

2020-21

BEST PRACTICES



INTERNAL QUALITY ASSURANCE CELL (IQAC)

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BEST PRACTICES

Best Practice- I

Title of the Practice: Faculty Development Programmes to enrich the potential of faculty members

Objective

When faculty is motivated, energized, and capable, they can enhance the learning of the student and support his personal development. They are responsible for shaping the careers of the students. The underlying principles of faculty development are to motivate, energize and update faculty. The University shares with faculty about the changes in educational philosophy, new patterns of student behavior, use of technology in the teaching-learning process, recent developments in subject knowledge, and emerging research horizons.

Context

A well-groomed teacher can perform successfully and exceed the expectations of students. The learner centric philosophy of education and requirements of inexperienced faculty member who is yet to explore own teaching abilities often mismatch. Teachers for primary schools and for non-professional institutes undergo rigorous training; however, the same is not available for the professional education teacher, as it is desired to be tailor-made. Faculty development is a must to acquaint the faculty to institutional practices, to orient them to student centricity, to enrich the content, and to explore the research avenues. The training by experts provides them with an insight into the nuances of various processes; hence, faculty development is essential.

Practices

The very purpose of faculty development is to prepare the teacher to meet the institutional requirements – academic and administrative, to enhance their stature on professional fronts, to adhere to the standardized practices in the learning-teaching activities, and to achieve the societal



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good. The various steps of the practice areas under: The training needs for faculty members were identified on the basis of the discussions and deliberations done through the Center for Quality Assurance and Academic Development meetings at the university level with all Heads of the Institute and Internal Quality Assurance Cell (IQAC) at institute level. Faculty development programmes (FDPs) are developed based on the understanding of requirements of different professional fields in addition to the identified areas for improvement. The FDPs are designed to meet the faculty needs at different times of the career span. The programmes carried out by University are: Induction training, Orientation programme in the initial phase of the teaching career, discipline-specific training on regular interval to update the trends in the discipline, and research orientation programme. The faculty member is offered a blend of several modules, e.g., knowledge enrichment, student engagement, time management, communication, mentoring, leadership in classroom, team activities, articulation, presentation, research writing, etc

Evidence of success

Faculty vitality is the main ingredient to enhance the professional education and competence of students. Enriching the faculty vitality in key domains of teaching, assessing, research, professionalism, and administration is well-known to significantly improve the educational environment and to increase the academic performance of learners. FDPs have been considered as a significant intervention for fostering the knowledge and professional skills of faculty. New Education Policy 2020 also emphasizes the role of faculty development in improving the quality of education. Prime Minister Shri ND Modi has rightly said: “Acche shikshak acchchi shiksha.”

Challenges encountered

Faculty development programmes are for the benefit of both the faculty and the institution. The content of training interventions varies on many aspects and the major constraint experienced is resource faculty availability. The faculty needs to invest time in evolving various techniques for subject-specific delivery



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Best Practice- II

Title of the practice: Providing adequate facilities and schemes for the faculty members to achieve their higher competency level in both academic and research

Objective

- To facilitate in defining the short-term goals (in line with vision and mission) to be achieved in three years for college and each department.
- To frame competency matrix for faculty in different cadre to achieve these goals.
- To set the mechanism for analyzing the competency level and to assess the competency gaps of every faculty members.
- To facilitate in arranging faculty training programmes to fill the competency gap for the faculty of various departments of different cadres and domains.
- To set the mechanism for assessing the progress of the college and department in achieving their short-term goals every year.
- To set the mechanism for reviewing and redefining the short-term goals after the stipulated time period.
- To bring smooth transition in the teaching-learning process from present passive learning to the active learning process and standardize the practice uniformly in all departments.

Context

The competency of each faculty member of various departments is assessed. The progress and the competency gap of a faculty are analyzed. The competency gap of each faculty is compensated by making them attend seminars, conferences, workshops, and faculty development programme in their respective domains. A well-defined mechanism of conducting a series of reviews has to be adopted to standardize the quality of the faculty members in both the teaching learning process and research. Laboratories and research centers are well equipped with advanced facilities to upgrade our faculty members' knowledge and keep them updated in their respective domains.

Practices



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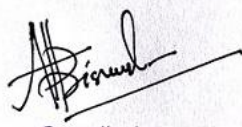
The faculty members are encouraged to undergo Industry Know how-program and industry-institute interaction in various reputed industries by providing financial aid. To promote the high-quality research publications on the campus, the institute encourages the faculty members to get funded projects from various government agencies. The faculty members are provided with adequate financial aid and administrative support for attending FDP/Seminar/Conference in various reputed Institutions for skill up-gradation

Evidence of success

The institute has made concerted efforts to establish a state-of-art research ambiance, persuade sponsored and collaborative research, enhance industry interaction and consultancy, develop augmented research laboratories, and foster industrial need research works. Research and Development of the college focus in several areas like Computation, Energy, Environment, Image Processing, Materials, Manufacturing, Nanotechnology, Telecommunication, and Sensor Networks and Simulation studies.

Challenges encountered

Various steps are taken for the development of the faculty members in terms of academics, research, funded projects, and consultancy. Immense support, facilities, and opportunities are provided by technically providing the training to publish the research articles and patent and write the project proposal. Faculty members are motivated to submit the project proposal. The institute facilitates the faculty members to execute sponsored research, industrial consultancy, and collaborative research. The faculty members have been trying to overcome the difficulties in getting the funded projects from the agencies such as DST, DRDO, BRNS, CSIR, and DBT


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