



ATRIA INSTITUTE OF TECHNOLOGY

Department of MBA

Best Practice – 1

1. Title of the Practice: Creating an Automation Roadmap – From Academics to Administration

2. Objectives of the Practice:

Going along with the **ICT** initiatives of **Ministry of Education, GOI**, the primary objective of creating an Automation roadmap in academics and administrative processes at AIT is to fulfill the three cardinal principles of Education Policy namely - **Access, Equity and Quality**.

- **Access** – Providing connectivity, along with provision to have an access of the ERP/ Learning Management System to faculty, Administrative Staff, and students
- **Equity**- Making the entire automation process transparent, error-free, and quick
- **Quality**–Establishing conducive and flexible quality learning and enhanced work experience through secured technology platform

Another added advantage of this paperless administration can be aligned with our Institution's Green Campus initiatives.

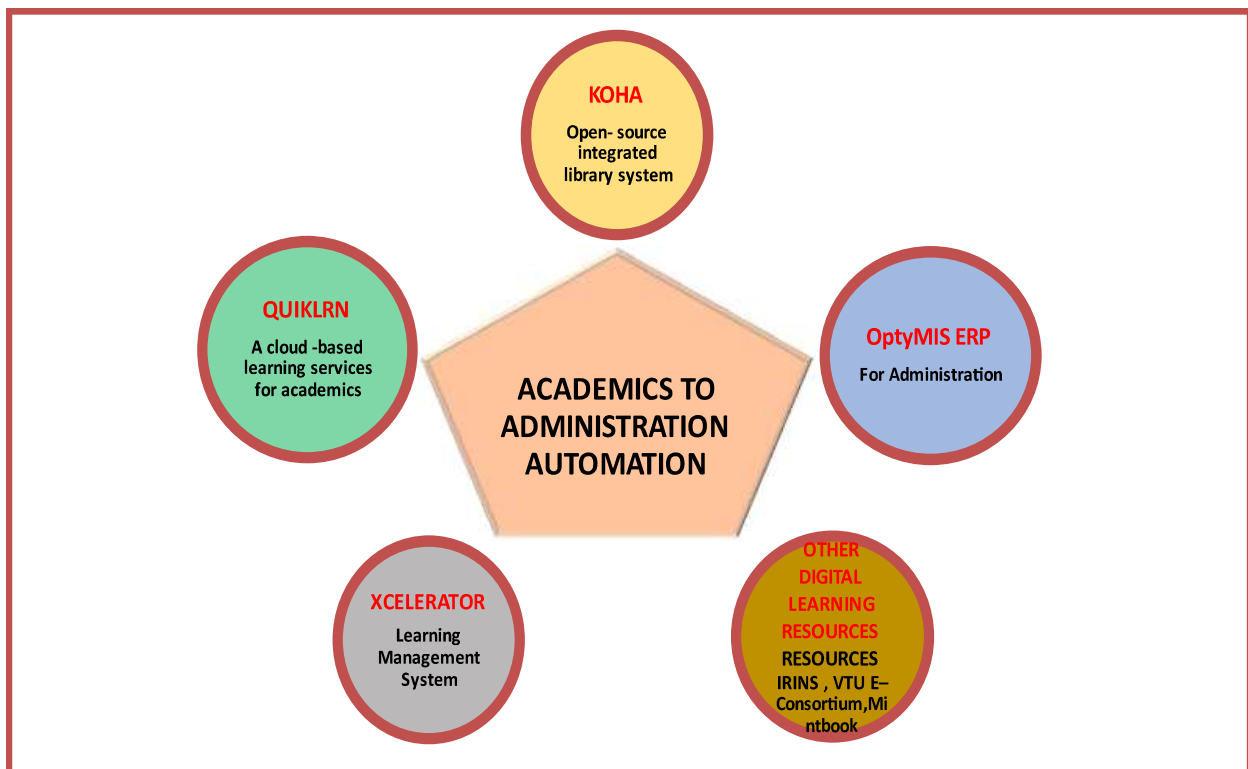
3. The Context:

Digital acclimatization has become the need of the hour and **Higher Educational Institutions (HEIs)** need to keep a pace with this momentum of change in technological development. In this context, the institution has implemented Automation initiatives (ERP and LMS) to enhance and experience new teaching and learning methodology beyond the conventional methods. The newly established cloud-based platform **Quiklrn** (for academics), **OptyMIS** (for administration), open-source Integrated Library System **Koha** and Learning Management System **Xcelerator** have made great strides in embracing digital transformation and offer the opportunity to eliminate inefficiencies and save time by automating tedious manual administrative and academic

processes. It certainly has transformed the complete work experience and **outcome-based education (OBE)** measurement of the Institution.

4. The Practice:

Being an integral part of National Education Alliance for Technology (**NEAT 2.0**), an initiative taken by AICTE, **Quiklrn**, a cloud based adaptive learning platform offers a personalized learning experience to our students. Aligned to the Outcome – Based Education (OBE) framework, it has a rich set of features to define program outcomes (**POs**) and course outcomes (**COs**), manage sessions, assessments and feedback.



