

INSTITUTIONAL BEST PRACTICES

1. **Title of the Practice**

BACK TO CLASS

2. **Objectives and outcome of the Practice**

Netaji Subhash Engineering College has got a very specific set of objectives to take up the abovementioned Initiative.

- **Networking Platform and Placements:** Alumni network by itself is one of the best professional networking platforms available today. The alumni network of a college is one of the biggest sources of placement opportunities to the students. Alumni can help students get placed at their respective organizations.
- **Mentorship and Scholarships:** Alumni can play an active role in voluntary programmes like mentoring students in their areas of expertise.
- **Career Guidance:** Alumni is a huge talent pool whose guidance can be beneficial to many students and other fellow-alumni in their respective areas of study.

3. **The Context**

While reconfiguring the alumni association two fundamental problems that the institution encountered were:

The frequency and the nature of the interaction between two parties: In most of the cases the interactions remain irregular, out of context and irrelevant.

The Alumni communications and outreach sometimes feel impersonal and do not provoke action: For some of the alumni, responding to the institutions call turned out to be a little difficult and their responses were essentially indifferent.

The above mentioned hindrances and a desire to connect the past to the present the institution has taken up this initiative by allowing space to its alumni members to come and interact with the present students.

4. **The Practice**

The BACK TO CLASS initiative basically allows the alumni members of the institution to interact with the current students within a formal environment but an informal space. The topics of discussion range from 'Industry overviews and basic knowledge to face the interview' to 'Application of electrical engineering in marine sector'. What makes this initiative unique is that the students feel very comfortable asking the alumni questions that they would hardly ask in class. After the session the concerned faculty members talk to the speaker and map the areas that are to be addressed. Besides being insightful, this initiative turns out to be motivating and inspiring for the students.

5. **Evidence of Success**

The institution planned to conduct at least 15 BACK TO CLASS sessions in the year 2019 (partly from academic year 2018-19 & 2019-20). Fortunately we ended up conducting 19.

Sl. No.	Alumni Name, Dept. & Year of Passing	Designation & Affiliation	Date	Session Topic	Student present
1	SUBHASISH DEB, CSE, 2004	Project Manager, IBM India Pvt. Ltd	03-04-2019	Industry overviews and basic knowledge to face the interview	51
2	BHASWARD EEP DUTTA, EE, 2014	Jr Data Scientist , IBM India Pvt. Ltd	03-04-2019	Industry overviews and basic knowledge to face the interview	
3	BIPRO BANERJEE, CSE, 2009	Senior Solution Integrator , Ericsson Global India Ltd.	04-12-2019	Telecom business overview & technologies and also share few major issues which he faced and how did he overcome.	28
4	BHASWARD EEP DUTTA, EE, 2014	Jr Data Scientist , IBM India Pvt. Ltd	03-04-2019	Industry overviews and basic knowledge to face the interview	75
5	Prithijit Mukherjee, IT, 2007	Oracle Architect , IBM India Pvt. Ltd	03-04-2019	Industry overviews and basic knowledge to face the interview	
6	Suvojit Ranjan Ray, EE, 2003	Manager , WB Power Dev. Corporation Ltd.	03-04-2019	Industry overviews and basic knowledge to face the interview	
7	MOINAK GHOSHAL, IT, 2007	Software R&D Engineer , Keysight Technologies	04-10-2019	Basic networking principles through a common programming language	31
8	Mr. Gaurav sarkar, ECE, 2003	Senior Product Owner, Bosch india limited	16-03-2019	Blockchain revolution or disruption and Hands on session on machine learning, blockchain and IOT using AJILE technology"	59
9	Mr. Sayantan Roy, ECE, 2005	Technical Lead , Tata consultancy services	16-03-2019	Blockchain revolution or disruption and Hands on session on machine learning, blockchain and IOT using AJILE technology"	
10	AYAN KARMAKAR, ECE, 2008	Scientist /Engineer-SE , ISRO,GOI	19-03-2019	MEMS : Afuture roadmap for mmw and sub-mmw Technologies	16
11	Mr. Arka Mazumder, EE, 2016	Asst. Engineer (Electrical Operation and Maintenance), Dans Energy Pvt. Ltd.	26-02-2019	Industrial experience in hydro power plant	

12	Sayan Guha Roy, EE, 2008	Senior Electrical Officer, Dockendale Ship Management, Dubai	03-04- 2019	Application of electrical engineering in marine sector	59
13	ARGHYA KAMAL ACHARJEE, AEIE, 2014	Assistant manager(COE) Operation., MP Birla group (Cement Division)	24-04- 2019	Advance instruments, All about Core Industry, Basic of Cement technology, Advanced DCS vs Basic of logic &.question answering round for better beneficial.	44
14	Arnabesh Das	Medical Devices and Diagnostics (MDD) projects at TCS,(EIS).	03-12- 2019	Carrier guidance in IT industry and also Higher Study	43
15	Prarthita Sharma	She is going to Germany for Higher Study	03-12- 2019	Higher Study	43

6. Problems Encountered and Resources Required

Institution is always keen to interact with the alumni community and spontaneous responses are obtained from our alumni. However, in today's competitive world and in industry they get less opportunity to interact physically with the present students. Moreover, they stay away and in abroad.

7. Notes (Optional)

Considering the changing nature of the educational institutions we should refocus the purpose and the function of the alumni community. With the advent of Social Media, alumni relationship has taken a different flavour altogether. Presently, institution has numerous alumni groups on various social networking platforms with many active members.

