## I.    Title of the Practice: Mentorship

**Objectives of this practice**:
- To maintain good relationship between teacher and students.
- Counseling and interaction with students them to overcome their problem.
- Motivate the students to prepare themselves to meet out industry requirements.
- Guiding students to choose right career path for job, higher studies, Entrepreneurship, etc.

**Context:**

Since the majority of the students are not matured enough to take their own decision in the vast changing scenario of technology and their family and educational background , the mentorship activity of the institute guides and counsel the students in academic, non-academic matters including personal domain to achieve their best in life. This practice has been initiated to address these issues.
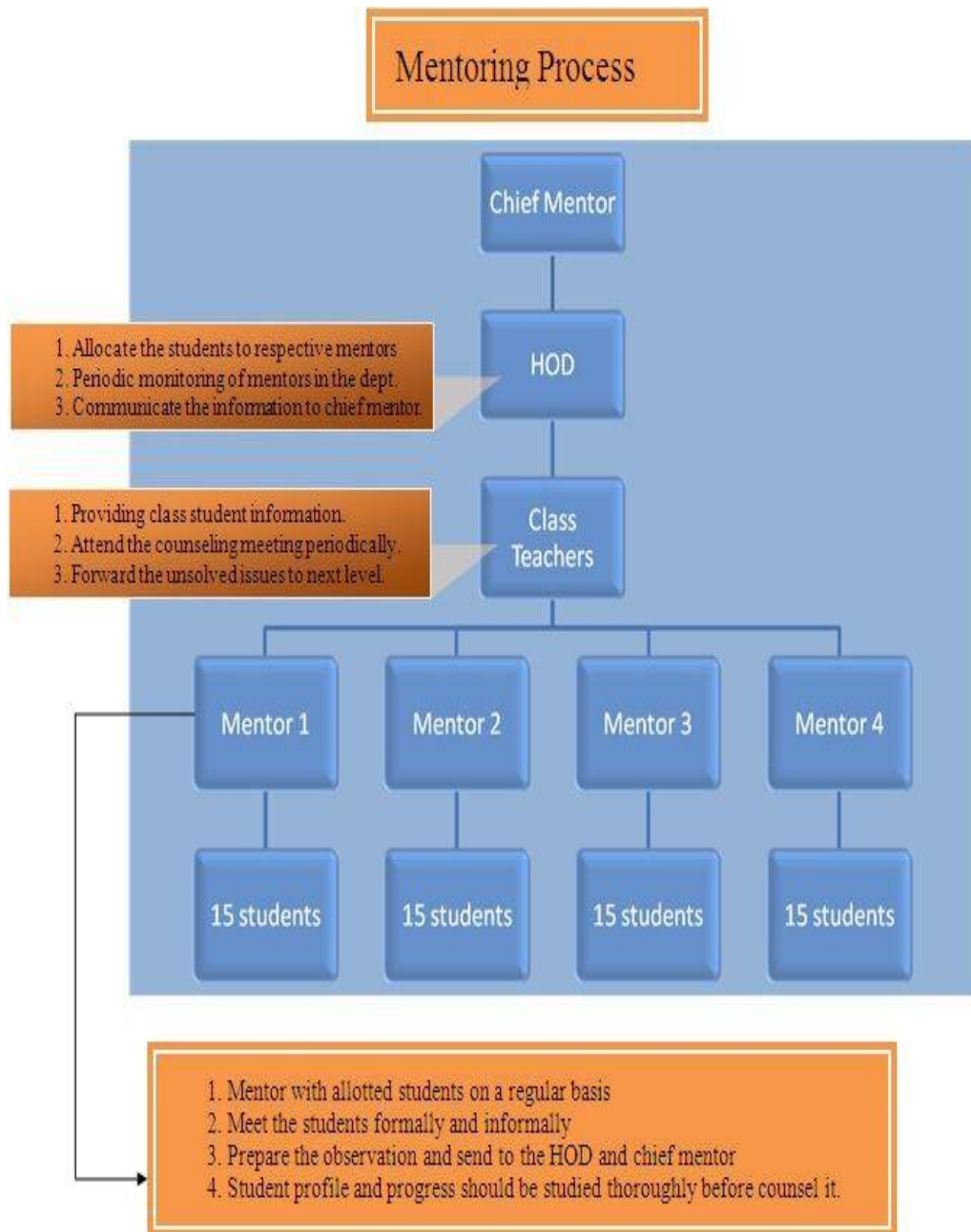
**Figure No: 7.1 Mentoring Process**

**The Process:**

The college has practice of 15 students per mentor in each department to counsel throughout their study. The mentor monitors the progress of the students in the department and update their parents regularly. In particular, the mentoring system aims at addressing deficiencies in attitudes, habits, and knowledge of the students regarding study and learning.