Salient features of Quiklrn:

- **The Cloud-based** learning services being practiced across the institution, enable students to have an access of the course content, lesson plans, course progression, sessions, quiz, assignments, attendance etc. from anywhere.
- **Cloud repository, a Content Store** provides a repository for all learning material that can be downloaded by the students for their ready reference
- **A separate dashboard on Quiz and Assessment** features help to measure the effectiveness of learning among students.
- **Manage Survey** feature has a rich set of functions that saves the preferences of the students.
- **Send Notification Feature** provides in-app and email – based personalized notifications on the course schedule, content updates, attendance, and event updates etc. that enables students to keep themselves updated.

OptyMIS ERP (Administration):

To achieve digital transformation and simplify day to day administrative processes, student admissions, OptyMIS ERP assists the institution in digitizing processes like Employee's Database Management, Leave Management, Attendance Entry, Payroll Processing, Pay slip generation. Biometric integration has also been in practice for automated attendance tracking that supports the newly introduced Flexi – Timings. Thus, the practice involves an absolute transparency related to administrative systems.

KOHA (Open – source Integrated Library System):

KOHA is an open (free) source integrated library system (ILS) that provides easy access to information for students and faculty members.

Other digital resources available to students and faculty include VTU E-Consortium, MINTBOOK, IRINS, Calibr (an online library of digital learning resources), DELNET and NDLI.

Xcelerator (Learning Management System):

Xcelerator is a collaborative learning community bringing together academia and industry to nurture real world experience and help students get industry exposure. It creates a '**ramp up to**

the real world' for students by providing them with an opportunity to participate in industry-relevant projects and build a portfolio of skills aligned to their career aspirations.

5. Evidence of Success:

Tracking and monitoring of course progression have become much smoother across the institution with the help of **live dashboard** provided by Quiklrn. Most of the course file content including the CO/PO attainments can be generated through Quiklrn.

With automation, our institution has been able to bring out **efficiency, agility, and transparency in all the administrative operations**. Automated reports have also paved the way for **paperless administration**, giving a boost to our environmentally friendly practices.

The success rate of our graduating students in every discipline in **obtaining placements** is truly indicative of the industry's recognition of the practical talent already imparted, in addition to the theoretical constructs of the classroom.

6. Problems encountered and resources required:

Problems encountered:

- Unstable network connectivity encountered by faculty and students hamper the desired outcome at times
- Adequate training required for process owners to be ensured for the successful implementation of new features added.
- Selecting a right Automation tool and switching between different technologies becomes challenging for the stakeholders at times.

Resources required:

- Cost and time is required to invest and implement in automation.
- User friendly features are required for greater output.

7. Notes (Optional):

Implementation of the automation systems requires comprehensive requirement analysis and documentation. It is imperative to have concept discussion and need assessment with all departments involved in preparation of the requirements. A proper multidisciplinary team needs

to be constituted to oversee the implementation and execution of the system. Other institutes may incorporate the methodology used and learn from the implementation timeframe.

Best Practice – 2

1. Title of the Practice: Student – Centric Learning with Personalized Mentoring-Up skilling For the Future

2. Objectives of the Practice:

The **National Education Policy** emphasizes on empowering young minds & creating a learning ecosystem for future leadership roles. The Institution has a well-defined Mentoring/Counseling system in practice that aims to build resilience in its students by equipping them with the necessary skills and knowledge that can be utilized for capacity and nation-building. The target of this Mentoring Programme is to identify fundamental mechanisms that will provide students with:

1. Professional/Career guidance by expanding their domain knowledge
2. Academic guidance by identifying their learning levels through assessment
3. Personal guidance by motivating and empowering them to counter real life challenges for their overall well being

3. The Context:

The institution is committed to its mission towards:

- ✓ Nurturing professionals, who can add value to organizations, engage in higher studies and pursue innovative entrepreneurial activities.
- ✓ Developing leaders who exhibit ethical behavior in professional and societal activities.

In this context, student centric learning with a robust mentoring system serves as a guidepost for emphasizing the development of necessary skills for the future. The entire process may be recognized as a strategy required by the students to achieve learning goals with emotional and instrumental support.

