BEST PRACTICE 1

Title: TELANGANA SKILL AND KNOWLEDGE CENTRE (TSKC) Training and placement cell

The Institution established Jawahar Knowledge Centre (JKC) in the year 2007-08 to impart skills and knowledge to the students and make them employable. The centre received an overwhelming response. The JKC in GDC Peddapalli was allotted by the Commissionerate of Collegiate Education as in the year 2008. After the formation of the new State of Telangana, the program was implemented with fresh vigor. Jawahar Knowledge Centre is now called Telangana Skill & Knowledge Centre (TSKC) and has now expanded its scope and competency. The Training and Placement Cell of the college is a single-window facility of training and job opportunities for the students.

Objectives of TSKC:

To impart requisite skills through intensive training in Communication Skills, Soft Skills, Analytical and Technical Skills relevant to the current trends in the job market. To make the students aware of various job openings and help grab the opportunities appropriate to their skills. To provide training to students and empower them to become successful entrepreneurs. To train students who seek to pursue higher education for various competitive and entrance examinations conducted by various Universities.

The Vision of TSKC:

To provide opportunities to students belonging to weaker and marginalized sections and enhance their employability skills. To promote the Institute-Government-Industry interface through training and placements.

The Mission of TSKC:

Developing Skills

Creating Opportunities and

Unleashing potential.

The Context:

The primary aim of TSKC is to provide intensive training to students in communication skills, soft skills, analytical and technical skills. It focuses on guiding, mentoring, and training students who are from socially and economically weaker sections of society. Most of the students are first-generation learners who need additional training to equip themselves with essential skills and competencies which would fetch them ample opportunities in the job market. The TSKC is provided with a Computer Lab which is extensively used by the students. The TSKC Mentor

provides training to help students enhance their employability skills. The College creates a comfortable learning environment and encourages the students to be creative, independent, and self-reliant. TSKC Committee consists of the Principal who acts as the Chairperson, the TSKC Coordinator, 4 Coordinating members, one Full-Time Mentor. The committee meets regularly and monitors various training and placement activities.

The Practice:

The training is conducted during college hours as a part of the curriculum completely free of cost. Three Hundred hours of training in Language skills, soft skills, analytical skills, and fundamentals of computers is given to 1st, 2nd, and 3rd Year students. Special training is given for competitive examinations.

The TSKC also facilitates Online Courses to students- Spoken Tutorial ,C and C++. The Spoken Tutorial Project is the initiative of the "Talk to a Teacher" activity of the National Mission on Education through Information and Communication Technology (ICT), launched by the Ministry of Human Resources and Development, Government of India. The Spoken Tutorial Project is being developed by IIT Bombay for MHRD, Government of India. The students were greatly benefitted through Spoken Tutorial offered by IIT Bombay which augmented the opportunities of the students for better employment.

Problems Encountered:

It is difficult to provide practical approach while training the students due to large student strength. Imparting practical training on Language skills and Basics of Computers is a challenge as more number of training sessions cannot be provided within the time table.

The institution is working towards integrating students placements with entrepreneurship training.

Required Resources:

Requirement of well trained Full Time Mentors to meet the academic needs of large number of students. More number of Computer Labs with latest infrastructure to meet the strength. Financial assistance to conduct training programs and Seminars on Advanced Computer Courses Artificial Intelligence, Internet of Things (IOT).

BEST PRACTICE 2:

Title: Continuous internal assessment (CIA) to integrate testing and evaluation into the learning process.

Objectives:

To allow teachers to evaluate the performance of their students in accordance with the learning objectives and outcomes they have set,

To make testing and evaluation an integral part of the teaching -learning process

Focus on ‘assessment for learning’

Test higher-order skills such as analysis, critical thinking and conceptual clarity

To assess students’ performance over a well distributed interval of time in a semester and to allow scope for intervention and mid- course corrections, if necessary

To provide two components of evaluation – namely continuous internal assessment and summative examination or semester end examination.

The Context:

Exams are used to measure how far students have progressed in the courses they are taking.

Exams are viewed by students as an affliction that must be endured.

Exams are designed to achieve specific goals.

They are tools for assessing pupils' performance and judging their academic achievements.

On the one hand, such evaluation assists students in adjusting their learning plans properly, and on the other side, it assists the teachers in adjusting their teaching programme in accordance with the examination requirements.

Examination reform was a major initiative that was undertaken with the introduction of CBCS.

The Practice:

The introduction of the CBCS semester system in 2016, replaced the annual year end examination system with continuous internal assessment and summative examination in theory and practical at the end of each semester

The internal assessment (20 marks) consisted of two Written tests each covering two units of the syllabus (average of the two 2tests is considered) along with Assignment.

Semester Examination:

Semester Exams were conducted twice every year with 80marks allotted and was a summative examination covering the entire course syllabus.

The question papers were set by an external panel approved by the Board of studies.

Two Internal Tests (internal) per semester are mandatory and the average of the two tests is taken as the test component marks.

All the non-computer undergraduate students have a computer course of one semester duration. Students also take compulsory courses in Indian Heritage & Culture, Science & Civilization, Environmental Studies, Gender Sensitization and Human values and Professional Ethics, and are awarded credits for the same.

Transparency in Examination:

Transparency of continuous internal assessment (CIA) for I, II- & IIIyear Degree students is ensured as the course teacher of each subject distributes the valued internal answer scripts to the students for scrutiny. Students are given chance to clarify if they have any doubt regarding the marks allotment. Fairness and Objectivity in evaluation is ensured by external evaluation in the end semester examinations. Summative Exams are conducted at the end of each semester and 80 marks are allotted for each course of 4 credits.

Evidence of success:

Students are satisfied with the existing examination system. The system is student friendly and student centric. Examination reforms implemented by the college are successful because of the system which has both continuous internal assessment and summative end examination. Question papers include both subjective and objective elements. The examination system tests the competency of the students; hence teachers too are able to intervene with mid-course remedial action for any needy students, and at the same time identifying advanced learners, so they can be encouraged to hone their skills further.

The early publication of the result and repeat examinations conducted one month after the publication of the result help the students to go for higher education or job without wasting their time.

The transparency of the entire process has led to fewer grievances from the students regarding examinations. The core competency of the students at the end of the 3 year program has increased as is evident from the increase in number of students progressing to higher education.

Employability also is enhanced on account of the skill training in computers, communicative English and the practical skill based components integrated into the curriculum.

Problems encountered and Resources required

Examination results are to be published within one month of completion of the end semester examinations and corrected Answer Scripts of internal tests examinations are given to the students to facilitate transparency. This practice requires careful planning, automation of the examination branch and adequate staff. The teachers also should be ready to implement different

methods of testing like field trip reports, projects and seminars given to the students. Given the size of the class and the faculty available, and resource constraints the teachers sometimes feel overburdened. Hence there is a requirement for more faculties. Updating of the laboratories in the Science departments is required frequently to keep up with modern trends to give the students a more experiential learning and testing their practical knowledge.