

Annexure 7

Best Practice 1:

1. Title of the Practice: Preparing students for future (Placements and Higher studies)

2. Goal: SSTM makes use of a well-defined structure to train and develop students once they enroll for any course for UG as well as PG students. The main goal of this structured programme is to guide and train students on a continuous basis, make them aware of the requirements of the industry, impart them with the required skills, and help them getting placed. They are also trained and prepared for higher studies too.

3. The Context: We have an unpredictable market today with the kind of developments taking place in the technology today. These developments are disrupting the markets. The requirements for these markets also keep changing. Hence to cope up with these changing requirements, there is a requirement to keep the students updated with the required skills and knowledge. Understanding this situation SSTM, has a structured way to keep the students updated. All departments have their unique way of doing this.

4. The Practice: As already mentioned SSTM has a unique way of addressing these requirements of students. Both UG and PG students go through these process once they enroll for any process. There are both in-house as well as programmes conducted by external agencies. Every semester they have such programs which is structured on a progressive basis. As they enter the campus, first thrust is given to communication and presentation skills. Thrust is given to communication skills during the foundation program too. As they move on to the higher semesters, the nature of training becomes more serious. There are aptitude training, etiquette training, career training, personality development programmes and many more. These are provided by experts. Apart from these, efforts taken in-house to improve skills on a continuous basis. Mentoring and Coaching also play a bigger role here. This is done by assigning a group of students to each faculty. The group is placed under the charge of one faculty member so that the responsibility could be fixed and the faculty members are in a position to develop a rapport with the assigned group and monitor the progress of the students. The coach assists the aspirants to frame an accurate and separate strategy and plan at every level of examination. The role of the mentor is to offer guidance to the mentees to improve every time. The process is repeated many times to help the weakest student build confidence required for appearing for competitive exams as well as placements.

5. Evidence of Success: This structured programme of continuous development has helped students to equip with the necessary skills that the market requires and be confident to meet the market challenges. This has helped in more students faring well in interviews and getting placed. This has also enabled the students to withstand the pressures their job offered. The mentoring program initiated, has helped the faculty to closely observe their mentees and help them out in placement as well as with their higher education.

6. Problems Encountered:

Being under the university stream ,the greatest challenge faced is to finding out time for also these activities.

Best Practice 2:

1. Title of the Practice: Faculty Induction Programme

2. Goal: To familiarise the new faculty the new faculty to the working to the working environment and general rules and regulations of the Institution.

3. The Context: One of the mandates set by the University Grants Commission is the development and implementation of a high quality Faculty Induction Programme for newly recruited faculty in higher education institutions. This can help new teachers to improve their teaching and management skills, adjust to the culture of higher education institutions, and better understand their professional responsibilities..


4. The Practice: On getting selected through a rigorous selection process, candidates are asked to join on a specified date. After joining, the new faculty will begin their Induction Programme for the second day onwards. They attend a powerpoint presentation by the HR Manager on the history, growth, achievements, Board of Management, various institutions, centralized activities, general rules and regulations, attendance, leave, increment, salary revisions, promotion, rules for attending seminars and conferences, procedure for resignation, statutory benefits and salary disbursements. The next step in the induction process is the Academic orientation by HOD, who explains academic processes relating to teaching, learning and evaluation.

After a week, feedback is taken from the new faculty on how they feel in the organisation and their well-being. After the formal induction, the general rules and regulations is shared with the faculty member for ready reference. Apart from induction, the HR department organizes Reorientation program for all existing faculty.

5. Evidence of Success: On completion of the Induction Program, new faculty members have been found to be working effectively in their assigned roles.

6. Problems Encountered:

Faculty rejoining may not be given a detailed induction as in case of a fresher. So the challenge is that there can be difficulties that the faculty may face due to oversight.



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