UNNAMALAI INSTITUTE OF TECHNOLOGY

(Approved by AICTE, New Delhi & Affiliated to Anna University, Tirunelveli.)

(An ISO 9001-2015 Certified Institution)

Suba Nagar, Kovilpatti, Thoothukudi (Dt.) - 628 502, Tamil Nadu.

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7.2.1 Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual

Best Practice -I

1. Title: Mentor-Mentee System

2. Objectives:

- To provide guidance for the academic development of first generation college students.
- To provide more contact hours between teachers and students.
- To maintain proper academic and attendance records of students.
- To identify slow learners and advanced learners.
- To help students acquiring knowledge, skills, and emotional support from experienced individuals.

3. Context:

Unnamalai Institute of Technology implements the 'Mentor Mentee System' for counseling the students through Mentoring Counseling Cell (MCC). Mentoring is crucial in the educational system, offering direction and assistance to help students overcome academic challenges. Every staff member is entrusted with this duty of mentoring and guiding the limited students. The MCC committee monitors and supports the mentoring system.

The pandemic period necessitated that mentoring take place in online mode with homogenous group of students. The mentoring committee prepared guidelines for the mentor mentee meet by penning down objectives of the mentoring program.

Mentors report the following details to the HoDs after mentor-mentee meet:

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- Mentors submitted the details of the students who have not completed the class test.
- Mentors compile a list of average-to-poor students.
- Lack of attendance

4. The Practice

The MCC has taken the initiative to implement this system. Every year the names of all students are collected and mentors are assigned for corresponding department faculty. One Mentor is assigned for 10 Mentees. Weekly One Class Hour Mentor meets the mentees in respective class rooms. The Mentor meets the Mentees on these hours and discusses issues connected to their academic, personal and career prospects.

Mentor who is responsible for collecting academic performance and class attendance of individual students. The mentor is given necessary information regarding his/her mentees and is expected to offer guidance and counseling as and when required. In isolated cases, parents are invited for special meetings with the HoD/Principal at the suggestion of the mentor.

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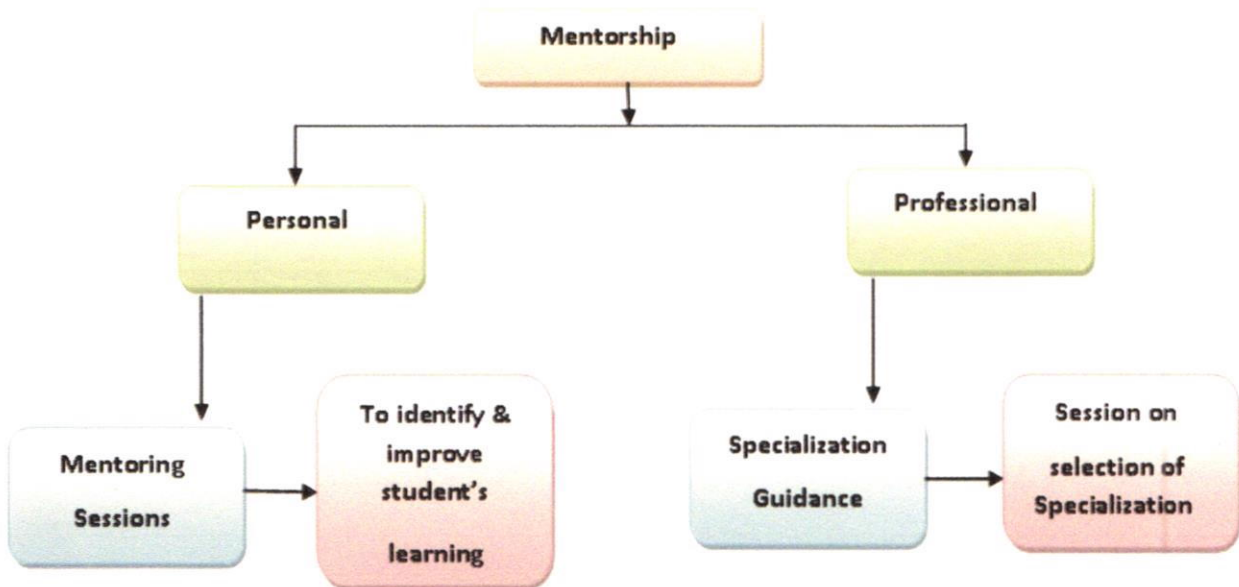
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                          ┌─────────────┐
                          │ Mentorship  │
                          └──────┬──────┘
              ┌──────────────────┴──────────────────┐
       ┌────────────┐                        ┌──────────────┐
       │  Personal  │                        │ Professional │
       └─────┬──────┘                        └──────┬───────┘
             │                                      │
  ┌──────────┐   ┌─────────────┐      ┌───────────────┐   ┌──────────────┐
  │ Mentoring │→ │ To identify &│     │ Specialization │→ │  Session on  │
  │ Sessions  │  │   improve    │     │   Guidance     │  │ selection of │
  │           │  │  student's   │     │                │  │Specialization│
  │           │  │  learning    │     │                │  │              │
  └──────────┘   └─────────────┘      └───────────────┘   └──────────────┘
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5. Evidence of success

