

**7.2.1 Describe at least two institutional best practices (as per NAAC Format)
Response:**

Best Practice – 1

Title of the Practice:

Framework for instruction delivery fostering effective knowledge transfer

Goals:

- To ensure that courses offered to students are allotted to competent faculty members who have adequate expertise and experience to teach the course and to appoint a mentor for each course.
- To ensure that the faculty member, well ahead of the beginning of the semester, prepare a set of course objectives and outcomes, adequate study material, presentation material, videos, software tools, lesson plan, question bank with key under the guidance of the mentor and get approved by HOD/Principal.
- To monitor course delivery continuously during the progress of the semester, based on the feedback/input given by the stakeholders.
- To put a system in place for measuring the attainment of the intended course outcomes quantitatively and qualitatively.
- To record and make available the experience and hurdles faced by the faculty in delivering the course, to other faculty who will be teaching the course in the subsequent years.

The Context:

The mission of the College is to prepare the students for future. This entails high quality instruction delivery supported by allied activities like research, industry-institute interaction etc. It is the responsibility of the College to provide systematic support to the faculty members so that they are properly equipped to meet the demands of the instruction.

In this context, developing a framework for instruction delivery and benchmarks for measuring the attainment of the outcomes quantitatively and qualitatively are essential. This practice is designed to address this issue. Appropriate remedial steps are taken for continuous improvement.

The Practice:

The teaching of students at all levels is to be distributed among faculty members without regard to rank or seniority as such. Basic-level courses are not deemed the exclusive province of the junior faculty nor advanced courses the unique domain of the senior faculty. It is important that students, including freshmen and sophomores, have significant opportunities to learn from eminent faculty. And junior faculty members should not be called upon to bear a disproportionately heavy share of the responsibility for large and pedagogically demanding basic-level courses. This is not to say that teaching assignments should be unrelated to research interests or teaching strengths. On the

contrary, the marriage of teaching and research greatly enhances both enterprises. Comparative advantages and strengths are an appropriate consideration in allocating teaching responsibilities. Naturally, teachers should be flexible enough to offer courses outside narrow fields of specialization

A skill matrix is prepared taking into account faculty specialization, performance of the faculty in the last two years and professional experience. From the skill matrix, appropriate faculty is identified for teaching each course in consultation with the faculty. The faculty with vast teaching experience and expertise is identified as a mentor for the course. Mentor of a particular course guides the faculty members in defining the course objectives and course outcomes based on the syllabus and assist them in preparing lesson plan, notes on lesson and other adequate study material, presentation material, videos, software tools and question bank with key. Well ahead of the beginning of the coursework, it is ensured that teachers are well equipped to handle the courses assigned to them.

As the semester progresses, courses are delivered as per the lesson plan. Periodically the mentor of a particular course interact with the faculty offering the course and ensure that the delivery is in line with the lesson plan. In case of any deviation, suitable measures are taken to bring it in line with the lesson plan. On last Saturday of every month the HOD reviews the progress of the course delivery.

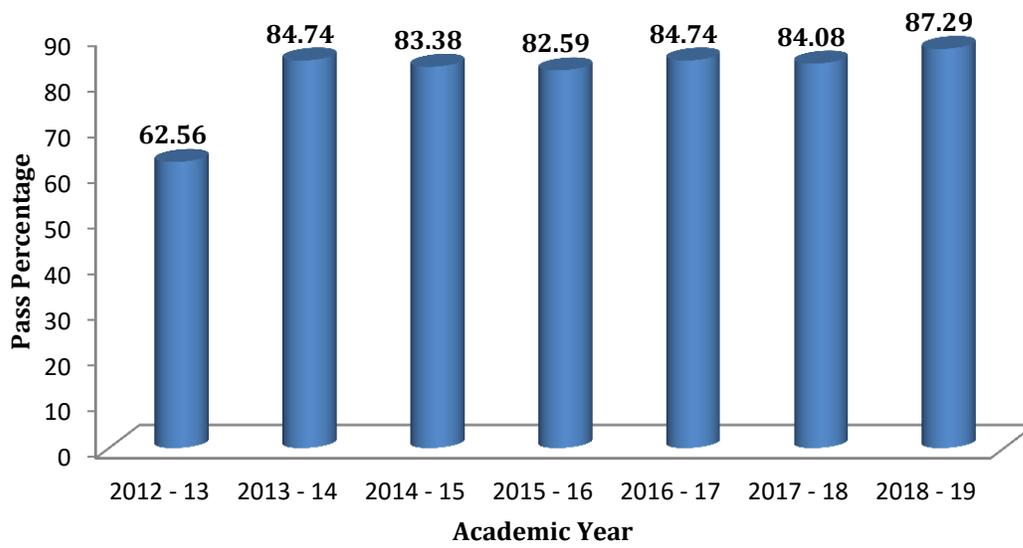
To ensure the quality and effectiveness of the course delivery, periodic feedback is collected and appropriate measures are taken as detailed below:

