



BEST PRACTICE - I

TITLE OF THE PRACTICE: VALUE ADDED COURSES

Learning is the key to knowledge and continuous learning is the constant objective of our institution. Working towards this objective, our college periodically conducts trainings, lectures and various other programmes for the intellectual wellness of the students. Emerging trends in technical and professional education call for value addition i.e. students must acquire something more than what is provided in the curriculum. Hence our institution is keen on helping the students take up certificate courses to complement their knowledge and skills related to their field of study. We offer a wide variety of short term certificate courses which are conducted after class hours or during semester breaks. These courses are conducted by professionals and industry experts and help students stand apart from the rest in the job market by adding further value to their resume. Besides that, there is need to enhance their communication skills, to develop professional ethics in them and help them learn and develop human values and concern for humanity.

OBJECTIVE OF THE PRACTICE:

- To bridge the knowledge gap between academia and industry and to strengthen the regular academic programmes prescribed by the university.
- To make students familiar with all the modern and updated concepts of the industry and enhance their chances of acquiring lucrative careers.
- To help the students develop ability to solve real-time problems in industry and society.
- To bridge the skill gaps and make students industry ready.
- To provide an opportunity to students to develop inter-disciplinary skills.
- To expose students to recent trends in the core field and enhance their employability skills.

THE CONTEXT:

As university curriculum does not cover all areas, it is important for higher educational institutions to supplement the curriculum to make students better prepared to meet industry demands as well as develop their own interests and aptitudes. The curricular gaps are identified through overall POs attainment, feedback/suggestions obtained from



industry advisory committee and academic advisory committee. . They are bridged by conducting various programmes like value added courses, seminars, conferences, workshops and guest lectures etc. Feedback from the alumni who have got placed in top-notch companies also has also been collected which helped in introducing Self-framed Value Added Courses based on the existing needs of the industry. Most of our students undergo Value Added Courses to earn credits over and above the total credit requirement prescribed in the curriculum for the award of the degree. The Value Added Courses cultivate an urge amongst the students and position them to turn into flamboyant professionals on the latest trends and manifest their technical skills in advanced manner. These courses offer our students an edge over the others. They have their own uniqueness in the context of higher education.

Altogether, there have been 90 Value Added Courses in these five years, out of which 70 are self-framed courses and 20 One-credit courses approved by Anna University. Courses offered are chosen based on current trends, relevance and value in the job-market. The curriculum for the one credit courses is designed by the members of faculty of our institution, and approved by Anna University. Apart from our faculty members, industry experts are invited as resource persons for Self-framed courses. Assessment is done by conducting tests after completion of the course for one credit courses by our own institution whereas assessment for Self-framed courses is done through tests conducted by the industry. The Value Added Courses are conducted for 30 to 60 hours in a semester. They play an important role in the development of the students overall personality, thereby enhancing their career prospects.

THE PRACTICE:

The college takes steps to find out the current needs in the industry and signs MoUs to teach such Value Added Courses. The department prepares the course contents, its delivery plan, time-table, reference books etc. for the courses. The teachers handling these courses are certified trainers who undertook training from the corresponding industry personnel and got certificates to offer training. In addition to the credits earned, after successful completion of the course, the students are issued certificates. The necessary but missing contents in any course are taught to the students with the help of these value added courses.



EVIDENCE OF SUCCESS:

In the last five years around 90 value added courses were offered. Out of 29144 students, more than 8800 students enrolled and completed various Value Added Courses relevant to their field of study. Nationally and internationally recognized certificates are awarded to the students after the successful completion of the course. This has helped a considerable number of students to get placed in reputed companies. For the purpose of evidence, Impact Analysis of Automation, Process Instrumentation, Control Systems & IoT, Lab View, Internet of Things, Robotics Process Automation, Medical Coding, Cyber Security and Data Science from various departments has been analyzed. These courses help 25 to 38% of the students to get placed in their core companies.

PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED:

Value Added Courses are offered to students in addition to the regular curricula prescribed in the syllabus. Since most of our programmes are unique, finding subject experts is difficult and that further adds up to a great financial burden too. This also causes logistical problems such as balancing regular academics with VAC, allotting slots at a stretch for training, conducting internals and industrial visits.



Best Practice - II

Title of the Practice - Feedback from stakeholders

Objectives of the practice:

The vision of our institution is to provide world class engineering education for individuals to become technologically superior, socially conscious and responsible citizens for the welfare of mankind. In order to accomplish our vision, we have to rely on our stakeholders' perception, in terms of feedback.

