Best Practice – 1

Title of the Best Practice: Student Skill enhancement training to prepare students industry ready

Objectives:

The main objectives of the Skill Development Training program is ensure that our graduates have employable skills and can contribute towards the development of the nation. Over the period of 4 years, we train our students based on the requirement of the global market. Some of the objectives are listed below:

1. Providing opportunities for life-long learning for skill development
2. Ensuring quality and relevance of training
3. Making the youth of India as a workforce support for World Markets
4. Diversifying Skills development programmes to meet the changing requirements, particularly of emerging knowledge economy
5. Edifice true marketplace ability rather than mere eligibilities

Having listed the above non subjective, we have secured that our students get the required amount of theoretic and practical cognition in the classrooms and labs. This helps them to get the way out knowledge in the field and the kind of designs.

The context

Our country presently faces a dual challenge of dearth of highly trained workforce as well as non-employability of large sections of traditionally educated youth who acquire little or no job skills. The challenge pertains not only to a huge quantitative expansion of facilities of skill training but also to equally important task of raising their quality.

1. **The Collaboration between Industry and Institutes**: Involvement of Industry and employers in the Skill Training structures is almost nothing. They could not be brought forward to proactively participate in the field of curriculum development, training of instructors for skill development because this would entail larger autonomy to institutions.
2. **Disparity in the kinds of jobs and youths aspiration**: In the present scenario, it is very difficult to find students to fill the classrooms and getting them to accept new kind of jobs. There is a large gap between their aspirations and available jobs.
3. **Lack of Interest in vocational training among the students**: Many students with vocational education need to look for placement in private organizations or for self-employment. The condition of non-government industrial employments and self-employment are inferior quality in India in comparison to other countries.

The Practice

The Institute has established the separate department Skill Development Centre that focuses on the industry related trainings. The institute hires the skilled trainers who have lots of experience and highly qualified. The department consists of various trainers specialized in various fields and it is related to the requirements of the job market. The department was established so that our students would not face any problem in the interview and clear all the rounds without any difficulty. Keeping that in mind we have hired trainers for

a) Aptitude knowledge, b) Quantative theory, c) Soft Skill and d) Technical Skill.

These trainers offer courses for the 2nd and 3rd year students for the semester and the syllabus is designed based on the requirements of the job markets. Apart from the regular classes, we also provide the industry related training for 15 days or week based on the student's requirements.

Evidence of success

The arrangement rate of the institute is increasing every year. The truth that majority of our graduates are acquiring jobs in the assorted companies itself shows the success of the department. Most of our students before they graduate, get job offers of the companies like, Cape Gemine, Tata Consultancy Services, Amazon, Salesforce, Wipro and several other.

1. **Offer from companies before graduation:** Most of our students get their job offers before they graduate. The specific trainings are offered in the third year so that it becomes easy for them to clear the interview.
2. **Company internship in the fourth year:** There are several students who opt for the internship; however, the students don't have the clear idea of how to get the internship and the various assessment processes. Hence, the department helps them to go through the process and help them to clear the interview.
3. **MS or M.Tech Scholarships:** Some of our graduates prefer going for the higher studies in the foreign universities, however, they cannot afford to go without the scholarship. Hence, they need to appear for various test like GRE, TOFEL, PTE, IELTS, TOFEL etc, the trainers help them to successfully clear the test through the personal guidance. #

Problems encountered and Resources required

The Skill Development Training program is the recent approach of the institute and it's not popular among the students. At the same time, they are not aware of the functions and the objectives of the course, hence the message needs to disseminated through different platforms and inform about the existing of the department. The institute needs to hire the skilled people who can find the middle ground between the classroom teaching and vocation learning. The proper collaboration of the industry and institute is very much important for the successful functioning of the department.

1. **Quality and relevance:** Quality and relevance of skill development are key to India's global competitiveness as well as improving an individual's access to decent employment. For enterprises to equal in the global economy, the quality of training must reach globally comparable standards and be relevant to the needs of national and international markets.

BEST PRACTICES-II

STUDENT TARGETED LEARNING

Objectives of the Practice:

- To became more individual, self-regulating, self-realizing and self- determined. Process Oriented Guided Inquiry learning (POGIL) is a structured approach that requires students to work in self-managed teamsto explore content in a manner that requires them to solve problems, conduct analysis, and cooperate to draw valid conclusions.
- To modify and regulate the behavior of student. Behavior modification assumes that observable and measurable behaviors are good targets for change. All behavior follows a set of consistent rules. Methods can be developed for defining, observing, and measuring behaviors, as well as designing effective interventions.
- To improve reasonable and contemplative thinking. Contemplative Pedagogy is an approach to teaching and learning with the goal of encouraging deep learning through focused attention, reflection, and heightened awareness.
- To enhance learning via curricular, co-curricular and extra-curricular activities.

The Context:

The most important strategies implemented on student centered learning are: The academic process-delivery within Curriculum for Excellence, assessment is used to support individual learning. Additional Resources for Research Experimental Learning, Information and Communications Technology help the students to participate in learning what they need to know and develop. Teaching actions are planned based on learning strategies, preferences, interests, and expectations of the students. In the student centric learning, the faculty role changes, and this practice contributes to a successful change in students' attitude and decision making.

The Practice:

TEC facilitates the effective procedure of the student centric learning programs. Both

formal and informal ways of instructional methods are used to learning. The methods are designed to cover Academics, Personality Development and Skills Empowerment

Evidence of Success:

- **Good communication**

- **Attended motivational classes**

- **Academic performance**

- **Tracking Educational Goals**

- **Time to completion**

- **Attended seminars**

- **Performance**

- **Behavior**

- **Participation in curricular, co-curricular and extracurricular activities**

Problems Encountered and Resources Required: Most of our students are from rural background. They have less communication skills and stage fear. By practicing the student targeted learning, they overcome all these problems and got the multiple offers.

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