- Feedback from the students collected in the Class Committee meeting arranged after the first and second internal assessment tests (Unit tests).
- Online feedback is taken from the students on the teaching of every course between 6th and 8th week from the start of the semester.
- Once in a semester, general counseling is arranged. During general counseling, each student is counseled by a senior faculty belonging to any other department so that, the student feels free to express his difficulties and issues concerning the teaching learning process.
- Once in a semester a parent-teacher meeting is arranged to get parents' views also. For all the concerns raised appropriate actions are taken. Performance of the students in the internal assessment tests is taken as an indicator of attainment of course outcome. In this regard, the weightage given for different course outcomes and the performance of the individual students in each course outcome are evaluated and quantitative assessment of attainment of course outcome is made after every assessment tests. It serves as guideline to make sure whether the intended outcomes are achieved or not. Wherever the attainment is low, appropriate corrective measures are taken. At the end of the semester, the teacher prepares a comprehensive end semester course review form which provides input for the teachers who will be handling the same course in the next term.

Evidence of Success: The following table depicts the overall improvement in the pass percentage achieved by final year students during 2012-19.

| Academic Year | Pass Percentage |
|----------------------|------------------------|
| 2012 - 13 | 62.56 |
| 2013 - 14 | 84.74 |
| 2014 - 15 | 83.38 |
| 2015 - 16 | 82.59 |
| 2016 - 17 | 84.71 |
| 2017 - 18 | 84.08 |
| 2018 - 19 | 87.29 |

Student Performance



Best Practice – 2

Title of the Practice:

Creation and maintenance of an Eco-friendly Campus

Objectives of the Practice:

The objectives of this initiative are:

- Creating awareness among the college community an atmosphere and learning environment that advances a civil and sustainable growth.
- Cheering the college community to steer and uphold sustainable solutions through teaching, research and extension activities that tackle live issues of the campus and its adjacent communities.
- Ensuring the preservation of biological diversity and the protection of this eco-sensitive area by adopting thud and sustainable growth.
- Fastening the traditional knowledge and practices of local communities and involving them in the conservation and sustainable use of these resources.

Context:

- Since college is located in drought area, plantation of trees leads to increase in rainfall.
- To maintain pollution free environment in the college premises.

The Practice:

Eco-Friendly Practices followed by both the faculty and the students on the campus are:

- **Bicycles and Public Transport:** The faculty members and the students residing nearby are encouraged to come on bicycles. Thus we prevent the emission of carbon dioxide on the campus. The institution is located beside four lane road connecting Kadapa and Pulivendula. So we encourage our staff and students to use the public transport for safety, security and fuel conservation purpose.
- **Pedestrians Friendly Roads:** The campus has wide, well maintained black top roads, covering every nook and corner of it.
- **Plastic free campus and Paperless office:** Use of plastic bags and cups are discouraged inside the institution. Also, in the canteen, it is insisted on usage of steel plates/ leaf plates and steel cups or paper cups as mandatory. The institution is laid special attention on avoiding paper usage maximum in every part of the administration. The ultimate vision is to see the office completely as paperless. All accounts/office as well as academic information is stored and maintained through systems only. The total campus is Wi-Fi enabled. It is also an easier way to maintain paperless activities properly and promptly. Even the official information and circulars are preferred to be sent only through mails.
- **Green landscaping with trees and plants:** The institution has taken several measures for plantation with the vision Green Campus. 50% of total area is covered with trees. Tree plantation on the campus is the regular activity of the NSS wing.
- **Grid connected roof top solar photo voltaic power projects:** The College has embarked upon roof-top solar installations with an installed capacity of 200 kWp. If

the power requirement of the Institution is less than the solar generated power, then the surplus generation is feed to the grid.