There are many other supporting activities introduced for better coordination of lectures, tutorials and practical classes. Special and coaching classes are arranged by the mentors in association with the respective subject teachers to make the students better understanding of difficult topics. At the end of the every semester the students are prepared mentally to face university exams.

| Student Reg Number:510815106008 Batch: 2015-2019 Department: ECE | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Cut off Mark: 111/600 (57.3%) | | | | | Area: ~~Rural~~ / City | | | |
| **Particulars** | I Year | | II Year | | III Year | | IV Year | |
| | I | II | III | IV | V | VI | VII | VIII |
| **Total No. of Papers appeared** | 8 | 10 | 15 | 16 | 20 | 17 | 11 | 6 |
| **No. of papers passed** | 6 | 8 | 12 | 15 | 19 | 18 | 10 | - |
| **No. of Arrears** | 2 | 2 | 3 | 1 | 1 | 1 | 1 | - |
| **Successfully completed the course with I class** | | | | | | | | |

**Table No: 7.1 Evidence of practice: For Slow learners**

| Reg Number : 510815106010 Batch: 2015-2019 | | | | | | Department: ECE | |
|---|---|---|---|---|---|---|---|
| **I Year** | | **II Year** | | **III Year** | | **IV Year** | |
| I | II | III | IV | V | VI | VII | VIII |
| **7.75** | **8.6** | **8.6** | **8.4** | **9.6** | **9** | **8.7** | **9** |
| **Final CGPA 8.57** | | | | | | | |

**Table No: 7.2 Evidence of practice Fast learners**

**Problems Encountered and Resources Required**

- Hesitation from the faculty to concentrate on 15 students to give council.
- Sometimes students hesitate to talk openly with the faculty
- Resources required are more faculty and extra time to counsel the stud

## II.Title of the Practice: Industry Institute Interaction and Employability.

### Objectives of the practice:

- ❖ To cater the need for interaction and exchange of ideas between the industry and institution.
- ❖ To impart industry specific skill set
- ❖ To expose the students to occupational challenges.
- ❖ To be able to implement innovative, interdisciplinary projects concerned to industry.
- ❖ To prepare students from Placement Perspective
- ❖ To build and develop Soft Skills, Aptitude and programming skills
- ❖ To motivate the students for learning new technologies, promote creativity and sharing of new ideas.

### The Context:

This institute is committed to impart quality technical education with ingrained ethical values. Knowledge and skills are the driving force of growth and development of students. We believe that skill development enhances the efficiency, quality of the students and imparts confidence in them. Guidance by industry experts and faculty enables to identify the skills to be enhanced so that students can improve their ability to face challenges and encash opportunities in today's technical world. Industries are the major stake holder for technical institution. The basic criteria, skill sets and knowledge base desired by the industry in the prospective candidates were analyzed through continuous industry interactions and subsequently used for implementing skill development program.

Inculcating excellent aptitude skills, programming skills and communication skills is the major thrust area for the Engineering institutes as majority of the students will work in MNCs.

Most of the companies scrutinize the students on the basis of their analytical ability through aptitude test, Programming skills through programming test and communication skills

through Group Discussion and interviews. Considering semi-urban and rural background of the admitted students, struggling at the placement drives the institution has taken efforts in order to overcome these challenges, the institute has designed well planned and organized Soft Skills Enhancement Program, Aptitude Skills Development program and Programming Skills Workshop. Through this program, students build their confidence and practice the required skills of the industries. To inculcate the Aptitude and necessary skills for such opportunities, it is important to prepare

students for aptitude, programming skills and soft skills. This move has opened **various** opportunities for the semi urban students like ours. programming skills and soft skills.

### The Practice:

The desired skill set are arranged in the form of regular activities at different levels of student's Engineering curriculum .The Institute takes efforts in identifying the career requirements in collaboration with Industries. Many career development activities are conducted round the year. Many workshops and guidance programmes are conducted for the benefit of the students. Theme based lecture series of industry experts are arranged for the students. In-plant Training: Our faculty members have healthy interaction with the industries and every year students of final year are undergoing In- plant training of 2-3 weeks in assigned industries. Students understand all details of the industry, technologies used, testing systems and they correlate the conceptual knowledge from curriculum to the practical knowledge. Interdisciplinary projects are encouraged.

In the curriculum of university, a subject communication skill is offered for second and third year students only. In order to inculcate in depth knowledge of the subject, the institute has dedicated three hours of a week by making necessary changes in the time table and syllabus at institute level. Additionally, Soft Skill and placement Training are arranged for pre-final and final year to increase the effectiveness of content delivery. Students are prepared for the Campus Placement drives through regular practice of Aptitude sessions, Group Discussions, Extempore Speech practice sessions, resume building, Mock interview practice sessions, etc.

### Evidences of success:

❖ Skill development workshops, mock interviews and group discussion sessions

conducted for students are appreciated by students and industry experts visiting the campus..

- ❖ Placement count is increasing as the students are possessing some skills according to industry requirements
- ❖ Increased participation of students is observed in technical competitions.
- ❖ Students become confident while facing the interviews as per the feedback given by students after facing placement interviews.
- ❖ Overall personality development of students is observed.
- ❖ Students are encouraged for starting their own start-up firms.

