

Priyadarshini College of Engineering

Best Practices

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Best Practice(I) :

1. Title of the Practice: Academic Planning & Monitoring (APM)

2. Objectives of the Practice

Academic planning and monitoring helps in the smooth conduction of academic activities. Academic planning and monitoring also helps:

- To create and maintain programs of high quality and offer a distinctive experience for the students.
- To deliver courses effectively, in a planned and systematic manner.
- To create and maintain a sustainable learning environment in campus that supports the students and the staff to practice active learning.
- To allocate human resources strategically.

3. The Context

This Academic Plan provides clarity to our strategic direction: eg, portfolio development, progression management, staff development. It also seeks to build on what we already have. We are distinctive in academic offer and promote best practices that are clearly found across the length and breadth of our campus.

Good quality academic planning is an essential ingredient in providing a coherent response which will ensure a sustainable future for the institute. Naturally it is important that planning from academic departments help in monitoring overall performance. The planning process needs to be open and transparent in order to improve dialogue and understanding between the institutional center and academic departments.

Academic planning, therefore, facilitates institutional foresightedness over departmental activities, engages in constructive dialogue, provides an institutional steer on certain issues and facilitates the allocation of resources. This links the financial, planning and budget processes which ultimately aids in the creation of a more sustainable organization. This goes on to enhance the students' experience and research profile and overall reputation of the institute.

4. The Practice :

(A) Academic Planning :

Academic Calendar: For smooth conduction of academics, the institute

prepares academic calendar before the commencement of every session by considering the academic calendar of University and academic policy of the institute. This academic calendar is discussed in the departments for its implementation. Also it is displayed on notice board for the students.

Teaching Load Distribution: The teaching load (theory and practical) is appropriately allotted among the faculty members as per the cadre, experience & specialization.

Time Table: Time table is prepared as per the teaching scheme of RTM Nagpur University and Departmental requirement. The Time table is circulated among the staff members and displayed well in advance for the students.

Commencement of Classes: The date of commencement of classes as per academic calendar is communicated to the students by displaying notice on the notice board prior to the commencement of classes. Messaging is also done through email, telephonic conversation, sms etc.

Course Planning: All subject teachers prepare teaching plan, tutorial plan and lesson plan for their respective subjects. For the effective content delivery of practical subjects, faculty members conduct the experiments as per the teaching plan with the help of laboratory manual.

Project work: At the entry of seventh semester, students initiate project work with a defined group. Formation of project groups and allotment of guide is done as per guidelines given in academic policy. Project work is carried out by the group of students and evaluation is done by the project review committee and project guide. Progress seminars are conducted as per schedule in academic calendar. The review committee evaluates its work with respect to the rubrics defined by the departments.

Procedure for identification of bright (advanced learners) and weak (slow learners) students is described in the academic policy. Separate measures are defined for such students.

(B)Academic Monitoring

To carry out Academic Monitoring, Principal constitutes the committee for academic monitoring of various programs. This committee visits department to take review of academic process and verifies the academics related documents. Such visits and reviews are carried out **twice** in a semester.

Academic monitoring committee is also formed at the department level which continuously monitors and verifies the academics related documents. The adherence and compliance of academic calendar is also monitored. The continuous academic monitoring is done and fortnightly academic review is

conducted. Class in-charges are assigned for every class and academic coordinator for each department is appointed by the head of department to monitor the conduction of classes as per time table.

Academic Coordinators keep academic record of all faculty members which includes the syllabus coverage, conduction of classes, strength and other academic related issues. The record is then submitted fortnightly to HoD for his/her observations, suggestions and improvements.

The HoD submits the Academic report to Dean Academics. This report shows lagging/ leading record of syllabus coverage. Accordingly action plan is prepared for the extra classes for lagging syllabus. Updated academic documents like Lesson Plan and Tutorial Plan are checked by Academic Monitoring Team.

Cumulative attendance and the provisional detention list of the students are displayed on the notice board. Remedial classes are also conducted for academically slow learners and for the students having less attendance.

5. Evidence of Success

- Academic planning and monitoring ensures completion of targeted teaching plan.
- Program Assessment Committee (PAC) at the Department level & Internal Quality Assurance Cell (IQAC) at the Institute level ensures that the Objectives and Outcomes are attained, leading towards attainment of Vision & Mission of the Department & Institute.
- The practice helps in the timely completion of 100 % Syllabus coverage.
- Thus the faculty members find enough time to conduct revision sessions.
- Our students are among the **1st ten rank holders of the University**. The table below gives an overview of the meritorious positions bagged by the students of various semesters in **R.T.M.N.U.(Winter-2017) Examination**. The contribution of all the departments is noteworthy in bringing laurels to the institute.

