

Jayawantrao Sawant College of Engineering, Pune

Best Practices

Practice 1

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 crucial role in teaching and learning. Also today's generation demands new technology use in 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 platform like MOODLE, Genomio to disseminate content and also effectively using it for assessment purpose. Its helping the faculty to monitor performance of each learner and also the response of learner. IT also provides opportunity to provide quick feedback to learner about their performance. Lerner 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 to 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 some activities through social media.

Blogs are also important media to collaborate group activities.

Digital LCD are used to give presentations. Google class are also effective tool 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 promote use of virtual lab and online courses for training purpose.

Many learners are collaborating 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. |

Pratice 2

- 1. Title of the Practice –** Mentoring and counselling
- 2. Goal-**To provide personal, academic and career support to the students.
- 3. Context-** Due to changing technological and social scenario, students are finding difficulties to cope up with demands and pressures of daily life. IT is necessary to provide them timely help and support to improve their performance and skills in all aspects of life.
- 4. The Practice –**

The Institute has a strong mentoring scheme for the students. It mentors them in their personal, professional and also in their social development. The goal of mentoring is to help them maximize their potential, develop their skills and to inculcate values.

Each faculty acts as a mentor/GFM (Guardian Faculty Member). He/ She is allocated a batch of 15-20 students in an academic year. The Mentor keeps all the records of the allocated students to know their academic and socio-economical background. He also maintains record of their overall progress in curricular and co-curricular activities.

The students interact with the faculty at least once in a week. In case of a medical problem or absentee, the student communicates with his/her mentor. The Faculty even monitors their daily attendance and if it is found that they are frequently absent, the reason is found out and proper counselling is provided to ensure academic progress. The progress and observations are conveyed regularly to the parents through telephonic conversation, SMS, email and personal meeting in order to resolve issues if any.

The purpose of the weekly meeting is to develop cordial relation and to build trust within the students. The faculty takes review of academic progress of all mentees and discusses issues related to it during the GFM meetings.

As faculty is involved personally to help the students on all fronts, these meetings are proving very beneficial to the students. The major role of the faculty is to encourage the students to attend the classes regularly and stay focused to achieve their academic goals as well as to participate in sports and cultural events to develop an all-round personality.

The Institute has also appointed a professional counselor to address the personal, psychological, social, emotional and other problems of the students.

Academic counseling:

Class coordinators and GFM are involved in academic counseling as many students need guidance in a specific area related to their studies. Academic counseling helps them to decide learning strategy and deal with it effectively.

Academic counseling is provided to slow learners so that they can cope up with academic challenges and the university examination. The Mentor (GFM) plays an important role to boost their confidence and consistently motivates them to achieve their academic goals.

Advanced learners are encouraged to participate in technical competition, paper presentation and to also enroll for online certification courses available on MOOC, MOODLE and various renowned institutes to enhance their domain skill based on their interest.

The expert talk of academic counselors is arranged to assist the students to develop an academic strategy consistent with their goals, interests and abilities.

It also involves making the students aware regarding the academic policies, procedures and requirements.

Career counseling:

Career counseling is provided by HOD, a few senior faculties and the TPC which includes:

1. To make them aware about the various career options with respect to strength and weakness.
2. To assess their skills, needs, and interests in order to find a career
3. To help the students explore opportunities in multidisciplinary fields.
4. To update them about the various TP activities within and outside the campus.

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The impact of the overall mentoring is observed in many ways. Students feel confident to share their problems without hesitation. Many students improved academically and their engagement in curricular and extra co-curricular activities was enhanced noticeably. Apart from these changes, there has been quality improvement in the campus placement during the last two years.

5. Evidence of Success

| Type of Mentoring | Effectiveness |
|-------------------|---|
| Personal | High self-esteem, attendance improvement |
| Course specific | Exam anxiety reduced |
| Academic | Drop out ratio decreased, grade improvement |
| Career | Higher studies and placement is improved |