Best Practices for AY2021-2022

1. **Title:** Effectiveness and Engagement Improvement in Online/Blended Learning
2. **Objective of the Practice**
   a) Develop a strong online/blended teaching learning eco system utilizing of modern tools and techniques
3. **The Context**

   The pandemic necessitated the shift towards e-learning. Sudden shift to online learning was challenging faculty members. After initial teething issues the teaching learning process was transitioned into online learning during the pandemic using the tools of Microsoft since the institution had Microsoft educational partnership. However later, the engagement and effectiveness of the sessions both in online and blended mode needed a revisit and suitable interventions.
4. **The Practice**

   Hands on sessions were designed and facilitated to faculty members to help them use various tools and techniques that improve engagement and effectiveness of online/blended sessions. The training program was designed with inhouse expertise and offered in batches. Later the practice is being continued addressing various other requirements.
5. **Evidence of Success**

   130+ faulty members have benefitted from the training sessions. Faculty members were able to deploy the tools and techniques in the courses being taught online/blended mode. Large repository of digital content has been created. Faculty members and students are very comfortable using the platform and the associated tools for online/blended learning.
6. **Problems Encountered and Resources Required**

   Most of the theory courses and other activities such as projects could be easily transitioned into the platform in an effective and engaging manner. However, there were challenges in the laboratory courses which the faculty members are now working on. ICT infrastructure is the basic resource required for the effective implementation of the practice.

1. **Title:** Emerging Area Electives in Curriculum
2. **Objectives of the Practice**

   Impart necessary knowledge and skills in emerging areas through the curriculum.
3. **The Context**

   Emerging technologies are used in most of the industries at present. The knowledge on the emerging areas is required apart from the regular curriculum to develop and implement a new technology that could enhance businesses in industries.
4. **The Practice**

   Being an autonomous institution, the programs are progressively incorporating the requirements of industries. Having understood the need for emerging area courses like Artificial Intelligence, Data Science, Cyber Security, Robotics, Block Chain Virtual Reality, Quantum Computing, IoT in industries and indicated by AICTE the institute

has introduced these courses in the 2019 curriculum. Faculty members have been equipped to teaching these courses by attending ATAL FDPs offered by AICTE.

5. **Evidence of Success**

   2019 curriculum enabled selection of electives right from the fifth semester. Six electives can be chosen by students before eighth semester. Many students have shown interest in emerging areas by selecting them as their professional elective. This enables students to equip themselves technically for the demands of the industry.

6. **Problems Encountered and Resources Required**

   Being emerging area courses and introduced for the first-time mastery and assessment of mastery was found difficult. Industry expertise and their availability is found to be scarce.