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Improving the Academic Performance of Weak Students in Technical Education Quality Improvement Program through an Equity Action Plan: Guidance Brief

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The purpose of this brief is to identify and describe some interventions that institutions could make to improve the performance of weak students in undergraduate B.ARCH. Programs. This program will include competitively select who are weak at entry and/or perform poorly during their college years. Some students may take several extra years to complete their course; some may fail to secure employment at the end of their degree program because of overall low performance or inadequate skills at the completion of the course. This brief is aimed at reducing these forms of wastage of educational resources and, equally important, of human resources. As equity in the outcomes achieved by students is an important goal of Department, that all students perform well academically and achieve their 'post-college' goals, securing good jobs or enter post-graduate.

First of all, I would like to welcome you all to the faculty of Planning and Architecture at Manav Rachna International University. Today we all are over here regarding the Architecture Education and its delivery to Students. Our main Thrust of today's meeting is to interact parents and to make them realize that these students are very important to us. As you all already knows that this is our first batch of Architecture and through these students, we want to set up miles stone in the field of Architecture education and Architecture Industry. So we are putting max. Efforts on these students and wanted to continue the same.

There is a vast difference between a professional course and Normal Degree Course. The professional degree offers a set curriculum to meet the requirements of the relevant professional organization so that students are fully prepared to enter your chosen profession after you graduate. Architecture is a wide field here faculty act like a facilitator, interact with students, give them information's and guide them the process of working. This mean student is holistically groomed and cannot be spoon feed. Just recently we got a chance to see the skill of our students as they hosted ZONASA, and we found being young and the first batch of Manav Rachna University, were very brilliantly hosted Successfully ZONASA convention.

We are Proud to have these students at our Department, but really sorry we could not sees their Holistic Academic potential which really matters at the end of the day as they have to carry their portfolios for training and even for few years at job place. We always had committed faculty of 30-40 years experiences from IIT, NIT, SPA as well as best professionals who had given their best in the field of Architecture and Academic. Architecture is a wide field where faculty act like facilitator give information and guide students the process of doing & expect students to follow instructions. Students must have curiosity towards learning, their self-study part is completely missing. They are never found to be regular in class, as being professional course, if assignments delivered to the students they must work as per process.

They does not show any interest in any task assigned to them, as seen last 20 years, we have designed as our core subject, lot of studies is expected from students like study of Design standards, bye-laws etc. and are expected to present for critics ZONASA was their great efforts and we have seen them working day and night, this shows they love to put efforts and shown their potential but any sorry figure, does not work for Academic. As well said, "Survival of fetus", if continue working the same pace will not be able to survive in the Professional field. This is two-way development and we want to do our best for these Students with great potential.

Thanks