

Ballarpur Institute of Technology, Ballarpur

The two best practices applied in the institute

Best Practice (I):

Financial Assistance to the underprivileged students by the college

Objectives of the Practice

It has been observed that students joining technical & management courses of the college rural areas with low economic back ground. Their parents are unable to provide them a sustained financial support.

So, the noble objectives of the practice are

- To extend financial assistance to the poor students, especially from the rural, to save them from discontinuation of their studies owing to poverty.
- To support financially all the deserving poor students without any discrimination of caste or gender.
- To promote the 'equality' among the students
- To inculcate the values of 'generosity' and a 'sense of social responsibility' among the students.


The expected outcome is that the students should be able to complete their Degrees with good marks. The beneficiaries should treat the needy with the principle of 'lend a helping hand without discrimination.'

The Context

The noble cause had its own challenges & troubles in its designing and implementation.

- Pooling up of the required resources was a tough task.
- After comprehensive deliberations with students and teachers, it was decided to extend the benefit to all the poor students, who do not have the advantage of government or endowment scholarships, without any discrimination of caste, or gender.
- Verification of the financial background of the student was yet another challenge.
- The management has insisted on strict adherence to the rules framed, about this fund in spite of the influential sections' and caste associations' undue interference in the implementation of the practice.




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The Practice

In and around the college, are the rural areas where agriculture contributes to a major contributor to income & most population works on daily wages. In a situation where basic necessity is a problem, sending their children to the town for higher education becomes almost impossibility for the poor parents in the rural areas, in the context of higher education demanding higher amounts of money. Though, sometimes, they do venture to admit their children to colleges in the town, they are unable to give constant financial support throughout the course of study. So, it is evident that without financial hold from an external source, the rural youth cannot hope to successfully complete their studies.

Innovation and Best Practices Ballarpur Institute of Technology

The institute, true to its legacy of pro-poor-student attitude since its inception, has taken a firm resolve to extend all possible financial support to the deserving students and help them to realize their fond dream of acquiring higher education.

For this, the college instituted Krishi Jeevan Vikas Pratishthan Trust collected all the voluntary donations from Management. The financial support is extended to all the deserving poor students without any discrimination of caste or gender. The students whose parents do not have fixed reasonable source of income and do not enjoy any other financial assistance in the form of scholarships are eligible for the aid. A duly constituted committee of three senior Persons of the college scrutinizes the applications received from the student for the aid from the Trust, It finalizes the list of eligible students for the aid after due verification of the documentary evidence enclosed and strictly following the guidelines framed for the purpose, and submits the same to the Scholarships and the individual teachers' help is also taken for the financial assistance.

academic toppers and , students. Drawing insight from institution's legacy of pro-poor-student attitude and action, wherever possible, they are paying the tuition fee and examination fee of regular and industrious students who are unable to pay the fees owing to poverty.

Problems Encountered and Resources Required

In the beginning of designing the best practice, some groups of the students opposed the idea that the welfare scholarship holders too should be given the opportunity.

- They also expressed growing apprehension that the funds collected for the purpose would be misused.
- Some even blamed that the idea of the Scholarships is not based on social justice.
- The college had to overcome many of these impediments to persuade the favor of instituting scholarships to encourage more students to develop a keen spirit of competition to secure the scholarships.

Impact of Practice

To cite one of the many success stories of the noble practice, the college fee Miss. Anjali Gidwani student of M.B.A during 2017-18 Batch,



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She completed M B.A successfully with finance as a specialization & is working with a reputed Audit Company.

Ms. Anuja Bankar who approached the college to work as a practical coordinator , has risen to the position of a successful Lecturer in the Department of Computer Science of the college completing M.Tech with the encouragement and financial support of fees concession provided by the Principal of the college.

