CRITERION 7 – INSTITUTIONAL VALUES AND BEST PRACTICES

Key Indicator - 7.3 Institutional Distinctiveness

7.3.1. Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

> **NOTE:** The supporting documents for this metric exceed the upload limit of 5MB. Hence the documents are made available in HEI website and links for the metric is given below.

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METRIC	PARAMETER	LINK TO RELEVANT DOCUMENTS
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7.3.1 Portray the Performance of the Institution in one area distinctive to its priority and thrust within 1000 words

A.R Engineering College Multifaceted Learning: a unique, student-centred endeavour to mould socially responsible and competent professionals

A.R Engineering College Multifaceted learning includes four dimensions:

Dimension 1: Empirical Learning

The **distinctiveness of A.R Engineering College** has been explicated through the **empirical learning endeavours** prevalent in the institution as Students **learn by doing** and engaging themselves in hand-on activities, leading to their overall development. Empirical learning is realized through **Soft Skill Development, Confidence Building Measures, Communication Skills, Decision-Making Skills** through organization of events, **Computer Skills, Training to be Professionals** and **Personality Development** Measures.

- **AREC SDP** – Students are exposed to a good number of **Skill Development Programs** like **ASAP** (Additional Skill Acquisition Programme), **She-Drives, Hands-on Training in Office Automation Tools, Ethical Hacking, Graphic Designing** and **AutoCAD Designing**.
- **Finishing School** provides a platform where students are trained to become **high quality professionals.** Students are boosted with **self-confidence** to face interviews, group discussions and debates. Students learn basic etiquettes to be followed by a professional.
- **Confidence Building Training** has been provided to equip students to face placement interviews and future obstacles in their life.
- Students are finely polished by various sessions on **Personality Development, Communication Skills** and **Enrichment lectures.** It leads to the **overall Personality Development of students.**
- Students are introduced to new concepts and they develop **academic and professional research skills** by doing case studies, research and projects.
- **Students-Organized Conferences/Techno-cultural Fests** and **Student Union Activities** offer engaging experiences to inculcate leadership and organizational skills.

Dimension 2: Service Learning

Students of A.R Engineering College go through **experiential education through community engagement.** In the process, students link **personal and social development** with academic and cognitive development. It helps students in moulding **responsible citizens with empathy** to work **towards social justice.**

- Engaging students in **Palliative Care** resulted in inculcating the spirit of care and a positive effect on the attitude of students. The strategy was to give **sensitisation classes** to the students and **basic Training in palliative care** followed by **visiting patients.** The initiative was realized in collaboration with Ecomwel Orthopaedic centre, Salem.
- The College organized **Hair Donation Drive** in which **41 Girl Students were Self-motivated to** donate Hair to **cancer patients undergoing chemotherapy.** Hundreds of Students **voluntarily donate Blood** every year.
- During the Covid 19 pandemic, Students constituted **Covid Combat (COCO) Warriors** by organising vaccination drives, manufacturing and distributing sanitisers. **Students exhibited**

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their sense of **civic responsibility** through voluntary relief-rescue work during floods near Villupuram-Cuddalore districts, as evident as outcome of the service learning.

- Students involved in **community development activities in villages, Visit to Social Welfare Centres, Cleaning drives** and **distributing free meals and clothing.** Through these Student-led initiatives, Students learn about the harsh realities of life and develop social skills and become responsible persons for our nation.

Dimension 3: Eco-centric Learning

Eco-centric Learning at A.R Engineering College has gone beyond classroom, and has evolved through exploration of nature and engaging with soil. Environmental activities beyond campus enable students to interact with the environment in order to adapt and learn.

- Students **developed basic agricultural skills** through cultivation and harvesting of vegetables and crops in the campus under the auspices of **NSS, Nature Club, Adventure/ Energy/ Environment Club.** Thus, Students learnt to relate to the vast majority of agrarian population in India.
- On World Environment Day, more than **150 students voluntarily planted saplings** at their home premises and sent geotagged photos.
- In connection with Gandhi Jayanthi, more than **80 students indulged in cleaning drives** at their premises and roads.

Dimension 4: Innovative Learning

Entrepreneurship Development Club, Innovation Cell, Exhibitions and **Start-ups** in the college are platforms to ignite the innovative skills of students. Through innovation, students not only exhibit their creative ideas, but also learn to further their innovative skills.

- During the **annual Innovation Festival** organized by the Innovation Cell, hundreds of innovative ideas are evolved. During the Festival Fair, **handicrafts, cakes, bags, stars and products-out-of-waste produced by students** are sold.
- **Short Film making** – Students expressed their innovative learning by making creative Short Films.
- **Wall paintings** on various themes **by students,** students-developed websites and robotic projects are examples of learning through innovation.

The distinctiveness of **Multifaceted Learning** was evidenced as Students exhibited their competence when **a good number of students were placed** in the current academic year and **students were admitted for higher studies.**

In the past five years, the practice of capacity building has been strengthened in multiple dimensions.

For teaching staff:

- The College encourages young and newly recruited faculty to participate in FIPs and enhances skill development of teachers through FDPs/Refresher Courses/Workshop. The teachers are financially and administratively supported.
- Workshops and hands-on training for skill development of teachers focuses on preparing for classroom (offline/online) lectures, accessing Open Educational Resources (OERs), using

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- In the context of Covid-19, all teaching learning was shifted to the MS Teams platform. A group of **expert teachers were given the responsibility to train and guide the faculty to ensure smooth transition.**
- The IQAC has instituted research grants, awards and incentives in various categories to recognize substantial research contributions, thereby motivating the faculty to undertake doctoral and postdoctoral studies, quality academic research and publication in reputed and accredited journals.

For non-teaching staff:

- **Basic and advanced ICT workshops** have been organised to increase efficiency in work outcomes.
- Administrative and accounts related workshops for non-teaching staff have been held for **updating knowledge and skills**.
- **FDPs for library professionals** have been organised, including training sessions.
- Non-teaching staff organise **regular talks and seminars** and attend programmes in other colleges.
- **Non – teaching staff has been provided training in the application of latest media software and use of equipment** to produce high quality media resources.
- Non-teaching staff are involved in supporting faculty in organising various programmes, which has **enhanced their work spectrum**.

The IQAC periodically facilitates academic and administrative audits. Department-wise post-audit review meetings are conducted, which allows the teacher and non-teaching staff to channelise their strengths.

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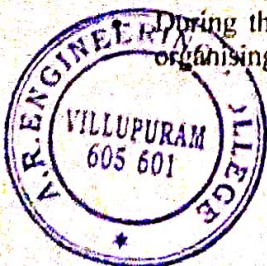
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