Semester	No of Rank holders Semester wise
1st Semester	01
3 rd Semester	32
5 th Semester	24
7 th Semester	47
Total	104

Department	No of Rank holders Department wise
Ist Year	01
Computer Technology	30
Civil Engineering	06
Electronics Engineering	05
Electronics & Telecommunication Engineering	04
Mechanical Engineering	04
Electrical Engineering	03
Information Technology	01
Aeronautical Engineering	50
Total	104

Continuous monitoring and use of pedagogical methods in teaching learning process has proved very useful in enhancing student's learning interest. Special practice sessions and remedial classes where students solve University question papers, have helped in improving overall result. Measures taken for slow learners have proved helpful for increasing results.

Following table shows that results of all semesters has increased progressively from 2015 to 2017.

College Results in R.T.M.N.U.Winter Examinations			
Semester	Winter-201 7	Winter-201 6	Winter-2015
1st Semester	70	53	45
3 rd Semester	55	50	36
5 th Semester	73	62	56
7 th Semester	85	77	77

Average College Results	70	61	55
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College Results in R.T.M.N.U. Summer Examinations			
Semester	Summer-2017	Summer-2016	Summer-2015
2st Semester	72	48	58
4 rd Semester	58	51	43
6 th Semester	69	68	67
8 th Semester	94	94	82
Average College Results	73.25	65.25	62.65

Impact of the Practice

The overall sense among the students for attending classes has strengthened, so average attendance has improved.

More number of classes are engaged by the teachers.

More number of pedagogical methods are used by the teachers in teaching learning process.

This practice helped in Attainment of COs , POs and PSOs .

Four programs got accreditation from NBA .

6. Problems Encountered and Resources Required

Availability of External Experts and mutual consent on the dates for adjunct/visiting faculty.

Preparing action plan for because of unavailability of vacant slots in the

time table.

Faced difficulties in bringing students for remedial classes .

Because of unexpected holidays it is difficult to adhere to the schedule of Academic Calendar.

7. Notes (Optional)

Contact person for further details

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Best Practice (II) :

1. Title of the Practice: Centralized Examination and Evaluation System

2. The Objectives of Practice:

The examination reforms in the Institute, is not merely a technique to improve the evaluation system but to be viewed as an objective at improving the education process itself. The main objectives of evaluation procedures are:

(a) The system of evaluation should be adequate and comprehensive.

(b) The system should provide a feedback:

1. to the students regarding their strengths and weaknesses; and

2. to the teacher as to how far she/he has been able to benefit the students and to modify his/her approach and teaching methods.

3. The Context :

The teaching, learning, and evaluation are integrated and indissoluble components of education. In general the internal examinations are conducted at department level and valuation is done by the course teachers at department level, while we do this practice at institute level.

The institute ensures that the evaluation system serves as a resource in the process of learning. The evaluation system, along with teaching, act as an integral part of facilitating learning by the student. The evaluation process should include continuous internal evaluation, the conduct of examination, the evaluation of answer scripts and displaying the performance of the students. It is in this context that the evaluation practices are chosen and introduced.

4. The Practice

(A) Question Bank:

Every Course teacher prepares Question Banks for various courses taught at UG level. These question banks are used for setting the question papers. Question Banks are updated by the teachers from time to time. Objective type questions are prepared by the teachers for some subjects.

(B)Centralized Tests

Two centralized **Class Assessment Tests** and one end semester examination (Sessional Examination) per semester are conducted.

> **Class Assessment Test-I** is based on Unit 1 and Unit 2 and **Class**

Assessment Test-II is based on Unit 3 and Unit 4 of syllabus.

- **Sessional Examination** is conducted once at the end of the session based on University exam pattern which covers complete syllabus.
- Two **Assignments** are given in a semester. Assignment-1 is based on first 3 units and Assignment-2 covers remaining 3 units of syllabus.
- Unit wise question banks are provided for all subjects. The question bank is moderated by faculty members of respective subject groups at department level.

After the first test (Test one) each staff meets the students who score less marks and they are counseled and given remedial coaching. The course teacher of each subject distributes the valued end semester answer scripts to the students for their scrutiny. Students are given the chance to clarify with the staff if they have any doubt regarding the mark allotment.

(C)Transparency in Evaluation System

Class Assessment Test:

After Valuation, marks are displayed on dates mentioned in the academic calendar by faculty members. Assessment copies are shown to the students.

Sessional Examination:

A general thrust is given on the external element in the end semester examinations, such as external paper setters, moderators of the question papers and evaluators of the answer scripts. Three sets of question papers are prepared by different faculty members, which are moderated by faculty members of respective subject groups at central level.

