7.2 BEST PRACTICES

A. <u>In-house internship training:</u>
1. **Title: In-house Internship training**
   a. Relates to the major and/or career goal of a student
   b. Enhances the academic, career, and personal development of a student
   c. Supervised by a field specialist

2. **Objectives of the Practice**
   a. Help the student to develop skills desired by the employer, such as teamwork, communication and attention to detail.
   b. Introduce the student to the environment and expectations of government entities or private/public companies.
   c. Direct the student to skilled role models or mentors who assist the student in the early stages of the internship and offer an example of the desired activities in the workplace of the intern.

3. **The Context**

   The challenge of the internship is to realize that hard work is not unnoticed for long. The first time, the second time, it could get missed, but perseverance is the key. How much student learn from internships is largely dependent on instructor. It also seems to be a struggle to balance work, academia, and personal life. Although student may plan to be a big part of the company, but students are often only offered to help seniors and mentors with work. So, students are accepted an internship believing that there would not be a lot of pressure and that the pay would be appropriate.

4. **The Practice**

   a. Students request department for conducting the Internship in reputed organization

   b. Department coordinator will check the duration of vacation and the place of internship and forward the request to the department HOD for Internship request approval.

   c. Student after taking the approval from the department apply to their respective company

   d. Once the student gets the approval from the company, intimate the same to the department and starts internship

   e. The students concentrate the following points in the internship

   f. Students are expected to learn about a real business and work environment and get involved in many aspects of hardware and software development process.

   g. Begin to work effectively as part of a team, developing interpersonal, organizational and problem-solving skills within a managed environment, exercising some personal responsibility.

   h. Apply theory, techniques and relevant tools to the specification, analysis, design,

implementation and testing of a simple engineering product;

i. Actively participate in, reflect on, and begin to take responsibility for, personal learning and development.

j. At the end of the internship student submit the Internship report (with certificates from company and college) to company and college

k. Student gives the seminar presentation on Internship

l. Students ask to give feedback on Internship

m. Evaluation of report, presentation and Feed back

5. Evidence of Success

a. The aim of student internships is to bridge the gap between theoretical knowledge and the real world with real-life work experience.

b. A rich working experience means that you learn the day-to-day mechanics of the industry by using theoretical expertise.

c. Having a professional network of your own is essential today. Best internship tips speak about maintaining cordial relationships with fellow interns, seniors, cross-department bosses, and almost everyone with whom you work.

d. Consider it a big internship achievement if, at the end of the day, a lot of your senior colleagues and team members suggest you work.

e. This professional network will go a long way to lead your future endeavors.

f. Most organizations grant internship certificates to all interns, but occasionally you get an extra certificate of appreciation or a letter of recommendation or even a full-time job offer for good work.

6. Problems Encountered and Resources Required

a. The intern and the employer understand clearly that no wage requirement exists. Any offer of compensation, express or implied, implies that the internee is an employee and vice versa.

b. The internship is connected to the intern's formal education program through an integrated coursework or through the receipt of academic credit.

c. The internship shall comply with the academic obligations of the intern by corresponding to the academic calendar.

d. The length of the internship is limited to the time during which the internship offers a valuable learning opportunity to the intern.

e. The work of the intern complements, rather than displaces, the work of paid workers while providing the intern with substantial educational benefits.

f. The extent to which the intern and the employer recognize that the internship is carried

out without the right to a paying job at the completion of the internship.

7. **Notes (optional)**

The internship programmes have proved to be one of the most important opportunities for companies looking for ideal employees. Internships offer companies the opportunity to take a closer look at the individuals they might possibly recruit in the future. It acts as an extended interview and enables employers to observe the work ethic, experience, skill set, and attitude of a prospective employee. It's one of the best ways to find new team members, develop your business, and achieve your goals as a company. Internships encourage you to take a fresh look at current company issues and initiatives.

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SECOND PRACTICE

B. Digital Professional Development (DPD)

1. **Title: Digital Professional Development (DPD)**

2. **Objectives of the Practice:**
   - To provide a platform for effective delivery of the course contents
   - To Illustrate and explain the subjects more accurately which was not possible in conventional teaching methods practiced
   - Provide interactive arena for teaching-learning, assessments and content sharing
   - To open a forum for discussions and deliberations on topics.
   - Providing a stage to students to improve their presentation skills and build self confidence
   - Providing a fully equipped platform to handle online classes and evaluations.

3. **The Context:**

   Being affiliated institution, we are bound by the curriculum described by the university. But that doesn't stop us there, we have found a innovative and effecting way of conveying the contents to students. Having setup, a state of art lecture halls equipped with apple TVs and all faculties are provided with a iPads which can be optimally utilized to deliver the lectures, this keeps the students geared up and attentive in classrooms. This digital platform is also used for interaction sessions where students are engaged in quizzes, polls, group discussions and other activities.

   Apart from curriculum, periodical iOS trainings are extended to students to upgrade their skill sets and match the industry requirements.

4. **The Practice:**

   Faculties are trained to develop interactive digital contents using MACs and iPADS. These contents are then shared with students in advance so students can be well prepared before attending the classes. Keynote presentations, Videos, Animations, Flash cards, Quizzes, Flipped classrooms make our teaching-learning environment more efficient.

These practices are well adopted across the college and both students are faculties are keener to such exposure. We are unique in the teaching-learning process as we are switched to digital platform compared to conventional teaching of chalk and talk. This digital way of teaching is for sure more effective as we can include animations, interactive widgets, and videos in our presentations. We also conduct periodical online assessments through Edmodo and Microsoft teams in the forms of student quiz, assignments, and presentations.

iOS training, App development training makes our students more employable compared to other college students.

5. **Evidence of Success:**

The DPD have made a very effective impact of the entire process of teaching and learning. It has been a great and joyous way to teaching the subject. Students are more attentive and involved during classes. As we all know Seeing the concept working is more effective than just imagining it, Subjects which were more theoretical are now delivered with illustrations and animations which would attract students' attention during lecture hour. iPADs and Apple TVs have made lecture hours more effective as we are engaging students in questionnaires, quizzes flash cards etc to convey the topics.

We can animate the circuits, mathematical models clearly showing the working of the model/circuit. We also encourage self-learning hereby using the student's confidence to greater extent.

Periodical training under DPD have helped the students to build the confidence and face the interviews. App development and iOS is an much needed skill set in current industry scenario, through these intensively planned training modules we are able to make our students at par with needs.

6. **Problems Encountered and Resources Required:**

As we are switching towards the digital teaching-learning arena, much more technical skills and enthusiasm is needed among the staffs and students. However, the apprehension towards the content development is lightly seen. Time taken for digital lecture contents take more time than what it takes for conventional teaching methodologies. To achieve the dream of flipped classrooms, each and every students need to have a iOS device which is financially challenging. Tight Schedule of students as set by affiliated students is also a limitation for the training extended to students.