It is one of the best quality enhancement strategies. It always gives us an opportunity to know how others perceive about us. Our institution always conducts a structured feedback activity and feedback is obtained from both internal and external stakeholders including students, parents, faculties, alumni and employer,

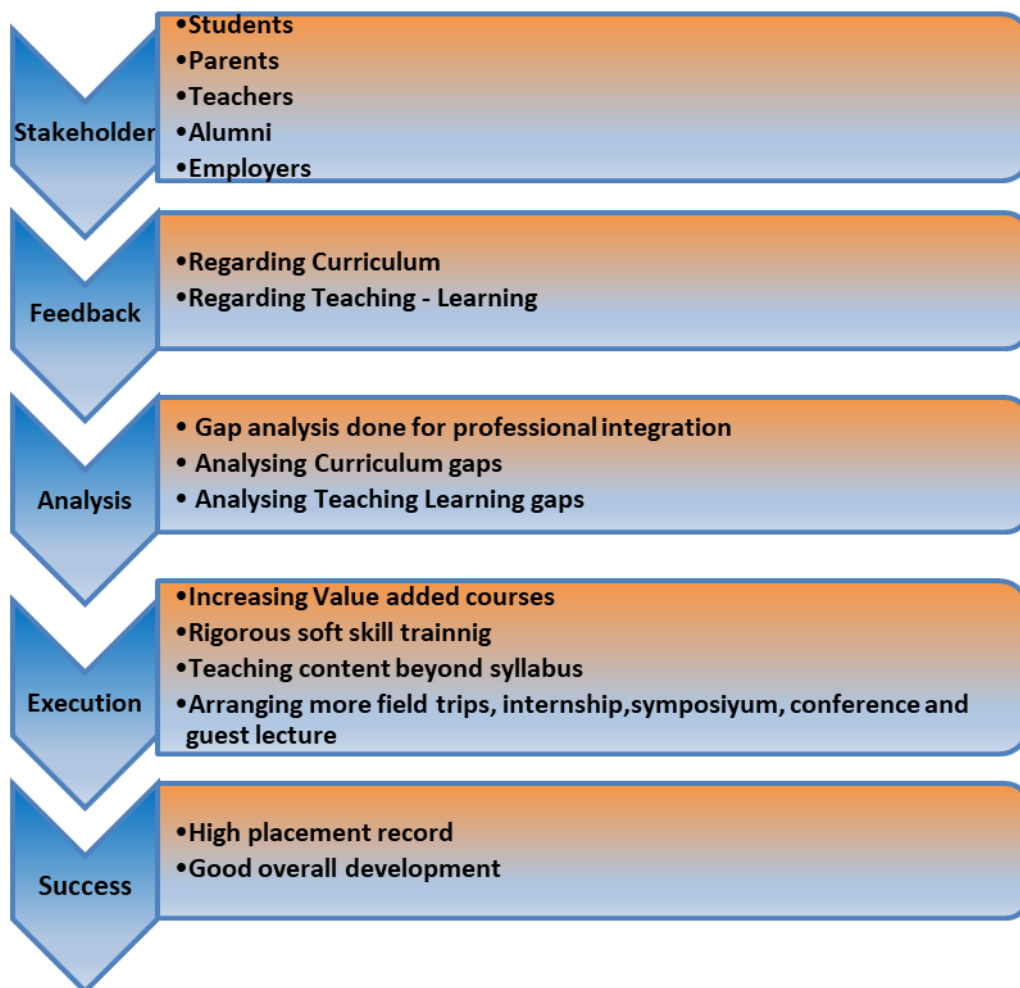
- To realize the vision of the college
- To be assertive in giving Quality Assurance to the stakeholders
- To sustain the quality of education
- To cater the needs of the society

The Context:

Our institution always supports a learner autonomy environment. Preparing the students and helping them to enter successfully into the world of business and world of corporate, is the main objective of our institution. Based on the current requirements in the society, our institution is very much willing to revamp the course contents for the benefit of the students. But as an affiliated institution, we do not have a freedom in designing the curriculum. While the university takes care of curriculum and evaluation, professional integration becomes our responsibility. We have to take care of the all-round development of our students including knowledge, skills, character and personality.

As the professional integration becomes of extreme importance nowadays, getting constructive feedback from the stakeholders is necessary for us to create a conducive environment for the overall development of our students.

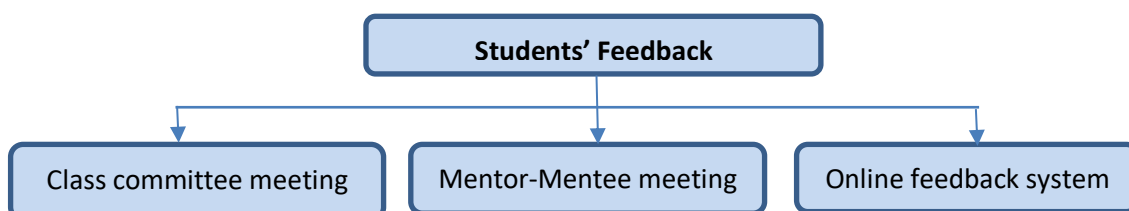
The process of achieving it is as follows:



The Practice:

Feedback from students:

Our institution always follows a student-centric approach. We feel that feedback from our students is very much important for a teacher as it would guide the teacher to adapt the teaching methodology in order to satisfy the students' learning needs. As we know that our students' fraternity is our prime stakeholders, hence an assessment of their perceptions about the teaching-learning process and also about the curriculum is inevitable.