After moderation of question papers, the Moderation committee hands over the papers to printing Committee. Printing committee hands over the required number of copies of question papers to the Exam Incharge one hour before the scheduled time of the paper.

Model Answers and marking scheme is prepared by every subject teacher before valuation.

Valuation is done by the respective subject teacher within two days. Sample Answer sheets are moderated by external moderators.

Teachers of other institutes are also appointed for moderation of question papers and answer scripts.

Answer sheets are shown to all the students and answers are also discussed with the students. After seeing the papers students sign the answer sheets

Procedures of Evaluation and Guidelines for Faculty

For evaluating student's performance the teacher of a course will apportion marks to the Class Assessment test, semester-end examination , two assignments and teacher assessment based on a, periodical quizzes, laboratory work, seminars or any other assignment that the course teacher considers necessary for assessing the student's performance. The distribution of weightage, to the various components of assessment is as given in following tables..

Mark Distribution of Theory Subjects

Sr. No.	Evaluation Parameters	Weightage
1	Class Assessment Test-I (CAT-I)	2
2	Assignment_I	2
3	Class Assessment Test-II (CAT-II) 2	2
4	Assignment -II	2
5	Sessional Examination	8
6	Teacher Assessment	4
	Total	20

Mark Distribution of Practical Subjects

Sr. No.	Evaluation Parameters	Weightage
1	Practical Record	10
2	Practical Exam	5
3	Viva-Voce	5
4	Teacher Assessment	5
	Total	25

5. Evidences of Success

Continuous assessment being an important component of semester system, encourages the students to work systematically throughout the semester.

Students have the opportunity to discuss their answers through all accepted tools of internal evaluation. This has added to reliability and also transparency of the system.

There is increased rapport and relationship between the teachers and the students.

Holding of examinations is quite simplified and regularized and results are declared as per the predetermined date specified in the academic calendar.

This practice is effective for providing a feedback to the students and an opportunity to learn the subject more accurately and adequately.

The system can also be credited for its efficiency; consequently wastage of manpower is negligible.

Following table indicates the effectiveness of this practice for the end semester examination conducted between 24/09/2018 to 03/10/2018.

Report of Moderation of Question papers	
Moderation Time Period	One day
Total number of programs	08
Total Courses moderated	110
Total number of paper sets moderated	330
Total number of External moderators	47
Total number of Internal moderators	102

Report of Valuation of Answer scripts
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Examination Time Period	24/09/2018 to 03/10/2018
Valuation Time Period	25/09/2018 to 05/10/2018
Total number of programs	08
Total Courses valued	122
Total Answer sheets valued	9706
Total valuers	235
Total moderators	122

Impact of the Practice

The **Centralised Examination and Evaluation System** has opened and strengthened a transparent communication channel between students, teachers and administrators of various departments.

Students' involvement in the process has improved. The overall sense of belonging to the institute among the students and the teachers has strengthened.

Students get acquainted with the University pattern of examination.

This practice has helped in time management and optimization of resources.

Uniformity in valuation is maintained because of the availability of marking scheme.

Transparent and fair valuation is done.

Every faculty evaluates answer scripts irrespective of seniority and cadre.

6. Problems Encountered and Resources Required (150 words)

Problems Encountered

- 1) Inability by external moderators, to report for moderation due to some unavoidable circumstances.
- 2) Some faculty members are busy with other assignments or on leave. Making alternate arrangement for valuation is quite difficult.
- 3) Formatting of question papers is a time consuming task.

Resources Required

No additional resources are required except deploying the available manpower at the college. Sufficient number of computers and printers are available for taking printouts of question papers.

7. Notes (Optional)

Contact person for further details

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Best Practice (III):

1. Title of the Practice: Soft Skills Training

2. Objectives of the Practice

Priyadarshini Centre of Excellence aims at empowering and synergizing human resources to achieve excellence in one's life and in the process improve the quality of life of others. It acts as a catalyst in the journey of self-exploration to self-empowerment through its unique training programs.

Soft skills training, aims to make the students more competent and industry ready to face globe challenges at on one hand and on the other hand help them to live happy and fulfilling life. Some of the objectives are:

- To develop core competencies required for the industry such as communication skills and collaboration, leadership, creative thinking and problem-solving skills, personal management, the ability to work in teams or groups and leadership effectiveness.
- To develop an educated, well learned, and aware attitude.
- To develop adept leadership to fulfill their aims and desires.
- To develop positive Body Language & Grooming, so as to appear more Approachable, confident and professional.
- Students are prepared in the best manner to represent their thoughts in a concrete and effective way so as to market themselves as professionals.

