

BEST PRACTICES OF THE INSTITUTION

Best Practice I: Faculty Development and Global Exposure :

A significant best practice of the Institution during 2024–2025 has been the systematic encouragement and facilitation of faculty members' participation in professional development programmes at national and international levels. The objective is to provide exposure to emerging fields of knowledge, advanced pedagogy, and interdisciplinary perspectives, thereby strengthening the academic ecosystem.

Faculty members engaged in training on Artificial Intelligence, digital learning platforms, leadership, the New Education Policy (NEP) 2020, sustainability, research methodologies, and community service. These programmes enhanced individual competencies while contributing to institutional growth. The acquired expertise enabled faculty to adopt innovative teaching practices, integrate ICT-based pedagogy, design skill-oriented courses, and foster inclusive learning and most importantly the life skill training at different levels gave a human touch to exist in harmony with the larger academic world and society.

Networking with experts and institutions across the globe further enriched their perspectives. Importantly, upon returning, faculty shared their knowledge with colleagues through workshops and peer-learning forums. This cycle of learning and dissemination sharpened collective expertise and created a positive, collaborative ambience within the Institution.

Outcome: Improved curriculum delivery, enhanced student engagement, interdisciplinary research, and stronger institutional visibility at national and international levels.

Best Practice II: Decentralized Governance and Participatory Quality Culture :

Another key best practice of the Institution in 2024–2025 has been the strengthening of a decentralized governance model. Faculty members are actively incorporated into multiple committees and cells. academic, research, student welfare, community outreach, and IQAC sub-committees, ensuring inclusive participation in policy formulation and execution.

This structure has institutionalized transparency and accountability. Feedback from students, faculty, alumni, and external experts is systematically collected, reviewed, and acted upon. Action-taken reports (ATR) ensure that corrective measures are documented, promoting evidence-based and result-oriented decision-making.

This participatory framework fosters a culture of collective responsibility and ownership. Faculty members contribute meaningfully to planning, implementation, and monitoring, while stakeholders remain integral to sustaining quality benchmarks. The system encourages continuous improvement in teaching, learning, research, and extension activities.

Outcome: A transparent and accountable governance system where decisions are participatory, feedback-driven, and action-oriented, resulting in sustained academic excellence and stakeholder satisfaction.