

Qualitative Metrics

Criterion 7-Institutional Values and Best Practices

Key Indicator - 7.2 Best Practices

7.2.1	Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.
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Best Practice 1:

1	Title of the Practice	Implementation of Faculty Course Assessment Report
2	Goal	<ul style="list-style-type: none"> • The FCAR is an effective reporting tool that is used to collect all relevant course related information into a single document • An effective documentation tool for the purpose of both course learning outcomes (CLO) and student outcomes (SO) • Continuous improvement at the course level.
3	The Context	<p>This process begins with the development of Course Objectives and Course Outcomes. Course Objectives are general statements about the content of the course. Course Outcomes are statements relating to what the students should know at the end of the course. At the completion of the course, each instructor completes an assessment report for each Engineering course they taught. The report includes the following sections; Heading, Catalog Description, Grade Distribution, Modifications Made to Course, Course Outcomes Assessment, Student Feedback, Reflection, Proposed Actions for Course Improvement. Other sections may be included as each instructor or the Department wishes. These extra sections may be used to assess the “soft” skills required by ABET(Accreditation Board for Engineering and Technology) such as written and oral communications, engineering ethics, etc. and should reflect your institution’s Program Outcomes and Objectives. The Course Outcomes Assessment is the main section of the report and should include a quantitative evaluation of each stated course outcome. These evaluations should include examples of how the outcome was taught and evaluated. Finally, the extent to which the class satisfied the outcome should be stated numerically</p>
4	The Practice	<p>1. Header – FCAR consists of both the subject code and course number, followed by course title. Each faculty should submit an FCAR that summarizes the assessment of all sections for which he/she is responsible. Indicate the section(s) within parentheses that the Report is covering. Also provide the academic term and the Instructor’s name for the reporting period.</p> <p>2. Current Catalog Description – Give the exact catalog description under which this course was taught. Providing this information will, over time, document changes made to the</p>

	<p>catalog description and why it was changed, indicating the feedback elements of the assessment process which led to the change. The FCAR documents this activity (change) in the "Course Modifications" section.</p> <p>3. Grade Distribution – List the distribution of grades for the course, including withdrawals. By actively engaging in this computation, the instructor can better reflect upon the results.</p> <p>4. Improvements/Modifications Made to Course – This section mentions the course improvements made based on recommendations coming from previous assessments. Please list any substantive changes made to the current offering of the course, and cite the source of the improvement (e.g. a previous FCAR, an action plan, minutes of a committee meeting, etc.), especially if it has been documented. These references are necessary so that each modification can be traced back to its source and to demonstrate how the loop was closed for any particular modification. When the continuous quality improvement process is working, changes are fed back into the program, which is often referred to as "closing the loop" on the assessment process.</p> <p>5. Course Learning Outcomes (CLOs)/Assessment Tools – List and address course learning outcomes (from Course Syllabus) separately. Appropriate documentation stating what items are used for the assessment. There is no need to assess every question on every assignment; keep your workload manageable by picking an appropriate selection of items (e.g. specific exam questions, noteworthy assignments) and use those for your assessment.</p> <p>6. Student Outcomes (SOs) Assessment ("by Components") – Start by pasting here a copy of the applicable (a-d) Student Outcomes (SOs) for the course (right from the Course Syllabus). The assessment of course outcomes is, by itself, insufficient to meet the student outcomes and assessment. The data presented for satisfying the requirements for Criteria have to be relative to the adopted (a-d) Student Outcomes (SOs). This section of the Report is organized into "components" that roughly correspond to the individual items listed.</p> <p>7. Student Feedback – When performing assessment, input should be obtained from all of the appropriate constituents; accordingly, student feedback is of utmost importance. Please provide a synopsis of the course evaluation form student feedback as it relates to the course. While some of the comments received from students are of dubious quality, or are of constructive criticism toward the instructor, there are other comments regarding course content and organization that are worthy of being shared. Sharing this information increases the likelihood that these comments will find their way into an action plan for improving the content of the course.</p> <p>8. Reflection – The primary purpose of this section is to promote self-awareness on the part of the instructor. It is</p>
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		<p>imperative to keep an open mind while looking at the results so that shortcomings can be identified and corrected. This allows for documenting impressions regarding the effectiveness of instruction, extenuating circumstances that might have affected student performance or items that fall outside the scope of the current set of course and student outcomes. It also allows for the documentation of those things that are not easily measurable and of things that are measurable but not encapsulated into the current set of course or student outcomes.</p> <p>9. Proposed Actions for Course Improvement – The specification of proposed actions for course improvement begins the "closing the loop" process, as these items constitute the result of the instructor's evaluation of the course via assessment, student feedback, and reflection. There are no restrictions as to what can be proposed; it could be as simple as a note to include material on a certain subject in an assignment, or a recommendation to the curriculum committee to modify or create a course to better deal with some of the subject material. Whatever suggestions are recorded by the instructor, it is essential that the appropriate parties incorporate the FCAR review into the overall assessment process as a regularly scheduled activity.</p>
5	Evidence of success	<p>The use of FCARs has facilitated the process of ABET(Accreditation Board for Engineering and Technology) assessment by providing quantitative measures (Course Outcomes) that may be directly related to Engineering Program Outcomes. The ability to track changes in courses over time as a result of the assessment of Course Outcomes allows the program to “close the loop” and provides the opportunity for continuous improvement. However, as noted by the ABET evaluators, every course and every instructor must participate for the FCARs to be valid. In addition, a consistent format for the quantitative measures is mandatory to allow the Course Outcomes to be mapped to the Program Outcomes. Over the period of three years, the majority of the faculty have become acclimated to the process and value its worth. The ability to track changes made to specific courses, and hence the program as a whole, has been found to be the greatest benefit.</p>
6	Problems Encountered and Resources Required	