3. Context

Most engineers display excellent theoretical knowledge but lack basic analytical skills required for a job. NASSCOM-McKinsey report has said, "Currently only about 25 per cent of technical graduates and 10-15 per cent of general college graduates are suitable for employment".

The approach to the engineering curriculum in our country emphasizes more on developing technical competencies. There is a very little scope for group work or interaction, therefore students fail miserably when they need to speak, make a presentation or face an interview. Today, students are not confined to local boundaries but are expected to interact and work on the global platform and therefore they need to be appropriately groomed to deal with the demands of the work place.

Soft skills or Employability skills training are those basic skills necessary for getting, keeping, and doing well in a job. It aims at transforming fresh graduates into readily employable professionals by training modules with specific objectives of helping students acquire much needed soft skills viz. communications skills, interpersonal skills, positive attitude, SWOT analysis, teamwork, critical thinking, change management, enhancing written and oral

English language, interview skills, public speaking, presentation skills, emotional intelligence etc.

4. The Practice

A. Training Modules

The below mentioned modules are the outcome of detailed study of industry expectations and current situation of students in various fields of engineering.

Training Modules 2018-19			
Semester	Module	Duration	Period
1 st Semester	Soft Skills Training (SST)	30 hrs	August to November
4 th Semester	Employability Enhancement Training(EET)	30 hrs	December to March
5 th Semester	Campus to Corporate (C2C)	12 hrs(2Days)	June
7 th Semester	LAKSHYA workshop (LKSH)	30 hrs(3 Days)	July
2 nd Semester	Youth Icon - Competition		January / February
3 rd Semester	Just A Minute - Competition		August/ September
5 th Semester	Dare To Compete - Competition		August / September
7 th Semester	Mock drives - CV drives		August to November
	Total	102 hrs	

Soft Skills Training (SST)

30 hour module for 1st year students is designed to develop the overall soft skills of the students which are not only required in their corporate life but also during their day to day life. The complete module consists of various topics like confidence building, stage daring, accepting change, etiquette and mannerism, etc which help them develop as a confident individual.

“Star Performer” activity encourages students to take initiative and challenge their comfort zones and grow into becoming confident students.

Employability Enhancement Training (EET)

30 hours module for 2nd year students is conducted to introduce various skills and trainings required for being employable in any industry. Resume, GD, PI, Self-Introduction, Stress Management, Team playing, etc. are some of the topics.

Campus 2 Corporate Training (C2C)

This training is to give an insight to 3rd year students into understanding specific industry needs and preparing students to get ready for it. It includes: IQ, SQ and EQ test, Personality test. Industry specific HR and Technical rounds, Interview mannerism and Corporate etiquettes.

Lakshya

This is the newest member of the various training modules conducted for final year students in the workshop mode for 3 days. This module is introduced with the objective of creating a platform for the eligible and interested students only, where they can explore themselves and experience the actual recruitment drive scenario.

Assessment

Soft Skills Training (SST)

Ongoing assessment of the students is carried out on the following parameters - *Confidence, Grooming, English, and Body Language*.

Employability Enhancement Training (EET)

CV, E-mail writing, Paragraph writing activities are conducted and the CVs of the students are assessed.

Campus 2 Corporate (C2C)

Mock GD & PI sessions are conducted as part of the syllabus. Students performance during these mock sessions is assessed.

Lakshya

Lakshya Title Championship is organized whereby 20 best students compete for the title of Mr. Lakshya & Miss Lakshya. As part of the championship they go through 3 rounds Self Intro, Group Discussion & Personal Interview by a panel.

Students are assessed on their performance throughout the workshop and finalists are assessed during the championship.

B. Competitions

Youth Icon (2nd Semester)

“Youth Icon” competition provides students with the platform to showcase their talents. A personality contest “YOUTH ICON-20__”- 60 seconds to fame, is organized for Engineering 1st year Students. Students showcase their talents through mimicry, speech, songs, mono-act, and poems and gave messages of gender equality, global warming, save girl child etc.

Just A Minute (3rd Semester)

Participants have to present their one minute talk or act in a creative and appealing manner. This helps students develop the knowledge, skills and confidence to speak in public.

It aims to develop non-verbal communication and to reduce students' anxiety in public presentations, emphasize speech preparation, enhance public speaking skills, and make students better able to evaluate their own performance and that of others.

Dare 2 Compete (5th Semester)

Students are challenged to come out of their comfort zones and put the learnings into practice while participating in Extempore, GD & PI rounds.

This competition aims to develop core competencies required for the industry such as communication skills and collaboration, leadership, creative thinking, and problem - solving skills, personal management, and the ability to work in teams or groups and leadership effectiveness.

