

**BEST PRACTICE – I**

**TITLE OF THE PRACTICE: Employability Skills Exposure & Industry Institute Interface**

**GOAL:**

Objectives of this practice are to augment employability skills of students & to motivate them for higher education and Entrepreneurship. To set up and sustain association with different companies through MoUs, Summer Internship Projects, industrial visits and Guest lectures. The main aim is to empower students with recent Industry requirements.

**THE CONTEXT:**

Industry requirements are often changing, technology is speedily revising. Students must be prepared for these changes and update their skill sets. Though the students are good in academics few of them are poor in soft as well as technical skills. There is a need to prepare them by enhancing their soft/employability skills and make them ready for challenges in corporate world.

Hence, regular guest lectures, workshops and seminars are conducted for which faculty representative and students actively work in order to achieve the objectives.

Institution has taken initiative to interact with various industries through MOU's that maintains professional relations with industries. Industrial visits are arranged for students and faculty members to gain practical exposure and keep abreast their knowledge. To achieve academic excellence, students are encouraged to interact with industry professionals through workshops, industrial visits, internships, etc. Industry professionals are regularly invited for sharing their knowledge with the students. It opens up a fresh avenue to young enthusiastic minds and faculty members to develop skills across diverse areas including managerial skills, social responsibilities and Industry liaison.

**THE PRACTICE:**

- Enhancing employability skills of the students is the main aim of this practice. Efforts taken for the same are mentioned as follows:
- Organizing University sponsored Seminars on latest issues for faculty members and students
- Students enthusiastically participate in National/ State level Seminars.
- Expert/Guest lectures are frequently conducted for students by Industry Professionals for imparting knowledge of latest trends in Industries.
- Technical events are organized to improve professional and technical skills of students to enhance their employability.
- Various entrepreneurship activities & Management Development Program, Induction Program and Placement activities are conducted.
- Industrial visits are organized to understand professional work culture of Industries.

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- To strengthen the Industry Institution Interaction various MOU's are signed with various industries. Wherein the students will play a key role in technological up-gradation, innovation and competitiveness of an industry. It will give them an insight into the latest developments / requirements of the industries.
- MoUs are signed with various companies and different activities such as project sponsorships, competitions, seminars, workshops and technical events are conducted.
- Industrial Liaison aimed at developing meaningful relationships with industries to create and strengthen mutual beneficial relationships between Institution and Industry which will assist in Internship and placement of students.

### **EVIDENCE OF SUCCESS:**

- Various guest lectures , workshops and industry visits were organized with the help of resource persons from Industry.
- Hands on workshops were organized for the students to train them with recent technologies in Industry.
- Organized two days State Level Seminar on Two days State Level Seminar on "INDUSTRY-4.0 READY FOR THE NEXT INDUSTRIAL REVOLUTION" .
- Organized Two days National Level Seminar on "Financial Management of Enterprises in Emerging Market Economies in India"
- Alumni meet was organized for current student interaction with Alumni and industry interaction.
- Induction program was organized and professionals from Industry were invited to give corporate exposure to students.
- Various entrepreneurship activities like Idea Generation Workshop & Rs.50 Exercise were conducted to inculcate entrepreneurial skills among students.

### **PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED:**

- It is hard to find the competent person from the industry who can convincingly convey sessions on the latest technologies and industry skill sets. It is tough to maintain a balance between academic activities and technical event activities.
- Few students are from rural background and have poor communication skills in English which needs to be improved.
- Sometimes it is a difficulty to call speakers from good companies for expert sessions because of their busy schedule.

## BEST PRACTICE – II

### **TITLE OF THE PRACTICE: Quality Content Substantiation**

#### **GOALS:**

The practice aims to focus on Quality Content created by the faculty members for the students. A quality substantiation approach is extremely useful by averting invalid content from reaching the students. This practice is to guarantee quality in lecture delivery, file content, course material etc. To respond to the growing demand for meaningful and relevant teaching by validating and enhancing the Quality of content delivered.

To offer a platform where the teachers can advance teaching aptitude and able to develop a suitable teaching method.

To facilitate summarized, error-free content and quality teaching which makes the teaching learning process pleasant.

#### **CONTEXT:**

The current education scenario and the broadening scope of education and a greater diversity of student profiles recommends for better quality.

The institute always provided specific content to the students through a variety of modes from the started. To make the process more efficient, the process of Quality Content Substantiation was instigated. Through the process of proper substantiation, the institute guarantees the students with quality, summarized and error-free content.

To make certain all the faculty members are delivering the whole curriculum consistently. The institute understood thorough academic planning is vital to guarantee improved education. Therefore the process of Quality Content Substantiation is instigated.

This procedure also assist to implement suitable teaching pedagogy to the faculty members. This process helps the slow learners to understand the complicated subject in a significant way and additionally, it also assist the advanced learner to expand the subject knowledge and its application.

#### **THE PRACTICE:**

The Quality Content Substantiation practice commences before the subject allocation is done for each semester. The Director, Head of Department and academic coordinators in their meeting discusses the academic planning and allocates the subjects as per the preferences given by the faculty members on the basis of Domain knowledge, Specialization area, Teaching experience & Teaching workload, which is then communicated to the respective faculty members.

Faculty members are given a month's time for subject groundwork and lesson plan preparation etc. The presentation of respective subjects are scheduled by faculty members which helps them to augment their teaching skills and gain knowledge by the inputs given by

other senior faculty members during and after presentation. During Demo lectures all the faculty members along with Director are present. This assists the faculty members to update their knowledge, teaching skills, improve their confidence, body language etc. Further, their notes are checked by the competent authority (Director/HOD/) and consequently suggestions if required are given to the faculty members for further content updation. All the inputs and guidance of senior faculty member is quite beneficial and vital in case of introduction of new subject due to syllabus change or fresher faculty.

The Institute Director takes lecture feedback from students during students' interaction in between the semester and same is communicated to the respective faculty members for further improvement. This practice helps the institute for overall improvement in the process. Further, through subject presentation faculty shares knowledge, expertise with peer faculty members. Advancement of the relevant discipline/subject knowledge in the context of the recent changes in the management education, computer related technologies and latest developments are shared among the faculty members. This also encourages the faculty members to share their relevant knowledge to the students' fraternity in the context of global technological development.

#### **EVIDENCE OF SUCCESS:**

From the feedback of students the Director of the Institute has received affirmative response about most of the lectures and the contents delivered. The faculty review about the practice reported at varied circumstances like director meeting, Department meeting, one to one interactions etc are as follows:

The faculty members have expressed their positive view about the Quality Content Substantiation practice. Confidence about the content and delivery method is improved. Peer learning was one of the notable success as few faculty members were able to adopt varied teaching style which was exhibited by peer members in the presentation sessions. The faculty members also felt that well advanced academic planning has helped them to deliver the complete curriculum with the same enthusiasm which was possible through Quality Content Substantiation. The industry experts, while interaction with the head of the institute, have also appreciated this practice and their involvement were also increased.

#### **PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED:**

Time constraints in between odd semester and even semester. Even semester has lesser time for the preparation & Quality Content Substantiation practice. When the Quality Content Substantiation process was initiated there was some critical resistance from some of the faculty members. However, it was mitigated through counselling and open forum discussion about the benefits of this process.

Newly introduced subjects, new faculty members, subject allotted to the faculty for the first time have taken extra time to get them ready for this practice.

Resources required were facility to issue additional books from the library, guidance by the peer faculty member & External expert guidance.