On the whole, because of these consistent efforts by the institute this practice resulted in remarkable increase in placements of the students.

| Academic Year | No. of Placements |
|---|---|
| 2018-19 | 173 |

**Problems encountered and resources required**

- ❖ During the initial stages of execution of the program, the institute faced challenges due to lack of awareness among the students. However, once the conversions of prospective candidates to placed candidates have increased, the institute got good response
- ❖ It has been observed that the students show lack of seriousness as there is no university examination and it does not become the priority in second and third year.
- ❖ The average students show inconsistency in attending the Soft Skills Sessions as there is no direct accountability.
- ❖ During Soft Skills sessions like Group Discussion and Personal Interview practices the students were shy and unable to cope up with the tasks. However, with the use of modern technologies like Language Lab and Video mirroring students started motivating themselves and proactive participation is increased.
- ❖ Sometimes students are from rural background ,they do not open up and hesitate to practice and communicate in English
- ❖ . Faculty has to spare time and prepare course structures and all arrangements for hands on

workshop while doing their regular work.

## III. Title of the Practice: Activities for Skill development.

**Objectives of the Practice:**

- To provide the subject knowledge on lively basis for the students.
- To enhance the presentation skills and Self-directedness in learning.
- To foster sense of students control over learning and interest in the subject matter.
- To encourage self-access and independent learning.
- The desired skill set are arranged in the form of regular activities at different levels of student's Engineering curriculum.

**The context:**

It is in the hands of teachers use a range of teaching strategies to effectively meet the need of students. This lead the students both intrinsically and extrinsically motivated to inquire, infer and interpret to think reflectively and creatively.

**The Practice:**

**Bridge course**: At the first year level "Bridge course" is arranged for the newly admitted students. It is planned to highlight how engineering knowledge can be applied in solving the problems of mankind or creating something useful for society. The schematic tracks of content of curriculum and its interdisciplinary application areas are introduced so that the student should understand importance of engineering at their beginning stage.

**Student Seminars:** From the Second year of study, students are asked to give presentations on a regular basis. They prepare presentation of any topic in their respective branches under guidance of faculty member and present it in front of all other students and staff. These presentations are evaluated and suggestions are given to the students at the same time.

**Workshops and National Conferences:** At third year level, technical hands on workshops like digital Circuit Design and Testing, Software tools for Modeling and Analysis of Civil structures, Programming using C, Python, Android Application development etc. are designed and implemented by all branches every year to enhance the practical and application oriented expertise. Most of these workshops and conferences are conducted are free of cost.

**In-plant Training:** Our faculty members have healthy interaction with the industries and every year students of final year are undergoing In- plant training of 2-3 weeks in assigned industries. They help the students to correlate the conceptual knowledge from curriculum to the practical knowledge. .

**Evidences of success:**

- Skill development workshops, mock interviews and group discussion sessions conducted for students are appreciated by students and industry experts visiting the campus.
- Students possess some skills according to industry requirements.
- Increased participation of students is observed in technical competitions.
- Students become confident while facing the interviews as per the feedback given by students after facing placement interviews.
- Overall personality development of students is observed.

**Problems Encountered & Resources Required**:

Problems encountered and resources required

- Sometimes students are from rural background ,they do not open up and hesitate to practice and communicate in English
- Faculties have to spare time and prepare course structures and all arrangements for hands on workshop, seminars, and conferences while doing their regular work.
- Initially the students were resistance to participate and adapt the change.

**Resources Required**

To make arrangement for guest lectures, conferences and industrial visits extra manpower and financial support from the management is needed.

# IV. Title of the Practice: Effective Teaching & Learning by lesson Plan

## Objectives of the practice

- To provide the subject knowledge on lively basis for the students.
- To enhance the presentation skills and Self-directedness in learning.
- To foster sense of students control over learning and interest in the subject matter.
- To encourage self-access and independent learning.

## The context

Individual students may be better suited to learning in a particular way, using distinctive mode of teaching in the class. The notion of students having particular learning styles as implications for teaching strategies, because preferred modes of teaching methods vary from one individual to another. It is in the hands of teachers use a range of teaching strategies to effectively meet the need of students. This lead the students both intrinsically and extrinsically motivated to inquire, infer and interpret to think reflectively and creatively.

## The Practice:

The College has a practice of preparing the lesson plan by all faculty before the commencement of every semester allotted hours for each subject as per in the curriculum. In order to make the subjects lively in the class room the lesson plan includes Chalk and talk, NPTEL Videos, Seminars, Power point presentation, Assignments, Industrial Visit, Subject related videos and Guest Lecture. Based on the topics in the syllabus the teachers assign the above methods in teaching and learning process. As a result of this, the students are actively participating in their curriculum.

## Evidence of Success:

- Students and Parents are appreciating the teaching methodology which adopted by the Institution.
- Students are actively participated in the class.
- The change in the behavior & communication of the students is an ample testimony for the success of this teaching method.

- This Learning method made the students more cooperative and supportive in the class room.

**Problems Encountered & Resources Required**:

### Problems Encountered

- ➢ Initially the faculties were resistance to change.
- ➢ Time constraint
- ➢ Providing transport facilities to meet growing student expectations

### Resources Required

- ➢ To make arrangement of guest lectures and industrial visits need of extra

  manpower and financial support from the management.