- The MCC System has only been implemented in the college after that direct communication between mentor and the student there was a good improvement in the teacher-student relationship.
- The attendance percentage of the students has increased to a greater extent.
- The number of detainment of students has decreased consistently.
- The above effected in attaining a better academic performance.

6. Proof of Evidence

The Mentorship Program has been conducted from the past four years with required modification. The success of the program is evident from following areas of improvement

- Increase in attendance
- Increased participation

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- Enhanced performance in formative assessment
- Lowered conflicts
- Creates conductive environment
- Built positive attitude and focus
- Improved placement record

6. Problems Encountered and Resource Required

Mentor – Mentee System was new concept introduced. It took time for the teachers and students to get familiar with their responsibilities.

BEST PRACTICE-II

1. Title Of The Practice

Title: ACTIVITY BASED LEARNING AND GROWTH (ABLG)

Activity Based Learning and Growth (ABLG) program created to provide students greater skills and independence for up skilling and Empowerment. The mission of ABLG is to consistently produce competent engineers with moral and professional integrity, social responsibility, and environmental awareness.

The following actions are covered by ABLG:

- The Orientation Program for Budding Engineers: its main objective is to make the student familiar with new environment of engineering institution.

- Value-added programs are introduced to empower the students.

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- Employability skill-building learning programs are taught to students.
- The ABLG acts as the campus' industry representative and plans activities to develop students' aptitude and soft skills.

2. Objective of the Practice

- To observe the way students interact with one another
- To observe Students voluntary participation
- To determine the students' level of knowledge or proficiency.

3. Context:

Most of the time, teacher control dominated activities in the classroom, and the ALG approach was only occasionally used. Generally rote learning was heavily emphasized, and faculty members frequently used lecture mode under the assumption that their students knew nothing and needed to be taught everything from beginning. It was anticipated that students will study at a consistent rate and obtain the required academic skills. Additionally, it was discovered that because there was an implicit presumption that all students learned in the same way, the current classroom procedures did not provide a variety of chances for the learners.

4. Practice

The outcome of ABLG activities included enhanced student-teacher relationships, more student cooperation, increased teacher involvement, and a greater emphasis on student-centered practices. Students also reported having more self-confidence, increased motivation, and less fear of teachers and exams.

The students are still in school in their minds even though they are physically on the campus of the engineering college. The need to cultivate a mindset shift in students in order to ensure their successful and effective learning journey over the following four years has created the context for participating in this activity.

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1. Evidence of Success

Unnamalai Institute of Technology organized workshops for the members of the college activity committee who then supported all of our college's faculty members.   The members of the activity committee conduct ABLG activities to share their experiences. To improve the quality of the teacher's use of the ABLG methodology and to enrich ABLG activities, training programs focused on specific material were organized.

