

7.2 best practices

1) To inculcate the value of writing scientific papers and publishing it in Indexed Journals among faculty members of the college.

OBJECTIVES

- Increase the number of research projects among the staff
- Increase the number of publications in indexed journals
- Encourage inter disciplinary/ multidisciplinary collaborative research efforts to introduce best practices in health care based on evidence.

THE CONTEXT:

Writing and publishing research papers are an integral part of the professional life. This will not only help in obtaining knowledge and increasing the number of projects in hand but also it opens the way for best evidence based practice in the health care profession.

THE PRACTICE:

The first part of the practice includes, encouraging the teachers to write the scientific papers. Then the written manuscripts are verified by the research and ethical committee. Once the manuscripts are ready, the ways are identified to get it published through various means. The papers are presented in the workshops, conferences and in national and international nursing journals

EVIDENCE OF SUCCESS: - The faculties are benefitted because of their professional growth.

PROBLEM ENCOUNTERED –

- More qualified members are required in doing advanced researches
- More budget provision is needed in certain studies
- Less number of senior experienced faculty is another problem in conducting advanced research

2) Blood donation camp.

OBJECTIVES:

To increase awareness, the importance of blood donation among the students, and faculties, to inform how the donating blood can help other people who need blood and how this camp help to save peoples

In today's world, where the majority of the people are having health issues, the institution recognizes the need to inculcate values of blood donation. The NSS cell of our college is working with this goal.

THE CONTEXT:

The NSS cell inculcates among the students.

- Provide a global platform to celebrate and thank individuals who donate blood voluntarily, for altruistic reasons and without any monetary reward.

- Promote and support the establishment of effective blood donor programme and the elimination of a dependency on family/replacement and paid blood donation.
- Encouraging existing low-risk voluntary donors to give blood regularly
- Encouraging new people to donate their blood on a voluntary unpaid basis
- Promoting low-risk behavior so that individuals protect their own health as well as being safe to donate blood.

THE PRACTICE:

Organized the following activities.

- Organizing Blood donation camp every year
- Held Counselling session about donation
- A programme on promotion of values of blood donation.

EVIDENCE OF SUCCESS:

Students are increasingly taking interest in this practice. They are regularly attending these camp despite their packed schedule of usual classes



3) Prizes to meritorious students

OBJECTIVES:

- To motivate the students to reach at higher levels of success and keep consistency in their Academic performance.
- To support needy students.

THE CONTEXT:

- This practice is for promoting the students to have excellent performance in University Examinations and competitions.
- The institution has been doing the practice of giving prizes to the meritorious students.

THE PRACTICE:

To first six toppers from each class.

- Every department gives prizes to first three toppers of every year
- first year toppers are being awarded with prizes
- First year students who have excellent academic results in 12th standard, are awarded with prizes.

EVIDENCE OF SUCCESS:

- Number of meritorious students are benefited & motivated through this scheme.
- The impact of this practice is tremendous and the slow learners are definitely inspired by the meritorious students' academic achievements. Few students who had less percentage at H.S.C. level are being motivated by this scheme & have remarkable improvement in their academics.



Felicitation Topper (2018-19) Mr.Prajwal Bhale

4) GATE Training to students

OBJECTIVES:

- To make the students capable for competitive exams.
- To enhance conceptual knowledge of students in particular course and disciplines through instructions particularly for solving novel problems in the respective area.
- To improve thinking skills to generalize as well as to standardize the methods and concepts to other applications.
- To develop systematic methods for learning from problem sets, including: how to apply and transfer conceptual knowledge; identify common obstacles and errors; and contextualize individual problems within the themes and concepts of the course.

