



SINHGAD TECHNICAL EDUCATION SOCIETY'S
SINHGAD INSTITUTE OF TECHNOLOGY

Sinhgad Institutes (Affiliated to Savitribai Phule Pune University, Pune & Approved by AICTE)

Gat No. 309/310, off Mumbai Pune Expressway Kusgaon (Bk), Lonavala Pune -410401
website: sit.sinhgad.edu

Criterion VII

Institutional Values and Best Practices

7.2 : Best Practices:

Sinhgad Institute of Technology implements best practices for the holistic development of students and faculties. Two important Best Practices being practised are Value Added Programs and Train The Trainer. These practices help for the overall growth of students and faculties. These are illustrated in this document.

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1. Best Practice 1: Value Added Programs (VAPs)

Value Added programs are specially designed programs to get students acquainted with industrial practices, where every branch set up the program in relevant to academics and currently in use in industries.

1. Title of the Practice: Value Added Programs (VAPs)

2. Objectives of the Practice:

- To bridge the gap between Institution and Industry
- To enrich the knowledge of students beyond the curriculum
- To prepare the students for placement
- To inculcate life-long learning among the students for career development and growth
- To facilitate the students to get certificates from renowned industries and other agencies

3. The Context:

As the institution is affiliated to SPPU, the students have to follow the syllabus prescribed by the University for various courses. The Rapid advancements in Science and Technology have demanded more flexibility in the curriculum and syllabus. However, the institution has no control over the curriculum-based syllabus, and the University revises the regulations every four years. Further, the industry too needs employable graduates. Therefore, Value Added Programmes serve to bridge the gap between the university curriculum and the industrial needs. Resource persons/Experts from industry and renowned agencies provide the students with an awareness of state-of-the-art technology and improve their skills. This enhances the knowledge of the students and develops their personalities. The value addition through such programmes/courses provides confidence to the students to face challenging interviews, secure placement, and plan their careers.

4. The Practice:

Value-Added Programs are carried out for all the departments with the courses tuned to the respective industrial exposure. For instance, the value addition programs like hypermesh, Catia V5 are arranged for the mechanical engineering department. For Computer, IT and electronics and telecommunication departments, the VAPs in Python, Java and other state of the art concepts are provided. Students are encouraged to enrol in VAPs through the Training and Placement office. The students' attendance is ensured, and their evaluation is done through structured tests and assignments given by the expert. It has been observed that the students have shown their keen interest in the VAPs and shown active participation. The practice has also marked enhancement of their knowledge and equipped them with requisite skillsets and opportunities in the placement process. In the end, their performance is evaluated on the predefined criteria and awarded with certification.

Training provided is based on the need of the student. Program is spread over 7 semesters.

Total duration of program is 120+ hours.

Program provides training and practice on:

Soft Skills,

Technical Fundamentals,

Research Methodology



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Value Added component,
Quantitative Aptitude and Logical Reasoning and
Group Discussion and Interview preparation.

This program is divided into semester wise to all SE, TE and BE students and resources has been created with the help of an expert peoples. The flow of program is given below:

SE Semester I (STP 1) : Soft Skills, AMCATest - Pre,

- Goal Setting
- SWOT Analysis,
- Resume
- Report
- Letter
- Group Discussions
- Listening
- Presentation
- Public Speaking
- Behavioural Skills

The above modules are conducted by expert faculties from department.

SE Semester II (STP 2): 4 Pillars of Communications, AMCAT Test – Post

Total 8 Sessions

Based on 4 Pillars i.e. Listening, Speaking, Reading and Writing, 2 Sessions each AMCAT Post

The result of the student is expected to be improved with respect AMCAT@SE Semester 1

In this test, also, students are not expected to opt for option (domain) modules.

This result also comes on email of the student.

TE Semester I Technical Training (STP 3): Technical Training (Based on Frequently Asked Questions in Personal

Interview, GATE, etc., AMCATest – Pre (With Domain Modules)

Total 5 Sessions of 2 Hrs, which covers the FAQs in Interview, Questions based on GATE

Branch Specific Sessions

10 Hrs of QA Training by Corporate Trainers

TE Semester II Research Component (STP 4): QA-LR Training Employability Tests (Based on QA-LR), AMCAT – Post (With Domain Modules)

Total 3 Sessions of 2 Hrs, which covers Basics of Research, i.e. Literature Review, Gap Analysis, Report Writing

Coupled with Seminar @TE as per SPPU Curricula

BE Semester I: Value Added Programs, GD-PI Training, Employability Tests

Maximum 4 Value Added Programs (VAPs) are selected per branch.

The HoDs and Senior faculty branch wise decide based on State of Art Technology, recent trends in the field.

Each VAP is 18 Hrs, 6 Hrs per day for 3 days.

The Academic is suspended for 3 days during VAP. The students have to register for one of the VAP.