Evidence of Success:

Success in the creation of an Eco-Friendly University Campus is seen in the following:

- **The plantations and their maintenance:** A very plane environment has been tackled for the plantations mentioned above, and great care is taken for their systematic maintenance and robust growth. Whatever plants have been destroyed or deforested by animals have been promptly replaced.
- **Grid connected roof top solar photo voltaic power project:** The 200 kWp project is operational at Institution.
- **Waste management:** Transforming solid waste into harmless landfill material is operational for a year now, and will be scaled up shortly. All dead wood and seasonal trimming of trees are distributed to the labourers and nearby institutions for fuel.
- **Water conservation and supply management:** Plans are ready for construction of maximum number of soak pits at felicitous places to upraise the water table

Problems Encountered and Resources Required

Even though opportunities are at hand to face ecofriendly possibilities on the campus, it is filled with extortionate issues

- Selection and preparation of locations for academic buildings called for expertise in a system of drains and plans for proper landscaping.
- Systematic planting of trees is very expensive but fruitful.





Best Practice – 3

Title of the Practice:

Improving Teaching and Learning Process

Goals:

To achieve the principles of the teaching / learning process which are multi-fold. The principles on the basis of which this best practice was decided was – to raise the curiosity of a student in a particular topic, to encourage the students to question the obvious and to increase the interaction in the class.

The Context:

Rapid advancement in technology is one of the major issues that affect the teaching/learning process. The facilitators find it difficult to keep pace with the techno-savvy learners. Further there is rapid change taking place in technology which aggravates the problem. Keeping the audience captivated throughout the lecture is another challenge. The facilitator is required to use a variety of tools to keep the learner engaged in the learning process. Having access to a variety of tools all the time may not be possible. Today knowledge is just a click away to the learner; a challenge faced by facilitators is to keep pace with the latest news and happenings. The teaching/learning process is given immense importance in the institute. The institute trains their facilitators continuously to help them enhance their teaching abilities. The learning imparted to the teachers is implemented in enhancing the learning experience of the learner.

The Practice:

The teaching /learning process starts with designing of a lecture plan by the facilitator. The lecture plan is given in advance to the learners. The facilitator initiates a discussion or tells a story or questions the learners before defining the objectives. The objectives of the lectures are defined to specify to the learner the learning outcomes. During the lecture, discussions and questioning is encouraged. Holistic learning is encouraged through the continuous evaluation system. Various forms of assessment are used for continuous evaluation such as group discussions, assignments, PowerPoint presentations, class test to name a few. Various co-curricular activities are also organized for the learners. These activities give an opportunity to the students to put their knowledge into application. An aspect very unique about our teaching /learning process is the freedom given to learners to share their views and ideas. Even ideas that sound impractical are discussed and a proper explanation is given to the learners why they cannot be implemented. The learner is the part of the learning process rather than just a spectator of the same. A major limitation of the teaching /learning process is the time constraint. The facilitators have various ideas which they would like to implement in their class, however due to paucity of time all of them cannot be implemented.

Evidence of success:

The evidence of success is visible, qualitatively as well as quantitatively. The qualitative indicators are a more positive outlook towards life, improvement in etiquettes and desire to understand things rather than learning by the rote. The quantitative indicators

for learners who actively participate in co-curricular activities are that they show improvement in academic performance. Students who have passed out have done extremely well in the corporate world. Some students have put their learning into application by starting their own businesses. The results bring some prominent factors to light. Some of the factors are that students when shown the right direction and given the right encouragement can achieve the goals they desire. Holistic development rather than only academic success contributes in creating socially sensitive individuals which is a prominent requirement of any educational institute.

Problems encountered and Resources Required:

The non-availability or non-workability of technology is one of the major problems encountered in the teaching learning process. Further, encouraging discussions in the lecture becomes self-obliterate towards its aim, at times. Questions posed by learners may not be to find an answer to the problem but to test the knowledge of the facilitator. The span of interest of the learners is very short. Teachers today have to play the role of an educator and entertainer combined, rather than just an educator. Resources in terms of finance are continuously required to upgrade technology requirements.

Notes:

The Academic Calendar is prepared before the beginning of the academic year. This helps the facilitators and the learners in understanding the time schedule for implementation of the learning process. Dedicated teaching and non-teaching staff are the pillars of strength of the teaching/learning process. Without a dedicated team, success cannot be achieved. The Principal with his dynamic leadership style and constant guidance and support gives a prominent shape to the teaching/learning process.