Mock Interview Drills and CV Correction Drives (7th Semester)

Prior to Campus Placement a mock drive is conducted which is arranged. During CV Week Drive, students are encouraged to submit their CVs. All the CVs are corrected and returned to students. This is followed by sessions with students wherein the advance tips are shared with students & all the doubts of the students are answered.

C. I speak English club

Apt language is a basic necessity for adept communication. In the world of corporate, **apt English** is a necessity to be in the eyes of clientele and get responsible assignments. The ‘**I speak English**’ Club is enthusiastically committed to strengthen students’ foundation in speaking skills. The club focuses on multiple related activities such as Presentation Skills and Meticulous planning prior to Presentations.

5. Evidence of success

A) Impact of the modules

Participatory and experiential learning situation of training had a noticeable positive effect on various dimensions of personality leading to:

1. Enhance sociability, improve coping skills, achieve better self-perception, emotional wellbeing and improved quality of life and improved quality of work life.

- Enhancing core competencies required for the industry such as learning skills, communication and collaboration, leadership, creative thinking and problem-solving skills, personal management, the ability to work in teams or groups and leadership effectiveness.

B)Students voices - Helped in building confidence, language, grooming and generally in life

I was very shy, but post the SST classes I do not fear in coming forward and share my views or try talking the SST classes have really boosted my confidence and made me better than before

2018-19, Sec C, Pradeep Nale,

Started communicating in English, post out sessions. Although commits mistake but still confident to improve and grow. It has boosted my confidence level.

2018-19, Sec D, Devashish Thakre,

C)Students voices - Help during campus drives

D) Lakshya Workshop

"It helped me a lot to overcome stage fear and face a larger crowd. It was a great experience for me as I could win a title of Mr.Lakshya which has made me more confident."

2018 -19, Mechanical Department.

"Found the workshop really very productive and helpful as it taught me so many things which I never knew can be easy to learn."

2018 -19,

Electronics &Telecommunication Department

The experience was good the interview process was nice and the mock interview also helped me a lot during my actual test. I can only say LAKSHYA was the best workshop I had ever attended in my life. Today I am saying that I am placed this is only because of LAKSHYA.

2017 - 18, CT Department

E)Number of Students Trained

Sr.No.	Year	MODULES				Total
		SST	EET	C2C	Lakshya	
1	2018-2019	551	-	542	708	1801
2	2017-2018	628	770	601	450	1999
3	2016-2017	517	320	270	NA	1107
4	2015-2016	545	530	607	NA	1682

F) Number of Students Placed

Sr. No.	Year	Number of Students Placed
1	2017-2018	194
2	2016-2017	211
3	2015-2016	371

6. Problems Encountered and Resources Required

A proper training room will give proper ambience and logistics (projector etc) of training and interaction will help facilitate the process of self exploration. Since it is done in class room in regular time table students take it as a regular subject where they have to sit and listen.

7. Notes (Optional)

Contact person for further details

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Best Practice (IV):

1. Title of the Practice: Quest for the Best - Faculty Development Program

2. Objectives of the Practice

PEOPLE are the biggest ASSET of any institution. Based on this thought “Quest for the Best” (Q4B) is designed having Key features:

To create synergy between team members so that they contribute with full zeal and energy matching out with others strengths.

To help faculty members to actualize their best potential at **three levels:**

As an individual:	Self acceptance and self appreciation Enhancement of confidence, self esteem and interpersonal communication Commitment to life-long learning Discipline and adhering to the system
As a teacher:	Understanding of improved student-friendly teaching methodology and aids Understanding student’s psychology and getting in tune with them Use of technology in enhancing Teaching-Learning Process Active Role play / responsibility in admin Systematic and time bound approach in pursuing research
As a part of an Institution:	Building bridges and improving relationship amongst the Engineering Faculty Developing ownership for the Institution Contribution toward the development of the institution

3. Context

Teaching-learning process has undergone tremendous change lately.

Traditional and conventional method is not in vogue. Today teacher's duty is not limited to dissemination of 'information' but also to ensure the (emotional, social and moral) 'formation' of a student. Self empowered faculty is capable of improving not only the quality of education but also the quality of life of a student as they are actively engaged in building the human resource of the future.

Today social skills and self motivated workforce is more critical than ever as organizations struggle to find meaningful ways to remain competitive and be productive. The workplace has evolved as an interpersonal dynamics that can't be ignored. The acts of listening, presenting ideas, resolving conflict, and fostering an open and honest work environment, all come down to knowing how to build and maintain relationships with people. It is those relationships that allow people to participate fully in team projects, show appreciation for others, and enlist support for their projects.

