7.2.1 Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.

Best Practice 1

CIP – Community Involvement Programme

Objectives-

1. Actively enhance the local community by addressing its critical needs, encompassing education, health, infrastructure, and social welfare initiatives.
2. To offer students experiential learning, fostering practical skills, empathy, and a sense of social responsibility beyond classroom.
3. To promote active citizenship among students by involving them in community-based projects, volunteerism, and civic activities.
4. To cultivate and strengthen alliances with local organizations, combining resources and expertise for efficient community assistance.

Context-

In 1964, the Kothari Commission advocated adding "Extension" as third dimension of higher education, introducing teaching, research, and extension within higher education to make education more practical and relevant to real-world situations.

The foundation of CIP lies in acknowledging institution's expanded role beyond traditional education. Engaging with the community provides valuable experiential learning opportunities for students, faculty, and staff, exposing them to real-world challenges, diverse perspectives, and development of practical skills.

The Practice-

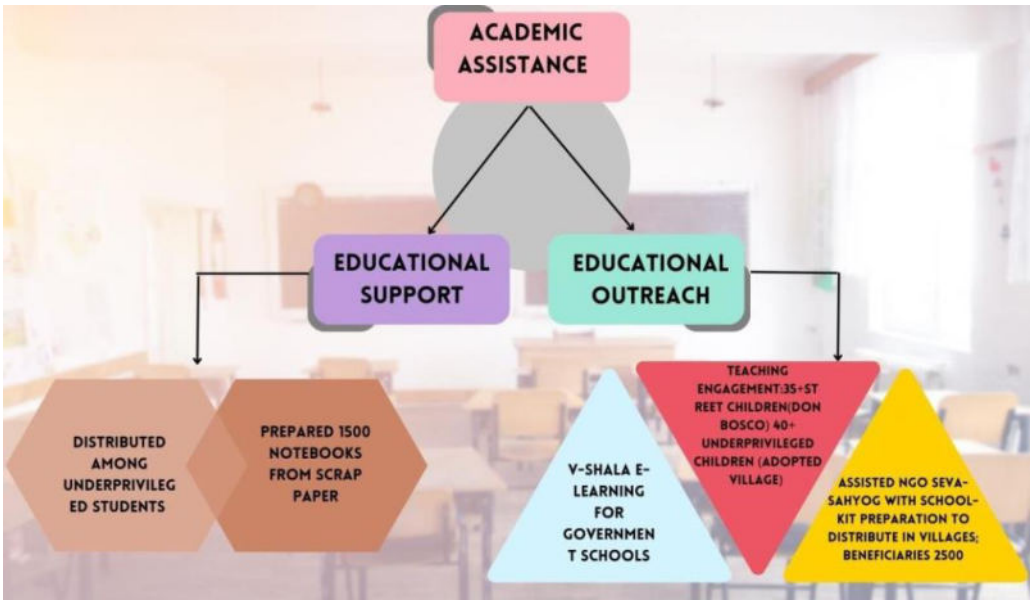
In the framework of our CIP, our college administers a wide spectrum of extension initiatives through diverse committees, including National Service Scheme (NSS), Department of Lifelong Learning (DLLE), Women's Development Cell, Student's Council, and various clubs. Through the collaborative efforts of these committees, we actively participate in a broad spectrum of outreach initiatives in partnership with local authorities, corporations, hospitals, and NGOs. These committees manage a wide array of activities encompassing Environmental Initiatives, Swachha Bharat Abhiyan, Education Outreach, Health Initiatives, Road Safety Activities, women's rights, civic awareness, and responsibilities. These efforts connect with and aid the local community while promoting holistic student development through meaningful social initiatives for community enhancement.