THE CONTEXT:

Institute has started providing GATE Training to third year and final year engineering students. In-house GATE training program has been designed & implemented to prepare our students for competitive exams such as GATE

THE PRATICE:

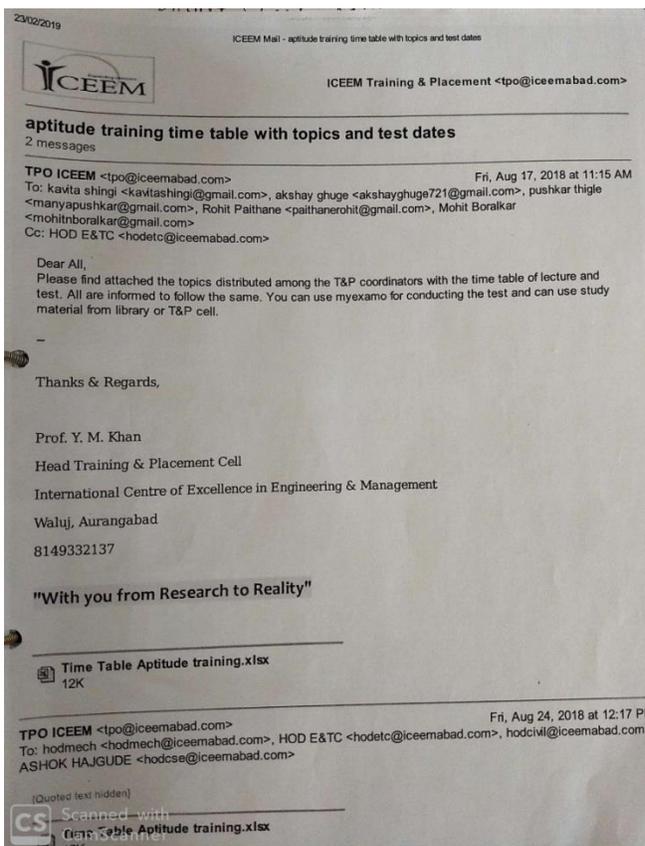
This course is implemented for third and year final year students of Mechanical, Electronics & Telecommunication, Computer Science and Civil Engineering.

EVIDENCE OF SUCCESS:

- Institute provide guidance sessions every year for students under this scheme.
- Due to this training till now maximum students have qualified in GATE Examination.
- It has helped the students in higher studies and placement.

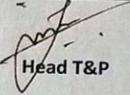
PROBLEM ENCOUNTERED –

Such students who are not inclined to participate in this extensive program are identified and positively counseled and convinced through Head of Departments, Class coordinators and subject teachers. In addition to above, awareness sessions of Dean Training and Placement and Industry Interaction are conducted for every class and maximum sincere involvement of students is ensured. Dean Training and Placement and Industry Interaction conducts awareness sessions about GATE training for students.



