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		<p align="center">Criterion VII Metric 7.2.1</p>

BEST PRACTICE - 1

Title of the Practice: Enhancing Student Learning Outcomes through Innovative Practices using *I-Can* and *I-Con* Clubs

Objectives of the Practice

I-CAN Club

- To monitor the academic performance of the slow learners, offer counselling and conduct remedial classes
- To motivate every student to understand the importance of knowledge and make them successful
- To teach specific learning techniques for raising their confidence level and career development

I-CON Club

- To guide advanced learners to focus and plan their career
- To support career enhancement through guidance, resources, and activities
- To motivate academic performance by steering them to attend conferences/ seminars/ workshops and publish research papers
- To undertake research both in-house and grant-in-aid

The Context:

Graduate students at the entry level are assessed for communication and mathematical skills through pre-test, training, and post-test are conducted based accordingly, students are classified as slow and advanced learners.

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The institution fosters a learner-centered approach of teaching-learning methodologies in association with clubs specifically *I-CAN* and *I-CON* clubs.

I-CAN club helps students having low comprehensive and retention with counselling, ensures availability of additional study materials, tutorials, discussions, remedial classes, and enhancement of communication skills.

I-CON club for advanced learners focuses on enabling them to participate in group discussions/ technical quizzes/ webinars/ conferences to improve their presentation and questioning skills. The club support the capacity enhancement of students partaking higher education and research. Outbound training programme are organized to enhance experiential learning and prospects in higher education and research.

Practices followed:

A. *I-CAN* Club Practices

The club focuses on providing additional inputs for the slow learners to bridge learning difficulty with a well charted support system.

- **Intensive coaching** in their domain-specific subjects
- **Personalised counselling** through respective mentors/class tutors
- **24x7 learning** enables students to take up studies through digital platforms
- **Peer-teaching** ‘peer-to-peer learning activity’ binds the students of the *I-CON* Club to assist and introduce their learning strategies to the students of the *I-CAN* Club
- **Mentoring** by assigned faculty motivates the learner’s academic progression
- **Remedial coaching** by giving assignments and tests to gauge their quality improvement

B. *I-CON* Club Practices



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The club kindles a spirit of curiosity for new learning by providing guidance about the avenues of opportunities available in the campus for academic and career development

- **Research** works are converted to peer-reviewed publications with the guidance of their supervisors/ mentors
- **Competitive examinations** participations in TANCET, Banking, Insurance, Taxation, Group I and TNPSA are encouraged
- **Presentation/ Participation** in symposium/conference/seminar, quizzes, poster presentations, and webinars
- **Seed money** promoting research with faculty guide
- **Professional bodies** membership is encouraged to enhance their domain specific academic pursuit
- **Extra credits** awarded for enhancing their language skills through Business English Certificate (BEC), online courses, learning foreign languages/ Hindi, certifications in typing and short-hand, best presentations in conferences/ seminars, publications in journals, mobilizing funds from agencies, completion of value added certificate programmes, self-study courses, advanced learner course, and representation in State/ National level celebrations etc.

Evidence of Success

A. I-CAN Club

- **89% of overall Pass** in the academic performance shown steady increase in all the programmes
- **Counselling** are given for their mental well-being and to enable them in preparing for their examinations and coping up with their peers
- **Video lectures & Course materials** are additionally provided for self-study to make them understand the concept better

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- **Peer learning activities** promoted colearning practice and new learning ideas in yielding better results
- **Mentor-mentee system** propagated
- **Test paper & assignment**

B. I-CON Club

- **Papers published** publication of their research works in reputed journals shown as gradual progress
- **Students passing competitive exams** (TANCET, Banking, Insurance, Taxation, Group I and TNPSC)
- **Extra credit earned**
- **Seed Money**

Problems Encountered and Resources Required:

- The pace of slow learners was resolved by providing mandatory remedial classes in which doubts are clarified and critical topics are explained
- To train the slow learners' certain lacuna was faced and it was sorted out by making them trained with varied skill-oriented tasks and activities
- Faculty members has given intense orientation on Remedial class training
- Promotion of advanced learners was determined by allotment of Mentor for necessary guidance for Goal achievement

Notes (Optional): NIL



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BEST PRACTICE – 2

Title of the Practice: Enhancing skill component of students through Ability Enhancement Courses

