

MAHENDRA COLLEGE OF ENGINEERING

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BEST PRACTICES

Submitted to

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

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MAHENDRA COLLEGE of ENGINEERING
Salem-Campus, Minnampalli, Salem - 636 106.



1. Title of the Practice

KNOWLEDGE SHARING FORUM

2. Goal:

Knowledge sharing is an activity through which knowledge (namely, information, skills, or expertise) is exchanged among faculty members in the institution.

Faculty from a Department will be delivering a speech on any topic of their choice with the following guidelines.

- Topic of presentation must be outside the curriculum.
- It should be technology oriented, interesting and inducing the listener to interact.
- Duration of presentation, preferably a power point presentation shall be a minimum of 60 minutes.

Aim of the Practice:

- To keep the faculty members updated on emerging technologies.
- To facilitate knowledge transfer to the faculty members outside their domain.

3. The Context:

Faculty members from different disciplines will be present in the Hall. Hence, the topic of the presentation should be chosen carefully in such a way that the presentation creates interest to every member of the audience. For example, a faculty from Civil Engineering choosing to present a topic on “Smart City mission” shall be able to explain various features of a Smart City not only focusing on Civil Engineering Point of view, but also the communication and automation also. If this topic is presented covering all the issues related to the above areas, it will attract the audience and they will tend to interact more.

Challenges:

- Choosing a topic for presentation to create interest for faculty members of different disciplines.
- Finding suitable time and gathering all the faculty members of the Institution at one hall, because faculty members have different kinds of academic and administrative works.

4. The Practice:

The event “KNOWLEDGE SHARING FORUM” is planned to be conducted on Saturday morning sessions in which faculty member from two different departments will be presenting their topics, each of one hour duration.

In the beginning of the semester, a schedule is prepared which consists of the dates of the event and departments identified for presentation. Concerned Heads of Department will discuss with their faculty members and finalize the topic and the faculty going to present.

The presenter starts preparing the power point presentation on the topic and keeps on fine-tuning till the day of presentation. The first presentation starts by 09.30 am and ends by 10.30 am. After a refreshments break for 15 minutes, the second presentation starts by 10.45 am and come to a close by 11.45 am. All the faculty members of the Institution will be present for the entire duration of the event. They are encouraged to interact actively with the presenter.

The uniqueness of this event is that the topic selected will be beyond the curriculum of any discipline. At the same time, it will be technology oriented backed with scientific principles, any process or product which is based on an emerging technology.

Following are the benefits and strengths derived from the event for the faculty members.

- Presenter provides lot of information about a process or product.
- People focus on what interests them.

- There is immediate interaction with the presenter.
- Excellent for networking.
- Establishes contacts for the future.
- strengthen their team spirit and ability to work together.
- Recognizes best practices and people's achievements.
- Lets people know each other's areas of knowledge.
- Lets one to find specific expertise, or a specific person, quickly and easily.
- Provides a highly focused environment for knowledge sharing.
- Allows to seek knowledge outside their working group.
- Promotes cooperation between teams.

Constraints or limitations:

- Selection of topic to create interest among faculty members from different disciplines is very challenging.
- Gathering all the faculty members of the Institution at one hall is a constraint , because faculty members have different kinds of academic, administrative and personal works.
- Availability of time for this event keeping aside other works like periodical review meetings, students skill development programs, cultural and sports events, conferences, seminars, workshops etc.,

5. Evidence of Success

In the just concluded odd semester of academic year 2019-20, the event was conducted on six Saturdays. 12 faculty members from different departments presented their topics. In all these sessions 85 to 90 % of the faculty members participated. Healthy and lively interactions were seen in all these sessions. The hall was filled with positive vibrations. In the end, feedbacks were collected from all the participants. The feedback analysis provided a positive impact of the event. Many faculty members felt the sessions were highly productive and came to know various aspects about the themes presented. Many faculty members requested more such events in the forthcoming semesters also.

The feedback of the event indicate that the faculty members enjoy the sessions and at the same time they have learnt new things. Through this event, the areas of interest

of the faculty member who presented their topics are also well exhibited and their strengths can be well utilized.

6. Problems Encountered and Resources Required:

Problems encountered:

Since the event is conducted on Saturday, last day of the week, faculty members are drained and feel mentally fatigue. To make them engaged in the session is highly challenging one. The topic selected for presentation should be really an interesting one.

Normally in any academic institution meetings and many other events are planned on Saturdays only, because during the week days faculty members and Heads of Department are engaged in class work, lecture notes preparation, laboratory sessions, project reviews, mentoring etc., Among all other meetings and events, conducting this event gathering all the faculty members is a tough task.

