Internal Quality Assurance Cell (IQAC)

Annual Quality Assurance Report (AQAR)

ACADEMIC YEAR (2020-2021)

7.2.1 Best Practice I: Mentorship Scheme

Objectives

- To support students in their academic and personal development to attain the aspiration.
- To observe the overall progress of the pupils during their education period in the department.
- To identify the career paths of the students and guide them in placement perceptive.
- To promote self-determination in students to develop their knowledge.
- To equip students with greater insight into decision – making process.
- To shape students with better critical thinking to solve problems in the world of their work.
- To motivate students to develop leadership qualities and communication skills to attain heights in their life.

Context

Through mentorship, the faculty who serves as the mentor makes a valuable contribution to the overall development of the students, including personality development, presentation skill, communication skill, and their project works.

The Outcome of performance in the academics, social issues, anxiety, stress, usually leads them to a confused state of mind, 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. Mentor plays a vital role in a student's life. Mentor is 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

- In the mentorship scheme, the mentors and mentees are allotted based on the student and faculty strength in the departments.
- Mentors guide their mentees to pursue qualify in certificate courses or online courses like SWAYAM, NPTEL, etc.
- Mentors suggest them for part-time opportunities in connection with NAAC scheme "Earn While you Learn".
- Mentors meet the students every alternate week or whenever it is required, either physically or over the phone to discuss different issues that they face both personal and academic.
- After the Internal test, the mentors call the students and discuss the internal marks, poor performers are warned and advised to score more marks, best performers are motivated to get University ranks.

Evidence of Success

The success of the mentorship system is reflected in the overall development of the students. The students without hesitation they communicate their problems freely. The students improved their confidence level, and their performance in academics was good. They are very attentive and interactive in the class. Moreover, their percentage of marks in the University examinations is increased. As an outcome, the student's colorful career is envisaged and this is the evidence of success. Also, the percentage of placement is increased after the implementation of Mentoring system.

Problem Encountered

Finding time and resources to include many more activities was difficult. No protocols or rules were available for the training process. Lack of experience in counselling matters. Hectic academic schedule. Traditional moral values and family guidelines.

Resources Required

Trained faculty members to handle the task. An exclusive time allotment for such activities. A separate space to conduct the process. Provisions for exposing students to technical, co-curricular, and extracurricular activities inside and outside the institution to gain exposure

Best Practice II: ICT (Information And Communications Technologies)

Objectives:

ICT is used to accomplish the following objectives.

- To augment learning resources for the advancement of learning, teaching, and research.
- To enhance the effectiveness of knowledge delivery system in classroom.
- To magnify administrative efficiency and transparency.
- To address the problems of remotely located students and other Stakeholders
- To support students to become competent and confident users who can use the basic knowledge and skills acquired to assist them in their daily lives.
- To supplement the students for meeting the world of tomorrow.
- To benefit learners to have an open and flexible mind.

Context

ICT is a powerful and potential tool that has left nothing in the world unaffected, and is therefore, the mother of third revolution, Use of ICT has enhanced access to knowledge resources exponentially, ICT permeates all aspects of life, providing newer, better, and quicker ways for people to interact, network, seek help, gain access to information, and learn. Besides its presence everywhere, Information and Communication Technology has an immense economic significance.

Practice

The Institute considers ICT infrastructure as an important component and is committed to ensuring its equitable access to students, teaching and non-teaching staff for learning, academic, research, and administrative activities. ICT enables the use of innovative educational resources and the renewal of learning methods, establishing a more active collaboration of students and the simultaneous acquisition of technological knowledge.

- Enhanced the modes of communication.
- Cost-efficient.
- Paperless: Eliminate the usage of paper
- A better teaching and learning methods.
- Enhanced data and information security.
- Minimize cost and save time.
- Easy student management.
- Automatic solutions to manual paper-based processes and procedures.

A robust campus has a Wi-fi facility, the classes are handled by using PowerPoint presentations with LCD projectors. During the pandemic, Google meets, Zoom, Microsoft Teams were also used for online classes.

Evidence of Success

As a result of conducting the classes by using these facilities faculty members and students can develop productive thinking skills, Scientific Method and Experimentation skills, and Communication skills – Written and Oral, and presented research papers in various conferences, International / National seminars / workshops / conferences. Faculty members & students have received participation and appreciation certificates from various reputed institutions. The impact of ICT is seen on classroom teaching in terms of effective knowledge delivery, submission of larger number of research projects by the faculty, timely declaration of results of Quiz and surprise tests.

Problems Encountered

ICTs are used in education to support existing 'traditional' pedagogical practices and enable more learner-centric. The most significant factor for continuing the development of faculty members' ICT-related skills is 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 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.

Resources Required

Continuous Wi-Fi network and power supply are required ICT in well education of the departments.

Teaching in class rooms with LCD projectors