Class committee meeting:

Class committee meetings are held twice a semester in order to discuss the issues including teaching-learning process, code of conduct and assessment. Class coordinators, tutors, subject handling faculties and HOD jointly attend the meeting to hear the reviews from the student representatives. These meetings help to understand the overall view of the entire class and to solve issues if any, regarding the classes. This open floor meeting would facilitate the faculty and the students to express their views about the class in the presence of the mentors. This further enhances the teaching-learning process.

Mentor-Mentee meeting:

Student-teacher interaction is not always possible inside the classroom. Some students find it difficult to share their views with the teacher in front of their friends. So, our institution strongly believes that a mentor-mentee relationship could bridge the gap between the faculty and the students and maintain a healthy rapport between them. Each faculty acts as a mentor for 15 students. Those mentors have to maintain a personal record of the allotted students and have a one-to-one conversation with them. They can conduct a mentor-mentee meeting at their own convenience. During the meeting, the mentees are allowed to express freely about their affiliation towards the subject, the teaching methodology adopted by the faculty, behavior of their classmates and even their personal problems. The mentor would listen to their feelings and if there are any grievances especially about the faculty or his/her teaching, then the mentor would sort it out accordingly with the help of the head of the department.

Online feedback:

Feedback about the subject handling faculty is obtained through online mode. This type of feedback helps those introvert students who feel shy to express their views about each faculty to their mentor, to send their views anonymously. Questions like the percentage of the syllabus covered, preparedness of the teacher, communication skill of the teacher, approach of the teacher, fairness in evaluation are to be answered. The average weightage of each question is calculated and the final overall score for each faculty is obtained.



Feedback from the parents:

Feedback obtained from the parents always plays a vital role in the betterment of any institution. Parents-teacher-tutor meeting is arranged once in a semester. Activities including academic discipline, lecture hours, tutorial classes, practical classes, placement training, soft skill training are discussed. All the parents are encouraged to express their views about the institution. After the meeting, the parents can meet any faculty individually and they can discuss with them. Written feedback is also obtained from them.

Feedback from teachers:

Providing an exemplary curriculum with excellent infrastructure facilities and a conducive learning environment is one of our quality policies. In order to maintain our quality policies, we appreciate feedback from the faculties of our institution. Regular meetings are convened between the faculties and the Head of the Department to discuss the course requirements, and the availability of the learning resources and teaching aids. Their feedback is highly valuable and their suggestions are discussed in governing council meeting and board of studies meeting and necessary actions are taken so as to make our students extremely competent.

Feedback from alumni:

Feedback from alumni is very much essential for the progress of the institution. Our alumni are our proud part of the institution and they willingly contribute their knowledge towards the development of our institution. Our institution has an active alumni association. Every year alumni meet is convened in India and abroad. Feedback regarding internship, employability, demand of the industries is obtained from them. It helps us in improving the curriculum related activities, especially the career guidance and the placement opportunities for our students. They help us to enhance the placement training as per the emerging trends and needs of the society.

Feedback from employers:

Increasing the employability of the graduates emerging out of our institution is the biggest responsibility of our institution. Responding proactively to the changing needs of the industry is yet another quality policy of our institution. To



make it true, a vital linkage always exists between the business and corporate industries and the education system. Though our institution provides well-groomed manpower to the industries, it is the employers who always help us to improve the quality of manpower. They reduce the interface between our institution and the demand. Employers from IT and other industrial sectors give their valuable suggestions specifically in the area of developing skill sets, so as to create a better and professional infrastructure.

Evidence of Success:

Feedback system aids us to collect all the constructive suggestions given by the stakeholders and assist us to realize our missions. The feedback obtained from the students through various modes, help the faculties to adapt themselves to the expectations of the students.

Analysis of the feedback from the stakeholders gives us a clear view about the academic activities offered by our institution, the moral and ethical values followed by our institution, and also the career guidance and employment opportunities provided by our institution. It helps us to achieve academic excellence and to inculcate leadership quality and interdisciplinary skills among the students, thus attaining the mission of our institution.

Problems Encountered and Resources Required:

In education system, teachers are also learners. Our faculties are very much open minded in receiving any innovative and good ideas from the stakeholders, especially from our students. Though faculties are ready to accept the feedback, some students are very reluctant to give their feedback and some during online feedback mode, they simply choose the option without understanding the question. These initial problems were overcome by making the students understand the need for giving the correct feedback.

Initially many parents were unwilling to attend the parents – teacher meeting but after helping them to realize the purpose of the meeting, they started attending the meeting regularly.

Reaching out for alumni was another problem faced by us. But due to the increase in the usage of social media, accessing them is easier now.

Schematic diagram representing the execution of the feedback process

