



POORNIMA

INSTITUTE OF ENGINEERING & TECHNOLOGY



Policy for Beyond Classroom And Value Added Courses

Policy for Beyond Classroom

Introduction:

PIET recognizes the importance of holistic education and the role it plays in shaping well-rounded individuals. We believe that learning should extend beyond the classroom to provide students with opportunities for personal and professional growth. To that end, this policy outlines the framework for implementing beyond classroom initiatives for students in our institute.

Scope:

This policy covers a range of beyond classroom initiatives designed to enhance students' academic, personal, and professional development. These initiatives include, but are not limited to, extracurricular activities, community engagement, internships, and skill development programs.

Objectives:

The primary objectives of this policy are to:

- Foster holistic development: Encourage students to develop a wide range of skills and experiences that go beyond their academic curriculum.
- Enhance employability: Provide students with opportunities to gain practical skills and experiences that make them more competitive in the job market.
- Promote social responsibility: Encourage students to engage with the community, thereby developing a sense of social responsibility and empathy.
- Improve overall well-being: Support students' physical and mental health by promoting a balanced lifestyle.

Guidelines for Beyond Classroom Initiatives:

Extracurricular Activities:

- Encourage and support student-led clubs and organizations.
- Allocate resources for organizing events, competitions, and workshops.
- Promote cultural, sports, and arts activities to cater to a variety of interests.
- Ensure inclusivity and diversity in club memberships.

Internship and Work Experience:

- Establish a career services centre to facilitate internships and job placements.
- Foster relationships with industry partners for internships and work-study programs.
- Promote hands-on learning opportunities in various academic programs.

Skill Development Programs:

- Provide access to workshops and courses on practical skills such as leadership, communication, and technology.
- Create a system to acknowledge and validate skills acquired outside the classroom.
- Encourage entrepreneurship and innovation through incubators and start up programs.

Responsibilities of Stakeholders:

Students: It is the responsibility of students to actively engage in beyond classroom activities, demonstrating commitment to personal and professional development. They are encouraged to participate in extracurricular activities, seek out internship opportunities, and actively pursue skill development programs to enhance their overall learning experience.

Faculty and Staff: Faculty members and staff play a crucial role in facilitating and supporting beyond classroom initiatives. They are responsible for guiding students, organizing events, and providing mentorship during internships. Additionally, they contribute to the development and delivery of skill development programs, ensuring alignment with industry standards and student needs.

Leadership of PIET: The leadership of PIET, including administrators and department heads, bears the responsibility of providing strategic direction and resources to support the implementation of these policies. They are tasked with fostering a culture of innovation and excellence, promoting collaboration among stakeholders, and overseeing the evaluation and continuous improvement of beyond classroom initiatives.

By fulfilling these responsibilities collaboratively, all stakeholders contribute to creating a conducive learning environment that fosters holistic development and prepares students for success in their academic and professional endeavours.

Monitoring and Evaluation:

Regular assessments of the beyond classroom initiatives will be conducted to ensure their effectiveness and alignment with the institute's objectives. Feedback from students, faculty, and relevant stakeholders will be used to make necessary improvements and adjustments.

Resources Allocation:

A dedicated budget will be allocated for beyond classroom initiatives, and resources will be distributed based on the needs and potential impact of each initiative.

Compliance and Accountability:

All institute personnel and students are responsible for complying with this policy. Faculty, staff, and designated committees will oversee the implementation and compliance of the policy.

Review and Amendment:

This policy will be reviewed annually and amended as necessary to reflect changing needs and evolving best practices in beyond classroom initiatives. PIET is committed to providing students with a well-rounded education that extends beyond traditional classroom boundaries. This policy serves as a guide to ensure that students have access to a diverse range of opportunities that will contribute to their personal, academic, and professional development.

Conclusion:

Poornima Institute of Engineering and Technology (PIET) believe in giving students a well-rounded education. They do this by offering lots of activities outside of regular classes, like clubs, internships, and skill-building programs. These help students grow personally and professionally. PIET constantly checks to make sure these activities are helpful and makes changes when needed. By focusing on all aspects of student

life, PIET helps students become successful in their careers and in their personal lives. They want students to do well in a fast-changing world, and they work hard to make sure that happens.

Policy on Value Added Courses

Preamble

Poornima Institute of Engineering and Technology acknowledges the importance of holistic student development. In addition to the core curriculum, the institution offers value-added courses (VACs) to empower students to enhance their skills voluntarily. These courses are designed to foster academic flexibility, enrich students' knowledge, and keep them updated with the latest technologies.

Objectives

PIET is dedicated to advancing knowledge and nurturing students who contribute meaningfully to society. To achieve this, the institution is committed to providing opportunities for students to explore diverse fields beyond their regular curriculum. Value-added courses, starting from the academic year 2018-19, aim to enrich students' knowledge and prepare them to meet industry demands while nurturing their individual skills and interests.

Guiding Principles

Value-added courses will be developed based on inputs from stakeholders, including students, faculty, alumni, parents, and employers. At the beginning of each academic year, students will have the freedom to choose from a variety of courses offered by different departments. The courses will be conducted by experts in the respective fields to provide additional value to students' profiles.

Process of Development of VACs

Departments and university sections will collaborate to plan value-added courses, considering emerging areas and the need for additional life skills and sustainability education. A central committee will oversee the development of course contents, expected outcomes, and assessment criteria, ensuring alignment with academic goals.

Approval Process

Proposed value-added courses will be submitted to the Academic Council for approval, streamlining the process while ensuring quality and relevance. Departments will have the flexibility to propose courses based on student feedback and emerging trends.

