



BEST PRACTICE - I

1. Title of the Practice

Promotion of Parent Teacher Rapport

2. Objective of the Practice

Thinking is an essential component of goal setting and working on the goal helps us attain success. The objective of the Best Practice “Promotion of Parent-Teacher rapport” is to bring out the hidden talents of the students and mold them to become an active and responsible citizen with the strong support of the tutor and the cooperation of the parents.

3. The Context

As many students of the institution have come from economically and socially backward area, its relationship with parents is of paramount importance to elevate the students to global standards. It also emphasizes the importance of parent’s responsibilities for the holistic development of their wards during their stay in the institution. Moreover, the Tutor Guardia (mentor-mentee) , TG system is practiced in the institution to tap their inherent talents, to create a strong awareness of the opportunities available, and to address the limitations of the students. It enables us to compete with other institutions in the region and helps the students to garner more job opportunities.

4. Practice

- The students and parents are educated on the importance of the Mentor Mentee system followed in our college through the Orientation program. Every year, the orientation programme is conducted for the freshers so that they can get acclimatized to the new environment, to be well informed about their subject of study, to know how to get on with others, strengthen their character, and improve their knowledge.
- TG, monitors the academic progress made by the students of that particular class for which they are responsible. The progress of the students is intimated to their parents through the progress report entailing their percentage of attendance, discipline, and performance in Mid Semester Tests.
- Students' learning disabilities such as communication inhibitions, psychological problems, personal problems, and stress-related issues are identified and analyzed by the TG, and corrective measures are taken by giving counseling. And hence a regular semester-wise parent–teacher meeting is conducted by all the departments to update the parents on their wards' performance.

5. Evidence of success

The impact of the above best practice is quite evident from the following facts:





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- Student pass percentage has increased due to continuous guidance and monitoring of teachers as well as parents.
- At the time of the parent-teacher meeting, the college collects feedback from the parents to get to know about their expectations in terms of facilities, activities, teaching and learning methodologies, and records of feedback are maintained in the department as evidence.
- Student personality traits and character are molded by the Tutor Guardian and if a student is found to conduct himself/herself inappropriately in campus or lack interest in studies, the concerned parents are intimated about it and hence, students cannot hide either their unethical practices or poor academic performance.
- In most of the departments 100 percent results were produced in various subjects in the university examinations.

6. Problems encountered.

- Inadequate cooperation of parents from rural areas.
- Improper delivery of the progress report to remote areas.
- Mail is inaccessible for some parents residing in remote areas, and a few parents are illiterate. Therefore, faculty members encounter difficulty in sending progress reports via email to them.

7. Resources Required

- Most of the resources are already available in campus.

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Principal SISTec





BEST PRACTICE- 2

1. Title of the Practice

NPTEL- SWAYAM- MOOCs Online Certification Courses

2. Objective of the Practice: The following are the objectives:

- Enable students and faculty members to acquire advanced technological and subject knowledge through video lectures crafted by IITs, IISc, and IIMs.
- Promote the design of value-added courses by inspiring faculty to follow the model of these courses.
- Empower faculty members to serve as mentors for selecting NPTEL courses.
- Facilitate the integration of reading materials and videos to complement traditional classroom teaching which benefits students in understanding the course.
- Advocate for continuous professional development through self-directed and lifelong learning.
- Equip faculty with effective pedagogical methodologies to enhance teaching skills.
- Promote increased networking opportunities for faculty members and students.

3. The Context

- NPTEL provides complimentary open online courses with certification across a range of disciplines, including engineering, sciences, humanities, management, and research. These courses offer exposure to relevant tools and technologies, allowing faculty members and students the flexibility to manage their time and progress at their own pace. Keeping up with the dynamic landscape of knowledge and technology is crucial, and NPTEL courses offer faculty and students the opportunity to stay updated.
- To attain a comprehensive understanding and mastery of various curriculum components, faculty members and students can choose courses within their discipline or explore interdisciplinary options. The modular structure of these courses is designed to be learner-friendly, facilitating a smooth progression through the learning process. Recognizing the limited availability of face-to-face or residential training programs for faculty, AICTE acknowledges advanced-level NPTEL courses as Faculty Development Programs for Engineering Colleges.
- In addition to their role as learners, teachers are encouraged to act as facilitators, guiding students through online learning programs. This approach ensures that both faculty and students can adapt to the evolving landscape of knowledge and technology.

4. Practice

- In July 2019, Sagar Institute of Science and Technology established the NPTEL Local Chapter intending to facilitate faculty and students to acquire certificates through advanced technological learning. Dr. Bhavana Gupta, an Associate Professor in the Department of Computer Science and Engineering, assumed the role of NPTEL institute coordinator.
- Coordinators from each department, typically senior faculty members, were appointed to oversee departmental activities. Faculty and students received briefings about NPTEL courses and were encouraged to enroll.
- Each semester's class timetable included two dedicated lectures for NPTEL. Assigned faculty members assisted students in resolving assignments and addressing course-related





queries. Participants had the flexibility to choose courses aligning with their interests, fostering interdisciplinary learning.

- Subjects related to computer programming and soft skills attracted faculty members from diverse streams, enhancing their knowledge through weekly assignments.
- The faculty integrated NPTEL video lectures into teaching materials, while the digital library featured NPTEL online videos for easy access through LAN.

5. Evidence of success

The impact of the above best practice is quite evident from the following facts: Students and Faculty members not only derived advantages from the lectures but also received certificates, including Elite and Elite+Silver Certificates. The practice demonstrated noteworthy results:-

- ✓ Students Registered and got the benefit of lectures- 410 (from all branches)
- ✓ Students appeared in the NPTEL exam- 120 (from all branches)
- ✓ Students obtained certificate – 73
- ✓ Students obtained Elite Certificate – 8
- ✓ Students obtained Elite+Silver Certificate - 6
- ✓ Faculty members got benefit of lectures- 71
- ✓ Faculty members obtained certificates – 12
- ✓ Faculty members obtained Elite Certificate –8
- ✓ Faculty members obtained Elite+Silver Certificate -4

This highlights the success of the initiative in fostering academic growth and recognition among both student and faculty participants.

***SISTec Local chapter has been continuously improving its rating for the last years**

6. Problems encountered.

The college's standard curriculum runs from June to November and December to April, while NPTEL courses are available from July to October and January to April annually. The overlap in course periods poses a challenge for students to manage both regular coursework and NPTEL simultaneously. Despite this scheduling challenge, both faculty and students have excelled, earning top positions with silver and elite certifications.

7. Please mention the resources like manpower, materials and money required (About 150 words)

- The Computers and Wi-Fi facility are readily available for the members enrolled in NPTEL courses.
- Students and faculty members learn from the videos and solve assignments in the assigned NPTEL lectures.
- The digital library is easily accessible coupled with LAN connection.
 - The exam fee is slightly higher for students from economically weaker sections.