Objectives of the Practice

- To excel by providing skilling component on par with national expectations
- To develop communication skills for employment opportunities and interpersonal relationship
- To open up new avenues with MoU partners for skill enhancement
- To develop multifarious intelligence inducing lateral thinking
- To impart technical and soft skills to make students industry-ready

The Context

The institution creates opportunities to enhance skills through various modes, apart from regular academic activities. In line with Pradhan Mantri Kaushal Vikas Yojana (PMKVY), skilling India and also emerging skills identified by the World Economic Forum (WeF) adequate measures are taken to impart skills among youth to make them iconic front runners.

Apart from inducing lateral thinking, problem solving skills and leadership skills, the institution offers skill enhancement courses to make students more competent. The courses guarantee that every student is confident in their professional career, interpersonal skills and future goals.

The Practice

The institution offers varied skilling components under different clusters including,

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KNOWLEDGE

- **Communication Oriented Training-** VERSANT English Test (conducted by Center for Training and Placement), British English Certificate (BEC), helps in effective communication and leadership
- **Communicative English** as a part of the curriculum enlightens LSRW skills of all undergraduate students
- **Language Enrichment** activities like Just a Minute, Role Play, Picture Talk, Creative Writing, Listening Comprehension, Group Discussion, Debates etc. for language competency
- **Quantitative Aptitude** course offered to all second-year students to improve logical and analytical skills
- **Skill Enhancement Courses (SEC)** provide hands-on-training, competencies, skills, etc.

SKILLS

- **Diploma/ PG Diploma** programmes offered to gain additional skills
- **Job Oriented Value-Added Courses (29)** to impart domain specific skills
- **Dr NGP Vocational Training Centre** approved by the National Council of Vocational and Research Training (NCVRT) offers 18 courses under different sectors such as computer and information technology, computing technologies, data analytics, cookery and confectionery, cutting, tailoring, dressmaking and fashion designing and secretarial practices
- **Digital Courses** offered by SWAYAM/ NPTEL/ MOOC/ Spoken Tutorial, Coursera, mandatory for all students
- **ICTACT (ICT Academy)** courses develop practical Vocational and Technical skills
- **Industry 4.0 Skills** are imparted in association with National Skills Qualification Framework (NSQF) through diploma courses in organic farming, property accounting, bakery and confectionary and medical underwriting and summarization

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- **Lab on Project (LoP)** orients undergraduate students in acquiring research skills

VALUES

- **Value Education** is imparted through the Center of Value Education to sensitize students towards value education and professional ethics
- **Ability Enhancement Courses (AECC)** like Environmental Science, Human Rights, Women's Rights, General Awareness, IPR and Innovation, Entrepreneurship Development and Research Methodology are mandate for all undergraduates
- **Entrepreneurship Cell and Institution-Industry Partnership Cell** mould students in streaming their career into developing spin-offs through interactions with successful business magnates, entrepreneurship awareness camp, elite talk, conclave etc.,

ATTITUDES

- **Clubs/ Centers/ Cells** foster the essentialities of attitude like dedication, honesty, trustworthiness, and adaptability
- **Department Association** activities instigate subordination, obedience, sincerity, and humbleness
- **Extension Activities** orient student on social responsibilities and to become more responsible citizens
- **Educational Visits** (Industry Visit and Internship programme) intend to build up and gain new millennial skills to enable flexible self-paced learning

Evidence of Success:

- **Analytical Thinking** ability of the student enhanced as evidenced from increased placement record

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- **Innovative Thought** process is provoked through undergraduate research and by student's participation in different hackathon
- **Active Learning** abilities is evident through participation of students in group discussion, assignments, seminars etc.
- **Complex Problem-Solving** abilities develop lateral thinking through Certificate and NCVRT courses
- **Originality** creates new opportunities and pathways to cater to need of the global scenario
- **Leadership** skills improve students to become better individual and lead by example

Problems Encountered and Resources Required:

- Training the vernacular medium learners to attain expertise in English language is a real challenge
- Balancing curriculum and skill-based courses is challenging to few students
- Student's involvement during pandemic is difficult
- Availability of external experts in imparting skills is limited

Notes (Optional): NIL