

AQAR 2018 - 19 Best Practices

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

Response:

1. Title of the Practice-This title should capture the keywords that describe the practice.

RESPONSE - STUDENT WELFARE SCHEME FOR ECONOMICALLY BACKWARD STUDENTS

2 Objectives of the Practice- What are the objectives / intended outcomes of this “best practice” and what are the underlying principles or concepts of this practice (in about 100 words)?

Objectives:

The student welfare scheme provides financial assistance to economically weaker learners in the institute. This scheme has obtained the unceasing support from management, staff and alumni. This scheme is directed towards achieving an inclusive institution. Its noble objectives are:

To extend financial aid to the economically weaker students, by providing grants, fee waivers etc
Provide discrete academic assistance and auxiliary services such as book bank scheme offered through the library for economically backward students.

The Outcomes of this practice is striving towards upholding equity and inclusion among the economically disadvantaged learners through systematic execution of funding approaches.

3 The Context- What were the contextual features or challenging issues that needed to be addressed in designing and implementing this practice (in about 150 words)?

The student welfare committee faces several challenging issues during implementation. Identifying selected learners out of the many who approach is indeed a Herculean task
Authenticity of the documents is also another deterrent.

Time hiatuses by learners who are unable to pay the installments.

Strict disciplinary action has to be taken in case of learners who fail to fulfill the requirements.

Verification of the financial backwardness of the aspirants was yet another challenge.

Inappropriate or insufficient information contained in the supporting documents is a technical difficulty.

A unique aspect of this scheme is learners belonging to various caste, creed are permitted to pay their fees by submitting cheques from their trusts or associations. Later the college reimburses the fees through a cheque in the name of the respective trusts. This ensures timely collection of fees of these students by the college.

4 The Practice- Describe the practice and its uniqueness in the context of India higher education. What were the constraints / limitations, if any, faced (in about 400 words)?

Administered and piloted by an efficient committee the students find this the most transparent mechanism for obtaining financial assistance. Applications are invited at the beginning of the academic year for

students who belong to economically weaker sections. Learners who benefit from Government

scholarships are not entitled to apply for the same. Notices are circulated in the classrooms as well as mentor teachers inform the students about the scheme. A time period is given for the students to apply and quite often the same is extended for the benefit of students. The applications are then scrutinized by an expert committee with the Principal as the ex-officio Chairman. Interviews are conducted to examine the authenticity of the information provided in the application and to verify the supporting documents. The list of eligible students are then displayed on the notice-board and also uploaded on the college website.

Learners are offered the following benefits under this scheme;

Fee waiver in case of extremely poor financial and permission to pay fees in installments.

The resources are pooled from the contributions made by staff, alumni and the institution. The practice is thus credited to have a multi-stakeholder approach which enhances the outreach of the scheme.

5 Evidence of Success- Provide evidence of success such as performance against targets and benchmarks, review results. What do these results indicate? Describe in about 200 words.

Over a period of 8 years, we have reached out financially to the neediest students which in itself are a noteworthy achievement. On the positive side, students belonging to low income groups are able to pursue graduation.

The Committee extended financial assistance to 257 students, which has increased by 45%, from 2014 to 2018.

The students put in arduous efforts to pass exams. As they are less endowed and cannot afford coaching,

under take jobs to supplement family income and cannot attend lectures at times, most of the students do not score high grades. But nevertheless most of them pass the exams and complete graduation. This initiative has helped these students to gain 'white collar' jobs and draw decent salaries.

As an evidence to the progress of students, we forward 'response' mailed to us from two of the beneficiaries.

We have enclosed a sample result statement of students who availed benefits under the welfare scheme.

The result indicates that few students have scored an 'A' grade i.e. between 60-70%. Most of the students

score a 'C' grade which indicates an above the average performance as they have scored around 50%. We strive to do better in the coming years.

6. Problems Encountered and Resources Required- Please identify the problems encountered and resources required to implement the practice (in about 150 words).

The Student's Welfare Scheme was initiated to benefit those students who were from financially weaker sections and were not eligible for any other scholarships.

Since inception, while several students have benefitted, several problems were encountered too. Inhibitions like low self-esteem, peer-opinion, and doubts regarding refunding and academic failure were also encountered. The committee felt that it was not able to reach the deserving.

Many students were not able to produce income certificate which is mandatory to avail the scheme. Needy students who were forced to work due to financial constraints could not satisfy attendance criterion.

In the initial phase funds came from the institution. Later on, the alumni, the teaching and non-teaching staffs have also been contributing voluntarily to the pool. Few organisations and parents of students have shown interest in this initiative and we plan to engage these sources too in the noble cause.

1. Title of the Practice-This title should capture the keywords that describe the practice.

Title-Student Feedback Mechanism having a comprehensive scope <http://www.sksfeedback.in/>

2 Objectives of the Practice- What are the objectives / intended outcomes of this “best practice” and what are the underlying principles or concepts of this practice (in about 100 words)?