Sl. No	Name	Class	Sign	Sign	Sign	Sign	Sign
1	RATISH DILIP ALURDE	BE - CIVIL	8/8/2018	8/8/2018	8/8/2018	8/8/2018	8/8/2018
2	PRANAV MAHARAJ KADIMBI	BE - CIVIL	8/8/2018	8/8/2018	8/8/2018	8/8/2018	8/8/2018
3	AYUSH K. RATHOD	BE - CIVIL	8/8/2018	8/8/2018	8/8/2018	8/8/2018	8/8/2018
4	RAJAT KRISHNA G	BE - CIVIL	8/8/2018	8/8/2018	8/8/2018	8/8/2018	8/8/2018
5	THEERAT NIKHESH S.	BE - CIVIL	8/8/2018	8/8/2018	8/8/2018	8/8/2018	8/8/2018
6	DANISH ANWAR S.	BE - CIVIL	8/8/2018	8/8/2018	8/8/2018	8/8/2018	8/8/2018
7	Prateek P. S. Jadhav	BE - CIVIL	8/8/2018	8/8/2018	8/8/2018	8/8/2018	8/8/2018
8	Saakshar K. Chavhan	BE - CIVIL	8/8/2018	8/8/2018	8/8/2018	8/8/2018	8/8/2018
9	Pranav B. Chavhan	BE - CIVIL	8/8/2018	8/8/2018	8/8/2018	8/8/2018	8/8/2018
10	Pranav D. Chavhan	BE - CIVIL	8/8/2018	8/8/2018	8/8/2018	8/8/2018	8/8/2018
11	Pranav D. Chavhan	BE - CIVIL	8/8/2018	8/8/2018	8/8/2018	8/8/2018	8/8/2018
12	Pranav D. Chavhan	BE - CIVIL	8/8/2018	8/8/2018	8/8/2018	8/8/2018	8/8/2018
13	Pranav D. Chavhan	BE - CIVIL	8/8/2018	8/8/2018	8/8/2018	8/8/2018	8/8/2018
14	Pranav D. Chavhan	BE - CIVIL	8/8/2018	8/8/2018	8/8/2018	8/8/2018	8/8/2018
15	Pranav D. Chavhan	BE - CIVIL	8/8/2018	8/8/2018	8/8/2018	8/8/2018	8/8/2018
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25	Pranav D. Chavhan	BE - CIVIL	8/8/2018	8/8/2018	8/8/2018	8/8/2018	8/8/2018
26	Pranav D. Chavhan	BE - CIVIL	8/8/2018	8/8/2018	8/8/2018	8/8/2018	8/8/2018
27	Pranav D. Chavhan	BE - CIVIL	8/8/2018	8/8/2018	8/8/2018	8/8/2018	8/8/2018
28	Pranav D. Chavhan	BE - CIVIL	8/8/2018	8/8/2018	8/8/2018	8/8/2018	8/8/2018
29	Pranav D. Chavhan	BE - CIVIL	8/8/2018	8/8/2018	8/8/2018	8/8/2018	8/8/2018
30	Pranav D. Chavhan	BE - CIVIL	8/8/2018	8/8/2018	8/8/2018	8/8/2018	8/8/2018

Class: BE All												
Date	6/8/2018	13/8/2018	20/8/2018	27/8/2018	3/9/2018	10/9/2018	17/9/2018	24/9/2018	1/10/2018	8/10/2018	15/10/2018	22/10/2018
Faculty Name	Kavita Shingl	Mohit Boralkar	Rohit Paithane	Pushak Thigle	Akshay Ghuge	Kavita Shingl	Mohit Boralkar	Rohit Paithane	Pushak Thigle	Akshay Ghuge	Ansar Ahmed	Ansar Ahmed
Topic	number system	Profit Loss	Calender	Alphabet Test	problems on ages	probability	Interests	Clock	blood relations	speed and distance	problems on train	alligation or mixtures
Test Date	11/8/2018	18/8/18	25/8/18	1/9/2018	8/9/2018	15/9/18	22/9/18	29/9/18	6/10/2018	13/10/18	20/10/2018	27/10/18


Head T&P



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5) Financial Aid to the deserving students by the college

OBJECTIVES:

It has been obtained from the profile students joining various courses of the college that there are many students coming from the rural areas with low economic back ground. Their parents are unable to provide them a sustained financial support because agriculture, being a gamble with rain in the district, is not a source of assured income. So, the noble objectives of the practice are

- To extend financial aid to the poor students, especially from the rural, to save them from discontinuation of their studies owing to poverty.
- To support financially institute gives scholarship to all the deserving poor students without any discrimination of caste, creed or gender. To promote the 'equality' among the students
- To inculcate the values of 'generosity' and a 'sense of social responsibility' among the students.

The expected outcome is that the students should be able to complete their degrees with good marks. The beneficiaries should treat the needy with the principle of 'lend a helping hand without discrimination.'

THE CONTEXT:

The noble objective had its teething as well as challenging troubles in its designing and implementation.

