



Best Practice I (2019-20)

Title: Multimodal Communication Skill Development Program

Objectives:

- To identify students with poor written, verbal communication and presentation skills.
- To make students realize the importance of communication in technical world.
- To improve presentation and communication skills of students.
- To inculcate the art of conversation among the students.
- To instill self-learning habit among the students.

The Context

Most of the students admitted in first year are from vernacular background who are technically able but weak in soft skills which makes impact on their placement. Taking this into consideration, the Institute has initiated “Multimodal Communication Skill Development Program”.

Language labs are becoming center of attraction at institutions as they provide reliable and structured learning environment to the students. Technological changes are motivating faculties to create more interactive learning scenarios for the students. Theoretical learning cannot ensure effective development of language skills. To incorporate joyful and interactive learning, a “Multimodal Communication Skill Development Program” plays a key role in inculcating essential language skills such as reading, writing, listening and speaking. More comprehensive self-learning environment can be provided to the students with the use of digital media as this practice does not require any hardcore technical skills for effective implementation.

A Multimodal Communication Skill Development Program would help students with written, and verbal communication skills. For students, the program will provide a central support system as they learn to communicate in multimodal ways. Specifically, students will be able to meet with either a peer tutor or a peer mentor and students are supported in one-on-one or small group sessions focused specifically on communication.



The practice

- **Use of Language Lab software:** For improvement in reading and verbal communication skills of the students language lab software is used.
- **Open Course Ware (OCW) assignment:** Students are asked to watch video lectures available on open course ware modules and write brief description of it in the prescribed format as an assignment. This improves the listening and writing skills of the students.
- **50-10 module:** During a 60 minutes lecture, 50 minutes are for teaching by the faculty member and 10 minutes are given to student to summarize the contents. This improves the presentation skills, verbal skills and confidence of the students.
- **Library hour:** Every week library hour is incorporated in regular time table to instill self-learning habit. The students refer to books/journals and write summary of the contents read. This helps to improve the written communication skills of the students.
- **Lexicon Power:** Every day a new word and its meaning is written on a display board to improve the vocabulary of students.
- **Campus to corporate readiness program:** To inculcate employability skills in the students, various programs are conducted at institute level in collaboration with reputed industries like Forbes Marshall, Institute of Holistic Healing etc.

Problem encountered

- Due to limited number of license for language lab, the batch size is restricted to 20.
- As the activity is carried out after regular academic time table, students are less keen to attend the session.

Evidence of success

- Noteworthy participation of students in paper publications and project competitions.
- Significant improvement in the placement.
- Students are able to solve case study assignment effectively.
- Students are able to demonstrate competent written and verbal communication skills during theory, oral and practical examinations.



Best Practice II (2019-20)

Title: Assistive Technology initiatives.

Objectives:

- To trigger young minds towards day to day challenges of the specially abled and elderly people.
- To develop projects through research and innovation in assistive technology.

The context:

Every human being in the society has the fundamental right to live independently with dignity. Specially abled and elderly people have to face many challenges related in their day to day life. With the help of modern technology it is possible to find affordable solutions to these challenges.

The focus is on mobility and education as it is one of the fundamental requirements of every individual to live with dignity and independently. We expect to create an eco-system that helps to sensitize younger generation towards day to day challenges of the specially abled and elderly people.

The practice:

- Teacher sensitizes the students about the social responsibility towards specially abled and elderly people through social visits.
- Teacher motivate students to start with mini project at third year level which can be continued further as their final year project. Review is taken time to time to observe their progress.
- Once the project is ready, students are asked to promote their ideas by participating in various events.



Problem encountered and resource required:

Problem encountered:

- As specific components are required, procurement of these components is often very expensive and lengthy process.
- It is difficult to give generic solutions due to unique needs of individuals.
- It is difficult to get the requirements and database required for the project from local hospitals.
- Initial investment in such projects is normally high.

Resources required: Laboratory infrastructure, workshop facility.

Evidences of Success:

- Students have completed the projects on Electronic wheelchair, Prosthetic leg, haptic arm, hand gestures.
- Students have participated in Poster and Project competition and won award.