Best Practice 1:
Title: Industry-Institute Interaction
Objectives:
1.To make students aware of the contemporary work culture in organizations, through direct first hand experience or interactions with industry personnel.
2.To help students acquire in-depth knowledge of industrial technologies
3.To develop an eco-system whereby high-cost equipment and other resources affordable only to industries becomes accessible by our students and staff.
Context: With the advent of globalization and opening up of the Indian economy, competition faced by Indian industries has become stiff. For having their problems solved, they look for locally available but well trained engineering graduates. Similarly, local students need to be exposed to newer technologies, workplace practices and expectations.
The Practice:
• Organizing guest lectures and workshops with joint participation
• Hiring faculty-members with prior industrial experience
•Targeted efforts for industry-sponsored final-year projects and in-plant training
• MoUs to bring the two sides operationally and strategically closer Evidence of Success
• More than 50 of final-year projects in the Mechanical department are now industry-sponsored, a
• percentage higher than other colleges.
• A great many students doing sponsored projects also get placed in the same company. Problems Encountered and Resources Required:
• The academic time-table and calendar for each individual student had to be adjusted so as to match the availability of his industrial supervisor.
• A substantial gap exists between the professional work culture and the typical habits of students. The solution was to increase the involvement of the industry-experienced faculty members.

Best Practice 2:
Title: Development of Students from Weaker Sections
Objectives: To take students from weaker background, and to turn them into engineers fit for the modern, globalized industry.
Context: A large number of our students come from rural areas, and economically and socially backward family backgrounds. They are weak in both English and mathematics. They cannot express themselves well-in any language. The direct second-year students are admitted late into the course, and have inadequate preparation in mathematics.
The Practice:
• Our faculty members often come from a rural background, and take special efforts to bond with students. Essentially, our faculty-members act as confidence builders.
• We have a culture of informal discussions in faculty meetings on simple and creative ways to meet challenges like the above. Both the problems as well as tips get exchanged freely.
• Remedial courses, repetition lectures, lectures in English complemented by explanations in Marathi, etc. are a routine practice here.
• Faculty members take special efforts to help students write assignments and technical reports in English. Evidence of Success:

• Every year we see raw rural youth get turned into engineers good enough to find placements in reputed industries, even MNCs. • Some students were only average till XII standard, but slowly turn into high-achievers, securing high marks in the university examinations. Others have filed for patents. Problems Encountered and Resources Required: • Practically speaking, adequate time is not always available for conducting these activities. We overcome it by giving enough flexibility in the time-tables to our faculty members. • Not all students respond well to our efforts.