



# CAMBRIDGE INSTITUTE OF TECHNOLOGY

K.R. PURAM, BANGALORE – 560 036, Ph: 080-2561 8798 / 2561 8799

Fax: 080-2561 8789, email: [principal@cambridge.edu.in](mailto:principal@cambridge.edu.in)

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## **BEST PRACTICES**

### **Title of the Practice: Student Development Programme (SDP)**

#### **Objectives of the Practice**

1. To train students on required critical skills to become successful professionals.
2. To help and guide students with respect to professional development.
3. To help students' competencies and skills.

#### **The Context**

Students need transformation into industry ready professional. There is a need to give holistic training to the students such that they become successful professionals. Every student has innate talent and ability, however they need a platform to unearth their hidden potential. Therefore, various activities under student development programmes were designed.

#### **The Practice**

Mentoring process helped to identify hidden talents and competencies of students. The SDP's help unearth the talents and competencies.

- The technical skills required for the employability were identified and students were trained on the technical skills through the guidance of senior faculty members.
- The students who wished to pursue higher studies were given special training on GRE etc.
- The students who are interested in appearing for competitive exams were also trained on technical areas which would help them to clear competitive exams.

#### **Evidence of Success**

- Assessment reports of tests and assignments.
- Assessment reports of teaching staff, lecture material and flow, results, student capabilities, lab interview, exit survey etc.,.
- Student placement records.
- Feedback from students.

#### **Problems Encountered and Resources Required**

The required faculty resource to train students may not be available immediately or as and when required. The number of active learning students in SDPs relatively low as it is not linked with any of the courses or internal marks.



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## **Title of the Practice: Experiential Learning**

### **Objectives of the Practice:**

- To provide platform for students to apply concepts learnt in the classroom.
- To support students in developing products and services.
- To guide students in identifying solutions to real time problems.

### **The Context:**

This practice is an attempt to fill the industry-academia gap that exists. One of the ways to address the gap is to provide learning opportunities for students which are experiential based.

### **The Practice:**

The course instructor would identify one project suitable for the course and integrate the process where the students can apply the concepts learnt in the class to real time problem. This activity is driven through projects and case studies. In addition, the course outcome is also considered while designing the experiential learning activities.

One of the projects which was based on providing experiential learning was “Intuit”. All engineering students were expected to identify a problem and identify the technical solution. The students were divided into multiple teams with each team having a faculty mentor. The students were expected to create the solution and demonstrate it in the Intuit Exhibition. This exhibition was open for everyone. The students had a good experiential learning experience. Cash prizes were awarded to the winners for each engineering stream and each semester.

### **Evidence of Success:**

Intuit 2019 was one of the successful events where 700+ projects were displayed. The event provided a platform for all engineering students to display their projects which was a solution to the real-world problems.

### **Problems Encountered and Resources Required:**

Each project team had a faculty member assigned. A few of the components required for the project had to be supported through the department budget. One of the major expenses was organizing the exhibition for two days. The required infrastructure had to be provided to exhibit the projects. Close to Rs. 300000 was spent on providing the necessary infrastructure support for the exhibition.

**PRINCIPAL**