have also achieved greater heights with the mentoring system. Some students have presented themselves as quite a challenge for their mentors, but they figure out their priorities and start performing better after counselling sessions with their mentors. The students have been at most risk during their initial stages in the course of study. The transition to higher education set-up proves to be too sudden for some students. The mentoring system has addressed the needs of the students and effectively nurtured many students during the duration of its implementation.

**Problems encountered and resources required:**

Despite our best efforts in the effective implementation of the mentoring system, there are Still a small percentage of students who discontinue their course of study at the institute. The Percentage of drop-outs