

## BEST PRACTICE – 7.2

### 1. Title –Faculty Empowerment

### 2. Objectives of the Practice

One of the important ingredients in providing quality education is skilled human resource. This includes innovative administrators, efficient teaching staff and caring non-teaching staff.

Any organization which identifies and develops such resources can become successful in providing sustainable quality education.

The objective is to make faculty members technically sound in emerging technological areas and to inculcate good values in all staff to create a good working culture.

### 3. The Context

Since its inception, GNITC has marked its name not only in India but also in other countries through its noted alumni both in Engineering, Pharmacy and Management disciplines.

GNITC has well qualified faculty members in various disciplines like Electric power systems, Power electronics and Drives, Control Systems etc.

GNITC emphasizes on integrating teaching and research, and developing its linkages with the outside world of academia and industry, for academic enrichment of the faculty and students.

The testimony to these linkages is evident from a large number of active MoUs with industries and an international University.

### 4. The Practice

#### a) Knowledge Upgradation:

##### (i) Faculty development programs

The Faculty Development Programs (FDPs) are short term courses for the faculty members to enhance their knowledge of the emerging areas.

The FDPs provide additional learning opportunities from experts which can be used in teaching contents for benefit of students.

The institution absorbs the cost incurred on the faculty member(s) and provides duty leave to attend such FDPs.

Faculty members are regularly informed of such opportunities by the Institute.

The interested faculty member proposes to the head of department who takes a decision in consultation with the Dean academics and the Director.

The faculty member delivers a talk, to interested faculty members group, after completing the FDP for dissemination of the knowledge gained.

(ii) Organising and Attending Conferences/ Workshops Faculty members are encouraged

- To attend the conferences/ symposiums/ workshops at other institutions to get exposure of current technologies and research.
- To organize such activities at the Institute.

(iii) Visits of faculty members to any Institute, supports to visit reputed universities for presentation of their research papers in national and international technical events.

(iv) Research support:

College provides seed grants to faculty members to support their research projects.

(v) Self-Learning through online certification courses:

The faculty members are encouraged to pursue online certification courses offered by NPTEL and Coursera with a goal of enhancing knowledge in emerging technologies.

## **b) Faculty motivation through facilities, awards and welfare programmes:**

Facilities such as healthcare, transport, accommodation, etc are provided for the benefit of the faculty members.

(i) Faculty motivation Institute also gives motivation awards to the faculty members with 100% students passing in the subject(s) being taught by them.

Apart from this, the faculty members are also recognized for their meritorious services and awarded on completion of 5 years, 10 years, 15 years and 20 years of teaching at the Institute.

(ii) Increments are given to the faculty members to appreciate and support their dedication towards development of the College.

(iii) Facility of Duty leave and on duty leave is provided to the faculties for attending the faculty development programs and conferences.

Special leave/vacation is provided for pursuing research, Ph. D. and higher education.

Facilities shall be provided for consultancy projects.

Recognition of faculty members for their achievements - felicitation of faculty members after receiving Awards and Ph.D.

## 5. Evidence of Success

The faculty members have participated in different FDPs and conferences. This FDP support has been successful in improving the students' learning curve. Many journals have been published in reputed international peer reviewed journals and conferences including publication of patents.

Externally funded projects have been awarded with sanctioned amount from AICTE, TEQIP-III etc... GNITC has provided research grants and financial support for professional body memberships such as MISTE, IEEE, etc., online certification courses offered by NPTEL and Coursera were successfully completed by GNITC faculty members.

## 6. Problems Encountered and Resources Required

There were initial problems in creating a robust FDP roll-out process. One challenge was identifying FDP-faculty compatibility. Another major problem revolved around creating a system for sharing FDP learning with other faculty in the department.

There were also instances where departments faced problems scheduling classes of faculty members whose FDP lasted for a week. They have gradually been overcome now.

## 7. Note

Faculty empowerment through short term knowledge enabling programs should be integral part of an institute of higher learning. The Institute needs to draw a calendar for these activities in the beginning of the academic year and review it periodically.

*Following parameters will help in empowering the faculty members:* Faculty Development Program, Organizing invited lectures of experts from industry and academia, Faculty participation in conferences, Organization of conferences/workshops by the faculty members, Online certification courses by faculty members and students, Qualification improvement.

## BEST PRACTICE - 2

### 1. Title – Entrenching of the gap between industry and academia

### 2. Objectives of the Practice –

- To develop the employability skills in students. The key path to such objective lies in bridging the gap between industry and academia.
- Value Added Programs and other learning platforms such as workshops based on emerging technologies, industrial visits, conferences and guest lectures are provided to students and faculty members for updated learning.

