

# INSTITUTIONAL BEST PRACTICES

## Best Practice-1

### 1. Title of the Practice: Social Responsiveness Philosophy

### 2. Objectives

- Promote the attitude of Social belongingness among the students and staff.
- To cultivate Social responsiveness behaviour among students and staff.

### 3. Context

Across the globe, educational institutions are partnering with society and government actively in process of Society reengineering. Social reengineering involves the process of identifying the gaps in using the controllable and uncontrollable scarce resources available in nature. The success of reengineering is mainly depends on how the stake holders of society are adopting and implementing in their day to day life. This requires a proper management system in order to create awareness of proper usage, inform resource conserving methods and to collaborate in handling the critical situation. As a matter of duty, our Institute is also engaging in supporting, exhibiting and nurturing social responsiveness behaviour by participating in the Society reengineering programs at institute level.

### 4. The Practice:

The Institute exhibits the practice of Social Responsiveness philosophy in its transactions with the Society stakeholders along with Imparting the Engineering and Management education. The Institute Social responsiveness exhibited with respect to Academics, Students, Staff and Governance is described as follows;

- Social responsiveness in Academics to address the Quality Human resource:

Attuning to the change in the requirements of industry, to meet the wants, needs and desires of society, the institute is responding continuously with well defined change management system by adopting OCBE philosophy in Academics.

This Philosophy adoption is leading to bring required change in Program, course, curricular contents, Teaching, Learning and Evaluation system.

- Social responsiveness in Student chapter to support Society reengineering programs:

The students of institute are imbibed and inculcated with the philosophy of responding to support in spreading awareness about conservation of scarce resources like water, Electricity, green environment and Importance of Health and Hygiene, Waste management and volunteering in crisis to uphold Humanity belongingness among members of society,

participating in managing the society reengineering programs and demonstrating by practicing them.

- Social Responsiveness in Social reengineering programs by staff chapter:

Staffs are the guiding force in imbibing and inculcating social responsiveness philosophy. The Staff mentor and motivate the students of institute in identifying, Planning and executing the socially responsive programs related to social reengineering gaps. Staff also involve in spreading awareness about conservation of scarce resources like water, Electricity, green environment and Importance of Health and Hygiene, Waste management and volunteering in crisis to uphold Humanity belongingness among members of society, participating in managing the society reengineering programs and demonstrating by practicing them.

- Social responsiveness in social reengineering by Management Governance:

The Institute Governance system is strongly defined by strong proven social responsiveness practice example of its Management. The governance defines the policy and practice of social responsiveness in its transactions. The governance of institute are imbibed and inculcated with the philosophy of responding to support in spreading awareness about conservation of scarce resources like water, Electricity, green environment and Importance of Health and Hygiene, Waste management and volunteering in crisis to uphold Humanity belongingness among members of society, participating in managing the society reengineering programs and demonstrating by practicing them.

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

The following are some of the programs adopted in its governance system;

- Extending Funding support to Faculty and student identified socially relevant live projects
- Recognising the Success and Achievements of students, staff and eminent persons from society.
- Encouraging the Merit cum Mean students with Scholarships
- Recognising and felicitating the contributions of Resigned and retired staff.
- Participating in Energy conservation philosophy of society and supporting at Institute level by using solar, LED and sensor based control systems
- Participating in Water conservation philosophy of society and supporting at Institute level by using Rain water harvesting and water recycling systems.
- Participating in Waste Management philosophy of society and supporting at Institute level by adopting rational waste disposal systems.



- Participating in pollution free Environment philosophy of society and supporting at Institute level by Maintaining Clean pollution free environment with lush green campus.
- Imparting Quality education for all at socially affordable cost compare to nearby institutes of society.
- Encouraging Experiential learning avenues through Institute sponsored field visits, student live projects based on Impact of Engineering and Technology on society, joint research presentations, publications and patent guidance support.
- Encouraging and extending funding support to the staff and students of Institute to conduct socially responsive programs listed below
  - Ban Plastic usage campaign
  - Blood Donation Camp
  - Swatch Bharath Andolan
  - Community service in adopted village
  - JSS Run for social cause
  - Awareness spreading programs
  - Supporting NGO by “verve” fest
  - Flood Relief
  - Disaster relief
  - Participating in Disaster management as volunteer

#### **6. Problems Encountered:**

The implementation support system of Social reengineering practices involve participation of members of society includes internal members like student, staff and parents, External members from the society. Secondly, the support of the local governing bodies. The main problem encountered in initial Human resistance to participate, accept, adopt and practice change. After spreading awareness the implementation of the social responsiveness in social reengineering is achieved to certain level. However, the complete adoptions are a continuous process and take its own time and achieve in future endeavours.

#### **7. Resources required:**

The funding support from the Government, Institute management, students and staff of the institute are available. However, to increase the magnitude of social responsiveness more resources are essential in future endeavours.

## **Best Practice 2:**

### **1. Title of the Practice:**

Strengthening a comprehensive technical competency of faculty and students through online courses

### **2. Objectives**

- Develop problem solving approaches
- Develop creative thinking
- Improve the existing technical competency to higher level
- Undergo research work confined to specific field

### **3. The Context**

Contextual features are

- Breaking complex tasks in to manageable segments
- Analyzing existing information to come up with appropriate solution
- Bridging gap between industry and academia

### **4. The Practice**

- Students and faculty are encouraged to take up online certified courses in National Programme on Technology Enhanced Learning (NPTEL), Course era and Massive open online courses (MOOCs)
- NPTEL/Course era certification is considered as metric to measure the technical competency of faculty in the appraisal process.
- Insisting faculty and students to take up NPTEL/Coursera online courses on current trending technologies
- Encourage faculty to enrich their knowledge on the domain of interest through online certification courses

### **5. Evidence**

- NPTEL certified courses completed by faculty and students
- Course era certified courses completed by faculty and students
- MOOCs certified courses completed by faculty and students

### **6. Problems Encountered**

- Time management to cope between academic schedule and course assignment deadlines
- Knowledge on prerequisites (Linear algebra, Fourier Transform, Geometry, Programming languages) to take up interdisciplinary advanced courses.

  
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