

## **Best Practice I: Added Courses and Training Activities.**

### **Objectives of the Practice**

- To bridge the industry-institute gap.
- To help students to come up with innovative ideas and do relevant projects that have a lasting social impact.
- To enhance the employability skills such as aptitude, quantitative, verbal and reasoning ability.

### **The Context**

In order to bridge this gap between academia and industry and to make students industry- ready, much emphasis is given for teaching content beyond the regular curriculum which includes, pursuing online courses from reputed institutions.

### **Practice**

The institute management of GECA sponsors and motivates all the students to pursue at least one online course from top ranked university in each semester to update themselves in technology and practices which are futuristic. In addition, students are also encouraged to complete online courses through various portals like NPTEL. We believe that industrial training plays an important role to aid the process of student learning. In this regard we have provision of industrial interaction / internship to be completed by students as per their academic curriculum.

### **Evidence of Success**

As a result of the best practice, students of GECA have excelled in their academic performance. Keeping in mind the industrial requisites, our students have also completed online courses and found placement in reputed companies.

Due to the training and placement activities in college offered by both internal and external trainers, our students have been placed in companies of repute through on and off campus recruitment drives.

### **Problems Encountered and Resources Required**

Being affiliated to a university, students are required to follow the traditional instructional method of learning where exams are given much importance. So, students tend to lose interest in pursuing online and other value added courses. Owing to time constraints, they also find it difficult to balance between regular academic work and co-curricular & placement activities. To solve this, all the computer centers, research labs and the library are kept open beyond the working hours and on select holidays for students to complete their courses and projects.

## **Best Practice II: Student mentoring and advisory system**

### **Objectives of the Practice**

- To foster healthy and positive professional relationships between students, teachers and other stakeholders.
- To nurture the students' creative minds and help them do innovative projects with social relevance as nation builders.
- To help students identify their areas of interest and groom them to achieve their career goals.

## **The Context**

Our college receives many students from rural areas, economically weaker sections, students from vernacular medium at their school level and from varied social backgrounds. They find it hard to cope with the demands of engineering education which is largely in English. Their transition from school to college needs help, support and proper nurturing in order to adapt to the new learning environment. Besides, most students lack the knowledge of various career options available on completing engineering. To guide them in matters of higher studies, career goals and job opportunities, a continuous monitoring and mentoring system has been established.

## **Practice**

Based on experience and expertise, suitable mentors are identified to whom mentees are allotted in a ratio of 1:25. Mentors are duly assisted by other faculty members in providing individual care, counseling and also in monitoring their academic progress. Mentors maintain individual mentee reports containing details of their counseling, medical and academic history.

To enhance students' co-curricular and extracurricular skills, suitable training programmes, online courses, internship opportunities, project and paper presentation events, sports and cultural competitions are identified by the mentors. The students are motivated to participate in such programmes based on their diverse interests.

To inculcate decision making and leadership skills, students are entrusted with various responsibilities like Class Committee Member, Department Association Office Bearers, Project Coordinators, Placement Coordinators, and Student Representatives etc.

Mentors also identify students who are in need of clinical psychotherapy and refer them to the college psychiatrist. Moreover; students who need medical attention are also duly referred to the college physician.

A transparent online feedback system accessible to both faculty and students is practised where students can express their expectations and difficulties in learning. In addition to this, mentors also arrange for class committee meetings thrice a semester where both the faculty and students representatives come together to discuss progress of classes, syllabus coverage, academic updates, class performance in tests, need for improvement etc. mentors also arrange for special classes for slow learners in consultation with the respective subject faculty.

## **Evidence of Success**

Our mentoring system (1:25 ratio) has ensured that individual care and attention is given to all students in the class. Students from the vernacular medium, who need language training, are identified in the first year itself and communication skills classes are arranged for them. They are encouraged to do 5 minute talks on topics of their choice to improve their presentation skills and confidence and even get placed in companies. Students of higher semester make presentations on company specific topics and recent technology trends thereby helping students remain updated.

GATE coaching classes are conducted for GATE aspirants.

## **Problems Encountered and Resources Require**

To create an interest in students to participate in curricular, co-curricular and extracurricular events was a problem which had to be addressed through proper mentoring and counseling. Many students hesitated to shoulder responsibilities. Major challenges were faced while identifying the right person for the right task and bringing students out of their shells. Students' absenteeism also had to be sorted out through attendance monitoring system. Arranging special classes for slow learners to help them improve their academic performance was a continuous issue. Communicating the wards' performance to their parents was a time consuming process constantly resulting in a gap between the institution and the parents. Mobile intimations were used to inform the parents about the regular happenings and upcoming events in the college.