



## **AURORA'S POST-GRADUATE COLLEGE (MBA)**

Accredited with A Grade by NAAC

Ramanthapur, Hyderabad – 500 013

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### **Title: National Intellectual Property Awareness Mission (NIPAM) - Promoting Intellectual Property Awareness and Innovation**

**Context:** The launch of the National Intellectual Property Awareness Mission (NIPAM) by the Government's "Azadika Amrit Mahotsav" highlighted the critical need for promoting intellectual property rights (IPR) awareness among students. In response to this nationwide initiative, Aurora PG College Ramanthapur recognized the importance of fostering a culture of innovation and creativity on its campus. The IPR Cell at Aurora College initiated practices to create awareness about IPR and its significance in protecting intellectual creations and inspiring students to become job creators through innovation.

#### **Objectives:**

- Provide awareness about intellectual property rights to 1 million students across India.
- Ignite and inspire students to innovate and protect their creations through IPR.

**The Practice:** The IPR Cell at Aurora College implements various activities to achieve the objectives:

- Organizing workshops, seminars, and awareness campaigns on intellectual property rights.
- Collaborating with NIPAM and other organizations to extend the reach of awareness programs and create a pan-India impact.
- Providing guidance and support for patent and copyright filings to protect students' and faculty members' intellectual creations.

**Obstacles and Strategies:** Obstacles faced during the implementation of these practices included limited IPR awareness among students, faculty and administrative complexities in patent filings. To overcome these challenges, the IPR Cell conducted capacity-building

programs for faculty and streamlined administrative processes. Additionally, collaboration with NIPAM and other organizations helped broaden the reach of awareness campaigns.

**Impact of the Practice:** The practice had a significant impact on promoting intellectual property awareness and innovation. The practice has led to an increase in students' interest in research, entrepreneurship, and intellectual property protection.

**Resources Required:**

- Trained personnel to conduct workshops, seminars, and awareness campaigns.
- Digital platforms and social media for engaging the target audience effectively.
- Expert guidance for patent and copyright filings to protect students' creations.
- Funding support for organizing innovation competitions and related events.

**Conclusion:** The best practice of promoting intellectual property awareness and innovation at Aurora College, in alignment with NIPAM, has been successful. The efforts of the IPR Cell at Aurora College have led to increased awareness of intellectual property rights, encouraging students to harness their potential as innovators and creators.

## **Title: AICTE-Student Learning Assessment (PARAKH) - Fostering Skill Development and Global Competitiveness**

**Context:** The AICTE-Student Learning Assessment (PARAKH) project aims to evaluate the technical knowledge, creativity, and cognitive skills of undergraduate and postgraduate students across India. The institution's participation in this large-scale program is motivated by its commitment to improving student outcomes and bridging the gap between academia and industry.

### **Objectives:**

- Evaluate and compare the skills of students at Aurora's PG College with their peers across the country.
- Identify factors influencing skill development in the technical education system.
- Empower students with self-assessment tools to align their interests and career choices.
- Enhance academic and aptitude skills to produce skilled and competitive graduates.
- Introduce necessary changes in the teaching system to improve student learning experiences.

**The Practice:** The implementation of AICTE-Student Learning Assessment (PARAKH) at Aurora's PG College involves the following steps:

- Seeking willingness from the institution to participate in the project.
- Selection of willing institutions based on AICTE's selection policy.
- Collaboration with subject matter experts (SMEs), including industry professionals, to design questionnaires.
- Conducting assessments for students, faculty, and head of departments.
- Compiling and analyzing the assessment outcomes to identify areas for improvement.
- Providing performance reports to students and faculty members to foster growth and progress.
- Conducting periodic annual assessments to measure overall skill development and proficiency.

**Obstacles and Strategies:** Challenges that may be encountered during the practice implementation include securing full institutional cooperation, ensuring smooth conduction of assessments, and addressing any resistance from stakeholders. To overcome these obstacles, Aurora's PG College will engage in proactive communication with the institution's management and faculty, clarify the importance of the project, and provide necessary training and support for a successful implementation.

**Impact of the Practice:** Through the AICTE-Student Learning Assessment (PARAKH) project, Aurora's PG College gains valuable insights into the cognitive, critical, and behavioral development of its students and faculty.

**Resources Required:**

- Cooperation and commitment from the institution's management, faculty, and students.
- Engagement with subject matter experts (SMEs) to design effective questionnaires.
- Technological infrastructure for conducting online assessments.
- Training and support for faculty and staff involved in the assessment process.

**Conclusion:** Aurora's PG College, Ramanthapur, actively participating in the AICTE-Student Learning Assessment (PARAKH) project, is committed to fostering skill development and global competitiveness among its students. Through this initiative, the institution seeks to improve academic outcomes, bridge the gap between academic learning and industry needs, and empower students with the necessary skills to thrive in the dynamic professional world.