

## **Best Practice 2**

### **Title of the Practice**

### **Content beyond Curriculum**

### **Objectives of the Practice**

The main objective of the practice of **Content beyond Curriculum** is to help students in the following aspects.

1. To groom the students in a progressive environment to become competent professionals.
2. To create excellent opportunities for students to acquire necessary skill sets and develop self-confidence/self-reliance to face various competitive and professional examinations for employability.
3. To enable the students to learn self-learning, team-building, leadership and management skills, innovation and creativity.
4. To diversify the program contents and to establish greater relevance to socio-economic problems of the Society.
5. To inculcate democratic, moral, social and spiritual values in the minds of the learners.

### **The Context**

As the industry is constantly changing and technology is always emerging, simply learning the program is not enough. There is often a gap between what is learned in an institute and the industrial expectations of graduate engineers. In order to bridge this gap and prepare the student industry, the focus is on educational content beyond the regular curriculum which includes industry-specific value-added courses and hands-on internship training.

### **The Practice**

While applying for accreditation for NBA in the year 2019, the institute adopted its own methodology for introducing the practice of content beyond the curriculum. Initially academic contents beyond the curriculum were introduced for four programs.

Starting academic year 2018-2019, the institute decided to introduce the outcome based education system (OBE) for all B.Tech programs as specified by the university.

The institute has also preferred SWAYAM-NPTEL as the institute is a NPTEL local chapter.

### **Constraints of the Practice**

1. Committed faculty members are required to clarify doubts of the students participating in MOOCs courses. This requires continuous upgrading of knowledge of faculty through FDP programs.
2. It has been observed that students generally prefer some particular course; other courses are chosen by a few. Breaking this chain as well as motivating the students for different sets of courses is quite challenging.
3. Individual counseling and guiding takes time and awareness programs and training have to be organized for the stakeholders.

### **Evidence of Success**

The practice is successfully implemented through constant monitoring by coordinators and motivating students by the mentors. Following are some of the achievements:

1. Several students participated in soft skill development training, programming skills training, and GATE Coaching.
2. In 2018 and 2019 NPTEL session, a large number of students passed successfully with 2 toppers in CSE.

### **Problems Encountered and Resources Required**

The challenges encountered in implementing the practice are as follows:

1. Individual counseling takes time and the faculty member faces challenges in finding sufficient time for individual counseling.
2. It is nevertheless difficult to diversify students for all these activities. It becomes a challenge for mentors to convince students that more than the minimum points will improve their professional and socio-economic skills, as this is unrelated to credit requirements.