



Internal Quality Assurance Cell

7.2. Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual

BEST PRACTICE I

1. Title of the Practice:

STRENGTHENING ALUMNI ENGAGEMENT AND NETWORKING AT DBIT

2. Objectives of the Practice

The primary objective of the DBIT Alumni Association is to foster a strong network among graduates and current students, enhancing career opportunities and mentorship. It aims to build a robust community that supports professional development, lifelong learning, and institutional growth. The association also seeks to leverage alumni expertise for curriculum development and industry-academia collaborations.

3. The Context:

The key challenge was the geographical dispersion of alumni, making it difficult to maintain regular contact and engagement. Additionally, there was a need to create a platform that could effectively bridge the gap between alumni and the institution, ensuring mutual benefits. Another issue was the integration of alumni feedback into institutional strategies and curriculum updates, which required a systematic approach. Addressing these challenges involved deploying digital tools for communication, creating structured engagement programs, and fostering a culture of continuous interaction.

4. The Practice:

The DBIT Alumni Association employs a multi-faceted approach to engagement. Key initiatives include regular alumni meet-ups, virtual webinars, and mentorship programs. The use of a dedicated alumni portal allows for seamless communication and networking. Challenges included maintaining consistent participation and securing funding for events. To overcome these, the association launched a membership drive and partnered with corporate sponsors. Additionally, alumni success stories are highlighted through newsletters and social media, inspiring current students and enhancing the institution's reputation.

The association also organizes an annual alumni day—*MILAN*, featuring panel discussions, workshops, and networking sessions. These events are designed to provide professional growth opportunities and strengthen the bond between alumni and the institution. The practice's uniqueness lies in its comprehensive approach, combining traditional networking with modern digital tools to create a vibrant and supportive alumni community.

5. Evidence of Success

The success of the DBIT Alumni Association can be measured through increased alumni engagement and positive outcomes for current students. There has been a significant rise in alumni participation in institutional events, with over 70% attending *MILAN* annually. Additionally, mentorship programs have led to improved career placements, with many students securing internships and jobs through alumni connections. Surveys indicate high satisfaction rates among both alumni and students, highlighting the effectiveness of the association in achieving its objectives.

6. Problems Encountered & Resources Required:

Challenges included ensuring regular participation from a diverse alumni base and securing continuous funding. Addressing these required dedicated staff to manage alumni relations and the development of a comprehensive digital platform for engagement. Financial resources were also needed for organizing events and maintaining the alumni portal. To mitigate these issues, the association sought corporate sponsorships and implemented a membership fee for enhanced services.

7. Notes:

For other institutions looking to adopt this practice, it is crucial to leverage digital tools for effective communication and engagement. Building a strong alumni network requires continuous effort and innovation, including regular feedback loops and personalized engagement strategies. Ensuring the alignment of alumni activities with institutional goals will enhance the overall impact and sustainability of the practice.

BEST PRACTICE II

1. Title of the Practice:

Mentoring Process for Student Development and Academic Progress

2. Objectives of the Practice:

The objective of the mentoring process is to provide continuous academic and personal support to students by monitoring their progress and addressing their individual needs to improve academic performance and overall development.

3. The Context:

The mentoring process was designed to address the challenges of identifying and supporting slow learners, improving academic performance, and motivating students to participate in co-curricular activities. Regular interaction between mentors and mentees helps address behavioral changes and fosters a supportive learning environment.

4. The Practice:

The mentoring process involves assigning each student a mentor who monitors their academic progress, attendance, and behavior. Mentors provide counseling to students and communicate important updates to parents. The process includes analyzing the students' personal data, conducting remedial classes for slow learners, and motivating fast learners to participate in co-curricular activities. The Department Mentor Coordinator oversees the implementation of the process and ensures that mentors perform regular counseling sessions and update the mentor book with details from internal assessments (IA1, IA2, and IA3).

Key steps in the process:

- Department Mentor Coordinator identifies mentors and forms the list of mentees.
- Mentors analyze mentees' personal data and provide counseling.
- Attendance and behavioral changes are monitored and communicated to parents.
- Remedial classes are conducted for slow learners.
- Fast learners are motivated to engage in co-curricular activities.
- The effectiveness of remedial classes is assessed through academic improvement.

5. Evidence of Success:

The success of the mentoring process is evident from the improvement in students' attendance, academic performance, and participation in co-curricular activities. The identification and support of slow learners through remedial classes have shown positive results, as reflected in their SEE (Semester End Examination) performance. Regular updates in the mentor book ensure consistent monitoring of students.

6. Problems Encountered and Resources Required:

Some challenges faced during the implementation of the mentoring process include maintaining consistency in updating the mentor book and ensuring regular communication between mentors, mentees, and parents. The resources required include mentor books, time for counseling sessions, and coordination among the Department Mentor Coordinator, mentors, and course coordinators.

7. Notes (Optional):

The mentoring process can be adopted by other institutions to enhance student support systems and improve academic outcomes. The key to its success lies in consistent communication, regular monitoring, and timely intervention to address student issues.