### 3. The Context:

The growing demand for training in emerging trends of engineering graduates in India indicates a mismatch between academic education and industry requirements. GNITC is an autonomous college and is free to introduce new courses in curriculum. However, there is need for additional learning to meet industry requirement.

Based on feedback from stakeholders (students, alumni, employers, parents), it is observed that the digital transformation of industries require skilled manpower with a preliminary knowledge of the platforms and technologies. Software industries need some special training in Artificial Intelligence, Cyber Security, and Data Analytics etc.

### 4. The Practice

The key achieving the objective lies in providing value addition in knowledge to the students beyond prescribed syllabi. GNITC resulting in positive effects on the employability of students in core as well as in software industries, helping students become entrepreneur, helping the corporate sector, finding solutions related to latest technological problems and training on, software skills etc.

GNITC offers state of art facilities and infrastructure in collaboration with internal and external domain experts under one roof. The benefit is that students as well as industry personnel undergo industry oriented capacity building so that they can walk in pace with the new advancement of technology. It has benefitted a lot of students in past and will definitely benefit more students in future as a gateway for alignment with new technologies.



Approved by  
AICTE - New Delhi



Affiliated to  
JNTU - Hyderabad



Accredited by  
National Assessment and  
Accreditation Council



Accredited by  
National Board of  
Accreditation

**AUTONOMOUS**  
under Section 2 (f) & 12 (b) of  
University Grants Commission Act

GNITC provide complete solution and deals into major industrial training programs as, internships in latest and innovative technological fields, workshops and special lectures for all students that cover almost all aspects of industrial expectations. For inculcation of research culture among faculty and students a R&D Department has been constituted seed grants are provided to the college students and faculty members to initiate the research projects.

GNITC inculcate the habit of problem solving and self-learning. Regular workshops, seminars, hackathons and competitions are organized for the students to encourage design and thinking among them. To provide the exposure to our students and faculty members, College also has done collaborations with international universities/ institutes.

## 5. Evidence of success

The students and faculty have benefited from this program by publishing articles / case studies in reputed journals, and conferences. The placement offers obtained by the students of GNITC, portrays the impact of initiatives taken for bridging the gap between industry and academia. Students of GNITC are changing the trend of joining the industry by building their own start-ups, thus becoming entrepreneurs.

## 6. Problems Encountered and Resources Required

Even though, we have highly renowned practices across in our campus, still it encountered some inherent bottle necks which are well optimized and managed with our expertise. One challenge was identifying the areas/ labs/ courses for implementation in each branch. Another major problem revolved around creating courses and its integration with industries. As these courses are not from the university syllabus, scheduling of classes is another challenge. For that the expertise of our faculty members was enhanced by providing them special trainings from industries.

## BEST PRACTICE – 3

### 1. Title of the practice: Teaching-Learning Process

### 2. Objectives of the practice:

- To ensure the completion of the syllabus according to the academic calendar.
- To encourage faculty to adapt ICT tools in class room teaching.
- To improve the pass percentage and to enhance the number of placements.

### 3. The context:

- To complete the syllabus within the stipulated time is somewhat difficult by considering slow learner students to cope up with the bright students.
- The faculty use ICT tools for explaining the complex topics and to avoid the confusion of the students.
- The faculty should find complex topics and provide the material to students.

### 4. The practice:

- Academic calendar is uploaded on the website for information to students and faculty.
- Head of the department monitors the coverage of the syllabus.
- To encourage the students for utilizing the library.
- Take students feedback on academic activities.
- Monitor the student's attendance and take necessary steps for improving the regularity.
- Give the subject wise assignments to the students for improving the performance in the end examinations.
- Train the faculty to use ICT tools.
- Conduct the remedial classes for students for improving the pass percentage.
- Give training on soft skills & technical skills during Semester breaks for improving the placements.

### 5. Evidence of success:

- Syllabus has been completed within the time.
- Most of the faculty has adopted ICT tools in their classes.
- Material of the course is uploaded on the website.
- Pass percentage and placements are increased.



Approved by  
AICTE - New Delhi



Affiliated to  
JNTU - Hyderabad



Accredited by  
National Assessment and  
Accreditation Council



Accredited by  
National Board of  
Accreditation

**AUTONOMOUS**  
under Section 2 (f) & 12 (b) of  
University Grants Commission Act

## 6. Problems encountered and resources required:

Since the rural students and non-technical faculty does not know how to use ICT tools, training has been given to them by ICT coordinators.

By identifying slow learners, extra classes have been conducted to improve the results and their skills.



Dr . Koduganti Venkata Rao  
Chairman / IQAC

**DIRECTOR**  
**Guru Nanak Institutions Technical Campus**  
**Ibrahimpattam, R.R. Dist.-501 506.**