Best practices

1. **Innovative mentorship**
- Record keeping and mentoring their diary-

Since AY 2019 COEM effectively implements local guardian diary which maintains the record of all personal, curricular, co-curricular and extracurricular activities of students throughout his/her degree program.

- Alumni as a mentor for final/pre-final year students for placement/soft skill development-

Alumni cell of COEM has create strong bond between institute and alumni. Interested alumni are worked as a mentor for third and final year students. Around 20 students are assigned to each mentor. Alumni guides students on recent industrial trends, technologies, also discuss the placement opportunities in particular fields.

- Regular mentorship activities
At campus, as per the schedule regular meeting and interactions are conducted, their personal and academic problems are discussed and suggestion are given by respective mentors.

- Feedback, its analysis and ATR

Institute take regular feedback from all stakeholder and utilize it for the improvement in various processes.

2. **Innovative teaching learning process/ Reforms in teaching learning process**
- Virtual expertise

Institute undertakes various activities under NPTEL, Spoken tutorial IIT Bombay for overall development of students. Also institute have, Virtual Lab, C Deep center. Students and faculty members are motivated to learn the content beyond the syllabus and recent technologies

- Use of ICT tools/ online platforms

Faculty members are encouraged to adopt flipped classroom approach for creating interest of student. They are motivated to use ICT tools for interactive teaching and learning. Institute has ICT classroom and recording facility to create own teaching material. Institute has ICT repository on website and it is available to all students.

- Feedback system, analysis and ATR for outcome attainment

Institute take regular feedback from all stakeholder and analyse that feedback. Based on the analysis action taken report is prepared.

- Bridge courses, finishing colleges, value added courses

Every department organised value added course, bridge courses for students to bridge the curriculum gap.

- Transparent continuous evaluation

Institute develop rubrics for all types of internal evaluation which help to bring the transparency in continuous evaluation process.

- Academic calendar

As per the guidelines of affiliated universities, institute prepares academic calendar. Institute has flexibility to add its own curricular, co-curricular and extra-curricular activities to calendar. It helps to effectively plan and execute all necessary activates in proper way.

Distinctiveness

1. **Community support cell**
- Social services for nearby rural/ slum areas
- Training programs for various community groups
- Carrier guidance/ computer training etc. for students of nearby colleges.
- Online examination, admission processes
- Implementation of Unnat Bharat and Unnat Maharashtra Abhiyan.

- **Community support cell**

Family-college-community partnerships are a shared responsibility and reciprocal process whereby colleges and other community agencies and organizations engage families in meaningful and culturally appropriate ways, and families take initiative to actively support their children's development and learning. Colleges and community organizations also make efforts to listen to parents, support them, and ensure that they have the tools to be active partners in their children's college experience.

- Social services for nearby rural/ slum areas

Teachers & Students visit to slum area to give knowledge about –

1. Benefits of Cleanliness
2. How to maintain health
3. Why children should have to take education
4. How they can get benefits of Govt. Services.
5. How to maintain safety of family.
6. How they should get employment.
7. How they can also help nature with tree plantation.

- Training programs for various community groups

Effectual teaching learning system in physical and virtual mode, environment protection and society oriented approach has been identified and inculcated as institutes best practices and distinctiveness. Two best practices implemented in last two years are namely **Community Support Cell** and **Eco-friendly campus** while "Content Within and Beyond Curriculum through Virtual Expertise" exhibits the distinctiveness of the institute.

Extension activities are carried out in the neighbourhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year.

Institute conducts the programme for student with different organization to encourage and motivates students' development and involvement in social programme. Student can aware, contribute to social responsibility and development of Community.

- Carrier guidance/ computer training, other technical training etc. for students of nearby colleges.

Institute forms community support cell to facilitate nearby community by providing infrastructure of institute for various examinations. And also provide Computer training to the nearby students of different colleges.

- Online examination, admission processes

College also allow Govt. to take online entrance exams of various courses. For that College have 240 Latest computers in 4 Labs. Lab with internet connection and air conditioned.