Another student Mr MD Akhbar MD Ebrahim, now as an entrepreneur was helped financially in a big way by paying his tuition fee. Now he is a better person with improved results working hard with commitment to his work and society. This way the practice has a positive impact on the academic abilities and attitudinal changes among the beneficiaries. The review results of the aid indicate that the humble assistance not only enables the poor students to acquire higher education but also moulds them to be responsible citizens to continue the legacy of helping the students of successive batches. The above are only a few illustration cases mentioned to drive home the point.

Best Practice (II):

Soft Skills & Aptitude Training

Objectives of the Practice

Ballarpur Institute of Technology aims at empowering its students to achieve excellence in one's life. It acts as a channel in the journey of self-exploration to self-empowerment through its unique training programs. Soft skills & Aptitude training, aims to make the students more competent and industry ready to face globe challenges at on one hand and on the other hand help them to live happy and fulfilling life. Some of the objectives are:

- To develop core competencies required for the industry such as communication skills and collaboration, leadership, creative thinking and problem-solving skills, personal management, the ability to work in teams or groups and leadership effectiveness.
- To develop an educated, well learned, and aware attitude.
- To develop adept leadership to fulfill their aims and desires.
- To develop positive Body Language & Grooming, so as to appear more Approachable, confident and professional.
- Students are prepared in the best manner to represent their thoughts in a concrete and effective way so as to market themselves as professionals.

Context

McKinsey report "Perspective 2020: Transform Business, Transform India" (2009) said that only 26 percent of India's engineering graduates were employable. Narayan Murthy, Chairman Emeritus of Infosys, has questioned the quality of engineering graduates from Indian Institutes of Technology (IITs). An Associated Chambers of Commerce and Industry of India (ASSOCHAM) survey reported that only 10 percent of Master of Business Administration (MBA) graduates from Indian B-schools get a job right after completing their course (2012). Most engineers display excellent theoretical knowledge




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but lack basic analytical skills required for a job. NASSCOM-McKinsey report has said, "Currently only about 25 per cent of technical graduates and 10-15 per cent of general college graduates are suitable for employment". The approach to the engineering curriculum in our country emphasizes more on developing technical competencies. There is a very little scope for group work or interaction, therefore students fail miserably when they need to speak, make a presentation or face an interview.

Soft skills & Aptitude training are those basic skills necessary for getting, keeping, and doing well in a job. It aims at transforming fresh graduates into readily employable professionals by training modules with specific objectives of helping students acquire much needed soft skills viz. communications skills, interpersonal skills, positive attitude, teamwork, critical thinking, enhancing written and oral. English language, interview skills, public speaking, presentation skills, emotional intelligence etc. along with Aptitude skills like Quantitative techniques, data analysis etc.

The Practice

Training Modules

The below mentioned modules are the outcome of detailed study of industry expectations and current situation of students in various fields of engineering, MBA & MCA students.

Training Modules: Soft Skills & Aptitude Training Module Duration Period Soft Skill Training 60 hrs. (Resume , GD, PI, Self-Introduction, Stress Management, Team playing, etc)

Aptitude Training; 60 hrs. for final year students of Engineering & MBA & MCA were conducted.

A total of 300 students attended these training programs & felt the change in their personality & learning style.

Problems Encountered and Resources Required

A proper training room will give proper ambience and logistics (projector etc.) of training and interaction will help facilitate the process of self-exploration. Since it is done in class room in regular time table students take it as a regular Subject where they have to sit and listen. Also the students are from varied backgrounds & getting them out of their comfort zone is challenging.

Impact of the modules

Participatory and experiential learning situation of training had a noticeable Positive effect on various dimensions of personality leading to:

1. Enhance sociability, improve coping skills, achieve better Self-perception, emotional wellbeing and improved quality of life and improved quality of work life.
2. Enhancing core competencies required for the industry such as learning Skills, communication and collaboration, leadership, creative thinking and problem-solving skills, personal management, the ability to work in teams or groups and leadership effectiveness.
3. Number of Students Placed after completing training program



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Sr. No.	Year	Number of Students Placed
1	2017-2018	140
2	2016-2017	125
3	2015-2016	119
4	2014-15	105
5	2013-14	97



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