Evidence of Success-

1. Environmental Impact:

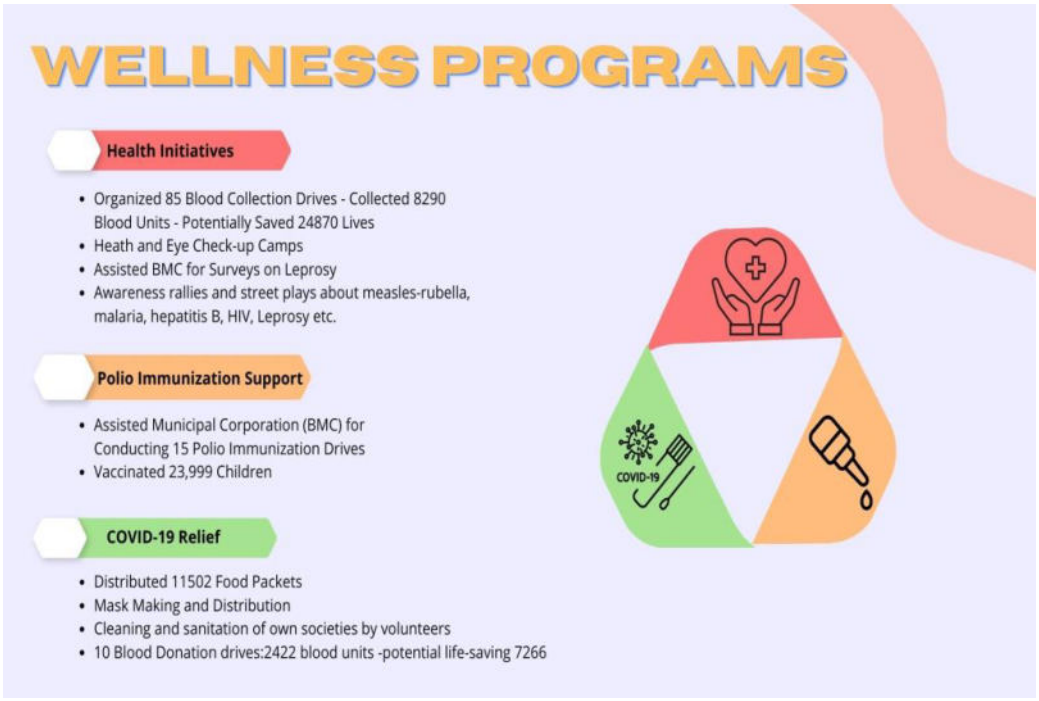
- Removal of 55,000 kgs of plastic waste, collecting 13,000 kgs of Nirmaly, recycling of 363 kgs of plastic bottles, and planting 1,754 trees
- Production of 80,000 paper bags and 2,500 cloth bags, distribution to local vendors and the public

2. Educational Support and Civic Education:



- Providing 1,500 notebooks and engaged in teaching activities benefiting 75+ underprivileged children.
- Civic awareness through visits, sessions, street plays.

