

CRETERION – 7

7.2.1 Best Practices

Institute Best Practices: 1

a) Title of the Practice: Students Mentor System (SMS)

b) The Objective of the Practices:

To gives the essential guidelines for getting the good academic results and improves the excellence of the overall performances.

C) The Context:

Students come from rural background. They don't know about the scope of engineering and the process of employment. Difference in education system – support – personal touch-getting confidence – familiar with the new place with all the student get attached to the institution regulation earlier then if the system close of exist. This gives confidence to the students and enables them to start studying with interest and without any deviation. Fear overcomes when they mingle with the staffs.

The Mentoring system is relatively new in general to a student entering the college. Our college is situated in rural area and more no.of students from rural background and first graduates in his/her family. An Engineering course, the medium of the instruction is English only. Here no.of students from tamil medium, so the students feel difficult to understand the classes and write the examination in English. Entry level students do take some time to familiarize and feel more comfortable with their mentors and most importantly develop confidence in them. Our Mentors, to shrink and minimize the student's fear from his/her mind and give direction to face the difficulties.

d) Practices:

Orientation session before usual classes. During that itself the students are briefed about mentioned system, facilities and practices in our institute. Overview of mentorship. Mentor-mentor ratio is 1:15.

Mentor meeting is conducted once in two weeks. During the first meeting the personal delights of the students/mentors are recorded and categorized on the basic of marks, topography, family environment, hobbies and other interest. During the second meeting progress of syllabus and issues related to academic are discussed. The performance in the class, 1st hour test is analyzed and counseling will be given to the mentor students. The identified slow learners and advanced learners are separately for their development. In the subsequent meeting the results of

the first internal examination. 2nd internal test and model examination result will be discussed. Slow learners are suggested to refer contacts on the frequently asked questions in the end semester and to study the handout given by the subject faculties. The advance learners are suggested to undergo in-plant training, internship during the semester holidays to get expose to industries. Before university examination mentors are counseled/motivated to perform well and score more marks in the university examinations. In between special counseling will be given to students who get internal any indiscipline activity. During the discussion the personal, health and family issues will be addressed by the mentor if any and solutions to sort out the issues will be suggested by the mentor. If there is no development with a specific mentor, the respective parent will be called by the college and the mentor performance will be discussed. Further based on the

programme is conducted to the students earlier than their usual classes. During the usual class, subject wise topics discussed to the students to prepare for the test as well their usual class work. Daily morning one hour is allotted to write the test in the given topics. If they attain less mark, they are provided with separate arrangement beyond the working hours.

Motivation Program is conducted to the students to realize the objective of the programme and its possibility. The regulation of the programme and the knowledge to shine in their skills by utilizing the syllabus will be discussed in detail in this course.

e) Evidence of Success:

Evaluate after getting every semester results, it is obvious that their performance is better than that of the early period. Then immediately we conduct the parents & teachers meeting. The students and their parents have been very happy with the mentoring system. This is reflected repeatedly in the university examination results.

f) Problem Encounted & Resources Required

- Day Scholars feel difficult to get to home in time after separate classes.
- Extra workload for faculty members.
- Students are less attentive during the separate classes.
- The students feel that they are attending classes constantly for a long period.
- Extra Buses are operated at 6.00 P.M. daily from the college.

The percentage of drop-outs did reduce greatly after implementing the system, but still present. Some students have required a great deal of time and effort from their mentors but have shined after.

Best Practices-2

Title: Institute Administrative System (IAS)

Objectives:

Our NPR College of Engineering & Technology encouraged the Teaching, Non-Teaching, Office members and students to progress an incorporated dais for transparency, easily & accessibly running the several academic activities of the college. NPRCET has established an **Institute Administrative System (IAS)** for timely accessibility of data which can be opened through Intranet. The IAS Portal has been executed for the recent year and is very user friendly. IAS has been very helpful to monitoring and evaluation of the education system and follows up on the daily activities of each point in a regular and suitable manner of the institution.

The Context:

The **Institute Administrative System (IAS)** is intranet-based and partially web-based well-established in-house developed software that appropriately handles all the key functionalities of the institution. The set of automated modules that has been successfully implemented are: Admissions, Academics, Students, Fees, Examination, Online Assessment, Placement, Student Feedback, Performance, Staff, Faculty Record Book, Leave Management, SMS based services. Web Portals are the exclusive system which maintains the vital information online and interlinks all the stakeholders with required authentications.

The Practice:

IAS framework maintains raw information on the education system and also contains aggregate figures derived from these data, such as internal marks, performance results, appraisal, feedback etc. Instant availability of this aggregate data provides a deeper understanding of the education system. The streamlined standard formats and procedures for data collection and storage eliminate duplicate, redundant and conflicting data. IAS system is robust enough and operates according to a well-defined logic, methodology for varied distinct purposes. Appropriate data flow mechanisms and channels are applied to promote the exchange of derived up-to-date information among the stakeholders. The inter-relation between the modules promotes data presentation and data standards. The precise data and graphical reports are produced wherever required to support in-depth understanding. Regular data and source back-up facilities are maintained. All the data and information are maintained as a history due course for further references.

Evidence of Success:

Accessibility of appropriate information as required by different stakeholders (derived internal marks at any point of time); Single point instant data capturing, role-based access control and time-based locking mechanisms (instant access of attendance status, examination score etc.); Standard and reports (Faculty record book, student performance analysis, standards etc.).

Problems Encountered and Resources Required:

In order to meet the institution's vision of nurturing the students in a holistic way the IAS system has to address the qualitative characteristic of the students. It is required to develop a module on SWOT analysis for capturing individual student's Strengths, Weaknesses, Opportunities and Threats in the first year itself. A knowledge based mechanism intended to implement will address these soft qualities suitably and thus incorporating planned processes and follow-ups will achieve the vision of holistic growth of the student community.