INSTITUTIONAL BEST PRACTICES

1. TITLE OF THE PRACTICE

AWARENESS PROGRAMMES FOR STUDENTS: INDUCTION, ORIENTATION AND VISUAL PROGRAMMES

2. OBJECTIVES OF THE PRACTICE

Outcome Based Education (OBE) unlike previous educational practices intends not only acquisition by the Graduates, of knowledge, its professionally successful applications for solving problems individually or in a team, but also accomplishment of other behavioural attributes like communication power, ethical attitudes, leadership, life - long learning capacity, and concern for society and environment. No university curriculum or syllabus and associated class room teachings can achieve this goal. The best practice mentioned here targets at supplementing the educational programme so as to achieve the Programme Outcomes (POs) using different techniques beyond the boundary of the curriculum and syllabus.

3. THE CONTEXT

The first and foremost challenging issue is to mould young minds with diverse thoughts, backgrounds and preparations fit for the professional world and the role they are expected to play there. For these young minds the transition from a supervised teaching platform to a learning outcome based platform is a quantum leap. This may amount to a cultural shock to many students. The expectations, dreams they had for more than a decade's time, might not match with their attainments during the graduation process in the technological programme. The professional world may become another shocking reality. This practice is designed to train the young mind (a) what Graduate attributes they are expected to acquire after graduation and why, (b) how to acquire them i.e. techniques and tools available. For the faculty it is also challenging to make the students understand these issues and guide the students properly.

4. THE PRACTICE

The practice is divided in three sections: (a) Induction Programme for freshmen only, (b) orientation programmes for seniors in a graded way commensurate with their backgrounds, and (c) visual programme that acts like a "brain wash" technique through constant sighting.

(a) Induction Programme

Introduced recently this programme is designed for new entrants to the programmes. 3 week's course, it is framed to acquaint the fresh men with the features of OBE, their roles as learners, and the tools available with them. Different topics covered by experts from internal and external resources are as follows:

- Life Skill and Strategy: It covers extensive grooming sessions for corporate exposure and gaining professional brilliance in job fields.
- Motivational Workshop: Motivation and how to motivate yourself are discussed.
- Understanding English and Technical Communication: Activities encompass reading, writing and possibly, debating, enacting a play etc.
- Mathematics and Engineers: Role of Mathematics in Engineering and more specifically in the disciplines of the students is discussed.
- Acquainting with Core Discipline: They are told about what getting into a branch or department means, what role it plays in society. They are also shown the laboratories, workshops & other facilities in their department.
- Awareness of Outcome Based Education and its Importance: Expectations of the Society and the Professional World from him on completion of the programme

(b) Orientation Programmes:

The students from second year onwards are oriented to their need based requirements.

-Second year: Core discipline – scope, Industries and role after graduation, Professional attainment, Interdisciplinary work, Profession and Research.

-Third year: Specialization, Electives, Goal after Graduation, Industrial scenario, How to prepare for a job, Preparation for research and higher studies. Career development programmes.

-Final year: Preparation for professional challenges, higher studies - scope and preparation.

(c) Visual Programmes: visual programme that acts like a "brain wash" technique through constant sighting.

In a modern society there are quite a few Do's and Don'ts. When we are told about it in the negative form citing the penalty associated, our mind is likely to repel. With this factor in mind display boards or posters are designed and stuck to the walls all around so as to catch the sights of the students, who will have it imaged in their brains and the effect is likely to be an everlasting one. The poster image below is self-explanatory.

5. EVIDENCE OF SUCCESS

Induction Programme being a new one, its success is yet to be measured. However, the psychometric test by an external expert has provided the institute to mental states of the students, which is likely to help the mentor faculties. The students have been told about the expectations of the employers from the graduates so that they can prepare themselves accordingly. This aspect is also to be evaluated later for success of the programme.

Orientation Programmes have been running for last few years. The impact on a few has been found to be noteworthy. They have shown maturity right from choice of electives, to build their career. Some have stuck to core engineering, some to interdisciplinary areas, some to higher studies and some to teaching.

The visual programme is an old practice but its format used to be more in warning and penalty form. This used to incite the young minds to revolt. But after the new formatting (rules expressed through mere statements), the tendency to violate the rules have reduced considerably. Eradication of social evils in the campus has been possible.

6. PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED

Design of the Induction Programme and choosing the expert was the main problem in Induction Programme design and implementation. The speakers discussed with the faculty committee about the course content of their speeches. Oral feedbacks were taken from the students for feedback to the speakers.

Another problem is loss of one week of academic programme for the freshmen.

Resources required are only remuneration to the external speakers, their conveyance and hospitality.

Orientation Programmes at senior levels are traditionally held and since they are conducted internally, no additional resources required. These programmes are more of informal in nature.

The Poster campaign has been effective as mentioned earlier.

7. NOTES (OPTIONAL)

Awareness Programmes as mentioned in this practice should be adopted in other institutes as well. They are easy to design and implement. The sub practices mentioned help in moulding the mind of the youth, which makes the outcome of the education nearer to the target. However, it requires help of dedicated faculty.