

Best Practices I

Title of the Practice: **Financial Aid to the deserving students by the college**

Objectives of the Practice

It has been obtained from the profile students joining various courses of the college that there are many students coming from the rural areas with low economic back ground. Their parents are unable to provide them a sustained financial support because agriculture, being a gamble with rain in the district, is not a source of assured income. So, the noble objectives of the practice are

- To extend financial aid to the poor students, especially from the rural, to save them from discontinuation of their studies owing to poverty.
- To support financially all the deserving poor students without any discrimination of caste, creed or gender.
- To promote the 'equality' among the students
- To inculcate the values of 'generosity' and a 'sense of social responsibility' among the students.

The expected outcome is that the students should be able to complete their degrees with good marks. The beneficiaries should treat the needy with the principle of 'lend a helping hand without discrimination.'

The Context

The noble objective had its teething as well as challenging troubles in its designing and implementation.

- Pooling up of the required resources was a tough task.
- After many awareness sittings with the all concerned, the college set up a 'hundi' on the campus for voluntary donations by students, staff and other visitors including charity organizations. The college struggled a lot in deciding the eligibility criterion for the aid.
- After comprehensive deliberations with students and teachers, it was decided to extend the benefit to all the poor students, who do not have the advantage of government or endowment scholarships, without any discrimination of caste, creed or gender.
- Verification of the financial backwardness of the aspirants was yet another challenge.
- The management has insisted on strict adherence to the rules framed. about this fund in spite of the influential sections' and caste associations' undue interference in the implementation of the practice.

The Practice

In and around the areas of the college, there has been a long history of frequent droughts and famines, which have ravaged the rural life throwing the people into miserable conditions of abject poverty, illiteracy and ill-health.

In a situation of such dire poverty, whatever meagre resources available are used primarily to make both ends meet. So, sending their children to the town for higher education becomes almost impossibility for the poor parents in the rural areas, in the context of higher education demanding higher amounts of money. Though, sometimes, they do venture to admit their children to colleges in the town, they are unable to give sustained financial support throughout the course of study because agriculture, being a gamble with rain in the district, is not a source of assured income. So, it is evident that without financial support from an external source, the rural youth cannot hope to successfully complete their higher studies.

Innovation and Best Practices Avanthi Institution of Engineering and Technology College

This illustrious institution, true to its legacy of pro-poor-student attitude since its inception, has taken a firm resolve to extend all possible financial support to the deserving students and help them to realize their fond dream of acquiring higher education.

For this, the college instituted AIET Education Trust collected as voluntary donations from Management and other Sources like NGOs. The financial support is extended to all the deserving poor students without any discrimination of caste, creed or gender. The students whose parents do not have fixed reasonable source of income and do not enjoy any other financial assistance in the form of social welfare or endowment scholarships are eligible for the aid. A duly constituted committee of three senior Persons of the college scrutinizes the applications received from the aspirants for the aid from the AIET Education Trust. It finalizes the list of eligible students for the aid after due verification of the documentary evidence enclosed and strictly following the guidelines framed for the purpose, and submits the same to the Principal for sanctioning the actual amount of the aid. Endowment Scholarships and the individual teachers' help is also taken for the financial assistance. The interest earned on each endowment is given as scholarship to such of the students as specified in the endowment like, meritorious and poor students, Sports students, topper of marks among girls, students who stand first subjects at the terminal examinations and so on. Apart from the monetary aspect, endowment scholarships are a proof of academic achievement and hence, the students are developing a keen spirit of competition to secure the endowment scholarships. The another source of the aid is our faculty members. Drawing inspiration from institution's legacy of pro-poor-student attitude and action, wherever possible, they are paying the tuition fee and examination fee of regular and industrious students who are unable to pay the fees owing to poverty. Lack of will on the part of the majority of the elite and successive droughts and famines in the district are the known constraints.

Evidence of Success

To cite one of the many success stories of the noble practice, the college fee and exam fee of Mrr.. Ma student of during 2014-15 Batch, Innovation and Best Practices AIET College was paid from the AIET College amounting to Rs. 5000/- for two years. She completed B.Tech successfully with more than 70% of marks. Now she is an accomplished Admin Officer with better communication skills and a sense of social service. He/She is extending a helping hand in various ways including arranging blood of any group to the poor patients in surrounding areas of the district.

