

# Best Practices

## Practice 1

### **BEST PRACTICE-1:**

**Title of the practice- Mentor and Mentees Program GFM (Students Grooming and Nurturing)**

#### **1. Objective of the practice:**

- To understand and guide to overcome student's personal and academic problems in learning process.
- To update students on regular basis about Internal and External Examination patterns and accordingly monitor their Academic progress.

#### **2. The Context:**

- I. Mentoring was required for students for academic growth to promote overall progress.
- II. Prolonging of academic year and uncertainty related to final internal concurrent evaluation and external examination mode was one of the stressors of student. Faculty (mentors) were in regular touch with the students.
- III. Some working students were from rural area facing problems like Internet and network connecting themselves with faculty members for lectures on request of students & mentors, few subjects were revised those who were working.

### 3. **The Practice:**

In the beginning of the semester, assigned students (as a mentee) to each faculty members (as a mentor) and informed faculty members and students in Induction program in detail about assigning of Mentor and Mentees accordingly.

To keep the record of the mentor mentee interactions the form was designed accordingly. Dates of mentor mentee interactions its purpose problem discussed and solution provided from time to time were noted.

#### **Actual Practice:**

Scope for mentoring and guidance was on high priority.

Mentor used to call their mentees to make them aware about to check for attendance in lectures as per the time table. Understanding their problems for absenteeism like personal problems and tried to give appropriate solutions and maintained the records.

· For other curricular activities (Concurrent evaluation) use of social media, emails and Google platform were used to get it done. Used to confirm first about their educational progress, placement related activities on continues basis. No date fixed to discuss and solve their problems. At any time students (mentees) were calling on Mobile phone or through Whatsapp or by SMS.

· Mentors (faculty members) used to respond to the mentees about SIP, Internal Assignments (Concurrent evaluation), University Examination pattern, External and internal evaluation, Placement etc.

### 4. **Evidence of Success:**

Institution received best results of the students in the SPPU External Examinations; Improvement in attendance was observed. Increased participation in co-curricular and extra-curricular activities. Students were confident about their personal employability skills. Some of them were placed in the company.

### 5. **Problems Encountered and Resources Required** This year main challenge was to bring students on Offline classes for teaching and learning. Rural area students were not open

up to take guidance on their personal & academic progress easily until and unless mentors took initiative for the same in a matured manner.

## **BEST PRACTICE-2:**

### **1. Title of the Practice: Effective integration of ICT in Teaching-learning:**

**2. Goal-To provide personal, academic and career support to the students.**

**3. Context** As the world is changing rapidly, ICT is playing a crucial role in teaching and learning. Also today's generation demands new technology use in the learning process. Keeping this in mind, faculties are structuring their courses which are suitable for ICT integration.

**4. The practice:** Many faculties are developing their own sites and using learning management platforms like MOODLE, Genomio to disseminate content and also effectively using it for assessment purposes. It helps the faculty to monitor the performance of each learner and also the response of the learner. IT also provides an opportunity to provide quick feedback to the learner about their performance. Learner get immediate response where they can improve further.

Some faculties have prepared video lectures so that learners can access it from anywhere and anytime. It is also helping those who missed the classes.

Some Faculties are integrating mobile devices as they are easily available with most of the learners. The faculties are collaborating on some activities through social media.

Blogs are also important media to collaborate group activities.

Digital LCD are used to give presentations. Google classes are also effective tools to manage classroom activities and to conduct assessment. All these tools are implemented by faculties whenever required.

Many classrooms have smart panels which are very helpful to present digital content. Also it is easily used to show simulation and animation to understand complex processes and engineering concepts.

Institute also promotes use of virtual lab and online courses for training purposes.

Many learners are collaborating on their project work using ICT. Online discussion forums are providing platform for students for peer learning.

## 5. Evidence of Success

ICT tool	Effectiveness
LMS	Well organized content available to students for easy access from anywhere
Projector	Better understanding of concept through visuals
You tube video	Wide reach of content
Social media	Peer learning and learning with ease.