

2018-19

BEST PRACTICES



INTERNAL QUALITY ASSURANCE CELL (IQAC)

DRIEMS (Autonomous)



Estd - 1999

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(Autonomous)

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Best Practice- I

Title of the Practice: Socio-Economical Transformation through Technical Intervention

Objective

As a committed stakeholder to education, the Institution tries to create a sustainable environment and bring about a transformation in the neighborhood through technical intervention. The proactive steps are taken in the concerned area of energy, green environment, health and digital environment.

Context

The Institution offers this course under non-credit compulsory course structure. The course component is designed to provide an understanding of society, its current and projected needs and to find a concrete solution through technology-based collaborated solution. As this course is a blend of curriculum courses with developmental action and societal growth with the learning community as changing agent, which is directly related continuous infield intervention. Bridging the gap between the controlled environment of the Institution and problems encountered at ground level is a challenge for the practice. Some of the other challenges encountered through the course are creating awareness, building trust in the midst of illiteracy, poverty and non-existent infrastructure. But proactive collective value orientation resulted from technical knowledge input by the students far outweighs the problems encountered.

The practice

The SETTI as it is known in the Institution is imparted through a non-credit course structure. It consists of field work segment and project submission. The departments have a designated co-coordinator for this course, with a Chief co-coordinator at the central level. The implementation of this practice involves various administration and extension branches of the Institution ranging from student co-coordinator, faculty co-coordinator, NSS division, Public Relation Division to Institution administration. The course designed for every student is field work of 40 hours per



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year. The 1st year work acts as an expository to the course. The Institution has adopted 5 neighborhood villages for this noble purpose. The names of the respective villages are Bandalo, Bhatimunda, Kandarkana, Poiguin and Anjua. The 1st year students are taken to these villages on guided tour during the 1st 2-3 weeks of the programme. During this time they try to acclimatize themselves to the life, lively food and environment of the village. The 1st year students also engage themselves with various community development programmes as customized by the Institution keeping in view the specific need of a village. The young students also perform various cultural programmes for the village audience. All these programmes are designed to communicate social messages in alignment with the concern of MHRD, State Government, UN and UNICEF.

In the 2nd year students are asked to associate themselves with one village and identify problems pertaining to that village and its people. They are asked to submit a report on the problem. In the 3rd year students try to bring about a concrete solution to the identified problems through the technical skill gained in their chosen branch of engineering. Three best projects are chosen out of total submitted reports. These projects are handed over to the R & D Division to implement and monitor in the concern village and field.

Evidence of Success

- Due to first-hand experience of society and societal requirements mostly a large number of students have shown interest industry sponsored projects, internship and field training.
- As the students climb through stairs of higher education they also become agents of change by creating new platforms and networks of their personal norms, voice, network and capacity input.

Problems Encountered

- There is no neutral independent platform for academia and targeted social impact group interface. As a result, the whole process of transformation becomes time consuming and gets obscured in the long run.



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- In the absence of a well-defined policy for such initiatives from the Government side students have to go through many obstacles at Government and village level.
- At the stage of implementation and expansion lack of funds also acts as a hindrance to many transformational projects.

Best Practice- II

Title: Student-Teacher and Ameliorate Service (STAS)

Objective

DRIEMS (Autonomous) because of its priority to students of rural background has been a recipient of students with limited academic preparedness and performance. STAS, as a practice was started to lead a strong academic foundation for students in the 1st year. This will create the required confidence in students to reach their maximum potential and convert challenges into opportunities in the final year.

Context

Students with limited academic preparedness cannot be expected to face the cutting edge competition of placement drives, competitive examinations and entrance into research programmes. It is equally unreasonable to expect the Institution to close these gaps through curriculum based classroom teaching. Most of the times students needs vary from requiring guidance in one subject to all and also from individual coaching to group learning. To overcome this challenge the Institution follows a well-devised remedial programme covering 4 years of B.Tech. Programme. At a micro level the STAS helps students to gain conceptual clarity in certain fundamental subjects and their applications to the related field. At a macro level this practice helps the Institution to its targeted incremental average in result (as set every year) and also enhances the confidence level to face on and off campus placement drives.

The Practice



That STAS is practiced in the institution with rigorous vigor & detailed attention.

- *Analysis of student's academic preparedness*

As soon as a student enrolls himself/herself in to the B.Tech course of DRIEMS he/she is asked to appear for a diagnostic test on fundamental subjects of Physics, Chemistry, Math, & English. The question papers for these tests are prepared well in advance by faculty members of concerned Department. Based on the test score, the departments decide on the academic preparedness level of the student for B.Tech programme. They also decide the role of STAS on the student's academic life. Academic standard evaluation is a continuous process at DRIEMS. This process is practiced through surprise tests, Internals, Quiz and interaction with faculty members.

- *Identification of Learning ability and Learning Need*

The faculty members at DRIEMS understand that each student is unique and is different from the other in terms of learning ability, learning need and academic performance. At this stage of SAS the departments decide on the depth of remedial help needed for each student. Senior faculty members guide their juniors on the strategies to be adopted for every student. Some of the strategies include group/individual mentoring, choice and range of subjects, curriculum based teaching or intensive teaching and guidance on beyond curriculum teaching for high achievers.

- *Teaching/Learning Process*

STAS focuses on refinement of learning process with holistic approach. Two faculty members per day are assigned duty under STAS programme for this practice. These faculty members stay back after college hours to guide students on the required subject. They also provide appropriate assistance to the student on other subjects, encouragement to understand their own capability and enhancement of self-confidence to face examination.

- *Peer Support Programme*



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Advanced learners of the programme are identified and trained by department to help their college mates with group teaching and self-study sessions. This type of exercise creates an environment of cooperation and brotherhood in the college.

- *Evaluation*

Learning progress of the practice is regularly assessed through surprise tests, feedback from students, parents, teachers and performance in the examination.

Evidence of Success

Feedback received from students and parents speak of a positive growth in the academic performance in maximum students enrolled in STAS. The high achiever groups get benefitted through personal involvement in the teaching/learning process and develop research interest in their chosen field. They also learn to Master and apply their critical thinking skills and creative skills for team work. Students, irrespective of their level of achievements, experience learning in a conducive and nurturing environment. This helps them to be better individuals and to stand for fellow beings in their day-to-day life.