Mr. who approached the college to work as an Office Assistant, has risen to the position of a successful Lecturer in the Department of of the college completing B.Tech with the encouragement and financial support of fees concession provided by the Principal of the college.

Another student Mr. now in Assistant Librarian was helped financially in a big way by paying his tuition fee. Now he is a better student with improved results working hard with commitment to his studies and society. This way the practice has a positive impact on the academic abilities and attitudinal changes among the beneficiaries. The review results of the aid indicate that the humble assistance not only enables the poor students to acquire higher education but also moulds them to be responsible citizens to continue the legacy of helping the students of successive batches.

The above are only a few illustration cases mentioned to drive home the point. The following is the list of such students, who emerged as beneficiaries of the scheme.

| Sl.no | Name of the students | Course | Period of Study | Amount given |
|-------|----------------------|--------|-----------------|--------------|
| 01 | | | | |
| 02 | | | | |
| 03 | | | | |

Problems Encountered and Resources Required Please identify the problems encountered and resources required to implement the practice (in about 150 words).

In the beginning of designing the best practice, some groups of the students opposed the idea that the welfare scholarship holders too should be given the opportunity.

- They also expressed growing apprehension that the funds collected for the purpose would be misused.
- As a result, most of the students and staff did not come forward to contribute to the fund.
- Some even blamed that the idea of the Endowment Scholarships is not based on social justice.
- The college had to overcome many of these impediments to persuade the alumni and other philanthropists in favour of instituting the endowment scholarships to encourage more students to develop a keen spirit of competition to secure the endowment scholarships.

Best Practices II

1. Title of the Practice Women Empowerment

2. Objectives of the Practice

Women constitute more than 60% of the total student strength of the college. The majority of them come from drought and famine-ravaged rural areas, where miserable conditions of utter poverty, illiteracy, ill-health and superstition take hold of their lives. Thus they are doubly affected by the backwardness and discrimination. So, the college has resolved to take up the cause of Women Empowerment for the women students with the objectives of

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- Mentoring women students on women specific issues with one womenteacher as mentor for every 20 women mentees.
- Creating an environment through awareness programmes to enable the students to realize their full potential for learning and solving their problems independently
- Arranging special sessions with the police and social activists for enabling the female students to be aware of several types of 'evil designs' by professional criminals for the worst type of exploitation taking the advantage of their innocence and gullibility.
- Dealing amicably with the student victims of exploitation of all sorts maintaining utmost confidentiality of the private life to protect their dignity.
- Involving social activists and Government officials to enlighten the students on human rights and fundamental freedom for equal rights and opportunities.
- Organizing debates and discussions on gender equality to enable the students to realize gender sensitization, thus leading to more equality and harmony in family and society.
- Conducting seminars and special sessions on ragging, eve-teasing and dowry system to expose the ill-effects of the evils.
- Development of vocational and technical skills among the women students by providing special training to enable them to become independent earners of their living.
- Extending financial assistance to the deserving poor women of disadvantaged sections to help acquire their degrees.
- Organizing the exclusive health camps for women students by women doctors for free treatment of women-related health problems and conducting awareness programmes on the importance of sanitation, personal hygiene and prevention of seasonal diseases.
- Tackling the social, developmental, health consequences and prevention of HIV/AIDS from a gender perspective.

3. The Context

- The women students, in the beginning were not enthusiastic to participate in the deliberations.
- Some parents and staff vehemently opined that the awareness / sensitization programmes defeated the very purpose of sending their wards to college.
- The coordinator and the members of the unit had to visit certain families and persuade the parents that all the programmes were meant for the betterment and empowerment of their dear daughters.
- As the gender sensitization programmes designed revealed several disparities and inequalities, that we might not have noticed earlier, people especially the other gender, argued discussing gender and gender roles would break up families and destroy society.
- Similarly, the various legal protective provisions for women were misunderstood as undue favour meant to belittle men.
 - Even some teachers supporting the argument often opined that the change was difficult to be accepted as the ideas emanated from these seminars/workshops/debates on gender inequalities appeared new and startling.
- Some parents even found fault with the college that their children were detained in the college beyond working hours for unconnected and counter productive programmes.
- Under these circumstances, the college has thought it appropriate to forge ahead with the objective implementations the objective for which an exclusive cell is created.

