

**St. Xavier's Catholic College of Engineering**  
**Internal Quality Assurance Cell**  
**Best Practices**

**Best Practice-I**

**1. Title of the Practice:**

Comprehensive Value Education System for the Total Development of the Students

**2. Goal:**

- To work for the total development of students and to prepare them to achieve the vision of the institution of developing a technically empowered humane society
- To animate the students to have a noble vision and a right value system for their life, avoiding all possible dissipations, so that they become pro-social technocrats and professionals who contribute to the world with humanism and a successful fulfilling life.
- To make the students into positive mature persons, who know their unique selves, the vagaries of the society, the potentialities of their profession and have the ability to relate with others maturely and contribute to industrial and human development.
- To give the students opportunities to experience the realities of our society and practice their leadership and values that they become reinforced in a value based life.

**3. The Context:**

Our contemporary Indian society is experiencing a big churning,- while people are very earnest to develop their life by making use of the new opportunities being opened, they are also facing a lot of confusion and tension, violation of human rights and a resurging phenomenon of degradation of life and nature because of wrong priorities and lopsided approaches. With judiciary taking its time for justice, women and children are the major victims in this media saturated world. The social menaces like eve teasing and caste discrimination, and the deep rooted corruption are still a nagging concern to all. Dissipating attractions like drugs, alcohol and even fundamentalism are threats to the healthy development of the students. Helping students to have personal vision for life and healthy relationships and sensitizing them with values such as honesty, hard work, social commitment and patriotism are important. When the staff and the experts sat together with the management to discuss about the total formation of our students, systematic value education program emerged as a task of paramount importance. A clear cut syllabus was developed with a credible strategy to execute it.

**4. The Practice:**

Providing service oriented high quality education in a wholesome manner for the marginally deprived society with discipline and human touch without discrimination is our goal. Value education starts from the practice of having a five minute prayer, with readings and song every day at the beginning of the college. The Value Education Program courses have been systematically designed to run parallel with the academic curriculum in three phase every year. (Details of curriculum is given in the Table in section 7).

Separate hours have been allotted in the regular schedules for such trainings. Bringing in eminent trainers periodically, for intensive special trainings is in vogue. Recently a comprehensive life planning program has been ushered in from the first year.

Shaping one's life and navigating them in their late teens by exposing their own potentials and helping them to be aware of themselves and their uniqueness and accept themselves as they are and helping them find a fitting place for themselves on the global stage are the initial challenges for wholesome education.

Guiding them to fix their vision and dreams realistically in accordance with their personality makes them self-directed. Developing healthy relationship among peers and with complementary gender without intriguing emotional attachments are imported to develop the right attributes, attitudes and responses to work together. Attaining autonomy to take care of themselves and independence to take responsible decision for their own problems are instilled in the minds of the young.

Adapting to the changing environments and getting along with others in spite of differences, surviving and thriving in an atmosphere of competition are emphasized in their 2nd and 3rd years. They are asked to uphold the meaning of 'Universality', as unity in diversity, which is further stated as unity is not uniformity. Personal commitment and leadership skills are inducted to develop their personality to take up social responsibilities and group/team activities with a deep understanding of the dynamics of the society by social analysis. Exposure programs like village visits, social work camps, eco-friendly activities, and programs for school children help them explore their values. Opportunities for choosing the appropriate platforms to groom and nurture their own individual skills and leadership styles are provided for wholesome development.

While CETA (the training cell), Students Welfare Cell, and Counselling Cell come together in the training of the students, NCC, NSS, Women's Cell, Girl Rising, Eco-Club, Science Forum and other many professional associations help animating students and often form platform for the exercise of the values they learn.