**4. The Practice
Training Modules**

Curriculum	The 3 days (21 hrs) module is based on a detail need analysis of the various aspects of teaching - learning process, behavioural traits in Teachers- Students relationship, and interpersonal relations amongst teachers, seniors, & subordinate. This is done by the team of experts.
Course Contents:	<ul style="list-style-type: none"> Self appreciation Positive strokes Art of conversation Emotional intelligence Latest trends in Education Technology Life Long Learning Teaching and Mentoring Teaching as rewarding career Transactional Analysis Leadership and creativity Effective Communication skills Professionalism and work ethics Bridging the Digital Divide

Infrastructure and ambience: A unique infrastructure is made to create a very conducive environment to make them feel comfortable and open up. Special focus is given to create positive, safe and relaxed environment.

Methodology: Highly interactive sessions, delivered through use of audio-visuals, videos, music therapy, role plays, case studies, activity

worksheets, brainstorming, group discussions and training games.

Demo sessions: Faculty members are asked to give demo on one of the topic and feedback is given to the faculty members by experts on their strengths and areas of improvement.

Quality check: Each and every session is quantitatively and qualitatively evaluated by participants soon after the session. At the end of the each day it is discussed amongst the experts.

Training kit: Kit with worksheets, training material and reading material is provided.

Take Homes: Specific and descriptive “take home” are discussed at the end of the workshop.

Positive strokes and follow-up: Based on the Psychologist “Eric Bern” positive strokes is the basic need of human being. Motivational emails (Positive Strokes) are sent to the participants of Q4B on every Monday.

5. Evidence of success

A. Impact of the training

Participatory and experiential learning situation of training had a noticeable positive effect on various dimensions of personality. It helps participants in following ways:

Improved level of confidence, zeal and enthusiasm

Improved self awareness

Attitude of gratitude

Looking at the positive side of the challenges

Commitment to life-long learning

Improved interpersonal communication

Enhance professionalism

Building bridges and improving relationship amongst the colleagues

B. Feedback given by the participants after attending the Q4B workshop, they talk on how workshop has helped them as a teacher, as team member and a human being as a whole.

Q4B - June 2018

- 1) “We learn many more things as do not stuck to your past, be alternative and be positive. We learn lecture preparation, board writing manners, media to be used. We have learned how to appreciate others and break all mind barriers. We have learned to recognize our strength. Sir beautifully explained the profession of teacher. We learn to do team work. Put off something & create healthy environment give your best”.
- 2) “I have learned that don’t stuck with past. Increase response time. We should give positive strokes to student and also help them in all respect. Session was very inspiring and now will start giving positive strokes to

others. We should try beyond teaching. Also learned the new way of thinking and importance of observation as well as co-ordination”.

- 3) “It was a wonderful and very motivational session. I learned how to deal with different types of students. The session taken by sir and mam was very different than others. I got so much energy and quite different knowledge to develop our personality. I got energy, confidence & knowledge. Definitely it is applicable while teaching. I learnt to take positive energy by thinking positive points about the other person. This quality is very important not only in teaching but also to develop our personality.
- 4) “I have learned about the positive approach. Think creative in everything and don’t think too much do what you want. I got to know how to improve yourself. How to identify our self and present as you are, recognize what is right or wrong. This is the most interesting session”.
- 5) “It was very interesting and enthusiastic session. I have attended many sessions but I think this was the best sessions I have ever attended. Very Informative session to prepare our self for the first lecture. Excellent session which teaches us about the passion of teacher. Positive and eye opener session”.

C.Feedback given by the participants for POSITIVE STOKES on how it helped in building positivity and face challenges of daily lives

1. sandeepv17@gmail.com
Hello Madam,
Thank for this positive attitude.
This story is really great to inspire and motivate, I really Like it.
THANKS
SANDEEP
2. Mrs. U. S. Dange hodmba.pce@ltjss.net
Dear Rozina, keep it up. positive stroke is very thought provoking & inspirational as well.
With regards,
Dr. Ujwala Dange
August, 13th

3. **vishal shukla** vivshukla@yahoo.com

Hello to synergy!!!

Season's greetings.....

It's great to c 20K but I'm sure indirectly it would have exceeded a million, thanks for awakening subconscious.....plz continue most of us follow/implement +ve stroke n now it's part of everyday's life. It's really amazing.

Regards

Vishal shukla

August, 6th

6. Problems Encountered and Resources Required

1. A proper training room will give proper ambience and logistics (projector etc) of training and interaction will help facilitate the process of self exploration.
2. Happiness corner with motivational posters and a blank board to express freely about their everyday happiness / stresses.
3. A proper music system to carry out Music therapy.

