

AQAR 2022 – 2023 | Best Practices (1 of 2)

1. Title of the practice

Enhancement of experiential education culminating in antecedent employment offers.

2. Objective of the practice

The primary goal is to cultivate the requisite competencies sought after by various industries, thereby fostering heightened employability.

3. The context

Active experiential learning complements the comprehension of theoretical principles, as while classroom instruction may introduce real-world applications, active involvement in industry practices fortifies this understanding, paving the way for a more promising career.

4. The Practice

A specialized curriculum module, developed in collaboration with industry experts, is integrated into all programs. Students participate in industry visits every Saturday, resulting in each student dedicating approximately 130 hours per semester to on-site training. This industry training culminates in a comprehensive evaluation conducted by industry professionals, leading to certification. Additionally, students benefit from the problem-solving skills honed through industry-sponsored laboratories on the campus. More than dozens of companies are on boarded through talent incubation centre as inaugurated by the Director, IIT Tirupati.

5. Evidences of success

- a. Augmented proficiency in critical thinking, bolstering advanced problem-solving abilities.
- b. Anticipated employment opportunities preceding graduation.
- c. Immersion in the industrial milieu, fostering the acquisition of multifaceted soft skills such as ethics, integrity, accountability, time management, and more within a cross-disciplinary context

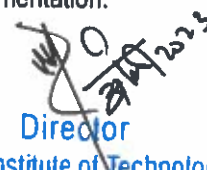
6. Problem encountered and Resources Required

- a. Discerning suitable enterprises for intern placement.
- b. Empowering students to transcend their accustomed zones of comfort.
- c. Upholding and perpetuating a high level of motivation.
- d. Prolonged and labour-intensive evaluation processes and still there are challenges in aligning the process of evaluation with that of OBE in the way it is being expected

7. Notes

As the process is being steadily enhanced year-on-year, the institute can support other institutions to have a Standard Operating Procedure (SOP) for implementation.




Director
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AQAR 2022 – 2023 | Best Practices (2 of 2)

1. Title of the practice

Reinforcing the curriculum through a trans-disciplinary educational framework

2. Objective of the practice

The aim of a trans-disciplinary engineering curriculum is to expand graduates' knowledge beyond their core discipline, promoting a comprehensive grasp of technological, societal, and environmental issues. This approach fosters adaptability, innovation, and cross-disciplinary collaboration, equipping engineers to address intricate, evolving problems in the field.

3. The context

A trans-disciplinary curriculum for an engineering graduate offers a multifaceted skill sets. The courses like liberal arts fosters critical thinking and communication abilities, statistics enhances data analysis and problem-solving, and trans-disciplinary education equips engineers to tackle complex, real-world challenges by integrating diverse knowledge domains, making them more adaptable, innovative, and effective problem solvers in a dynamic, interconnected world.

4. The Practice

Within the current academic framework, the curriculum seamlessly incorporates a trans-disciplinary approach, aligning with the principles of the National Education Policy (NEP) 2020. Consequently, the curriculum is designed to provide two distinct pathways: B. Tech. (Minor) and B. Tech. (Honors), with B. Tech. (Minor) comprising a selection of courses from the trans-disciplinary educational curriculum framework. Eminent experts across the world are being invited to deliver the courses enabling the students to gain interest.

5. Evidences of success

- a. The learners are gaining enriched knowledge through practicing professionals of trans-disciplinary nature and securing good grades through national initiative examinations in the cross domain
- b. During interaction with those learners, observable outcomes are found contented with critical thinking and communication abilities, solution catering local sentiments and cultural issues

6. Problem encountered and Resources Required

- a. Identification of right resources for curriculum delivery as there is a shift in the curriculum framework and lack of in-house faculty
- b. Training faculty in trans-disciplinary courses

7. Notes

Still a long way to proceed till they complete a project in the relevant area and the cycle need to be completed. Too early to drop comments now.



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9/10/2023

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