4. The Practice

Discrimination against women even in the 21st century is a devastating reality. That is why 'gender inequality' has been a matter of serious concern across the globe and within the countries. India still has a long way to go before achieving gender equity and empowerment of women. Especially, the rural areas are ravaged by the miserable conditions of abject poverty, illiteracy, ill-health and superstition. The college girls account for 52% of the total strength and most of them come from rural areas. The majority of these girls belong to the weaker sections including scheduled caste, scheduled tribes, other backward classes and minorities without proper access to education, health and other productive resources. Therefore, they remain largely as the marginalized poor and socially excluded.

Joining a degree college in the town and acquiring higher education involve money and higher things. So the poverty-stricken and tradition-bound parents reluctantly admit their daughters to colleges. Being the most vibrant and dynamic segment, the youth including girls, is our most valuable human resource. We cannot afford to neglect our female force to be the victims of discrimination, exploitation and segregation. So the college resolved to empower female students to face the vicissitudes of life boldly and successfully for a life of peace, harmony and dignity.

To achieve the aim, the college established a Women Empowerment Cell (WEC) with a senior woman teacher as its Coordinator and three other senior women teachers as its members. All female students are eligible to take membership of the Cell irrespective of their status. There are two hundred girl student members in the unit.

The Coordinator and the members of the unit meet twice a month and decide the conduct of awareness sessions during leisure hours sensitizing the girls to know why and how they are given subservient role in spite of their equal or even more abilities than their counterparts. They also draw an annual action plan for organizing various awareness programmes / seminars /workshops and interactive sessions. The Principal along with the Coordinator monitors the implementation of the plan. The Coordinator and the members are responsible for the implementation of the

programmes in consultation with NGOs, Inner Wheel Club and Government officials from the Department of Social Welfare, Adult Education, Women and Child Welfare, Judiciary and Medical Departments.

The Women Empowerment Cell is working for the protection of women's rights and actively empowers women creating conditions for gaining confidence in their abilities. It aims at curbing the social evils like eve-teasing, ragging and dowry system providing necessary counseling and guidance by professional women counselors, social and rights activists, enlightened academics and professional psychologists and psychiatrists, so that the women students become aware of unjust gender discrimination, the human rights, the legal provisions available for their protection, importance of higher education for higher enlightenment, mental and physical fitness.

The College has organized several productive programmes so far extensively utilizing the services of the widespread network of NGOs which have a strong grass-root level presence with deep insight into women's concerns contributing to the inspiring initiatives for the empowerment of women. The latest among them is a two day National Seminar on "Access, Opportunities and Challenges of Gender Equity Education" organized on 18th and 19th August 2019 in association with Star Youth Association, Velugodu of Kurnool District. The Cell also arranged an exclusive medical camp for girls for the treatment of women-related health problems by Dr. Madhavi, a local renowned Gynaecologist, on 13-09-2018.

5. Evidence of Success

One Ms. (EM) student of 2017-2021 batch, was an active member of the Cell. She was able to complete her degree with the financial help of the WEC to the tune of Rs.10,000/-. A successful NSS volunteer, she was inspired by various awareness and gender sensitization programmes of the Women Empowerment Cell.

She sensitized the present women students on gender issues to relieve them of their negative feelings of inequality, diffidence and shyness in varied socio-cultural contexts and successfully led a team of 10 students at the prize winning State Level Folk and Cultural Competitions organized by the State Green Corps on 15.09.2019, to prepare ground for the World Biodiversity Convention, at Hyderabad. Ms. is now actively involved in the empowerment activity of promoting literacy among the DWACRA members.

The Women Empowerment Cell has taken a responsible and sympathetic view of the girls who were misled to involve in love affairs throwing the families of the both sides into turmoil. A student of B.Tech (TM) of 2017-2021 batch fell in love with a driver and married him without the consent of their parents.

Unfortunately, her husband died in a road accident. Despite a mother of a female baby, she continues to live alone in

6. Problems Encountered and Resources Required

- * The modest and diffident students were reluctant to cross their academic borders affecting the successful conduct of awareness programmes.