3. Health Support:

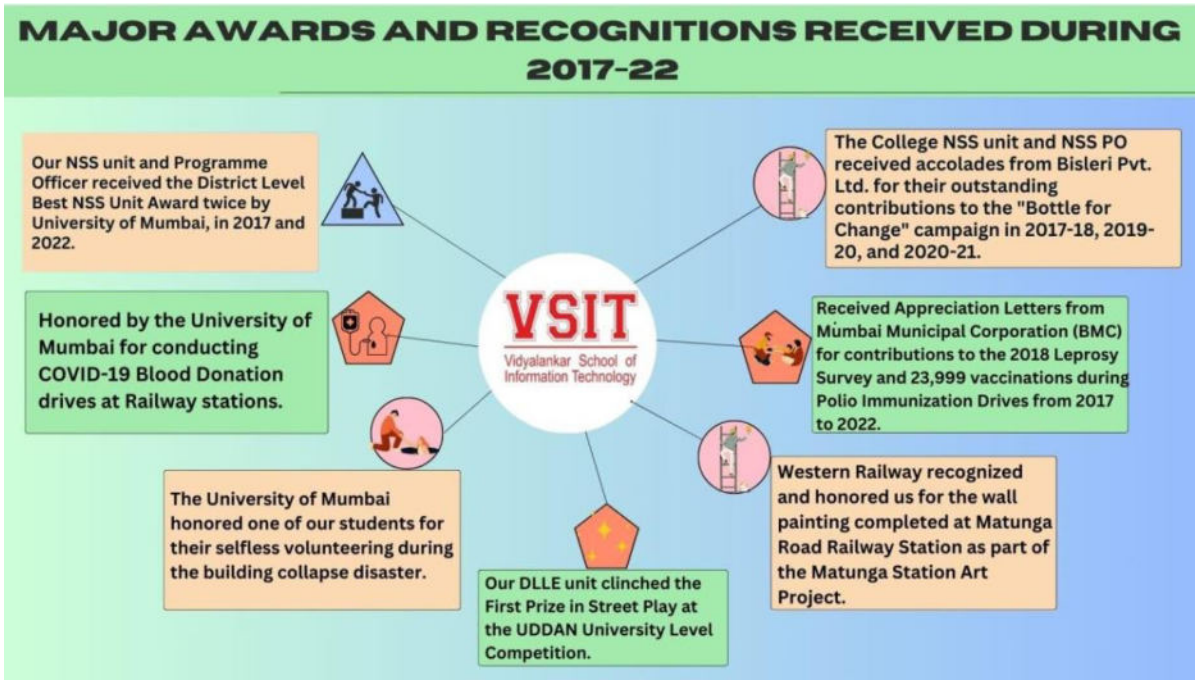


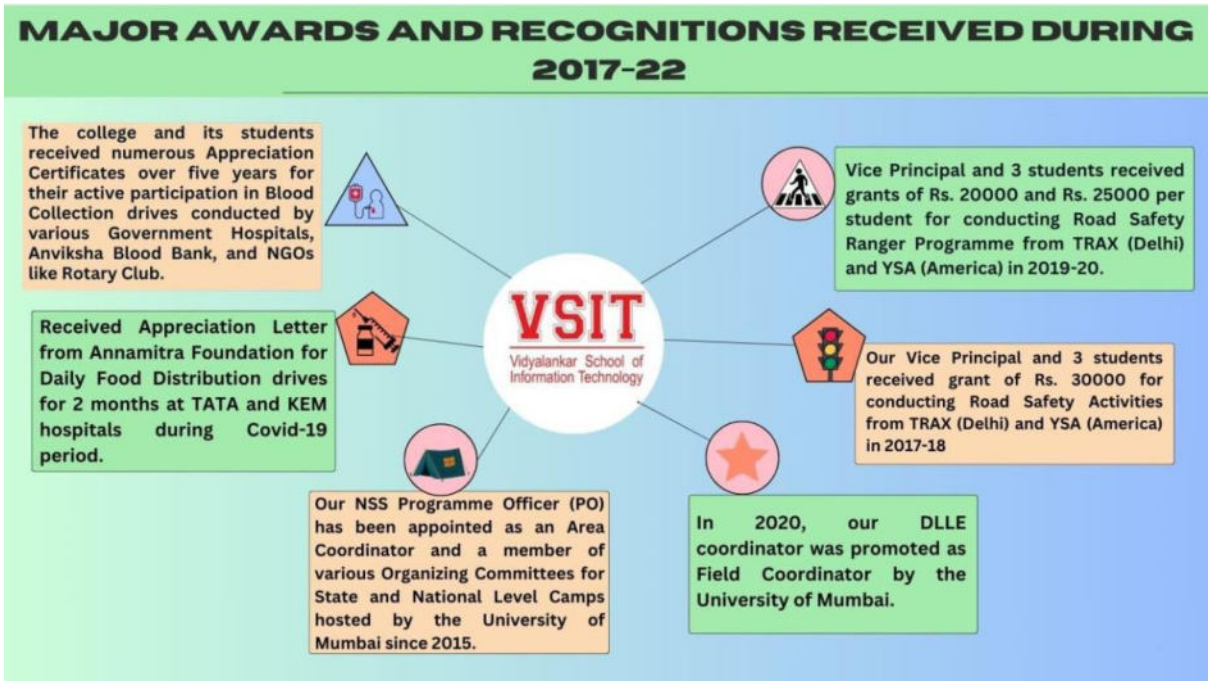
- 85 Blood Collection Drives and potentially saving 24,870 lives through blood donations.
- COVID-19 Relief: Distributing 11,502 food packets, masks, and participating in sanitation.
- Polio Immunization: Assisting in vaccinating 23,999 children against polio.

4. Community Engagement and Village Development:

- Infrastructure development, educational support, and health support for community development.

5. Recognition and Awards:





- Awarded at district, state, and university levels for exceptional community involvement.
- Recognized by organizations like Bisleri Pvt. Ltd., Western Railway, Annamitra Foundation, Mumbai Municipal Corporation.
- Received grants, such as for the Road Safety program, acknowledging external support.
- Consistent recognition for five years in Blood Collection drives.
- Faculty members, including NSS Programme Officer and DLLE Coordinator, promoted to higher roles for effective leadership and contributions.

