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No. BGSBU/Reg/21/5545-46

Date: 31.05.2021

IQAC Coordinator, BGSB University, Rajouri.

Sir,

Kindly find herewith the Best Practices of The University for academic year 2018-19 for purpose of AQAR 2018-19.

REGISTRAR BGSB University Rajourl - J&K

Copy to:

- 1. SS to HVC for kind information of Hon'ble Vice Chancellor.
- 2. Office File.



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BEST PRACTICE - I

1. Title of the Best Practice

Engaging Students in Quality Enhancement Processes

2. Objectives of the Practice

Objectives of this practice are:

- To develop the institutional culture to engage students and strengthen the student-teacher relationship further.
- To help revisit the old paradigm of the student-teacher relationship in the wake of changing nature of education across the globe.
- To help teachers benefit from the student feedback and evaluation on teaching methodology and classroom learning process.
- To help the Institution get the students' insight on key institutional academic and administrative aspects.
- To strengthen the student-teacher synergy in the process of quality enhancement in higher education.
- Identifying deficiencies in the academic and physical infrastructure and studentservices from the students' perspective can for quality enhancement and development.

3. The Context

Higher Education Institutions in India have played a crucial role in evolving the knowledge communities and societies dedicated to advancing the knowledge education system. To this end, the participation of all stakeholders, including the involvement of students in the Institutional quality enhancement processes, is essential. Students' participation in quality enhancement at BGSB University is an ongoing and continual practice. Students' participation becomes inevitable in the process of quality enhancement in higher education due to the below-listed reasons:

• Students are seen as qualified human resources who will participate and contribute to the business and industry's overall growth and development. They are the major forces who would continuously strive to develop the frontiers of knowledge. Students' participation in quality enhancement is viewed as an opportunity to participate in its continual development process. This generates a sense of belongingness towards the Institution and sense of responsibility for maintaining and protecting the performance excellence of the establishment.

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• Teaching is the core area of the educational sector. In an educational institution, efficient handling of the teaching-learning practices enables a conducive environment to engage the student voice meaningfully. A student-friendly teaching-learning environment can be created to foster a better learning among students.

4. The Practice

- The BGSB University, from time to time, organizes student participation programmes.
- Student Council is consulted on various matters of student welfare and other policy matters.
- BGSB University Alumni representatives are a part of Course Revision policies.

5. Evidence of Success

- This practice has enabled BGSB University in adopting a Student-Centric approach not only in the learning process but also in institutional quality enhancement.
- It has created a platform for students to share their ideas and views.
- Students' involvement has brought about newer and dynamic ideas into the quality enhancement of higher education.
- By way of this practice, teachers stand to gain in terms of much valuable feedback from the students on quality enhancement in classroom teaching and innovative practices in teaching.
- This practice has enabled the Institution to offer programs and courses that are well accepted. Also, it has helped create a student-centric environment in the Institution.

6. Problems Encountered and Resources Required

The challenges to the adoption and implementation of this practice are understanding and definition of quality among the students. Students come with varied interests and understanding of quality in academic and administrative practices, making it difficult to reach a consensus on quality standards. A certain amount of rigidity exists in the classroom teaching, and examination processes and students perception of these aspects may act as a limitation in adopting some suggestions.

Resources would be required in terms of time spent on these exercises. A comprehensive and updated list of alumni profiles tracking their career growth is also an essential resource. This would help the Institution invite those that may be instrumental in giving essential inputs in quality enhancement. A comprehensive feedback system where students can voice their concerns and rate various academic and administrative aspects of the Institution is another requirement for earmarking areas for quality improvement. The Online Google form was integrated with this feedback system making it less time consuming and automated in feedback collection, processing, and analysis of results.

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Best Practice-II

1. Title of the Practice

Development of Infrastructure and Learning Resources

2. Objectives of the Practice

To create a learning ambience with respect to physical infrastructure and learning resources.

3. The Context

The context for the best practice has been the aim of the university to provide modern construction and infrastructure of international standards, excellent academic facilities and a congenial learning environment. Also, to create a stock of learning resources to facilitate the university's academic and research pursuits supported by the latest IT resources and technology.

4. The Practice

The BGSB University has provided the best possible facilities in terms of infrastructure required for the teaching leaning process and also for administrative purposes. The lecture halls, classrooms, laboratories and tutorial rooms, office spaces are built keeping in mind the limitations posed by hilly terrain and space restrictions, yet making it highly conducive for the overall academic environment of global standards. Besides offering the best hostel facilities to students, residential facilities to faculty and staff, the university also boasts of its sports grounds and auditorium.

The university has a spacious and well-stocked library with e□journals, databases and fully automated functioning. The library users are provided open access to the resources available. At any time, about 200 users can sit and work in the library. The circulation of Books is fully automated.

The ICT support services include well-equipped technology/science labs and workshops, computer labs with the latest hardware/software, science/Technology/Computer labs equipped with the latest equipment/machines/ hardware, etc., and a collection of licensed software. The whole university campus is network and wi□fi enabled. The lecture halls, classrooms, laboratories and tutorial rooms, office spaces are fitted with the latest ICT facilities for supplementing the teaching/ learning process. In addition to this, the university uses LMS software for different functions such as financial accounting/controlling, materials management, human capital management, campus management, student life cycle management, including admissions, registration, etc. The university also has a dedicated power backup to avoid disruption of teaching/learning.



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5. Evidence of Success

The excellent infrastructure has been able to attract students from different corners of the UT and the country. The Library has witnessed about 10000 walk-ins per month, which is quite inspiring. Easy dissemination of knowledge/information through ICT, from lecture room experience to exams, has dramatically helped students and concerned parents.

6. Problems Encountered and Resources Required

The greatest problem encountered has been infrastructure development due to hilly terrain, rural surroundings, and space limitation. Despite hilly terrain, the university has managed efficiently all its academic infrastructure.

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