

ACY 2019-2020

Practice #1

Title of the Practice: Institutionalized Full Semester Internship

Objectives:

- Develop network with various industries to strengthen the existing industry-academia engagement
- Provide a platform to the students to demonstrate or articulate their learning outcomes to solve a real world problem through experiential learning
- Develop the culture of teamwork in a multidisciplinary setting in a workplace environment
- Make students more employable and readiness for industries

The Context:

While the college has a clearly laid down vision and mission, a specific focus is utmost needed to navigate the strategic plan to become one of the most preferred institution in the country and also to develop teaching, research and consulting environment in collaboration with industry and other institutions. In this context, to develop a strong network with industries and to make students more employable, this institutionalized full semester internship is introduced in the curriculum during the academic year 2014 – 2015.

The Practice:

As discussed in earlier section, the full semester internship was introduced in the curriculum during the academic year 2014 – 2015 under academic regulation 2012. The uniqueness of this initiative is that the entire process is institutionalized unlike other institutions. During the budding stage of this initiative, a separate internship cell is established with a dedicated team of faculty assigning specific roles and responsibilities by facilitating decentralization and delegation of powers. Few of the roles and responsibilities include

- Develop Standard Operating Procedure (SOP)
- Visit and identify companies to create a diversified network
- Background verification of the companies
- Allotment of students based on their request as per SOP and intimation to students/companies
- Enabling interns boarding exercise with the companies
- Periodical review
- Industry based assessment (i.e. a separate rubrics is developed for assessment for industry expert focusing on Motivation, Reading/Writing/Computation Skills, Creative Thinking and Problem Solving Skills, Listening and Oral Communication Skills, Interpersonal and Teamwork Skills and Basic Work Etiquettes
- Involvement of industries in the final assessment too

Evidence of Success

- Positive Feedback from Internal and External Stakeholders
- Companies are volunteering to take interns with pre-placement offers

Problems Encountered and Resources Required:

- In initial stage, networking with companies posed serious challenges as the Institute is located in a very remote place from the city
- Initial travel was too hectic to establish the industry connect
- Paradigm change in the mind set of stakeholders posed serious challenges to adopt to this new initiative at the very beginning
- Identifying the companies who are seriously looking for industry-academia relationship through internship programme on free of charge had several challenges

Note: With meticulous planning and implementation all the above challenges are overcome and manageable with voice calls now for all the activities as cited above. However, networking with MNCs is still a challenge

Practice #2

Title of the Practice: Industry driven electives for enhancing the employability

Objectives:

- Develop a holistic curriculum aligning design, delivery and assessment in accordance with outcome based education and changing needs of the industries
- Create a learner centric academic eco-system to break the monotony of regular lecture
- To provide student centric learning experience with different learning strategies to cater the needs of 21st century skills
- Adopt innovative teaching – learning pedagogies using ICT tools
- Creating e-learning environment and ease access to in-house learning resources in line with the class delivery, anywhere any time

The Context:

While the college has a clearly laid down vision and mission, a specific focus is utmost needed to navigate the strategic plan to implement outcome based education (OBE) in an IT enabled environment as well as to encourage all-round rigor and in still a spirit of enquiry and critical thinking among the students, faculty and staff. In this context, an attempt is made to develop a sound and loud curriculum in line with objectives as cited above. Accordingly an innovative teaching – learning pedagogy is developed, tested and being implemented in a phased manner with the use of appropriate ICT tools. To support this initiative, an e-learning portal is also developed to enable the students to have an easy access to all learning resources, which are being developed in-house continuously.

The Practice:

Curricular Aspects

The curriculum design is always an art and it's a never-ending challenge to develop a holistic curriculum that caters the needs of the changing needs of the industries as well as to make the students more competent. As the needs of industries are changing very rapidly and also GMRIT being an autonomous institution since 2012, continuous efforts are put on year on year to enrich the curriculum design, development and revision. The curriculum design is formulated on a well-established educational objectives and outcomes and in this continuous journey, all the stakeholders viz. Management, Employers, Potential Employers, Representatives from Professional Bodies, Alumni, Teachers, Parents and Students are actively involved to develop and revise the same by constituting Board of Studies and Academic Council in accordance with the requirement of UGC. Further, the following best practices are in-place for continuous improvement in the curriculum

- Feedback mechanism on Curriculum is also in place in addition to the above mandatory requirement to capture the voice of different stakeholders on a regular basis
- Different learning strategies viz. Layer Learning, Experiential Learning, Participative Learning, Collaborative Learning, Interactive Learning and Project Based Learning
- Adequate scope is also provided in the curriculum to enable the learners to initiate self-directed learning
- Industry driven 3- and 1- credit courses
- Very recently, a new concept, Career Path is introduced to address contemporary technologies in association with one industry partner for all courses

Teaching – Learning Process

In addition to the curriculum design in the context of outcome based education, an effort has been made align the teaching-learning process in line with the philosophy of OBE by deploying innovative teaching learning pedagogy namely, “Cohesive Teaching Learning Practices (CTLTP)”

Evidence of Success:

- Continuous improvement in the curriculum as it is being observed in the feedback on curriculum from all stakeholders
- Improvement in teaching – learning process and shift from teacher centric to learner centric environment is being observed in the classroom environment
- Prepares the course instructor for effective classroom delivery with a focused intended learning outcomes
- Students started using the internal learning portal beyond working hours and showing interest in collaborative learning outside classrooms
- Availability of e-courseware in both static and video format
- Improved academic performance
- Think-Pair-Share model of CTLTP helps a lot for peer-to-peer learning
- More industry exposure
- Students and teachers used to online test practices
- Incremental holistic growth is being observed

Problems Encountered and Resources Required:

- a. To formulate a complete design pattern of curriculum which is completely in tune with OBE, it was a great challenge to arrive the proportion of courses addressing different learning strategies
- b. Paradigm change in the mind set of internal stakeholders posed serious challenges to adapt to this new teaching-learning pedagogy. As this was initiated by the members of IQAC, several programmes in this line was organized to train the members of faculty after necessary vetting of the proposed pedagogy by a team from IIT Mumbai and thus the challenge was slowly turned to a success story
- c. In initial stage, members were very much hesitated to volunteer for developing e-content in the video format. Subsequently, in one of initiatives of IQAC, i.e. FADS, it was incentivized and being regularly monitored and now, the members are volunteering seeing this impact of this video courses among the students during the COVID-19 season where the education system realized the importance of digital learning
- d. In the very beginning, there was a serious resistance from few members of faculty to prepare the lecture plan as per the format of CTLTP as this takes much time in the first attempt. After having several training and sensitizing programmes, now all the courses are developed in the CTLTP format