Problems Encountered and Resources Required-

Encouraging and sustaining a significant level of student involvement is complex due to students' academic responsibilities, involvement in other co-curricular activities, and personal commitments. The participation of students was enhanced by ongoing input from student volunteers, guidance from staff and mentoring by experienced student volunteers, as well as recognition through certificates and awards.

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Best Practice 2: Academic Administration Plan (AAP)

Objectives/intended outcomes:

The Academic Administration Plan (AAP) is an institutional document that functions as an elaborate teaching plan. The document will chart the course, examining the past performance of learners and determines strategies for future improvement. It is a holistic document that leverages the cognitive, affective, and behavioural aspects of the course to the course and programme outcome.

The Context:

AAP serves to guide the instructor to prepare students for learning and be prepared to impart learning. Learning cannot be solely a spontaneous endeavour. Probing student response from past performance, gauging course-mapping and consequently, determining a strategy for teaching, enhances the teaching-learning experiences.

The Practice:

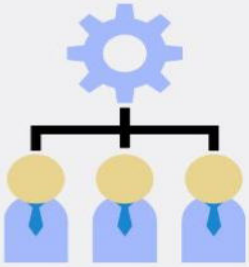
ACADEMIC ADMINISTRATION PLAN

AAP serves to guide the instructor to prepare students for learning and be prepared to impart learning. Learning cannot be solely a spontaneous endeavour. Probing student response from past performance, gauging course mapping and consequently, determining a strategy for teaching, enhances the teaching-learning experiences.

Course Allocation

2 months before the start of the semester

Teachers are assigned the course so that the teacher begins preparing the AAP



Investigation

- The course objectives are understood and aligned with objectives to discern the contextual importance of the course.
- Past performance of learners is reviewed to comprehend learner's ability to grasp course content.
- Teacher identifies challenging topics (caustic topics) to determine an optimal teaching strategy for future learners.

Workshop

- AAP workshop is scheduled for each cluster.
- An external academic mentor and an internal academic mentor is present during the presentation to review the AAP.
- An industry mentor brings insights from the job market and the field that students aim to be absorbed into in the future.

Preview

- The revised AAP is approved by all mentors.
- It is reviewed during a process called Preview. The Preview is conducted by the HoD & the CAO.
- The Preview is a meeting that checks the preparedness of the teacher for the ensuing semester.

V-Refer

- AAP is uploaded to V-Refer.
- V-Refer is a repository of course material and teaching documents.
- The AAP is now accessible to both faculty members and students for perusal. The uploaded AAP serves as the final draft for the ensuing semester.

Additions

- The AAP undergoes constant updates to accommodate new developments in education and in the industry.
- Education 4.0 has been heralded as a new learning approach that incorporates the fourth industrial revolution (4IR/ Industry 4.0).

- The AAP has been a practice at the institute since 2017 and has since then functioned as the backbone of teaching activities at VSIT. Additionally, it has undergone updates to meet the demands of changing academic demographic and trends in teaching.

- Two months before the semester commences, the teacher is assigned the course so that the teacher begins preparing the AAP.

- The teacher investigates the course in detail. The course objectives are understood and aligned with objectives to discern the contextual importance of the course. The past performance of learners is reviewed to comprehend learner's ability to grasp course content. In addition to reviewing learner's past performance, the teacher also identifies challenging topics (caustic topics) to determine an optimal teaching strategy for future learners.

- The AAP also serves as a pre-course tracker, enabling the teacher to schedule topics and build a comprehensive lesson plan. The AAP also works to empower teachers to apply innovative teaching methodologies and non-traditional classroom teaching methods to teach in a manner that is interesting, edutaining and practical. Robust classroom sessions are possible due to the meticulous planning that a teacher is compelled to by the structure of the AAP. The AAP figures a detailed organization of class teaching hours and methodical scheduling of assignments to ensure smooth delivery of course content and efficiency.

- Preparing the AAP necessitates course comprehension, examination of course content, review of exam performance, consultation of previous instructors, allocation of topics for case study and/ or problem-based learning (PBL) and/ or flipped classroom learning and/or project/mini project and/ or self-study and/or other activity-based learning. The AAP is also positioned in a nexus of programme domains to identify the scope of the course content and its potential for capacity building.

