7.2.1 - Provide the web link on the Institutional website regarding the Best practices as per the prescribed format of NAAC

Title of the Practice: 1. Teaching–Learning Process.

Objective: 1. To draw attention of the students towards transformed world of knowledge and continuously upgraded industry readiness.

Objective: 2. Newer and unconventional learning pedagogy are at par with the goal that aims to coalesce the way of learning and teaching at its best with tech-savvyness.

Context:
Method of teaching varies substantially in different aspects. Sometime poor uniformity affects syllabus coverage in due timeline. So, there is a need of uniformity and standard setting to meet the objective of best teaching practices.

The Practice: Thus, teachers of the concern are adapting to the latest pedagogic styles including ICT in class-room teaching. In this way, aptly paced and timely completion of syllabus can be possible. Collaborative Learning approach is being encouraged to form a group of students where they can decipher their problem, debate on subject matter, and unveil their queries. This facilitates in improving social skills and allows students to know the subject in a better paced way. In this way, they will be able to meet diverse personalities and can find a real life review of their work. Additionally, each lesson in a course is being repeated with short spaces (break) in between, until the students understand it completely with refreshing mind. Recent associated inventions are being discussed to prepare them in a shaped way. Moreover, 'Flipped Classroom' method has been incorporated which reversed the conventional students practice by providing video tutorial as well as ideology of online searching from the faculty side. Following this concept, they do not finish the homework at home. Instead, they end it at classroom. Furthermore, an uncommon concept of 'Crossover learning' can be applied to engage students in an informal environment of teaching (e.g. technological museums, seminars, and after-college industrial places) rather than the conventional classroom approach.

Evidence of success: Modernization in turn attracts the attention of students resulting in increased attendance in the classes and sound improvement in results. They portray their ideas and following this effectively develop group learning atmosphere and creativity. Besides this, it factually helps them to face healthy criticism and cross-questions. Spaced learning alleviates to connect various arena of specific subject and simplify the basics to move forward further. On the other hand, flipped learning approach prepares students with the subject content before arriving in college. In contrast with the above, the students can gather information in a real life situation through crossover learning method and further they will share the same while they are back in the classroom.

Problems encountered, if any: The only problem lies in creating interactive minds in a post-Covid time is cyber sickness that has drastically raised the stationary habit amongst them extensively. Another challenge is to generate facility in terms of financial and space allocation.

Title of the Practice: 2. Continuous Up gradation of Students through Feedback system, Industry-Academia Webinar and implementation of Value Added Courses.

Objective: 1. To enable faculty members efficiently deal with student-parent requests, suggestions, complaints, and reviews.

Objective: 2. To provide students an understanding of the expectations of industry and to bridge the skill gaps by making students industry ready that in turn improves employability.

Context: Eminence in quality higher education is possible only with better and enhanced teacher-learner interaction. Institution has already implemented a continuous student feedback system for the better execution of quality enhancement strategies.

The Practice: Multi-disciplinary approaches can be coalesced to develop a consortium that offers leadership, practices, research, support and training for a specified fusion concept. This is associated with innovative software tools, technologies and people's network. Additionally, it may bring together the experts from diverse arena and offer shared facilities.

Evidence of success: Here we've successfully implemented it in the form of Industry-Academia webinar and different value added courses through this forum for students.

Problems encountered, if any: The feedback system can encounter various problems that can affect its effectiveness and reliability. Some common problems include:

- Students may hesitate to write honest and constructive feedback following fear of potential repercussions or bias.
- Students may opt not to take part in the feedback practice, resulting in low response rates.
- Lacuna in quality of feedback and constructive criticism as a number of students may feed superficial comments that do not provide meaningful insights.
- If the feedback is not appropriately analyzed, shared with related stakeholders, and acted upon, its effect on driving positive changes can be imperfect.
- Improper timing and frequency of feedback collection may lower the opportunities for immediate improvements.

To overcome these inconveniences, one can consider implementing measures like ensuring anonymous feedback, escalating student involvement and attentiveness, offering transparent

strategies for useful feedback, incorporating better feedback collection system, implementing well-organized feedback analysis processes, and taking instant action based on the feedback obtained.