INSTITUTIONAL BEST PRACTICES

1. TITLE OF THE PRACTICE

FEEDBACK ON FEEDBACKS

2. OBJECTIVES OF THE PRACTICE

Absence of information regarding actions taken by the service provider on the feedback on quality of services is a normal drawback of most of our feedback systems. Its indirect adverse effect falls on trustworthiness of the feedback system. While actions on individual or collective grievances are communicated directly, actions taken on all feedbacks on courses/programmes cannot be always communicated directly to the learners especially where implementation of the actions takes long time. In order to improve trustworthiness of the feedback system, a practice is followed to keep the learners informed about the actions taken with likely results and the expected time line.

3. THE CONTEXT

In academic institutions all activities relate to academic practices and their improvements irrespective of their categorization-academic, administrative, or career development. Our institute has the mechanism to collect feedbacks from its stake holders i.e. students, alumni, industry, guardians, faculty, peer group and management. Different committees exist to collect the feedbacks from them and take appropriate actions.

Two most important stakeholders- students and guardians are dynamic in nature with respect to the institute or programme. Immediate steps are taken on those which are dependent on provision of physical resources or controllable pedagogic methods. Others like syllabus modifications or attainment of certain programme outcomes may require time. Hence actions on a substantial part of their ongoing feedbacks may not be implemented immediately or even communicated to students/guardians during their stay in the campus. The challenge lies in finding means to establish faith and trust of all stakeholders on our academic and feedback systems.

4. THE PRACTICE

The practice laid down by IQAC (Internal Quality Assurance Cell) aims at building confidence amongst the stakeholders in the quality of our academic system and the sincerity of the institute in rendering best services. Collection of feedbacks from different stakeholders, their analysis and recommendations of actions on them, is an established practice. The present practice is a further extension of feedback systems. Its main objective is to establish credibility of the feedback system, an important part of the academic practice.

The stakeholders of an academic programme in the institute can be classified in terms of duration and nature of involvement to the programme(s) as shown in the table.

Sl No	Stakeholder	Duration of direct	Weightage on	Nature of feedback on academic	Observations
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		involvement	Feedback	practice	
1.	Students and guardians	Short period (4 years)	Very high	<u>Long term</u> involving syllabus and curriculum <u>Immediate</u> involving pedagogic tools and practice followed	Major target group for this practice. An important link with the society at large
2	Alumni and peer group	Quasi permanent	Medium to high depending on involvement	Long term related to structure and philosophy of academic practice followed	An important channel for collection of feedback from professional world
3.	Industry	Permanent	Very high	On all aspects involving <u>long term</u> and <u>short term</u> aspects of the system	Major target group who depends on direct experience
4.	Faculty	Permanent	Very high	On all aspects involving <u>long term</u> and <u>short term</u> aspects of the system	Designer – Executor of the academic system
5.	Management	Permanent	Very high	On policy matters and on all aspects in general	Feedback gets top priority. The ultimate decision maker and provider of resources

Actions taken on feedbacks related to attitudinal or behavioural issues, indiscipline, etc. are communicated within a reasonably short time.

Limitations and constraints

Slow Implementation of all academic reforms (syllabus and curricular changes, change in evaluation system) is primarily due to absence of academic autonomy of the institute. All feedbacks on such issues appear to remain unattended to the reviewers.

Structure of the practice

Institute appraises the reviewers about the actions taken on the feedbacks through following methods:

Slow implementation issues:

Website /departmental notice boards (correspondence with University or appropriate authority, supplementing the deficiency through extramural laboratories, experiments, topics, evaluation system like use of rubrics).

Direct channel: written/oral (management, industry, guardians), faculty advisors / mentors (students).

Immediate implementation issues:

Departmental notice board, oral, faculty advisors/mentors

5. EVIDENCE OF SUCCESS

On the basis of feedbacks received from students, alumni, faculty and industry the departments/institute examine(s) the curriculum, syllabus and evaluation system for various academic reforms. A normal academic programme has a 'shelf life' of 5 to 7 years minimum. Added to this is the inertia of the University (which has to cater about 70 + technical colleges), all such reforms become a long term process. Hence no action for reforms can be implemented or communicated to the students during their stay. In such cases the institute, on receipt of the feedbacks, adopts the following measures:

- A. Writes to the BOS of the University for necessary action
- B. Directs all Programme Coordinators/ HODs to introduce
 - a. extramural topics in as many courses as applicable,
 - b. extramural experiments in laboratories,
 - c. extramural laboratories,
 - d. innovative evaluation techniques,
 - e. lectures by professionals

Enhancement of professional competence of our graduates bears the evidence of mitigation of lacunae observed by stakeholders viz, Component laboratories helped the graduates professionally without bringing formal reforms. These efforts have been appreciated by industry and the peer groups (viz, NBA), showing soundness of our academic practices as well as quality of services rendered.

6. PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED

The problems encountered are more of technical origin than financial or human. Academic autonomy of the institute would have mitigated many a problem.

Resources required are those necessary for posting the information by the departments and the institute in the website and notice board. Dedicated faculty advisors and mentors also play an important role.

7. NOTES (OPTIONAL)

This practice narrated in the preceding paragraphs is mainly intended to mitigate problems which are likely to be faced mainly in academic institutions which do not enjoy academic autonomy. The above practice is specifically suitable for affiliated academic institutions to appraise its stakeholders to build bondage of trust between the two. It can be also adopted, on specific issues, by the autonomous academic institutions.