The AAP Workshop:

- An AAP workshop is scheduled for each cluster/ department. The instructor presents the AAP and explains their strategy for teaching. An industry mentor, an external academic mentor and an internal academic mentor is present during the presentation to review the AAP. The mentors contribute expert insights to enhance the AAP and course comprehension while providing suggestions to improve classroom delivery. The industry mentor brings insights from the job market and the field that students aim to be absorbed into in the future. This enables the teacher to re-align, wherever necessary, various activities to upskill students. The external academic mentor brings expertise and knowledge of working academic conditions from another college, giving the teacher a competitive edge by imparting academic and administrative awareness. The internal academic mentor is a faculty member of the institute itself who serves to guide the teacher and help understand how suggestions can be implemented in the institution's operative capacity. The three mentor extensively reinforce ideals of teaching and skill development through their valuable suggestions. Additionally, the AAP workshop is enhanced with the presence of all the members of the cluster/ department. Suggestions from peers and the Head of the Department act as the final touch to the AAP draft.

- The revised AAP is approved by all mentors.

- It is reviewed during a process called Preview. The Preview is conducted by the Head of the Department and the Chief Academic Officer. The Preview is a meeting that checks the preparedness of the teacher for the ensuing semester. The AAP is soon uploaded to V-Refer. V-Refer is a repository of course material and teaching documents. The AAP is now accessible to

both faculty members and students for perusal. The uploaded AAP serves as the final draft for the ensuing semester.

- Once the semester commences, the AAP is displayed to the students and discussed so that they are informed about the syllabic plan and mode of implementation. This ensures transparency and keeps students informed about parameters used for assessment and empowers them to strategize learning. The AAP is therefore a document that serves the interests of both the learner and teacher and functions as a blueprint for the semester.

Additions to the AAP include:

i. List of research papers and literature,
ii. List of companies that provide relevant internship opportunities to enable pre-professional experience,
iii. Identification of problem statements based on current market trends using live cases, identification of best guest speakers to address the same problem statements and market trends,
iv. Identification of competitions that the students can participate in to test their awareness and simultaneously expand their knowledge in a healthy competitive environment and network with peers and mentors from the industry.
v. Identification of top schools/ universities that teach similar/ same courses and possess a valuable repository of learning content,
vi. Recent faculty certification details in a pertinent course,
vii. Faculty certification in any refresher course or details of training acquired under the guidance of the cluster mentor,
viii. Identification and adoption of various best practices,
ix. Details of Beyond Syllabus Activities (BSA) for mitigation of the gap between industry and academia,
x. Details of mentoring sessions done between the learner and teacher to resolve doubts and other issues that learners may experience in their academic time on campus.
xi. The AAP undergoes constant updates to accommodate new developments in education and in the industry. Education 4.0 has been heralded as a new learning approach that incorporates the fourth industrial revolution (4IR/ Industry 4.0). 4IR brings into the industry the operational and cultural impact of technological developments in varied fields of intelligence. With the rise of robotics, AI, data science and automation to name a few, the industry has witnessed immense changes. This has significantly impacted working conditions, employment patterns and altered the demand of the job market. A graduate's rate of success in absorption is now tested in these uncharted waters. Education must therefore evolve to empower students to chart these waters successfully.

Evidence of Success

The volume of suggestions procured from the mentors, external and internal, have led to the realisation that there is a need to systematically monitor, regulate, plan and implement said suggestions in a manner that empowers instructors and students. Hence the departments have created a detailed document called an AAP Compliance to meticulously track curriculum delivery and activities aligned with the suggestions provided and the principles of Education 4.0.

The AAP compliance document is an excellent way to monitor student attendance, activities conducted, outcome of such efforts and the path followed to achieve the course outcomes. This ensures better implementation of Beyond Syllabus Activities and also helps plan micro-assessments to improve class performance in term examination. The AAP compliance is reviewed every semester by the HOD and suggestions are provided. These suggestions are incorporated when the AAP is prepared next semester on the same course. Hence the AAP and the AAP compliance stand at the ends of a cyclic process that aims not to recycle but to refresh and reinvent the teaching-learning process

Problems encountered and Resources Required:

1. **Due to faculty leaves there might be a change in AAP compliance**
2. **Mapping with POs and COs**