Best Practice 2:

1	Title of the Practice	Industry – Institute Relation towards Skill Development
2	Goal	<ul style="list-style-type: none"> To impart the Engineering skill expected from the industries


		<ul style="list-style-type: none"> • To bridge the gap between the industry and academia • To make the students job-ready by the end of the program • Groom the students to become Entrepreneur
3	The Context	<p>There is a need to create avenues for a close academia and industry interaction through all the phases of technology development, starting from conceptualizing to commercialization. Students need to be skilled to work on innovative ideas. The industrial linkages will help the Institution and hence the students; It should continue for longer period for preparing the manpower of world class in the field of technology by inculcating various skills required by the industry, thereby contributing to the economic and social development at large.</p> <ul style="list-style-type: none"> • To help design, develop and deliver training modules for students that they are made industry-ready • To help the faculty to understand expectation of industry so that they can align their teaching to the needs of the industry • To facilitate internships/ in-plant training/ industrial project for students to ensure that they get industry exposure during their campus days, which leads to better employability • To groom them an Entrepreneur by inviting achievers of the industries.
4	The Practice	<p>The various types of interactions between academic institute and industry and also at the same time the requirements of industry from academic institution are addressed regularly. It is evident that collaboration of industry and institution in skill development leads to innovations. This practice creates healthy environment in the country by which there will be an all round development. Institution has an explicit division for industrial linkage which houses placement division under the headship of a director. They play a pivoting role to link the industries with departments based on the requirement. The best practices of our Institute to enhance the interaction between Industries and Institute are;</p> <ul style="list-style-type: none"> • Industrial visits/tours • Industrial training/internship • Industrial project • Industrial consultancy • Product development through collaboration • Inviting industrialist as guest speaker/expert • Arranging the hands-on training in the cutting edge technology • Entrepreneur development awareness program • Online courses for filling the industrial gaps <p>Students are visiting the industries as a normal procedure and encouraged to undergo industrial training and</p>

		<p>internship during their winter and summer holidays. Industrial linkage division is arranging the industries to the students to undergo training. Students are encouraged to take up industrial project which help them to understand the industrial requirement. IPR cell is conducting seminars and encouraging the students/ faculty members to register for patent if their project has novelty. Faculty members are encouraged to take the consultancy work from the industries. Students are involved in the development which gives more hands on industrial project. Guest lectures are organized by each department to fill the gap between the academia and the technology expected from the industries. This will enable the students to study content beyond the syllabus to make themselves industry-ready. Each department conducts value added course for the benefits of students. This will help the students to update their knowledge in cutting edge technology. Online courses linked with industrial need are announced by the department so that students can have the international certification. Department invites industrial expert for the expert lecture, functions and activities. Students could interact with the industrialist and discuss their doubts directly. Students could be able to understand the corporate ethics and expectations from them.</p>
5	Evidence of success	<ul style="list-style-type: none"> • On organizing the Industry Explorer Conference (i4), faculties and students are exposed to industrial expectations to focus on the real time skill set. Performance is improved by 20% in placement. Increase in participation of students in attending internship. Industry understands the need of institution and has come forward to offer Implant Training, Industrial Visits/Projects with our continuous efforts. • More online courses (industrial skill) registration by students and staff. • Innovative projects are identified and in the process to apply for IPR. • Enhancement of problem solving skill to face the challenges associated with carrying out investigation • Students are encouraged to participate in design contests.
6	Problems Encountered and Resources Required	<ul style="list-style-type: none"> • Students' communication is a biggest threat due to their family background • Interface with leading industries is a mighty task • Getting Industrial training/ project in software industries is a difficult task • The institution is far away from the Industrial corridor.

BEST PRACTICE 3		
1	Title of the Practice	Education Beyond the Classrooms
2	Goal	<ul style="list-style-type: none"> • To perceive suitable techniques for coaching and mastering outdoor the lecture room • To beautify the instructional revel in with the aid of using indulging in revolutionary and exciting new techniques of constructing knowledge
3	The Context	Education Beyond the Classrooms at SITAM consists of all the ones matters that are intentionally meant to beautify the instructional revel in. It encompasses the entirety from the instructional curriculum to song, drama, sports, network engagement, possibilities for overall performance and the outreach sports for the gain of the network.
4	The Practice	<p>At SITAM, training past the lecture room is accomplished thru the subsequent ways:</p> <ul style="list-style-type: none"> • Professional Certification Programs • Outbound Learning Programs • Internships – Corporate & Social Sector • Extension and Community Outreach • Sports
5	Evidence of success	<ul style="list-style-type: none"> • Outreach sports of college students are mentioned in newspapers • Compulsory commercial visits and social visits are performed each educational year • Many college students be a part of NGOs to canvases for society due to publicity and mastering they get hold of on those outreach programs • The boom withinside the variety of college students who've taken up a profession in sports, music and different creative fields
6	Problems Encountered and Resources Required	Faculty who're in particular educated to make certain efficient sports are organized and that the scholars are furnished with an orientation adequate sufficient for them to perform their duties and responsibilities


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