## **5. Evidence of Success:**

- Increasing participation of our students for the social causes such as helping the needy, visiting old age homes, empowering girl child, adopting orphanages, voters awareness programs, blood donations, celebrating national festivals in under-privileged village atmosphere, etc. is a very encouraging sign of success.
- The cordial relationship that exists among the students of various backgrounds and departments, and between the staff and students is encouraging.
- It is pleasing to see our alumni have developed themselves into wholesome persons taking life's success and challenges equally. Their professional leadership with amiable and loyal attitudes have received appreciation from their bosses and recruiting companies and have increased the effectiveness in their domain of influence. That is one of the reasons why placement record of our colleges is steadily on the increase.
- It is motivating and encouraging to find that none of our alumni has been accused of involving in any sort of corruption or anti-social activities. The testimony by their recruiters and especially by their spouses about their pleasing character, is the success of this movement.
- Some students take up projects that are connected with the enhancement of the lives of ordinary people.
- Agreeing to disagree, values of tolerance, harmony and peace at any cost, values for cooperation, etc. are some of the professional ethical values they have adopted from these initiatives.
- Students practice life principles like humility, simplicity, love, peace, interdependency among human beings, etc. in their own home to have a fulfilling life.

## 6. Problems Encountered and Resources Required:

All good things come at a price. Getting resource persons who only give a talk is easy; but the one who walks the talk is more important to make a lasting impression in the minds of the younger generation, who are watchful and evaluate critically. Providing right models to emulate is very powerful and contagious. Lack of conducive environment and resources for nurturing these ideal ethics such as social environment, human resources, financial resources and appropriate time for training is a challenge. Due to the presence of more day scholar students in the institution, we struggle to find appropriate slots to have lengthy workshops with practice in real life situations. Moreover, balancing the pressures of academic curriculum and professional growth along with these very much needed value based courses and activities is a challenge for the students, mainly because of the constraints in time and residence.

## 7. Notes: Curriculum Details:

Curriculum for the co-curricular activities for the total development of students:

Year	Phase – I	Phase - II	Phase - III
1 <sup>st</sup> Importance of Life	Understanding oneself and one's uniqueness, Self-awareness, Self-acceptance, Self-esteem, Self-confidence, Sense of gratitude.	Understanding one's purpose of life and finding a place in the universe (identity) and accordingly fixing vision/dreams for one's own life.	Manners and etiquettes, Respecting superiors and peers, Mature communication, Healthy relationships with institution, authorities, peers and opposite gender, Gender quality.
2 <sup>nd</sup> Developing of Value System	Attaining personal autonomy, Self-determination to study well and develop into good engineer, Independent decision making.	Knowing the place of technology in the society, choosing what is right and developing a set of personal values and priorities to practice one's vision of life.	Being genuine and serene, Facing challenges of life, Emotional management (EQ), Personal problem solving skills, Eco friendliness.
3 <sup>rd</sup> Experimen- tation and Leadership	Taking up responsibilities and developing leadership, learning technology with social commitment to ameliorate the pains of others and for industrial development.	Developing social awareness by social analysis and exposure programs, understanding peoples' need, Conviction of social harmony and inclusive development, Social Commitment.	Organizing groups, evolving programs for social activities through college professional associations, using technology to empower ordinary people and find solutions for them etc.
4 <sup>th</sup> Beginning Life of Fullness	Forecasting professional life, Planning for a long professional life, Planning for life in adulthood, Learning to balance personal, Professional and social challenges of life, Loyalty to the institutions.	Learning mature social relationships, Developing projects and programs for social development and harmony, Planning to make use of education and profession to achieve personal vision and find meaning in life.	Learning to develop professional networking, Support systems for social contributions, making a difference by Innovation and pro-social entrepreneurship, Finding meaning in life.

**8. Contact Details:**

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## Best Practice-I

### 1. Title of the Practice:

Resource Development for Teaching and Learning - Comprehensive Course File System.

### 2. Goal:

To achieve fulfilment in teaching experience by effectively designing the course to prepare comprehensive resources to clearly define what we expect the students to learn by the end of the course.

### 3. The Context:

The vision of the institution is to ensure optimal human development through quality education and to empower them with cutting edge technology and skills to lead a value-based lifestyle.

