

Practice – 1

Title of the Practice : Training students to deploy technology for community development.

Objectives of the Practice:

The objectives of this practice are as follows:

- Sensitise the students to the hardships faced by local communities around Don Boaco institutions
- Create an awareness amongst the students about the culture and the customs of the communities
- Learn to engage with the communities and identify their problems
- Select some of the problems for a detailed study and use technology, creativity and innovation to solve the problem partially or fully.

The Context:

The villages of Jawhar taluka, situated 140 Km North of Mumbai are tribal villages with poor literacy and health records. Farming is the main occupation but post monsoon the villagers migrate since there is no water available to sow another crop. The village women trek several kilometres each day to bring water and firewood. The students were given information about the watershed activities in the area by the Bosco Samajik Vikas Sanstha social workers and were encouraged to take up projects to improve the lives of the people.

The practice:

As part of the social outreach of DBIT the students are taken to a tribal village situated 140Km North of Mumbai and made to interact with the tribal villagers. The students study the problems of the villagers and to use technology to bring about positive changes in their lives.

The camps are usually held in the months of December and January. 2 weeks prior to the camp the students are briefed on the culture and practices adopted by the villagers.

Students teams are formed to engage with the villagers in the following areas:

1. Primary school education
2. Water management
3. Communication skills for young students in Jawhar college
4. Health and hygiene
5. Livelihood options

The student teams meet with the villagers and prepare a list of activities to be undertaken. They create an action plan and conduct the activities with the participation of the villagers.

A review meeting is held every evening to review the impact of the activities of that day and plan the course of action for the following day

The students also spend 24 hours with a tribal family to learn about their culture and traditions and understand their issues.

Evidence of success:

1. Building a bond with tribal students in colleges through student exchange programme conducted every year
2. Greater awareness on menstrual hygiene and use of healthy practices to manage menstruation. Dispelling myths on menstruation.

3. Village plan for equitable water distribution in village and GIS survey of water bodies in the villages under consideration and preparation of watershed plan
4. Better communication ability of school children and college
5. Projects taken up by students on health management, water management, design of solar cookers for the community, design of efficient chulhas for the villagers

Problems encountered and resources required:

1. The villagers have deep mistrust for outsiders and are not willing to share data
2. Villagers are dependent on external help and not willing to strive for a better life
3. There are too many myths and superstitions to be taken care of
4. A longer time period of interaction is required to bring in a positive change
5. The villages are too far away for regular interactions

Resources required:

1. Travel grants
2. Social workers who are better informed of the customs and practices of the villagers and can help our student teams to interact with the villagers
3. Monetary help for bringing in small changes

Practice – 2

Title of the Practice : Faculty Appraisal as a tool for departmental and institutional development and reward and recognition

Objectives of the Practice:

The goals of the practice are as follows:

- Assess the contribution of each faculty
- Grade the faculty as average, below average and above average performers
- Assess departmental and institutional strengths and weaknesses
- Provide a road map for faculty to set career goals and move to a higher performance level
- Identify faculty who have made unique contributions and reward them
- Benchmark institutional performance against that of better known institutions
- Align faculty performance towards the Vision and Mission of the institute
- Ensure compliance with the various criteria of NAAC and NBA
- Raise the bar for minimum performance

The Context:

Each year the faculty undergoes a performance appraisal by a team of senior faculty including Advisor, Principal and HODs. The purpose of the appraisal is to help faculty understand their shortcomings and set higher performance goals. To achieve this objective the institute has designed a self-appraisal document that captures the faculty's contribution to academics, research, industry interaction and personal development. The self appraisal format helps the faculty rate their performance for each criteria and reduces the stress of appearing before a committee and being judged.

The practice:

The appraisal format is provided online to every faculty. The document has five main criteria and several sub-criteria as performance indicators.

Each sub-criteria has four options which are arranged in increasing order of progress.

Minimum performance criteria is shared with the faculty when they join the institution. In addition

to regular teaching-learning faculty are expected to do the following:

- Engage in research on campus
- Engage with industry to identify their needs , carry out projects, conduct training
- Upgrade skills and knowledge through certification, internship, etc.
- Mentor students
- Participate in outreach programmes for community
- It is essential to measure the extent to which faculty is able to comply with these requirements and to reward those who are willing to walk the extra mile

The Faculty chooses the option that best describes her work for the academic year. Faculty is advised to upload evidence to substantiate the option selected.

The document is forwarded to the HOD who verifies the evidence and approves the option selected after a detailed discussion.

A committee comprising of the Advisor, Principal and HOD scrutinise the information provided by faculty and do a random verification with a few faculty. The appraisal team summarises the contribution of all faculty and submits a report to the management faculty performance

The Principal analyses the data to determine the strengths and weaknesses of each department. The same is shared with the department faculty. The committee mentors and counsels the department on performance improvement and on setting goals for the following academic year. to enable them to set targets for the following year to improve their performance.

Individual faculty members are also mentored to set personal goals to improve their performance.

Evidence of success:

1. The faculty is aware of her drawbacks and sets goals for improvement.
2. The department becomes aware of its strengths and weakness.
3. Above average performers are recognised and motivated to do even better
4. The management understands the extent to which its VISION and MISSION is being satisfied and identifies institutional strengths and weaknesses.
5. The management sets institute level goals and brings in practices to improve institute performance.
6. With each year there is an increase in the minimum performance level of the department
7. Institutional objectives are being met organically

Problems encountered and resources required:

1. Since the tool is based on self appraisal, faculty tend to overstate or sometimes understate their achievements
2. The tool has to be calibrated to ensure uniformity in self-assessment
3. Faculty has to be trained to upload the right evidence

No additional resources are required