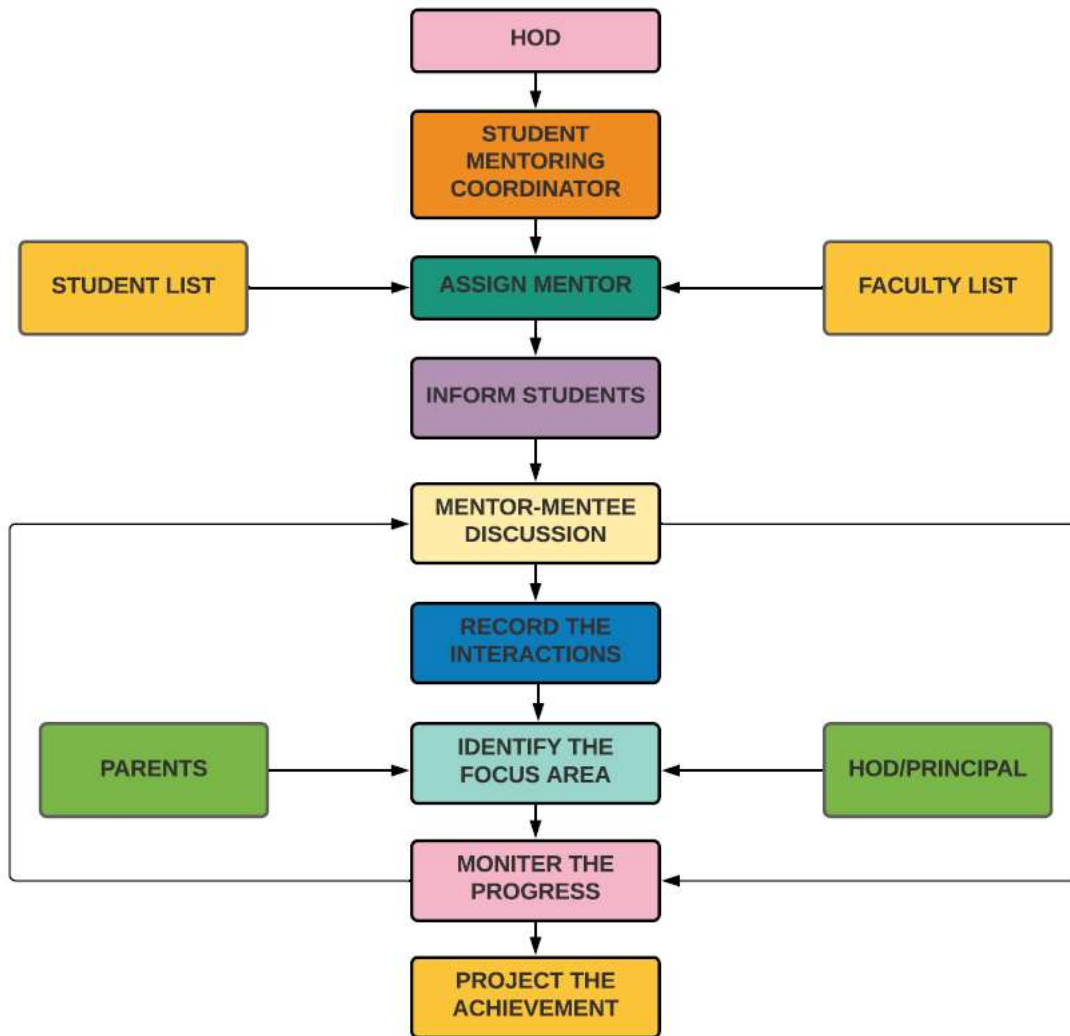
4. The Practice:

The practice involves a structured process mentioned below:

Mentoring / Counseling process:

- A mentoring / counseling coordinator is identified by the head of the department.
- Batches of fifteen to twenty students are assigned to one faculty member who would be officiating as a mentor/counselor by the coordinator considering the students and faculty in the department. It is ensured that each student joining the Institution is assigned a faculty mentor/counselor in the first year.
- The students are notified on the mentor details and every student will be counseled at least thrice by the faculty – mentor / counselor every semester.
- The focus area for each student is identified and noted.
- Issues which can be resolved at the faculty level would be taken care of and those beyond their capability will be referred to higher authorities (HoD / Principal) / parents for resolutions.
- The progress in the identified area is monitored and recorded, subsequently the achievements, if any are projected.
- The counseling/mentoring would be centered around issues pertaining to student performance in academics, overall development of their personality by getting them trained in soft skills and English language competence. Specific skill set training is provided for better career prospects apart from any specific personal issues which might be affecting their progress.
- Faculty members motivate the slow learners by means of Remedial classes, Tutorial Classes, Additional course materials etc.
- The records of the mentoring / counseling are maintained appropriately in the prescribed format.

The process flow diagram for Mentoring is shown below:



Mentoring / Counseling process

5. Evidence of Success:

There is a sustainable improvement in the overall performance of the students across all programmes. Provided below is the analysis of the impact observed in the following areas after implementing the mentoring system in the institution:

- a) Improvement in attendance
- b) Improvement in academics (Slow learners and Meritorious students)

- c) Improvement in involvement of students in various activities
- d) Improvement in self-confidence/ self-esteem- Students developed capacity to speak confidently in interviews, presentations and mentoring other students.

6. Problems encountered and resources required:

Problems encountered:

- Despite our best efforts in the effective implementation of the mentoring system, retaining student interest and involvement in the practice is a challenge.
- Faculty members need to dedicate their time beyond teaching hours.

Resources required:

- Instructional support, technology and access for both faculty and students.
- Empowerment of faculty for continuous improvement in mentoring process.

7. Notes (Optional):

A detailed policy and framework document need to be prepared to implement and continuously monitor the activities. This can be achieved by receiving inputs from both faculty and students. A well – defined methodology for feedback analysis is also advisable. The process framework document may help other institutions and bodies in implementing their own mentoring mechanisms.



Coursera Courses



Mentoring



'Sui Dhaaga' Movie Screened on 20.05.22