Considering the enormous amount of facts to be remembered on one side and advanced skills to be developed for coping with industrial demands on the other side we should be sure of our stand in the process of teaching and learning. Defining the important facts and knowledge that the students should acquire involves the teacher to be specific in preparing the course.

Once the goals are identified, translating them into course content is vital. Providing materials based on quality and relevancy is paramount for the student to demonstrate key learning goals. Well planned teaching and learning methods, field trips, projects, journal exposure, workshops, assignment, discussion, problem sets, etc. enable the students to emerge out with knowledge, skill and with new perspectives in their fields of interest.

### 4. The Practice:

The course file is the one prepared by the course instructor for a particular course. It contains the syllabus, the objectives and outcomes expected of this course. It provides comprehensive information about the course in relevance to the programme connected with. In short, it defines what the student **needs to know** and be **able to do** at the end of the course, enabling the teacher and the student to set specific measurable goals.

*Course File Verification and Auditing:* Course file prepared by the instructor will be verified and approved by HOD. Later it will be available for scrutinizing by the academic audit member and the Principal.

*Mapping:* The course is taught with a clear description, objectives and outcomes. The course outcomes are mapped to Vision, Mission, Programme Educational Objectives and Programme Outcomes.

*Syllabus and Extra Syllabus:* Being an affiliated college, prescribed syllabus is followed for every course. However, extra topics are taught for the following reasons: a) to prepare the rural students from regional language background to understand the engineering concepts. b) to provide current software proficiency training for industrial absorption c) to provide awareness and exposure on real time applications.

*Concept Map:* Concept maps connect the main objective of the course to its sub concepts through vertical/horizontal connections. Concept maps visually present the information to grasp ideas much more quickly.

*References:* The course file details provide all the references used to prepare the course content like text books, reference books, additional text and reference books, relevant journal/magazines, related websites providing additional contents and other references.

*Scheme of Evaluation, Course Plan and Target:* The students are informed about the scheme of evaluation followed, like three internal exams for internal assessment (20%) and university examination (80%). Separate activities are planned for advanced learners to further their vision to compete with the world, whereas the slow learners are motivated and supported to catch-up with the target.

*Course Delivery Plan:* The dates and total period required to complete every unit of the course are planned meticulously in advance in accordance with internal assessment exams. Special topics were identified for seminar, assignments, interactive, collaborative and self-learning.

*Feedback:* Students' feedback on teaching and result analysis are used to understand the learning level and to change the teaching strategy. At the end of the course, the students' and staff's feedbacks on the curriculum is recorded and processed further for enriching the course.

## **5. Evidence of Success:**

Preparing comprehensive course file may be a tedious and time consuming critical task, but it is very rewarding to achieve the vision and mission of the institution. The success of improvement in teaching and learning practice through course file preparation will be directly reflected on pass percentage, placement success rate, willingness to go for higher education, etc.

Traditional effective and efficient way of teaching learning process may falter under today's learning demand and with present generation of students. Adapting new strategies for effective transfer of knowledge is a challenge in this fast-paced world. For example, adapting small group discussion technique offers more student participation to learn from peers through clarification and refinement. The contents once prepared for delivery is the baseline resources, which may be used by other course instructors effectively in subsequent years after customization and updation. Continuous assessment of the success of the system is reflected in increased student motivation and performance in learning.

## **6. Problems Encountered and Resources Required:**

Quality and closer to perfection does not come without hard work. Understanding the students and knowing what interests and life constraints conflict with their academic priorities are itself a major challenges of an instructor. Implementing resource development for teaching and learning through comprehensive course file system needs time and resources for preparation. A saying goes like this, 'If you are not planning, you are planning to fail'. If we fail to prepare systematically the deliverables in teaching and learning process, the system fails.

The resources required for comprehensive resource preparation are text books, reference books, additional materials, internet facilities, journal accessibility, etc. A good quality ring file is needed for each course file preparation and it is a useful resource for first time teachers to start the teaching career. Continuous updating of the course file with present trends, examination evaluation pattern, and model question papers is very much needed to draw the benefits of the system.

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