Resources required:

- Well-equipped and acoustically treated seminar hall of capacity to accommodate all the faculty members of the Institution.
- Good quality LCD projector with high resolution.
- Public address system with wireless microphones and pointers.
- Comfortable seating arrangement.

7. Contact Details

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1. Title of the Practice

MENTORING JUNIOR STUDENTS BY SENIOR STUDENTS

2. Goal:

The aim of this practice is to empower the advanced learners in senior classes and encourage their mentoring skills. It also helps senior students in bringing a sense of responsibility and developing their own personality. While mentoring, the senior students understand the reality of life and when they face the same situation in their life, it becomes easier for them to find a solution. It is not only mentoring, but also teaching the subjects in which the junior students have backlogs. By this, the subject knowledge of the mentor is also developing.

3. The Context:

The first task before implementing this practice is to identify the advanced learners in the senior classes (those who are in the third and final year classes) and explaining to them about this practice. Selecting student mentors is a challenging task, because some students may be advanced learners, but they may not be good mentors. Other way, good learners (not advanced learners) may be good mentors. Hence, it is very important to identify among the senior students, who are good learners as well as good mentors. The role of Class Advisors (Class Counsellors) is very crucial in this preliminary task.

Next task is to assigning junior students (selected based on their abnormal behavior, having many backlogs, having problems in personal life etc.,) to the mentors. Here also proper allocation of junior students to a particular mentor is very important. Preferably not more than 5 junior students to a mentor are ideal.

4. The Practice:

After completing the preliminary tasks specified in the context, the implementation part includes allocating time for the mentor and mentee to discuss. This is normally done during the evening after class hours and Saturdays. If both mentor and mentee are from hostel, they may spend more time in mentoring.

Initially, the Class Advisor and Head of the Department discuss with the Senior Students (one at a time) with the list of mentees in their hand. They give a introduction about the behavior, academic performance and other details of each mentee to the mentor and tell them the way of approaching each mentee. This introduction session gives a clear picture of mentee to the mentors.

The mentors carry out the counseling of mentee one at a time, one mentee each day for about half an hour or more, if required. This arrangement facilitates an open discussion between the two. Depending upon the nature and gravity of the problem, the mentor may suggest some solutions for the problems faced by the mentee. If the problem is related to the backlog or lesser understanding ability of a particular subject in the academics, the mentor may teach the subject in a way the mentee can understand better.

This process is continued for the entire duration (about 15 weeks) of the semester. Proper implementation of this process is monitored by the Class Advisor and Faculty members assigned by the HoD. One faculty member for every two or three mentors is deputed by the HoD. The faculty members will be appraising the progress to the HoD during Department review meetings.

Uniqueness of this Practice:

When a student speaks to another student, the discussion will be more open and problems can be easily identified. This may not happen, in some cases, when a teacher speaks to a student. The intimacy created between both mentor and mentee is largely helpful in finding a solution to the problems faced by the mentee. When

both are residing in hostels, it will still be more beneficial to both. They can spend more time together and the junior student feels comfortable with the support provided by the senior student.

Constraints or limitations:

The system is totally dependent on the proper judgment regarding the mentoring skill of a student. A student may be an advanced learner, but not necessarily a good mentor and vice-versa. Hence, the Class Advisor and HoD must be well aware of the ability of senior students.

Allocation of mentor and mentee is gender specific. Except in rare cases, allocation of Different gender of mentor and mentee may not be advisable.

5. Evidence of Success

This practice was implemented in the previous two semesters of academic year 2018-19 in all the eight departments of the Institution at the undergraduate level. The review meetings conducted with each department by the Principal concluded that the practice is fairly successful in achieving its mission.

HoDs, Class advisors and Faculty members provided the feedback that there was a noticeable change in the behavior and academic performance of the mentees who were mentored by the senior students. There may be few exceptions, but overall result of the practice is encouraging. All the faculty members and HoDs suggested for continuing the practice for the forthcoming semesters with improvements.

Mentors have given a feedback that they are highly satisfied by the way they can improve the performance of their juniors. All the mentors were given certificates of appreciation for their wonderful gesture.

6. Problems Encountered and Resources Required:

Problems encountered:

The approach of the mentor towards the mentee should be more of empathy and cordial. When this is not followed and the moment the mentor talks authoritative and dictating terms, the problems arise. In one such incident, the mentee is affected and informed the class advisor. Immediately the class advisor and HoD replaced the Mentor with another one. The mentor was counseled and educated about the way the mentee is to be taken care. Hence it is very important that all the mentors should be given proper directions and guidance in the beginning of this practice itself.

Resources required:

Since this practice is more of psychological issues and related mentoring, not much physical resources are required. Mentoring can happen anywhere in the campus. It may be classroom, laboratory, hostel room or in a landscaped lawn under a tree shade.

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