7. Notes (Optional)

Contact person for further details

Excellence

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Best Practice (V):

1. Title of the Practice: Participative Learning

2. Objectives of the Practice

- Taking the teaching and learning process out of the classroom and making it more interesting and anytime exercise at learners speed and convenience.
- To make students totally involved in the teaching-learning process.
- To use alternate teaching techniques supplementing the traditional chalk and talk method.
- This shift from traditional to innovative methods should make teaching an exciting and interactive exercise.
- To Initiates innovative and modern methods of pedagogy propagating a new sense of direction and identity.
- Develop the ability among students to present and analyse specific themes and evaluate what they have learned, in order to “mature” their thought processes and improve practical skills.
- Encouraging students to act independently and responsibly, improving

their own methodological abilities, becoming less trainer dependent and reducing the trainer’s direct participation in the learning process and implementing “real-world” tasks and exercises.

3. The Context

In conventional class room Learning method teacher delivers lecture through a planned procedure which includes preparation of Teaching plan, Lesson plan ,notes, ppts etc. But this method is not sufficient To make students totally involved in the teaching-learning process.

Current requirements in the areas professional qualifications and skills development call for the implementation of new analytic and responsible learning teaching techniques focused on specific objectives. We have therefore designed some teaching -learning activities in which students are permitted and encouraged to:

- Draw up their own objectives
- Develop diverse learning strategies
- Establish complex inter-group relationships
- Increase involvement in studies

This would not only make the learning experience through our institution more exciting and permanent, but also enhance the teaching capabilities of the teachers as facilitators of learning. It would also promote self - learning and help the students to gain knowledge at their own learning pace.

4. The Practice

- The institute focuses on enhancing learning experiences through student centric teaching learning processes, as students are the important stakeholder of the system.
- The teachers and administrators of the college have always looked for the innovations in teaching and learning along the years. In a quest for any time anywhere teaching-learning experience, the teachers are motivated to adopt participative learning methods to enhance learning experiences of students.
- For the effective delivery of courses and enhancing learning experiences of students following methods are used by the teachers.

Sr. No.	Learning Methods	Implementation Process
1	Participative Learning	Projects
		Case Studies
		Group Discussion
		Presentation by students.
2.	Experiential / Field Learning	Practical Learning

		Field Learning through i) Industrial visits ii) Internships iii) Training programs iv) Real world Examples
3.	Problem Solving Learning	Tutorials
		Assignments

1) Collaborative/Participative learning

This includes Group discussion, practical conduction in groups, projects, case studies . Through participative learning students can interact with each other and share their views/thoughts/ experiences with ease, which also enhances student's learning interest.

2) Experiential / Field Learning: Through planning of practical conduction, Industrial visits, Internships and training programs on advanced technologies students get practical knowledge. Students also get exposure to the latest technologies used by the industry.

3) Problem Solving Learning: Tutorial classes are useful for enhancing the problem solving and analytical skill of the students.

In practice different approaches are combined in accordance with requirements, circumstances and situations. Each teacher design his /her teaching strategies in accordance with his/her own style plus the dynamics of group of students. Projects, Practicals are part of curriculum and are also leading to participative learning.

➤ Evidence of Success

- The institute has encouraged the students to spread their wings of theoretical knowledge into the world of research and exposure.
- Sustained efforts have been taken by the staff to adopt alternate teaching methods and the percentage use of these methods is increased.
- Teachers have been challenged to update themselves on emerging areas , as they have to act as facilitators and guides.
- Students have successfully anchored prime positions in apex level competitions where technology is upheld.
- Students have successfully undertaken projects, presented at various IITs and won accolades for the college.
- Teamwork and leadership qualities of the students are enhanced and is seen from their involvement in the organizational activities.
- This practice has also increased student's learning interest and enhanced student satisfaction with the learning experience. Overall good attendance of students is maintained.

- Participative learning provides concrete learning situations and create self-directed learning process.
- Following table shows the use of participative learning methods in session 2017-18

Learning Method	No of Teacher used the method	No of students Participated
Case Studies	60	640
Group Discussion	232	2465
Presentation by students.	232	1422
Field Projects Internships	109	1250
Training programs	124	2256
Real World Examples	232	2782
Projects	228	1740
No of students participated in Competitions at IITs/ NITs	---	65

6. Problems Encountered and Resources Required

Problems encountered:

- Some of the faculty faced difficulty in managing time as faculty need to dedicate more time for conduction of this practice.
- Students initially hesitate to come forward to take part in the practice.
- Sometimes difficulty is faced by teachers in forming groups among the students.
- Time constraints is experienced while training the students and preparing them for high level competitions.