College also have FC Centre (Facilitation Centre) for admission process of various courses like Engineering, Diploma & MBA.

- Implementation of Unnat Bharat and Unnat Maharashtra Abhiyan.

ABOUT UNNAT BHARAT ABHIYAN

It is necessary to promote development of rural areas in tune with Gandhian vision of self-sufficient 'village republics', based on local resources and using decentralized, eco-friendly technologies so that the basic needs of food, clothing, shelter, sanitation, health care, energy, livelihood, transportation, and education are locally met. This should be the vision of holistic development of villages. There are huge developmental disconnects between the rural and urban sectors such as inequity in health, education, incomes and basic amenities as well as employment opportunities – all causing great discontent and large-scale migration to urban areas. The imperatives of sustainable development which are being felt more and more acutely all over the world also demand eco-friendly development of the villages and creation of appropriate employment opportunities locally. Increasing urbanization is neither sustainable nor desirable. So far, our professional higher education institutions have largely been oriented to cater to the mainstream industrial sector but hardly contributed directly to the development of the rural sector. So Unnat Bhārat Abhiyān (UBA) is a highly challenging initiative in this direction.

Unnat Bharat Abhiyan (UBA) is launched in 2014 by Ministry of Human Resource development(MHRD),Govt.of India to develop rural areas by the involvement of higher educational institutions. Faculty and students of higher educational institutions understand the rural realities, identify and select existing innovative technologies, enable customization of technologies or devise implementation methods for innovative solutions as required by rural community. Maharashtra Institute of Technology is actively participating in this Abhiyan by adopting five villages from Phulambri Taluka of Aurangabad district. MIT is contributing socio – economical betterment of these villages by using our knowledge base and resources.

VISION

Unnat Bharat Abhiyan is inspired by the vision of transformational change in rural development processes by leveraging knowledge institutions to help build the architecture of an Inclusive India.

MISSION

The Mission of Unnat Bharat Abhiyan is to enable higher educational institutions to work with the people of rural India in identifying development challenges and evolving appropriate solutions for accelerating sustainable growth. It also aims to create a virtuous cycle between society and an inclusive academic system by providing knowledge and practices for emerging professions and to upgrade the capabilities of both the public and the private sectors in responding to the development needs of rural India.

GOALS

- To build an understanding of the development agenda within institutes of Higher Education and an institutional capacity and training relevant to national needs, especially those of rural India.
- To re-emphasize the need for field work, stake-holder interactions and design for societal objectives as the basis of higher education.
- To stress on rigorous reporting and useful outputs as central to developing new professions.
- To provide rural India and regional agencies with access to the professional resources of the institutes of higher education, especially those that have acquired academic excellence in the field of science, engineering and technology, and management.
- To improve development outcomes as a consequence of this research. To develop new professions and new processes to sustain and absorb the outcomes of research.
- To foster a new dialogue within the larger community on science, society and the environment and to develop a sense of dignity and collective destiny.

Unnat Maharashtra Abhiyan (UMA)

Unnat Maharashtra Abhiyan (UMA) is a project of the **Ministry of Higher and Technical Education**. Its mandate is to build an independent and public knowledge infrastructure for the state of Maharashtra which will bring socio-economic and cultural development for its people, especially those in the bottom 80% of the socio-economic strata. UMA aligns closely with the Unnat Bharat Abhiyan (UBA) mechanism of the Ministry of Human Resource Development, Government of India, whose vision is to bring about "transformational change in rural development processes by leveraging knowledge institutions to help build the architecture of an Inclusive India" (UBA) .

UBA is being operationalised through the UMA, since they both share the same objectives :

- To seek some alignment of curricula and research with regional development needs
- Re-emphasize field-work and case-studies as an important pedagogy
- Provide a formal mechanism for local bodies such as Zilla Parishads, Gram Panchayats, etc. to access a regional engineering college, including the IITs, for its knowledge needs, and to obtain funding and data for the same.