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5. Evidence of Success

Students over 90% enrolled in VAPs and exhibited enthusiastic participation to learn the field-oriented skills. This has immensely helped them in improving the hands-on aspects. Second Year students who participated in VAP developed an interesting mini Project. Students and VAP Trainers solve societal problems and provide feasible solutions for real-life problems using technology platforms such as Core Java.

The students also gained certifications from reputed corporate bodies such as Microsoft and could get attractive pay packages by gaining industry-specific skills. The placement statistics of the institute improved considerably with this practice.

6. Problems Encountered and Resources Required

As this is an activity over and above regular academics, time management was one of the crucial issues. Retaining the students after college hours was a challenge. The remote location of the college also posed difficulties in retaining the students after college hours. However, better coordination among the departments was yet another issue, leading to the development of interdisciplinary culture positively. Arranging the resources such as laboratories and modern tools with the requisite technical staff put hiccups in the initial period. With the provision of the required budget, the management encouraged the VAPs, which sustained this practice and led to many success stories of the student placement.

7. Notes:

This kind of value addition program activities in which various course like C, C++, Java, Microsoft certification courses and other department courses help students for designing innovative project and in placement support.



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2. Best Practice2: TRAIN THE TRAINER (TTT)

Train the Trainer Programs are implemented to enhance the academic and intellectual environment by providing faculty members with the knowledge, idea and skills to improve the quality of education:

1. Title of the Practice:- TRAIN THE TRAINER (TTT)

TTT program aims at enhancing the academic and intellectual environment in the Institute by providing faculty members with the knowledge, idea and skills to improve the quality of education. The success of an institute curriculum is closely related to its effective implementation. Teachers have to be personally aware of the institute curriculum and improve and enhance the necessary skills to interpret the concept changes accurately. The need for a training programme for teachers plays an essential role in successful education reform. It also serves as a bridge between prospective and experienced educators to meet the new challenges of guiding students towards higher standards of learning and self-development

2. Objectives of the Practice

The main goal of the TTT is to prepare faculty members to present information effectively, respond to student's questions, and lead activities that reinforce learning. Other goals include ensuring that trainers can: Direct participants to supplementary resources and reference materials.

The TTT programs are designed for training the teachers who deliver classroom-based lessons and presentations. It equips the teachers with the necessary knowledge, skills, competence, and confidence to become effective teachers, which improves the value of the academic programmes in place in the institute. After completing the course, the teachers:

- Can plan, design, and deliver their course more effectively.
- Know how students learn and how to create a positive learning environment.
- Have the communication skills and competencies of an effective teacher.

3. The Context

It's more crucial than ever to stay competitive and relevant in your market. However, to be relevant, training and development must be included in the list of factors that contribute to your success. A well-trained and motivated faculty base is critical for the student's overall growth, where the train-the-trainer concept comes into play.

An internal training programme is a great approach to ensure that teachers quickly learn the necessary knowledge and skills to do their jobs properly.

4. The Practice

The TTT practice is a classic example of peer teaching-learning. The senior teachers from the sister institutes play the role of mentors for their colleagues. The training sessions are arranged on the following themes:-

- **planning the lectures and retain the attention of the students for the successful delivery of the lecture** Sharing the best practices in teaching-learning
- **Minute to Minute Lecture plan**