- Pooling up of the required resources was a tough task

6) Teacher- Guardian Scheme

OBJECTIVES:

It has been observed that many times students just come and go to college and if at any point they encounter any problem related to their personal issues, academic activities or career progression, they are in a dilemma as to whom to contact for possible solutions. Due to these reasons, this above scheme has been formed. The main purpose of setting up this scheme is to maintain a close connect between students and their faculties. The Practice

Institute follows a systematic process for the said scheme:

1. For fifteen students there is one teacher guardian i.e. 15:1.
2. A coordinator is appointed from every department to maintain the records of his/her department's teacher guardian scheme.
3. The respective department coordinator prepares the list of teacher- guardian and put up the list on the notice board at the start of the academic session.
4. Respective Teacher guardian will monitor academic performance of students.
5. Poor performances of students are improved by way of counseling. Report of such counseling sessions are also prepared by the teacher guardian which is also counter signed by the department head.
6. Counseling is done for Academics, Personal issues, Career progression, etc.

EVIDENCE OF SUCCESS:

Students of first-year engineering are new to the curriculum and face many problems in academics. The problems are like difficulty in communication, mathematics, and are required to study materials for the study. The solution for all the issues is given by the respective guardian.

7) Student Association of Department.

OBJECTIVES:

The prime objective of this practice is to enhance knowledge, leadership qualities, team boundedness within students.

The Practice Institute follows

A systematic process for the said scheme:

1. Notice for the vacancies of association posts are put up on the respective department's notice board.
2. Students apply for the said posts in the form of an application.
3. Interviews are conducted by a panel consisting of Head of the respective department and faculty In Charge of the association.
4. Based on the performance of the students during the interview, suitable students are shortlisted by the panel.
5. Hence, the council is formed with the above shortlisted students.

- An official ceremony is conducted to handover the responsibilities of the previous council of the respective department association and a Chief Guest from the Industry is also invited for the ceremony. Under the said association, various workshops, seminars, expert lectures, etc. are organized with the help of students and the faculties.



8) Induction program for students

OBJECTIVES :

The objectives of the programme is to make the students feel comfortable in their new environment, open them up, set a healthy daily routine, create bonding in the batch as well as between faculty and students, develop awareness, sensitivity and understanding of the self, people around them, society at large, and nature. The time during the Induction Program is also used to rectify some critical lacunas and sensitize them towards exploring their academic interest and activities, reducing competition and making them work for excellence, build relations between teachers and students and overall personality development.

THE CONTEXT

Student Induction Programme engages with the new students as soon as they come into the institution; before regular classes start. At the start of the induction, the incumbents learn about the institutional policies, processes, practices, culture and values, and their mentor groups are formed.

THE PRACTICE:

The following major activities under the induction programme in which the students would be fully engaged throughout the day for the entire duration of programme, this includes:

- Physical activity:** This would involve a daily routine of physical activity with games which will help them to develop team spirit.

2. **Story making:** Every student would choose one skill related to the character, hobby

Names and join them together in the form of story

3. **Universal human values:** It gets the student to explore on self and allows one to experience the joy of learning stand up to peer pressure, take decisions with courage etc. from which we choose Mr. and Miss. Fresher2019-20
4. **Lectures by Eminent People:** This period can be utilized for lectures by eminent people it would give the students exposure to people who are socially active or are in public domain.
5. **Visits to campus:** This would familiarize them with the campus
6. **Tree plantation:** It is important to maintain ecological balance and equilibrium. Tree Plantation Helps in Increasing the Green Cover.

EVIDENCE OF SUCCESS:

Positive climate and culture. At the core of the program elements that provide a supportive context for induction is the climate and culture. According to the National School Climate Center, climate includes “safety, relationships, teaching and learning, and the environment as well as larger organizational patterns . . . and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures.”¹⁵ Culture is based on the underlying combination of assumptions, values, beliefs, norms, feelings, rituals, ceremonies, symbols, and stories of a school or program held by teachers and administrators.^{16,17} The climate, culture, and working conditions (described in Condition 9, below) of the program encourage teachers to work together to meet program goals. Creating a climate and a culture that are positive and supportive of

