7.2.1 - Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.

Best practice 1:

1. **Title of the Practice: "Student Training Program (STP)"** is one of the best practices in the curriculum of the STES's students where students get acquainted with various skills which are necessary for their career along with university set curriculum.
2. **Objectives of the Practice:**

- The aim of this practice is to enhance quality of engineering students by empowering them with skills that are globally at par. At STES, a need was identified to start an innovative "*Student Training Program*" that would help the students to build a personality equipped with exquisite technical and non-technical skills. The objectives of this program are to:
- Enhance the employability opportunity in industry
- Prepare students for entrepreneurship
- Prepare students for higher education in India as well as Abroad
- Prepare for various types of competitive examinations

3. The context

It has been observed that students are technically well competent however lagging somewhere in the communication and professional skills. To imbibe the good practices related to self development, enhancing and nurturing the professional skills this student training program is planned. The feedbacks are taken from all stake holders wise students, parents and the various industries associated with training and placement activities. The feedbacks were discussed, analyzed and put to rigorous discussion for making good the shortfalls in the overall molding of students for their professional preparedness.

With due consideration from all the feedback as well as students' requirements for the campus interviews, higher studies, for various professional government exams this "Student Training Program" is designed. This program helps to bridge the gaps between industry, research and academics. The program is imbibed in the mandatory period of academic calendar so as to save over the time.

4. The practice

Student training program is designed in five different modules and it is facilitated to each and every student starting form first semester of second year to first semester of final year, one in each semester. The sessions during STP addressing various domains are conducted by in-house senior faculty and the industry invited experts.

In the first module students are trained with the soft skills which include Goal Setting, SWOT Analysis, Resume Writing, Report Writing, Letter Application Writing, Group Discussion, Listening Skills, Presentation Skills, Public Speaking and Behavioural Skills. All Students undergo first AMCAT Test in this semester. The test is based on 4 Modules: Quantitative aptitude, Logical reasoning, English & Personality. AMCAT assessment is used to assess the training need of the student for training in soft skills.

In the second module called as STP-II where students are facilitated with listening, reading, writing and speaking skills. In this module, group of four students is prepared and small presentations are assigned to them as a task and they are motivated to deliver it in front of their class. All students undergo AMCAT test 2 in this term. AMCAT reassessment is used to evaluate the soft skills of the student after training.

STP-III, this level of training aims at training and refreshing of technical fundamentals. The students are provided with the training for improving basic domain knowledge and concepts of all core subjects for the respective branches. All students undergo AMCAT test 3 in this semester. AMCAT assessment is used to evaluate the technical and soft skills of the students.

STP-IV Training from experienced teachers provides benefit to the final year students to prepare draft of curriculum vitae. All students undergo AMCAT test 4 in this semester. AMCAT reassessment is used to evaluate the technical and soft skills of the student. The research component is also added at STP 4 level. The TEST is based on 6 Modules: Quantitative Aptitude, Logical Reasoning, English & Personality and 2 modules on any 2 Domain Subjects. These AMCAT Scores of the students remain on the company's website for next 3 years, to be accessed by various organizations for placements. QALR practice tests are conducted every week.

STP V, Training from internal faculty and outside experts is provided for practicing Group Discussion and Personal Interview (GD-PI). QALR practice tests are conducted every week. Value added program (VAP) is organized under STP V. this module is planned and executed by taking into consideration the need of vocational training for satisfactory preparation of final year students on the current topics which are in high demand on the field.

As these being the additional programs run by this institute out of the university curriculum by extending the weekly academic schedule, time adequacy is the unique limitation for this program. For STP V, number of value added programs which worth to be scheduled for final year students e.g. programming languages, civil engineering software, artificial neural network, artificial intelligence, data science, civil 3-D printing etc., however hardly couple of them can be accommodated in the regular hectic schedule of

5. Evidence ofSuccess

As compared with the average percentage figure of annual placement, internships offered by the industries, students perusing higher studies and students starting their own enterprises before and after starting of STP drive is ever growing and it explicitly reveals that the percentage employment, entrepreneurship, higher studies, competitive exams is increased considerably and

the objective of introducing STP drive is cognizably achieved. It is merely because of the particular planning and designing of STP modules so as to make them versatile to meet the requirement of professional skills needed in the engineering field for getting adequate internships, employments, and opportunities for higher studies and development in the entrepreneurships.

With the communication skill development by training the students in listening, reading, writing and speaking English, the students' response is improved to the technical paper writing and presentation of them, technical articles writing in the technical magazine.

6. Problems encountered and resources required

For the various modules in the value added program experts are required from the various fields. However these requirements were fulfilled by inviting field experts from the industries and various companies for completing the various modules in the STP trainings.

Best practice 2:

1. Title of the Practice: Internship Cell

It has been established with an aim to facilitate maximum number of students to achieve maximum opportunities of Internships in various industries. Internship cell works in coordination with Training & Placement cell.

2. Objectives of the Practice:

- Exploring opportunities of on job training through various platforms
- Preparing students for the industries
- Creating enthusiastic and well trained community of engineers through proper interfacing of industry and engineering students
- To enhance the interest of the students through field works in the industry to understand the practical applications of their technical theoretical knowledge

3. The context

The internship is a real application of the concepts, theories, the knowledge and the learning skills in the classroom lectures to the context of the real world of work. In the various professional fields of engineering the basic objective of any Engineering study is to apply theoretical knowledge for enhancing the socioeconomic efficiency of the system and to improve the comfort and standard of living in the public interest by keeping intact the environmental betterment and sustainability. With the intension of catering on job training to the students in the area of his/her interest and passion of study, the internship cell is established in the year 2017 in the institute. The cell has delineated its standard operating procedure (SOP) for channelizing and monitoring internship programs undertaken by the students for its desired output, which consists of generation of interest, inculcating the techniques and technologies being used in practice and technically updated versions of those practices.

4. The practice

Cell has been driven by S.T.E.S. central committee. Head of this committee who look after all the activities going under internship cell. STES Coordinator along with all Institute and Department coordinator works for exploring various opportunities of Internship's offered by various industries.

Various opportunities given by the industries are communicated to all students through coordinators and teacher Guardians. For the same various awareness programs are arranged and the importance of the internship is communicated in the students. Through various lectures and programs students are encouraged to go for the internships. Coordinators are helping and guiding students for the application process of Internship. (Providing Institute letter with a signature of department coordinator & Head of Department for one-month Internship and for more than one-month Internship, Signature of Institute coordinator & Principal is essential along with the previous signatures). The track record of each and every student who is applying for the internship is recorded timely with the departmental coordinators. Students experience, feedbacks are continuously monitored by Monitoring the experiences and feedback of students during their internship period.