- * The first awareness camp for female students on HIV/AIDS received a discouraging response as women's talking about AIDS is still a taboo.

- * Ensuring the all-round support and participation of women teachers in the programmes is also a tough task

- * Women students' impulsiveness in the matter of love in the adolescent age is a sensitive issue to be dealt with by women teachers.

- * Organizing various programmes during working hours, sometimes, has led to sacrificing the class work.
- * Sometimes, the participants were put to disappointment as the resource persons did not turn up for the camp.
- * Implementation of the annual plan and its monitoring has become a tough task in view of tight academic schedule in the autonomous ambiance.

3. Title of the Practice :

Admission Process

- Goal ::
 - * Meet and exceed institutional goals in admission strategically (enrolment and retention)
 - * To ensure access to higher education by all categories of students (Equity and Inclusiveness).
- The Context ::
 - * The Science combinations of B.Tech. do not get good enrolment due to the demand for professional courses. The challenge is to attract and retain the students in science combinations.
 - * Due to the presence of many competitive institutions in the neighborhood, attracting quality students to B.Tech, M.B.A and Diploma is a challenge. The admission process must be started in time, the meritorious students identified at the earliest and the admission list is to be notified. Otherwise, delay in admission list generation would cause the bright students to seek admission elsewhere.
 - * It is essential to ensure gender equity and access to education by the marginalized sections of the society by giving due weightage in admission process as per the AICET Education Act.
- The practice::
 - * The admission process starts by a publicity in the leading newspapers.
 - * The admission application forms are issued on the day of online allotment announcement of APEMCET of Andhra Pradesh State Council of Higher Education Board. The applications are issued till the last date and time for receiving the application forms.
 - * The following important aspects are displayed for information to the general public and aspirant students.
 - a. Seat matrix for different courses and for different categories of students as per the Govt. norms and the AICET Education Act.
 - b. The cut-off dates for receiving the filled-in application forms, announcement of first list of selected students, last date for admission of the students selected under first list, announcement of second and subsequent lists. INNOVATIONS and BEST PRACTICES AVANTHI C O L L E G E 318.
 - c. Fee structure for different courses and different categories of students.
 - d. Students desirous of claiming admission under special categories like Sports, NCC, Physically Handicapped, etc. are suggested to submit a copy of the application with necessary documents to either the Principal or Sports Director in person.
 - * An acknowledgement is provided to the students for receiving applications showing the date of receipt and signature of the official-in-charge along with the college seal.
 - * The details of applications received are entered into the computer by data entry operators. The details involve student name, application number, marks obtained in PU or equivalent examination, institution last studied, category, Parental Annual Income, etc.

- * The consolidated lists of students who have applied for the different courses are generated after the last date for receiving applications meritwise, category-wise and gender-wise. Applications received after the last date are marked as “LATE SUBMISSION” along with the date received and a separate list is generated. This list is used for admission under SC/ST/OBC category in case of short fall of applicants and the seats remaining vacant under that category. This ensures transparency in the admission process.
- * Admission to B.Tech. courses is based on APEAMCET Ranks, academic record and counseling after assessing. No particular cut off percentages are set since highly meritorious candidates do not sustain in the course as they aspire for professional courses.
- * Admission to B.Tech, M.B.A and Diploma Course is based on merit, till all the seats are filled, are announced on merit among the applicants. INNOVATIONS and BEST PRACTICES AVANTHI C O L L E G E 319 .
- * An Enquiry counter will be set up to answer the queries and show the position of the candidate in the consolidated merit-list.