Objectives

Review of Teaching Learning Programmes

Enhancing quality of Teaching Learning Process

Students grievance redressal mechanism

It acts as an incentive for the teaching fraternity to innovate and bring in effective methodologies in the Teaching learning process. The mechanism provides insights about the factors supporting student intake through the entry level feedback. It also throws light on the student progression by taking a stock of the contribution and role of the institution in the overall personality development of the outgoing students.

3 The Context- What were the contextual features or challenging issues that needed to be addressed in designing and implementing this practice (in about 150 words)?

This responsive system is an inbuilt component of the Teaching learning programme. By covering various aspects of the teaching-learning process, the feedback mechanism is expected to make the faculty responsive to the learning needs of the student community.

It encourages teachers to adopt interactive and participative teaching-learning methods. The mechanism provides specific information to the faculty regarding their communication skills, interactions in class,

punctuality, provision of learning resources, syllabus coverage etc. It thus acts as a basis for the furtherance of the teachers’ skills, curriculum enrichment and identification of gaps if any. It offers an opportunity for self-introspection for the teachers.

The major challenges encountered are:

Few students volunteer to provide feedback on their own accord in the online process which is accessible to all.

Administering online feedback requires technical soundness.

4.The Practice- What were the contextual features or challenging issues that needed to be addressed in designing and implementing this practice (in about 150 words)?

Learners who comply with 75% and above attendance are selected in this process. A regular feedback is taken offline and online.

The feedback committee this academic year ventured into a mechanism wherein from this semester all students could have access to feedback through google forms sent online. Special

feedback sessions were conducted in all the classrooms and students submitted the feedback using their mobiles. Messages were also sent across to students who were absent to provide responses from their residences. In the past only 10% of regular students were taken to the computer laboratory and forms were filled online.

The institute makes it imperative that all courses undergraduate and post-graduate are systematically represented.

The feedback system is three-tier based; one at entry level, semester-end and at the point of exit. The entry level questionnaire comprises of questions related to reasons for choice of the college and the programme

selected. The semester-end feedback includes overall teaching learning practices. The exit form is an overview of the teaching and infrastructure accessibility.

The analyzed results of the feedback are provided to the faculty and reviewed by departments.

This exercise thus contributes to providing qualitative enhancement in the teaching learning approach.

5 .Evidence of Success- Provide evidence of success such as performance against targets and benchmarks, review results. What do these results indicate? Describe in about 200 words.

Students play a vital role in enhancement of quality of learning experience. The student feedback has increased the emphasis on the need for involvement of students in the quality assurance of higher education. Academicians agree that feedback is important in the development of expertise. Constructive feedback can reinforce good behaviour, allow for the correction of mistakes, and provide direction for improvement.

The feedback mechanism provides a positive or negative opinion thus creating an atmosphere of self-analysis amongst the teaching fraternity. Positive responses are an encouragement to teachers whereas a negative response creates a scope for improvisation where necessary remedial measures are taken to attain student satisfaction.

This software has been designed and developed by students from our institute under the able guidance of a committed and dedicated committee. The feedback is pooled, collated, analyzed and disseminated.

Feedback is kept under strict confidence and is only accessible to the respective staff, head or coordinator of the department and the head of the institute via email. The traditional method of feedback of retaining a suggestion box at the entrance of the office also helps the students to drop their grievances and suggestions which is also impacts the appraisal process.

This mechanism offers clarity and transparency in evaluating the success of what it is being accomplished thus enriching the teaching-learning process.

6. Problems Encountered and Resources Required- Please identify the problems encountered and resources required to implement the practice (in about 150 words).

This responsive mechanism is susceptible to varied anomalies from implementation to submission.

Availability of lab-The computer laboratory is continuously engaged with practical sessions so allocating a convenient time slot for the conduct of feedback sessions is a physical constraint.

System restraints – The server is centrally controlled by the Information Technology department of the management hence any failure can lead to disruption of services and tentative stoppage of the ongoing activity.

Feedback Fatigue- Occurring rarely but a cause for student dissatisfaction due to infrastructure lapses.

Reluctance to provide feedback- Even though anonymity is maintained there is a fear amongst the students of being identified and it's impact on evaluation which can be a hindrance for a honest feedback.

Acceptance of feedback by the teaching fraternity-A positive feedback leads to a sense gratification and is a stimulant promoting effective instructional methodology. Teachers receiving negative student feedback are also more likely to introduce unwarranted changes to their teaching in order to satisfy students. Many teachers may not perceive this as constructive criticism due to professional pride and integrity.

Subjective interpretations of students on various criteria questions-Subjective interpretations are an analysis of the facts based on personal beliefs, opinion, perspective, feelings of an individual which can be prejudiced.

Limitations of likert type rating scales presented in the form-The Likert Scale is uni-dimensional which can result in biasness hence leading to wrong conclusions, sometimes respondents may misunderstand the questions asked and give wrong feedbacks leading to skewed results.