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BABA INSTITUTE OF TECHNOLOGY AND SCIENCES

(Approved by AICTE New Delhi, NAAC Accredited, Affiliated to JNTU GV, ISO 9001-2015 Certified)
Bakkannapalem Village, Madhurawada Post, Visakhapatnam – 530 048

Best Practice-I

Title of the Practice: Outcome-Based Education mechanism

Objectives of the Practice:

Outcome Based Education (OBE) is a student-centred instruction mechanism for the evaluation of student performance (i.e.) Outcomes. Outcomes include Knowledge, Skills and Attitudes. To provide assurance that, a college program meets the quality standards of the profession for which the program is prepared for graduates. Though the evaluation process includes many terminologies such as Program Educational Objectives (PEOs), Program Outcomes (POs) and Course Outcomes (COs), different roles are considered to implement and execute the Outcome Based Education process. Which, Academic Coordinators play an effective role in the execution of activities under various modules of the program. The academic Coordinator plays a key role in monitoring the class work in the respective departments as part of Teaching-Learning and interacts with Course Coordinators and faculty for the activities of Attendance registers entry and Course file maintenance, Syllabus coverage with Attainments of COs & POs. Mid-exams evaluation is also monitored with the identification of Weak, Average and Bright students for future follow-up by the respective class teachers.

The Objectives of Outcome Based Education are

- To set high academic standards.
- Better execution of teaching the courses.
- To maintain transparency in student assessments.
- To provide core support and essential autonomy for students.

The context

In the context of OBE, the heads of the Departments are the Program Coordinator (PCs) and key role players in order to execute all the activities of OBE. The PCs will monitor and review the activities of the programs for all the years through Course Coordinators (CCs). Courses are considered as per the requirement of the Program by PCs with CCs. CCs are responsible for the delivery of the teaching of individual courses and the accompanying activities. PCs conduct meetings with Academic Coordinators (ACs) and CCs for the execution of the Program. The ACs, CCs and Class teachers are responsible for Planning, Delivery and Assessment of the Outcomes of the courses offered by the department during the semester/year. ACs, CCs and Class Teachers are to work in coordination with each other for day-to-day activities and with the PC for overall course administration. The CCs are expected to maintain Academic quality in Knowledge, Pedagogy and Alignment of the learning activities with Course Outcomes and

Assessment.

The Practice

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With the objective of achieving quality in RCE for Academic programs and facilitating students' success at the college, the Program Coordinator (PC) nominates Course coordinators (CCs) considering the following Criteria.

- Courses taught (multiple times)
- Possession of Domain knowledge
- Seniority and Activeness in the department
- Knowledge updating in emerging areas.
- Team spirit and amicable nature

The course Coordinator has to look into the following activities:

- To prepare common course materials indicating in detail the Syllabus, and the content to be delivered in each session. The teaching method/s adopted is also to be indicated in the course material.
- To prepare a Lesson plan that indicates the specific time allocation for each of the sub-topics of the units to plan the syllabus coverage in a uniform way as per the Academic calendar.
- To prepare PPTs related to the advanced topics of the syllabus. Suggestions of textbooks, reference books, other online resources or video lectures etc. Identify disparities in the delivery of the course as per the lesson plan and suggest necessary action plans to overcome such as run time hassles.
- To monitor the progress of the course through weekly course meetings. Discuss and approve the subject topics to be delivered in the upcoming week.
- To provide possible solutions to problems expressed regarding the delivery of the syllabus and the method to be adapted after discussion in the course meeting.
- To discuss the question bank for internal assessment, set the question papers for internal examinations and to prepare a scheme of evaluation for internal examinations.

Evidence of Success:

As part of the implementation of OBE, regular meetings are conducted with PCs, ACs, CCs and course teachers to strengthen the OBE towards successful implementation. In this meeting, the Attainments of COs and POs are computed collectively. With the implementation of Outcome Based Education, both Educators and Learners are benefitted and the details are available to the respective Course teachers in the department.

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Problems Encountered and Resources Required:

The common challenges involved while implementing the practice are as follows:

- Identification of faculty with Pre-requisites to be Course Coordinators Conflict of Resolution skills CCs must have the ability to convince the team members with reluctance to adopt the new methodology which is common to all human systems.
- Commitment and Motivation are the most important factors of the faculty for the student's success
- Faculty Development Programs are required for better understanding and implementation of OBE.

Best Practice -II

Title of the Practice: Employability Skills Enhancement Program- An Innovative approach

Objectives of the Practice:

The objective of this practice is to provide training to all students from the second year onwards during semester break up to the final year to enhance Knowledge and Employability skills by way of conducting the training programs with internal trainers and external agencies.

The Context:

To provide technical knowledge and working capabilities to students as part of their professional careers. Skills and abilities such as Communication, Initiative to lead the group, Innovation, and Teambuilding are required for success in their profession. Training programs are arranged and evaluated.

The Practice:

Training programs are conducted for a duration of 300 hours continuously with external organizations The course comprises two parts,

one is Communication, Aptitude and Logical ability, whereas the second is knowledge of Cutting-edge technologies. These are constituted in eleven and fourteen modules resp. The 150 hours' course was conducted for the final year students of all the branches. Students are divided into five batches. In a week, each batch attends 6 sessions of two hours' duration. A total of 150 sessions are planned throughout the Academic year for all batches.

These sessions include:

- Verbal skills
- Speaking/Writing/Reading skills
- Aptitude and Quantitative Logic Building
- Technical Training

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- Cutting edge Technologies
- Basic reading comprehension skills
- Effective active listening skills
- Body language
- Versant training
- Evidence of Success:

An assessment of students for the programs on Employability skills was carried out and the following are the conclusions.

The course has improved the skills of the students in individual Report writing.

- Personality development by way of presentation through Communication in Group discussion was achieved.
- Mock interviews are conducted as part of training which resulted in better performance in Placements. Good numbers of placements are achieved with the best packages.
- Problems encountered and Resources required:
- Lack of training slots in Regular college timings.
- Identifying free time slots for large groups of students has become a task to overcome.
- Time slots are provided with due modification of Laboratory schedules.