Group discussion facilitation, puzzle solving, brain storming, self-learning materials, and other activities were the main focus of the training. The activity committee members made daily last-hour visits to conduct follow-up activities following training.

The Value Added Program was the method used to provide students with practical feedback on mind maps and their effect on learning effectiveness. The use of mind maps in academic subjects was employed by students in presentations made in class. They were able to effectively prepare subject notes thanks to the concept. Students were introduced to an online mind mapping tool as an extension of the lesson, and several used the tool for their presentations.

Detail of Placement after training:

S.No	Year	No. of eligible students	No of students placed	Placement Percentage
1	2018-19	134	134	100%
2	2019-20	156	156	100%
3	2020-21	135	99	73%
4	2021-22	118	94	80%
5	2022-23	33	33	100%

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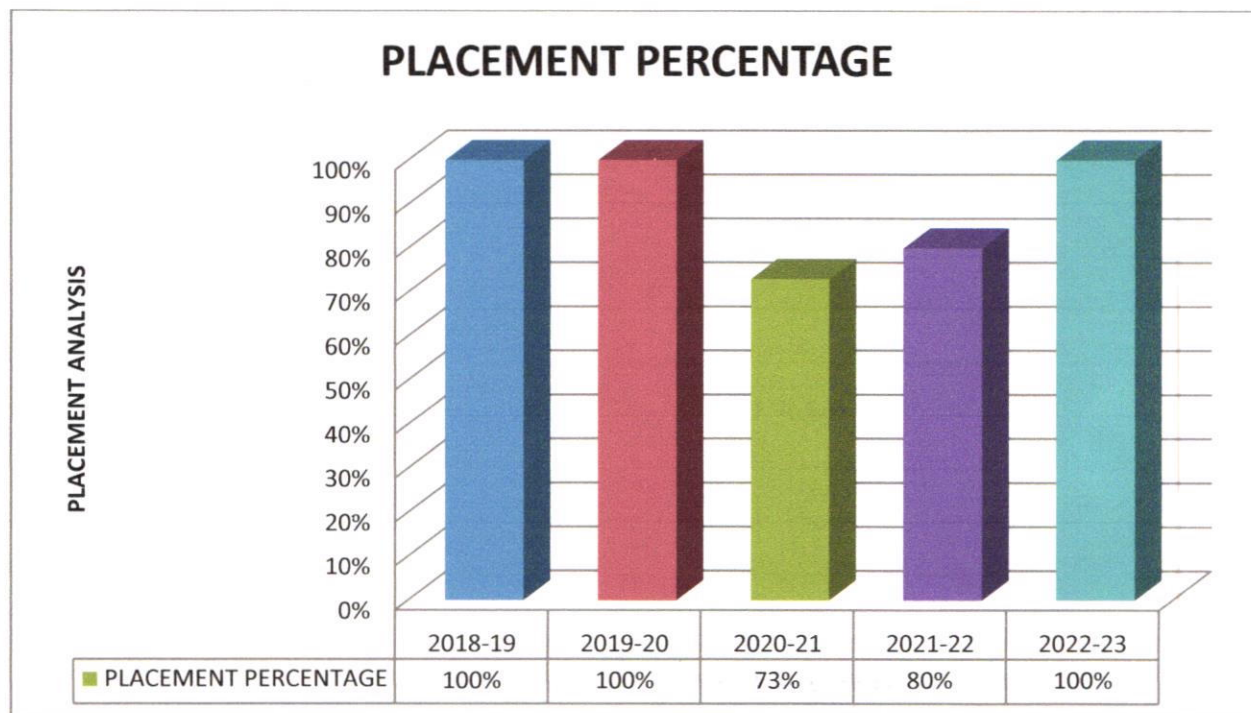**Suba Nagar, Kovilpatti, Thoothukudi (Dt.) - 628 502, Tamil Nadu.**

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Placement analysis

PLACEMENT PERCENTAGE

	2018-19	2019-20	2020-21	2021-22	2022-23
PLACEMENT PERCENTAGE	100%	100%	73%	80%	100%

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