

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

Best Practices 1

A) Title - Interaction Module

a. Introduction Interaction Module inducted in improving the academic standard through mentoring. The idea was conceived by Hon'ble President Sir way back in 2006-2007. (Refer Metric 2.3.2). We made the institute to see that it not a college but a school, wherein an intimacy among stakeholders exists thereby creating the Family Culture.

It also encompasses of human and family touch and absolute connect to Dean and President. UGC circular about Mentor-Mentee came into existence now but we have introduced in 2006. It is probably the only college conducting such a module along with routine time line of curriculum.

b. Definition Interaction Module is a sort of microteaching where teacher interacts with a small group of students to make them more competent and confident.

c. Objectives of the practice 1. To establish a good rapport between staff and students through communication on individual basis. 2. To resolve their academic difficulties. 3. To help them attempting MCQs which connect them to the teaching and library learning resources and prepare for oral examination / interviews.

d. Context

1. Topics which are difficult to understand are further simplified with deep detailing. 2. Few other topics which are important (Must Know for slow learners) from examination point of view and the one which reappears in the examination regularly/periodically from the curriculum are taught. 3. Also the topics (Should Know) having its relevance for the advance study (Research) are taught to advance learners.

e. The Practice Flow chart: Final year BDS students are divided into 8 groups of 10 students each (viz. A to H)--> One group leader among the students is nominated to each group.--> One group teacher is associated with Each group.--> Students meet their respective group teacher every 15 days.--> Interaction classes are conducted daily (Monday to Friday) at 10:00 am by respective subject teachers.--> Allocation of Topics for MCQ's Head of Departments/Subject Teachers prepare a list of topics of their subject and divide them among the Groups (viz. A to H).--> Topics covered in the lectures are distributed subject wise from Group A to H --> Every month topics are changed for preparation of MCQs and it is continued till the course completed.--> During Interaction 2/3rd of the time is allotted for discussion and 1/3rd time allotted for MCQ's framing and Google search regarding the topic.--> Each group prepares 20 questions per topic. Quiz competitions are conducted following International Premier League Pattern (IPL). In this unique module the learners and the teachers are an integral part. These questions are submitted to Group Teacher for Editing.--> Corrected questions are further submitted to Coordinator and Mentor for further Edition if any.--> MCQs then submitted to Interaction In charge and MCQs Bank is deposited in library after stamping.--> Subject teachers prepare monthly interaction report and submit to group teacher.--> Group teachers prepare report of their respective group of all subjects and submit to group coordinator.-->

Group coordinator prepares report for all groups for all subjects and submits report to interaction in charge:--> Group Leader --> Group teacher --> Group coordinator --> Mentor Interaction Incharge --> Dean Sir--> Honourable President Sir. This module has been copyrighted as the part of IPR in the current year.

f. Evidence of success 1. The students figured consistently not only in overall Merit list of MUHS but also topped in individual subjects and have secured Gold medals. 2. Extra efforts are taken for academically weaker students to improve their performance 3. A structured feedback is obtained from students about the module.

g. Problems encountered and resources required to become adapt to this new way of learning requires time, guidance, and encouragement.

Best Practices 2

1. Title of the Practice - Well established Good Governance framework

2. Objectives of the Practice

To establish a data governance tool that aids in the process of creating and maintaining a structured set of policies, systems and procedures, and protocols that control how an institution's data is stored, used, and managed.

Good governance promotes accountability, transparency, efficiency and rule of law at all levels and allows efficient management of human, natural, economic and financial resources for equitable and sustainable development, guaranteeing stake holders participation in decision-making processes.

The five institutional pillars that form the foundation for successful governance and risk management are to be nurtured: culture, leadership, alignment, structure, and systems (CLASS).

3. The Context

In Good governance a set of responsibilities and procedures exercised by an institution to provide strategic direction to ensure educational objectives are achieved through effective and efficient use of resources, accountability, and participation of stake holders in decision-making.

Good governance is important in higher educational institutes, because an institute is an organisation consisting of variegated group of stakeholders, so a framework needs to be established.

The objective, for higher education, is holistic development of student. Good governance drives performance in the pursuit of development, and manages the risks involved.

It is the role of good governance to enable institutes to manage relations among these stakeholders and to ensure that sustainability is achieved. "Sustainability starts and finishes with governance. No institute can flourish without adherence to its principles. Good governance informs and facilitates decision-making which, in turn, enables institute to grow and prosper. Coupled with accountability and transparency, governance (as an over arching framework) allows institute to be sustainable in the long-term,"

4. The Practice

Good Governance Assures the Quality of Decision-Making

Adherence to purpose - Autonomy as the best guarantee of quality and international reputation. Academic freedom and high-quality research, scholarship and teaching.

Dedication to the interests of stakeholders - Protecting the collective student interest.

Robust well-informed decision-making

Transparency - The publication of accurate and transparent information that is publicly accessible.

Accountability - A recognition that accountability for funding derived directly from stakeholders who pay for the services available and expect clarity about what is received. Full and transparent accountability for public funding is provided.

Gender and Ethnic Diversity - The achievement of equality of opportunity and diversity in all spheres of opportunities in the institution. The principle that Higher Education and associated opportunities should be available to all those who are able to benefit from it.

Here a set of responsibilities and procedures are exercised to provide strategic direction to ensure educational objectives are achieved through effective and efficient use of resources, accountability, and participation of stakeholders in decision- making.

5. Evidence of Success

Improvement in, System Management in turn, the process of planning, implementing, monitoring and evaluating the various parts of a system. In education, these parts include strategic and operational planning, human and financial resources, teacher education and accreditation, curriculum and student assessment

Robust modules have been established, thereby students' performance in all spheres got improved.

6. Problems Encountered and Resources Required

The success is limited by -First, the leader cannot know in detail what makes good 'products,' as education and research are credence goods, whose contribution to the leader's utility cannot be fully known even afterwards. Second, the 'production function' of education and research relies on professionals (teachers and researchers), hence the process is largely under professional control of those professionals, leading to 'bottom-heavy,' fragmented organisations."

The Governing Body is also responsible for ensuring that its own composition is diverse, and that its members have the necessary skill-sets to ensure performance.