Resources Required

Following resources are required for conduction of this practice:
PA system, LCD projector, Multimedia section of library, Laboratories

7. Notes (Optional)

Contact person for further details

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Best Practice (VI) :

1. Title of the Practice: Teacher Student Mentoring-Teacher Guardian Scheme

Teacher Student Mentoring scheme commonly referred as Teacher Guardian scheme has been introduced with a view to impart personal touch to students in the process of learning at college level. It enables the students to understand the needs of the curriculum, to develop healthy interpersonal relations and address the varying requirements of students. It is a noble practice where every teacher acts as a guardian for a group of students. Every year the students get their guardians through their entire stay at PCE. First Year students are benefitted the most as the teachers act as a buffer between the new environment & the students hailing from far different backgrounds. The system helps them greatly to get acclimatized to college environment. The teachers take up the responsibility of safeguarding and nurturing the admitted students .

2.The objective of the Scheme

- To acclimatize the new students to the campus life in PCE.
- To develop an affectionate bond with the students so that they share the problems, they are dealing with.
- To provide academic counseling.
- To enlighten the students on professional ethics and conduct.
- To communicate with the ward's parents.
- Providing emotional support to students on an individual basis.
- Helping students to overcome home-sickness.
- Establishing rapport between teachers , students and parents.
- Monitoring attendance and behavioral aspects of every student.
- To identify and improve the status of slow learners and encourage advanced learners
- Identifying weak areas and working out remedies helping students, thereby taking their complete care.

3.The Context

The practices where the more experienced persons provide guidance, information emotional acceptance, encouragement and support to the less experienced person is generally known as mentoring. Both formal and informal mentoring play an important role to nurture the students aspiration in colleges.

Mentoring has been proven one of the valuable strategies which provides all round supports to the youth admitted to technical degree program, is always helping in bringing-out their best performance and achieve goals. It may be emotional which provides support, acceptance and care or may be instrumental includes personal coaching, providing information etc. Effective mentoring makes the students feel more connected to the institute and bring a sense of belonging ness in them.

4.Practice

Allocation of students to the Teacher Guardians

It is mandatory for all the students to enroll in the scheme. Once the list of students are finalized they allotted evenly among the subject teachers of the class. Normally one teacher is nominated as Teacher-guardian for fifteen students. The number can vary according to the number of students in the particular class.

Collection of students detail by Teacher-Guardians

The teacher guardian knows complete details of the students allotted to him/her through the TG forms. TG forms include a photograph of the student, academic details, hobbies, medical history, details of parents /guardians and local and permanent address. Interaction with students or parents and keeping the record of academic performance is done through the tables given in the form which are maintained and updated regularly. The form is filled by the students and signed by the parents/guardians to ensure the information filled in the form are genuine. The form is also signed by the Teacher guardian.

The teacher guardian provides his/her contact number to the student's local Guardian and parents.

Interaction with Students

Teacher guardian does all the follow up regarding attendance of students under his supervision and monitors academic performance of students. He/she conducts fortnightly meetings with the students to discuss their problems as well as progress. Student can discuss their issues with TGs freely at any suitable time in campus or telephonically after the college. Teacher guardian takes all efforts to solve the problems faced by the students inside or outside the campus. The teacher helps the students in every aspect, be it academic or non-academic.

Interaction with parents

At the time of admission, every student and parent is briefed about the facility. Teacher guardian makes phone calls regarding performance and attendance to parents periodically. To form an effective communication link between parents and college authorities, he/she forms an online messaging group with students and parents keeping in line with our commitment to reduce paper usage in our systems. Parents/ Guardians are also encouraged to come to the college to meet the in-campus mentors (TGs) of their wards to discuss progress and shortfalls both.

5.Evidence of Success

- Teacher-guardian scheme is a link between student, parent and the institute.
- The teacher acts as a mentor, guide and philosopher.
- The teacher interacts constantly and keeps themselves in contact with the students always so that problems of students regarding educational, socio-economic, health related and family related could be sorted.
- Regular Counseling of students improves the attendance in the classes.
- The students are free to contact the counselor (TGs) they will act like a parent and guide them to improve by hard work.
- Time to time feedback of the students is discussed and communicated to the parents without fail.
- List of students with less than 30% attendance is brought to the notice of higher authorities and students, who are then instructed to improve their attendance well in time.
- Students who are weak in study are motivated and properly counseled and it is our observation that their results are considerably improved.
- Parents are regularly informed about the irregularity of their wards and also about their performance by teachers.
- It is observed that this scheme helps students to develop excellent rapport with their TG's and build a fabulous lifetime relationship.

- A feeling of satisfaction developed among the parents that their wards are under absolute regular supervision and continuous guidance.

6. Problems Encountered and Resources Required

- A reciprocative action is expected from both students and guardian periodically, which sometimes not shown by them.
- Incorrect personal information provided by few of the students.

7. Notes (Optional)

Contact person for further details

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