

Practice – 1: “Community Outreach”

1. Title of the Practice

“COMMUNITY OUTREACH”

2. Objectives of the practice:

To cultivate a sense of social responsibility in the students and inspire community work

To bridge the theory-praxis divide

To make students aware of actualities of the real world

To provide a genuine platform wherein the students will be able to put their acquired knowledge into practice

3. Context:

Knowledge without responsibility and practical application is meaningless. Similarly, self growth and development become relevant only in the context of our broader social existence. Individuals cannot flourish if the community or society is crippling or crippled. The students at SMVITM are provided with ample opportunities to give something back to the society/community as paying a debt for what they themselves have received. This process of fuelling back into society one’s knowledge-wealth in diverse domains is not only an empowering and satisfying experience; it is also a great act of learning by itself in the making of responsive and responsible citizens of the country.

4. The Practice(s):

Community outreach through various activities: Active involvement of students in various activities like blood donation camps, programmes related to health issues, issues of women empowerment, environmental issues, sanitation issues etc. organized by NSS, Rotaract, Community club, Eco club, Women Empowerment Club and Human Rights Club from time to time helps to inculcate values of good citizenship, responsibility and an orientation towards selfless service in the students.

Programs such as Vanamahotsava conducted every year has seen the students and faculty plant trees and plants in a bid to make the campus as green as possible. This is a small effort that is undertaken every year under Eco club to promote ecological and environmental responsibility in the students. Under Unnat Bharath Abhiyan, the institute has identified and adopted 5 villages within a radius of 7km. Student groups have surveyed households to identify problems faced by the locals and have submitted their findings. These findings will be analysed, and the most feasible solutions for the problems will be formulated. Students and faculty will then apply for grants from the central government, which will be handed over to the local gram panchayats for

utilization.

Under Atal Tinkering Lab, around 5 identified high schools have been adopted. Students and faculty from our institute are training children at these schools in latest technologies. Training Programs are conducted by faculty at our institute to train diploma students of nearby polytechnics in domains not covered in their curriculum. Trainings on CNC (hands-on) takes place every semester for interested in-house and external students and working professionals. Training Workshops have been arranged for school teachers to increase their awareness about various pedagogical methods in teaching and various teaching aids that can be used. The resource persons were the faculty from the institute as well as external knowledge streams. Regular Career Guidance Programs are conducted for 10+2 students. These students will be at the turning point in their education. It started with 1 program in 2013 and the number of such programs is increasing every year. In the present year, 15 such programs have been conducted at 10 different locations. The response from the students has always been very positive and forthcoming.

The Eco Club has continuously absorbed itself with the task of spreading awareness about current environmental concerns by putting up posters at college and inter-college festivals. Community Club and NSS club, whose very motto is selfless service to society, has been actively pursuing the cause of community outreach. Some of the programmes organized under it include blood donation camps, health check-up camps, cleanliness drives and offering time in community service at a local level. The students under Community club and NSS have also regularly visited old age homes, orphanages and homes for specially-abled children and presented their services at the physical and emotional planes. These activities have helped in making the students more aware of life's harsh realities and hardships, and thus have made them more humble and feel grateful for what they had taken for granted until now.

Evidence of success

A sense of involvement and responsibility towards the community is an important element of students' education in general and professional education in particular. Through their interaction with marginalised people, students learn to address, question and finally reject discriminations in all forms. This is the most basic aim of education, studying to change society. It's not merely learning, but learning with a purpose, to understand the world around us, to help each other and to make it a better place for everyone. As described above, the college attempts to provide ample opportunities for such interactions to the students and contribute to the community. These practices do make a difference, however small it might be, in others life. While extending one's self for others, the students have been giving feedback as to how such practices have helped them to become genuine persons and sensitive budding professionals.

Practice – 2: “Teacher Guardian / Faculty Advisor Scheme”

1. Title of the Practice

“Teacher Guardian / Faculty Advisor Scheme”

2. Objectives of the Practice

To improve student-teacher relationship

To monitor student’s overall performance during their engineering program.

To counsel students for solving their grievances and boost their self-esteem

To keep the parents informed of their ward’s performance

To guide students towards right career path.

3. The Context

The following issues made the Institute adopt the TG/FA(Teacher Guardian / Faculty Advisor) Scheme The pressures to perform in current competitive world and to face the challenges of the society, students need TG/FA support to achieve academic excellence. Conflicts in attitudes, habits, and adaptability towards learning practices. Lack of proper guidance in choosing right career, which may cause hindrance to their future. Lack of valid information to parents regarding their ward’s performance.

4. The Practice

A Batch of 10-20 students is allotted to a Teacher Guardian during their first year in institute. Once the student enters specific departments in second year, they are allotted a Faculty Advisor for next 3 years. A faculty advisor is allotted around 20 students. Cumulative Performance Diaries (CPDs) are provided to each mentor to maintain the record of students under their patronage, which contains details such as academic performance, soft skills evaluation and personal details about the student. TG maintains this CPD during first year, later handed over to FA when student enters second year. The TG/FA meets the students once in a fortnight or whenever need arises. If required, proper counselling is provided through counselling cell. Progress report sent to all parents regarding their ward’s performance after each internal assessment and semester exam The Parents/ Guardians of Irregular/ underperforming students are called to meet the TG/FA and remedial measures are initiated for improvement. Recommend remedial classes for slow learners. HOD monitors this process continually, and once in a semester all TG/FA have to report to HOD about the observations.

Students have to maintain a blue card, which records all activities of a student within and outside the college. It also maintains the record of permissions by TG/FA, Parent, Coordinator and HOD. Meeting of class committee (consisting of selected students of a class, subject handling faculty, TG/FA and HOD) is held frequently as scheduled, during which any issues pertaining teaching, learning, academic, discipline etc., gets highlighted which will be addressed suitably.

5. Evidence of Success

No of Students having Attendance shortage has been reduced. The communications between TG/FA and students strengthened the Student Teacher relationship. Academic performances of the students have improved. Participation in co-curricular activities is enhanced. Parents acknowledge their ward performance regularly. Students are more focused to achieve their objectives.

6. Problems Encountered and Resources Required

The new faculty members who are recruited in the department need time and guidance to understand the importance of TG/FA scheme. Orientation for such faculty members is required. The faculty members at times experience difficulty for one to one interaction due to time constraints. However most faculty members appreciate the utility of this scheme and take it up as pleasure.