

Best Practices for AY2019-2020

Best Practice 1: “Co-creation of end semester examination question paper”

- **Objective:**

To create question papers of good quality addressing all the essential criteria of effective summative assessments.

- **Context:**

MCET being an autonomous institution was practicing, collecting end semester examination question papers from external subject matter experts from other institutions. This existing practice was time consuming and at times not yielding the expected quality of the question papers. Assessment being the key driver of the learning paradigm, end semester examination with higher weightage necessitated more attention from the institution. The learning results were directly being assessed directly using this important assessment component. Hence, in order to make the process faster and at the same time meeting all the quality criteria “co-creation of end semester examination question paper” was introduced.

- **The Practice:**

The new practice involves “co-creation”. Faculty experts from within the institution and experts from other institutions are invited to jointly set the question paper. They work together in a prescribed place, and time. They are provided with all the resources and facilities required for the process. The experts co-create multiple question papers and one of these is used directly in the end semester examination.

- **Evidence of success:**

1. Timely collection of multiple question papers for all the courses in which end semester examination is to be conducted.
2. All the quality criteria of the question papers being met without further reviews of question papers

- **The following are the problems encountered:**

Bringing together the experts at a designated time and place for the process

- **The following are the resources required:**

1. Infrastructural facilities such as desktops/laptops, internet connectivity etc,
2. Text and reference books, previous year question papers and question banks

• Best Practice 2 : “On boarding programme for first year engineering students”

• Objective:

Offer a customized induction programme for first year engineering students

• Context:

AICTE has prescribed “Student Induction Programme (SIP)” for first year students. Also ever since its inception MCET has been organizing a structured orientation programme for all the new entrants to the institution with the active involvement of its students body “Student’s Guild of Service”. It was found that all the aspects of SIP as well as the orientation programme of MCET were essential for students of first year when they enter the institution. Hence a customization of the programme was carried out.

• The Practice:

The students were formed into groups. A well-defined schedule was prepared covering all the aspects of SIP and additional customized activities for MCET. Each group was allotted senior student coordinators and faculty coordinators. All the activities planned in the schedule are implemented. The effectiveness of the activities are studied and modifications proposed for the next upcoming batches.

• Evidence of success:

1. Active participation of students in the entire programme
2. High attendance percentage in the programme
3. High grades being scored in the assessments
4. Enrolment in the extracurricular and co-curricular activities

• Problems Encountered:

Maintaining schedules of the activities

- **Resources Required:**

1. Good number of high seating capacity halls
2. Student and faculty volunteers as coordinators
3. Enthusiastic felicitators (Internal and External)
4. Travel logistics for visits and trips

Best Practice 3 : “Faculty competency development in mentoring”

- **Objective:**

Improve the mentoring competency of faculty members of the institution.

- **Context:**

Mentoring was introduced in the institution several years ago and faculty members continue to mentor students. However many faculty members were unaware of the fundamental concepts of mentoring and used only their past experiences to mentor. Mentoring was a challenge to new faculty members who just started their teaching careers. Hence a training programme to elucidate the importance of mentoring among the mentors was felt essential. A training module on “mentoring” was introduced for all the faculty members of the institution.

- **The Practice:**

Apart from other training modules offered on various aspects of teaching and learning, mentoring was also offered as a training module to the faculty members. The module was custom designed by the training team of outcome based education division of the institute. The module was offered across two consecutive days, like many other training programme in the institution.

- **Evidence of success:**

1. Students meet their mentors regularly during their mentor hour.
2. Students interact during their final year regarding career guidance.
3. Few students going for higher studies have contact regarding their career with mentors even after passing out from college.

- **Problems Encountered:**

Conducting programme for all the faculty members in one go

- **Resources Required:**

1. Training module
2. Training facility
3. Trained facilitators