

Details of two best practices successfully implemented by the institution for the AY 2018-19

BEST PRACTICE NO: 1

1. Title of the Practice

- **Advanced Training Lab**

2. Objectives of the Practice

- To identify and bridge the gap between industry needs and academia.
- To develop curriculum in line with cutting edge technologies.
- To encourage students to pursue real-time projects.
- To enhance the employability skills of students.
- To strengthen the professional calibre of the faculties, i.e. learn while you earn.

3. The Context

The higher education system in our country has grown in a remarkable way to become one of the largest systems of its kind in the world. However, the system has many issues of concern at present, like financing, course structure, management values and ethics and the final product i.e. student quality. It has been widely observed that the prescribed syllabi take care of the basics and the conceptual framework of different domains. However, there seemed to be a gap between the awareness and acumen in implementation in the professional world subsequently. This motivates to invite the industry experts in helping to design a curriculum to bridge the identified gaps. Further the need to make students industry ready and help them to have a strong foundation for their future careers. It was a challenge to inculcate this lab apart from the regular course timetable. Gradually the process was streamlined and has evolved into a continuous process. Apart from coursework, this lab has gained its position as a forefront in the student gaining life-skills and increasing their success rate in job placements as well. The background work has involved the timetable setters as well as the class respective teacher/coordinator in streamlining the class for Advanced Training Lab (ATL).

4. The Practice

The approach of starting the basics and concepts from scratch to an advanced level has been the strongest point in this practice.

A separate syllabus is devised for second, third and fourth-year students based on their learning capacities and contemporary to the semester work. The courses like STAAD-PRO, CAD, MATLAB, Xlinix, ETABS, Python, IoT, BigData, Cloud Computing are conducted by the Advanced Training Lab (ATL) will be the next level of application of technical subjects of the branches such as design, programming and analysis. Each respective batch of students pertaining to their respective years will have a stringent lecture plan in advance and also have options for certification from the companies.

5. Evidence of Success

- The students are able to transform basic and applied mathematical concepts into a programming language.
- The specific course knowledge imparted to students has resulted in sharpening their knowledge which is evident in the implementation of their minor and major projects.
- Streamlining the advanced lab session along with university coursework has further helped the students to have more confidence in their regular subjects.
- Enhanced participation of students in various technical competitions like a hackathon, Code contest, Do it yourself, Design contest and many more.
- Improved campus placements and rise in the pay package.
- Few students have initiated start-ups in their domain.

6. Problems Encountered and Resources Required

The initial problems faced were with respect to the syllabus where there was ambiguity in the knowledge gap with respect to the affiliated university syllabus. This eventually led to the syllabus forming body that decided on the level and several topics of the course taught to students appropriate for that academic year. This solves the problem of the breakage of classwork for the sake of the lab.

- Setting of ATL timetables amidst university coursework.
- Setting of ATL syllabus appropriate to student subjects.
- MOU's with third party industry trainers for the benefit of students.
- Lecture schedule and lecture plans.

BEST PRACTICE NO:2

1. Title of the Practice

- **Department Association Activity Hour**

2. Objectives of the Practice

- To infuse the mental substratum of students with intelligible, comprehensible and coherent work ethics.
- To develop Soft skills, enhance stage presence and presentation skills.
- To develop leadership and influential skills.
- To inculcate organisational skills and to work in tandem with team members.

3. The Context

With the majority of the students coming from different regions and backgrounds typically from rural demography, there is an inherent fear in them and thus creates an inferiority complex. Due to this, it becomes a challenge to convince students to participate in the forefront. Thus an idea was conceived that there should be a platform for the students and by the students where there is little intervention from faculty. This has given an opportunity for the students to plan and execute various curricular and extra-curricular activities, which resulted in broadening the horizons for student interaction and development.

4. The Practice

A streamlined procedure is laid for association activity hours involving students of II, III and IV year of their respective departments. Each department is allotted a day in a week with the last two hours for conducting events. The President, Vice president, General Secretary, Joint Secretary, Treasurer and executive members are elected members of the Executive body. This body is guided by a faculty member as an advisor. The executive body prepares the calendar of events at the beginning of each semester. The list of activities includes Guest lectures, Workshops, Seminars, Alumni talks, technical presentations, Just-a-minute (JAM), group discussions, debates and other activities.

The main areas of the target of development of students are presentation skills, interview skills, fostering confidence on stage, strengthening soft skills, strengthening spontaneity. Group tasks such as debates, group presentations, event management, taking part in seminars, feedback, and interaction with industries are some of the team-based development events that take place to improve leadership skills. Keeping student all-around advancement and transformation in mind, this

intended purpose of the institute to start such a practice has been embraced and will continue steadfastly developing itself with more synchronicity to Higher Education Institution in India.

5. Evidence of Success

When it comes to association activity hours, students who have steered various ideas and events for the association have always been at the forefront of campus placements and self-development. Since the inception of the practice, the crucial purpose was to improve the communications of the students coming from sub-urban upbringings. Students who have been at the vanguard of the association have seen a confirmable turnaround in their confidence and work ethic. The other students who participate in daily activities have taken up new frontiers in both curricular and co-curricular. This implementation has not only proved to be successful in its initial stratagem but has also up to many degrees inspired and added self-augmentation and maturity in student psychology. The basic inhibitions to technical education from students can be reduced.

6. Problems Encountered and Resources Required

The implementation of Association Activity Hour mandated us to form an executive body from a large group of students. There necessitated stringent scheduling and implementation of weekly activities. To streamline the activity, it has tested the presence of leadership, unity and progress in all events. Obliging students for self-participation and conducting events on short notice. has been thought-provoking to students which helps them develop their skills for future events. Some of the organisational limitations faced are scheduling, assorting space for activities, dealing with training during university examinations, completion of development program syllabus, attendance of students and working synchronously.