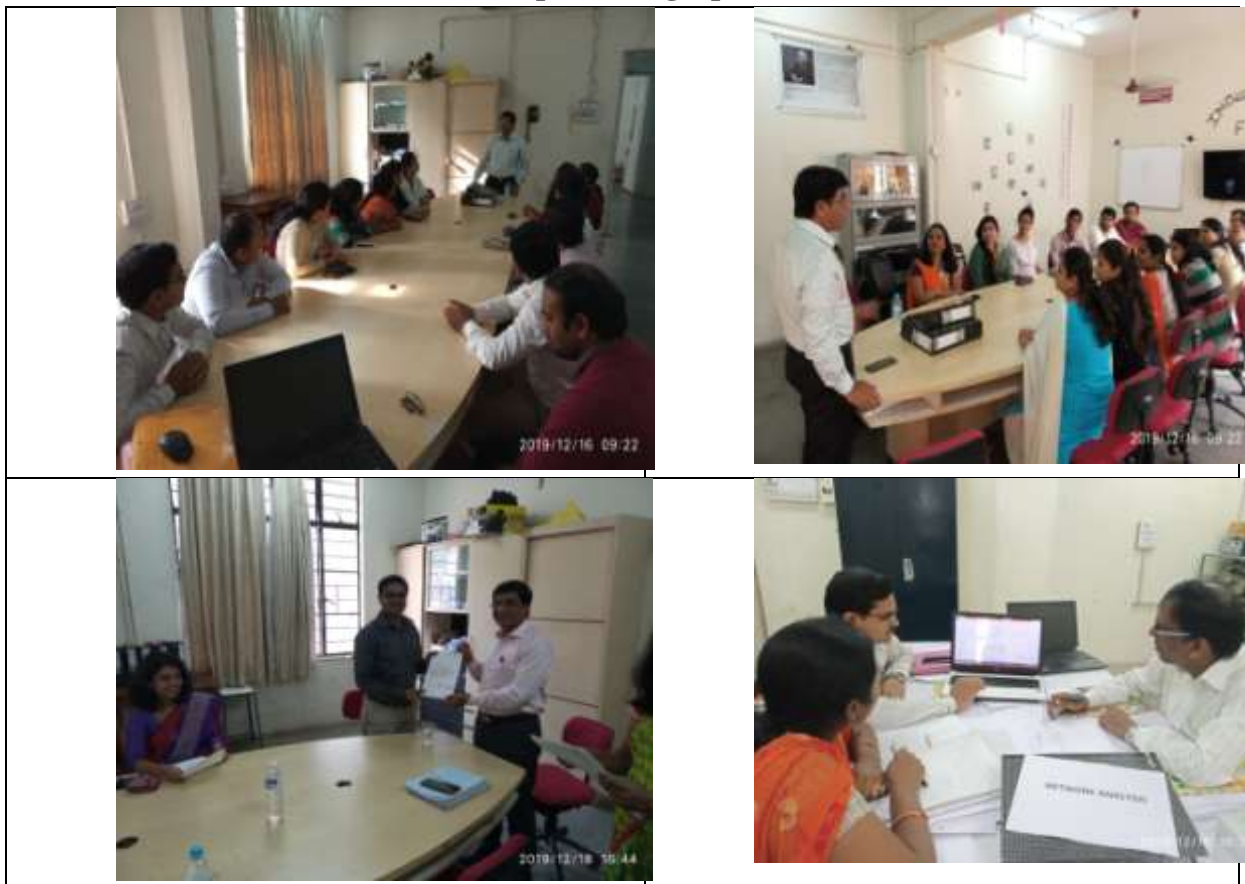
- **Conducting successful Laboratory sessions**
- Encouraging the students to participate in laboratory sessions proactively.
- Encouraging the students to prepare the laboratory report themselves and submit it on the same day, same time slot or at least next week same day.

The TTT is practised at least twice a year and reportedly helped the teacher improve their professional delivery of resource materials lucid and flawless.

5. Evidence of Success

The teaching-learning ambience improved considerably. It helped in enriching the content beyond the syllabus. It also helped in standardising the teaching resources and providing the students with state of the art knowledge resources for reference. The newly joined faculty have used TTT as an orientation/induction avenue to adopt innovative teaching-learning practices. The examination results, in turn, have improved significantly since the teachers through this practice were encouraged to frame the model answers and share the same with their colleagues and the student community. Standard techniques such as Bloom's taxonomy and translating the same in meaningful teaching-learning are another outcome of this practice.

Sample Photographs of TTT

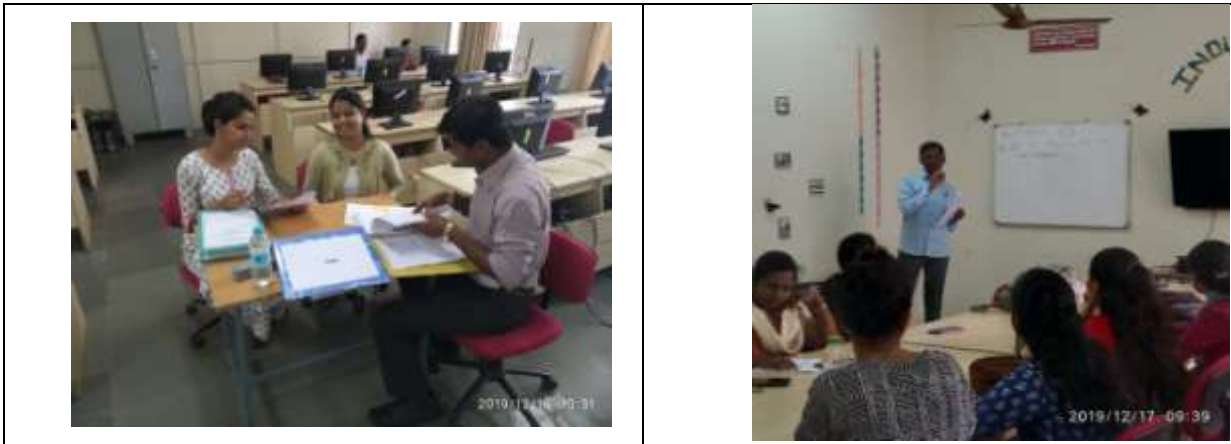




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6. Problem encountered and Resources required

Some of the problems encountered are as follows:

- Locating the training materials that can be reused in the form of Open Educational Resources
- In-house knowledge and resources (content creators, video equipment, etc) required to build training content.
- Access to classroom space for in-person training sessions.
- Commercial aspects of some of the courses that cover some of training needs.
- Run surveys for trainers to evaluate their courses and experts.
- The kind of IT support for training
- Getting the free schedule of the senior teachers for the training programs