BEST PRACTICES

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S. B. JAIN INSTITUTE OF TECHNOLOGY,
MANAGEMENT & RESEARCH,
NAGPUR
(AN AUTONOMOUS INSTITUTION AFFILIATED TO RASHTRASANT

TUKADOJI MAHARAJ NAGPUR UNIVERSITY, NAAC ACCREDITED WITH 'A'

GRADE)

Best Practices-I

1.Title of the Practice:

Incorporation of Activity Based Learning methodology in the curriculum delivery.

2. Objectives of the Practice

- *Strong analytical* and *technical problem-solving ability*
- *Industrial technical skills* in respective Engineering Domain
- *Computing/Software Skills* as essentially required in their branch of study
- The *ability to multitask*
- *Critical Thinking*
- *Innovative and Creative Skills*
- *Collaborative* and *multidisciplinary Skills*
- *Self reliance* and *self exploratory* skills
- *Planning* and *Organizational Skills*

3. The Context
The conventional teaching learning methodology through lectures only caters the knowledge level of learning for the students without any focus on the acquiring of skillsets as well as their active participation in the academic activities. There is a gap to be bridged in the teaching learning methodology which will foster the learning with prima focus on technical as well as life skills acquired by the students through the curriculum delivery itself and also targeting the higher order learning.

4. The Practice
To bridge this gap, under autonomy, the Institute has promoted Activity Based Learning in its teaching learning process. The Course Co-ordinators well plan and conduct activities in their classroom related to their subjects which specifically targets the acquiring of skills by the students which will aid the students in becoming the practicing engineers and professionals. These activities are also considering in assessment and evaluation of students under teacher assessment examination[TAE] category.

5. Evidence of Success
Through the feedbacks received from students in this regard, it is evident that the practice of activity based learning is creating an impact in the students learning well catering the imparting of skills as well as focusing on higher order learning. The activities are also well enjoyed by the students which is apparent from their active participation in such activities.

6. Problems Encountered and Resources Required
There were several challenges encountered for implementing the activity based learning as listed below:

- Unclear student's learning style and pace,
- Faculty's preparation and readiness,
- Availability of appropriate resources,
- Time management challenges.

These challenges were well catered to its extent and the best possible efforts were made so as to facilitate and successfully incorporate activity based learning in the curriculum delivery.

Best Practices-II

1. Title of the Practice: Add-on and value added programs

2. Objectives of the Practice

➢ *To focus on training the students and to impart employability skills to keep in times with the speed of growth.*
➢ *To make students eligible for employment.*
➢ *To bridge the skill gaps and make students industry ready.*

3. The Context

The programme courses of various disciplines of engineering may not quench the thirst of a budding engineering student. So as to provide opportunity to acquire contemporary skills and make students competent professionals, apart from regular academics, value added courses is the need of the hour.

4. **The Practice**

The institute offers various career/knowledge oriented courses with the help of outside experts and in-house experienced faculty. For each course, a course coordinator is designated who takes responsibility of smooth conduction of the course.

5. Evidence of Success

Add-on courses have improved students' skillsets. It has improved chances of employment and can facilitate student's placement. It has also helped in improving their self-confidence.

6. **Problems Encountered and Resources Required**

Additional resources and time is required to carry out the value added courses apart from regular curriculum. Through proper planning, these encountered issues were resolved.