- **SPECIAL ASPECTS:**

Admissions are carried out by a group of teachers with a senior faculty as the Admission Committee convener. According to the seat matrix, the first list of students selected for admission is announced on the date and time mentioned. Last dates are made known to the applicants. Depending on the availability of seats, further admission lists are announced until the last seat is filled by merit. A. Students from disadvantaged community Seats are reserved under each of the categories like SC/ST or OBC as per the Karnataka State Govt. norms. Wherever the merit of students from SC/ST is higher compared to general merit students, the seats are announced from the general merit quota but at the reduced fees meant for these category students, thereby promoting a greater concern for equity of access to education. The fee structure is highly reduced and is as per the government norms. One of the mandates adopted by the college is to prioritize access to higher education. B. Women The gender equity is ensured by reserving 50% of the seats for women candidates exclusively in every category. Merit list is prepared from among the women candidates. Between a male and a female candidate with equal score, preference is given to female candidate for admission. The statistics over different years show clearly that the college has been successful in ensuring gender equity. C. Differently-abled Students with different abilities are advised to meet the Principal in person and establish the nature of infirmity with the necessary document. Based on the satisfactory presentation, seats are provided without looking into merit. INNOVATIONS and BEST PRACTICES AVANTHI C O L L E G E 320 D. Economically-weaker sections Based on documentary evidence and as per the Karnataka State Govt. norms, seats are reserved for such sections of the society. Fee concessions and merit-cum-means scholarships are provided to such students. E. Sports personnel Students desirous of claiming admission under special categories like Sports, NCC, or excellence in cultural activities are suggested to submit a copy of the application with necessary documents to either the Principal or Sports Director in person. Based on being satisfied with the documentary evidence, admissions are provided. F. Other State Students Students from outside the state are encouraged to join the college and such of those students are required to meet the Principal in person and seek admission. Subject to eligibility certificate and migration certificate issued by the concerned universities, admission is made either on the basis of merit or from the Management quota. 5. Evidence of Success The increasing trend of SC/ST/OBC category of students and the total number of girl students exceeding the boy students is an evidence of success. The reduction of drop – out rate in admissions to the science and commerce courses is another proof of evidence.

6. Problems Encountered and Resources required. There has been a competition generated amongst the staff of different science subjects to attract the students to their subjects. This sometimes creates unhealthy debates and unrest in the system. Due to a large number of students with merit belonging to reserved categories take seats from general merit quota, this entails a reduced financial resource to the college by way of fees. (Reserved categories of students have lower fee to be paid as per the Govt. norms)

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To ease the admission process and hasten the process, dedicated computers with good printers and high speed internet are essential. A robust admission software is required to be generated and custom made due to various constraints in generating the admission register, day book entries, receipt generation, etc.

1. Title of the Practice II. Improving Teaching – Learning Process 2. Goal To ensure the completion of syllabus according to the academic planner of each department To encourage teachers to adapt to technological advancements including ICT adoption in class room teaching To improve pass percentage and enhance the number of ranks bagged by the college at the university level examinations 3. The context The syllabus coverage in some cases is being hurried and towards the end of the semester where information are being crammed at once. This sluggish coverage initially and hurried coverage later should be avoided giving enough time to student in comprehending the topics and assimilating the facts. The teachers find it difficult to keep pace with the techno – savvy student learners. It has become essential for some of the teachers to adopt to the latest pedagogic styles and include ICT in class room teaching. The mismatch between the student learner and the teacher in the use and comfort of handling varieties of tools available for teaching – learning needs to be bridged. 4. The practice Academic planner along with the calendar of events is uploaded on the website for information to students. The teaching – learning committee along with the heads of different departments monitor the pace of coverage of the syllabus. INNOVATIONS and BEST PRACTICES
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Informal feedback is obtained from students regarding the content delivery by different teachers. The teaching – learning committee members and the class teachers hold frequent informal meetings and cull out the information needed. Frequent assignments, tests and evaluation are conducted to improve performance in the semester – end examinations Seven class rooms are made ICT ready and many departments have the necessary tools for handling the class room teaching with the help of ICT. Computer science department staff and programmers train the teachers in the use of Power Point Presentations, browsing the internet for useful resources, uploading content on the college website, use of google docs for information sharing, etc.

5. Evidence of Success Some of the teachers have adopted modern pedagogic styles and ICT in their classes. Some of the notes are uploaded on the college website. Appropriately paced and timely completion of syllabus Increased attendance in the classes Improvement in results.

6. Problems encountered and Resources required. Development of animation based power point presentations in teaching, particularly in science subjects, has been hindered due to the want of in – house technical expertise. The demand for ICT resources is increasing and paucity of funds has been the biggest impediment which may dampen the spirit of technology adoption by teachers.

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