Best Practice -I

1. Title of the Practice

 Student Mentoring System

2. Objectives of the Practice

- Understanding and solving the problems of students and improving their quality of life.
- Guiding the students to choose better career path for job, higher studies, Entrepreneurship, etc.
- Strengthening of teacher-student relationship.

3. The Context

The following are the issues which motivated the institute to implement the mentoring system:

- To mould the students to compete in the challenging global environment.
- The practice focuses on addressing of conflicts in attitudes, habits, and learning practices.
- Need for better coordination of lectures, tutorials and practical classes.
- To promote collaborative studies among small groups of students.

4.The Practice

A Batch of 20 students is allotted to a mentor (counsellor). Each counsellor maintains the academic records of allotted students. Counsellor has direct communication with the students. The students meet the respective counsellors regularly. The academic progress of each student is communicated to their parents and appraised of the performance of their ward. In case of students with poor attendance /performance, their parents are advised to meet the counsellor & faculty members for discussing corrective measures. The counsellors initiate to arrange tutorial classes for slow learners.

5. Evidence of Success

Evidence of success in performance against targets and benchmarks and Review of results given below.

- Student's attendance had improved after counseling by the mentors.
- The direct communications between mentor and students have improved the teacher-student relationship.
- Academic performances of the students have improved.
- Participation in extra-curricular activities has been enhanced.
- Students become more disciplined.
- Students maintain harmonious relationship among themselves.
- Students performed better in placement activities.

6. Problems Encountered and Resources Required.

Students often find it difficult to meet their mentors due to the hectic academic schedule. To address this common free slots in the time table are provided wherever possible.

As some of the faculty members have no expertise in counseling, an intensive training is required. In this regard assistance is being provided by department heads and senior faculty members.

Best Practice -II

1. Title of the Practice

Student Activity Forums for Excellence (SAFE)

2.Objectives of the Practice

To provide platform for students to showcase talents in their area of interest.

3. The Context

A number of clubs and associations are formed in the institute which provide opportunities to a large number of students of similar skills to come together and exhibit their talents.

4. The Practice

The following clubs/ associations are functioning in the institute :

1. Sports & Recreation   2. Kannada sangha   3.Lalitha Ranga

4. Aero Club (AMARA)   5**.** College Magazine 6.NSS 7. SAE collegiate club, 8. CSI students' chapter, 9. ISTE students' chapter, 10. IETE 11. IEI students' chapter

5. Evidence of Success

- Participation of students in various events has increased.
- Improvement in the self confidence of the students
- Improvement in the co-ordination and interaction between of students of various departments**.**

Year					
Number of students participated in outside	**2017-18**	**2016-17**	**2015-16**	**2014-15**	**2013-14**
Sporting events	**28**	**12**	**2**	**11**	**8**

Technical events	234	34	20	12	-
Cultural events	63	11	1	-	-
Social activities	10			1	

6. Problems Encountered and Resources Required

- Lack of time availability due to busy academic schedule to conduct the club activities
- Balancing of academic and extracurricular/club activities

File Description	Document
Link for Additional Information	View Document

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Answer:

Transformation of economically and socially weak students

Substantial numbers of students with socially weak and economically poor background take admission for various programs of the institute every year. The identification of the students background is on the basis of government quota. Economically poor students are identified as those who take admission under Super Numerary Quota (SNQ). Socially weak students are identified as those who take admission under SC/ ST/ OBC category.

When these students get admitted in to the institute, slow learners among them are segregated and they are asked to attend bridge courses in the subjects like mathematics, computer science, basic electronics etc. This enables them to be comfortable with some of the engineering courses requiring the above knowledge.

At the beginning of the 1st semester, an orientation program is arranged which introduces various engineering streams and gives an overview of the different courses. This program facilitates the students to understand and clarify the purpose pursuing engineering program of their choice. The institute has a student mentoring system, wherein 20 students are taken

care by a mentor. They meet regularly to set right issues if any. Mentor act as a local guardian, who helps the students to overcome home sickness and other psychological issues. The mentor takes special care about the economically and socially weaker students by interacting with them separately.

In the second year, in-order to build self-confidence and self- assurance students are made to search technical journals, analyze it, prepare a paper and present it on a day identified (ISAP program). This presentation is critically evaluated and the feedback is given to the student for further improvement. Students are motivated to join various clubs and associations for participating in various activities. Special attention is given weaker students and they are motivated to take part in extra-curricular and co-curricular activities. Special training sessions are arranged on soft-skills to nurture them in the process of getting them placed. In addition the training & placement cell organizes sessions on personality development programs on a regular basis which helps them to become academically & socially strong and build up self-confidence among them.

These students are encouraged to participate in various techno-cultural activities being held in various professional institutes. Special technical seminar and workshops are conducted in the departments to expose them for the industrial trends and techniques. They are also made to undergo internships in industries and R&D organizations for gaining hands on experiences.

Extension activities and outreach programmes are arranged to make them aware of their social responsibilities.

The academically weak students are identified by the mentors and are facilitated with tutorial and remedial classes throughout.

All the above measures are aimed at transforming economically and socially weak students and make them self-reliant & employable.

The impact of these initiatives is reflected through a sample study of students who joined the institute in the year 2014-15 and passed out in 2017-18.

Type of students	Students enrolled for 4th year (2017-18)	Aggregate results (1-7 sem)	On campus placements
Economically deprived	41		17
Socially weaker	260		56