Review Process

The effectiveness of value-added courses will be reviewed annually, with input from the Institute Quality Assurance Cell (IQAC). This process will involve evaluating existing courses and considering new proposals to meet evolving student needs and industry demands.

Exigency, If Any

In cases of unforeseen issues or differences in interpretation, the Director may make decisions after consulting with the concern committee, ensuring timely resolution and adherence to institutional goals.

Responsibilities of all stakeholders in the Value Added Course Policy:

Students:

- Attend value-added courses regularly and actively participate in learning activities.
- Engage with course material, ask questions, and seek clarification when needed.

- Maintain the required attendance percentage and strive to achieve satisfactory performance in assessments.
- Provide feedback to instructors and department heads regarding the effectiveness of the courses.

Faculty:

- Design and deliver engaging and informative value-added courses aligned with industry needs and academic standards.
- Provide necessary guidance and support to students throughout the duration of the courses.
- Assess student performance fairly and provide constructive feedback for improvement.
- Continuously evaluate and update course content to ensure relevance and effectiveness.

Department Heads:

- Facilitate the identification and selection of value-added courses based on input from stakeholders.
- Allocate resources and support faculty members in developing and implementing courses.
- Monitor the progress of value-added courses and intervene as needed to address any issues or concerns.
- Collect feedback from students and faculty to assess the quality and impact of the courses.

Institutional Administration:

- Establish policies and procedures for the effective implementation of value-added courses.
- Provide necessary resources, including funding and infrastructure, to support the delivery of courses.
- Oversee the approval process for new courses and ensure compliance with regulatory requirements.
- Monitor the overall effectiveness and impact of value-added courses on student learning outcomes and employability.

Employers/Industry Experts:

- Provide input on the skills and knowledge required for success in the workplace.
- Collaborate with academic institutions to design courses that align with industry needs and trends.
- Offer opportunities for internships, apprenticeships, or job placements to students enrolled in value-added courses.
- Participate in advisory boards or committees to provide guidance on curriculum development and program improvement.

Alumni:

- Share insights and experiences from their professional careers to inform the design and content of value-added courses.
- Mentor current students and offer guidance on career paths and opportunities.
- Provide feedback on the relevance and effectiveness of value-added courses based on their own educational experiences and professional development.

Parents:

- Support and encourage their children to take advantage of value-added courses to enhance their skills and knowledge.
- Stay informed about the availability and benefits of value-added courses offered by the institution.

- Provide feedback to the institution regarding the impact of value-added courses on their children's academic and career development.

By fulfilling their respective responsibilities, all stakeholders contribute to the success and effectiveness of value-added courses in preparing students for academic and professional success.

Conclusion:

In conclusion, the Value Added Course Policy at PIET fosters holistic student development and prepares them for modern challenges. Through collaborative efforts, diverse courses, and active engagement, students enhance their skills and gain industry-relevant knowledge. This policy reflects PIET's commitment to academic excellence and student empowerment. By nurturing well-rounded individuals, PIET cultivates a culture of innovation and prepares students to thrive in a dynamic global landscape. With a focus on continuous improvement and excellence, PIET remains at the forefront of higher education, shaping the leaders of tomorrow and contributing positively to society's advancement.

Annexure A: Standard Operating Procedure

The Standard Operating Procedure (SoP) outlines the operational details for implementing value-added courses. Departments will offer a diverse range of courses, and efforts will be made to ensure accessibility and flexibility. Assessment criteria will be transparent and adaptable to different course formats, fostering a conducive learning environment for all students.

By addressing the limitations and restructuring the policy, the institution aims to provide a more inclusive, flexible, and student-centered approach to value-added courses, fostering holistic development and preparing students for the challenges of the future.

Annexure A:

Standard Operating Procedure of Value Added Courses

This document, titled "Standard Operating Procedure for Implementation of Value Added Courses," aims to ensure the effective execution of the PIET Policy on Value Added Courses (VACs) while fostering a conducive learning environment for all programs/courses.

Operational Procedure:

Each Department will offer a diverse range of value-added courses, enhancing students' skills and knowledge beyond their regular curriculum. These courses, conducted by field experts, aim to enrich students' profiles and provide ample choices to cater to their interests.

Details of value-added courses will be communicated by the Departmental Head each semester, ensuring transparency and accessibility for all students. Additionally, these courses will be available to students across departments, promoting interdisciplinary collaboration and skill development opportunities.

To facilitate smooth course conduct and coordination, each department offering VACs will appoint a course coordinator. Courses will consist of a minimum of thirty hours and may include theoretical, practical, or blended learning approaches. Assessment methods will be flexible and tailored to each course's requirements, promoting fair evaluation and recognition of diverse student achievements.

The following Standard Operating Procedure will guide the implementation of Value-Added/Certificate Courses at PIET:

- Departments will identify courses based on inputs from stakeholders, ensuring relevance and alignment with industry needs.
- Proposed courses will be submitted to the Director's office for approval, with detailed information on course objectives, contents, duration, examination mode, and any additional requirements.
- Upon approval, departments will be notified to proceed with course offerings, with necessary resources and funding allocated as needed.
- Course coordinators will notify students of course offerings, outlining expectations for successful completion and eligibility for certification.
- Assessment procedures will be transparent and adaptable, considering various learning styles and ensuring a fair evaluation process.
- After course completion, coordinators will submit comprehensive reports to the respective Heads of Departments, and certificates will be issued to students who meet the established benchmarks.
- Department Heads will compile detailed reports of all courses conducted and submit them to the Institute Quality Assurance Cell (IQAC) for review.
- By implementing this revised SoP, PIET aims to provide a flexible, inclusive, and student-cantered approach to value-added courses, fostering holistic development and preparing students for future challenges.