

## **Best Practice I**

### **TRAINING PROGRAMS UNDER PARTICIPATIVE LEARNING**

It is the dream of every engineering student to get placed in a top organization with a good salary package. Career goals of students can be shaped through imparting proper Training. In GCET, Students are provided with career guidance, training, awareness and opportunities through Centre for Advancement of Career and Human Excellence (CACHE) of the institute.

As Information Technology is a major segment of technical industry, IT sector has a very high job potential. An employer in IT industry expects good programming skills and competency from the employee. The aspirants for a career in Coding area should concentrate on gaining an intensive knowledge in SQL databases and programming languages such as Java, Javascript, XML, Python, C, C#, and C++, along with becoming well-informed about operating systems and platforms such as Windows and .NET, iOS, and Linux.

Keeping these in view, it is recognized that training in the area of coding is important for the students to enhance their employability skills and achieve good placement in various Industries. In this direction, the institute is offering Intensive Training in programming and in Emerging areas of technology such as Artificial Intelligence, Machine Learning, Internet of Things, Robotic Processes and Automation, Cloud Computing and Web development.

These training programs are being introduced to students from the second year of their course itself. These training programs under various domains are being offered to the students as per their interests and abilities. These Training sessions are conducted in participative learning mode. Faculty members also attend all the sessions along with the students. A group of students of each field of Training are assigned as mentees to a faculty member, who will be the Mentor for that group of students.

The Mentor has a great role to play in this participative learning programs.

1. Mentor attends Training Program and takes part in it enthusiastically along with the mentees.
  - a. If any of the mentees is/are absent, the mentor will talk to the student and motivates the mentee/s to actively participate in the training program.
  - b. The same will be brought to the notice of Parent(s) of the ward/s, Event coordinator, and the concerned Head of the Department.

- c. If student is found absent frequently, Head of the Department will be informed, who in turn speaks to the student and parent, thereby encourages the mentee towards the successful completion of the programme.
2. Mentor carries out all the exercises / assignments given by the resource person of the training program and also checks whether the respective mentees are able to solve the same.
  - a. If either the Mentor or Mentees are not able to solve the exercises, the mentor discusses with the resource person and ensures the difficulties are resolved and the task is completed.
  - b. The same will be informed to the concerned program coordinator, and head of the Department through a weekly report submitted on the progress made.
3. Mentor works on the project(s) given and executes the same, along with the Mentees through fruitful Mentor-Mentee discussions.
4. After successful completion of the Training programs, Mentor keeps the mentees active in their chosen domain of training by identifying some innovative projects that can be presented or exhibited in Hackathons / Project Exhibitions etc. and involving the mentees in such activities.
5. Mentor along with the mentee(s) will approach the industry personnel/Resource persons of the training programs for any further value additions required.

Such training programs will help the students and faculty also to get acquainted with the Emerging technologies and developments.

This Participative learning method has resulted in increased percentage of placements of the institute.

## **Best Practice II**

### **STUDENT MENTORING SYSTEM**

While there are quite a number of models of student mentoring at colleges, our mentoring model is a one-to-one system, highly structured to suit the profile of the student community taking admission in our college. It has won the appreciation of the accreditation bodies during their visit to our college, in the course of assessment for accreditation. Its goals include addressing issues of students such as:

- Attendance
- Academic performance

- Assignment completion in time
- Positive behaviour
- Positive attitude towards learning
- Participation in co-curricular and extra-curricular activities
- Career guidance
- Problem solving skills / Conflict management.

A feature of our model is that the mentors are also mentored by senior faculty of the college and trained in mentoring so that the students and their mentors have a productive conversation and meeting. A detailed procedure for mentoring is provided to the mentors so that there is consistency in the mentoring style of the mentors. The procedure laid down varies with the year of study of the students and are designed to meet the varying needs during different stages of their four-year study period. The mentoring procedure which the mentors follow is briefly described below:

#### **Preparing for Mentoring:**

The mentor collects the following information about the student mentees:

- Previous academic record, his/her educational experience.
- The strengths and weaknesses as perceived by the mentees themselves.
- Any concerns/anxieties he/she would like to share.
- His / Her objective in choosing the B. Tech Program for study.

The mentor then makes a personal assessment of each mentee's strengths and weaknesses.

#### **Mentoring of I year students:**

- Discuss and stress the importance of:
  - ✓ Regularity and attendance, and devoting 2 to 3 hours a day for studies
  - ✓ Active participation in the class activities, including laboratory work, such as tutorials, learning in groups (peer learning), solving quizzes etc aimed at acquiring problem solving skills, mathematical ability, communication skills, teamwork and leadership skills.
  - ✓ Participation in various co-curricular and extracurricular activities conducted in the college, and a few other institutions of repute.
- Support the mentee's exploration of new area of study and interests
- Appreciate the mentee's efforts, where due
- Support the mentee's involvement in campus activities, without losing focus on academic activities

- Create awareness that Centre for Academic and Career Guidance can help in identifying their skills, interests, and abilities based on their psychometric test results and guides them accordingly.

### **Mentoring of Second year students**

Mentoring is done in the understanding that at this stage the students begin to explore career options (M. Tech / M S Program abroad, MBA, Engineering services, Civil services etc) more seriously and that they need to read a broad range of subjects for attaining their goals.

The mentees are counselled to:

- Talk with senior faculty and career advisers elsewhere about various opportunities.
- Engage in wide reading which may include English Literature, History, Philosophy etc, as this will facilitate acquiring employable skills such as: problem solving skills, oral and written communication skills, ability to analyze and synthesize, and even research skills.
- Learn a foreign language and develop computer programming skills as, given the nature of today's job market, these skills would enhance their chances of landing their dream job.

### **Mentoring Third year students**

- Stress the importance of exploring the various career options through summer internships, adjunct courses, volunteering service to local community and junior students on the campus.

### **Mentoring Final Year students**

The mentors understand that in the final year of the program, the students begin to earnestly search for job opportunities or opportunities for Postgraduate studies. The mentors also keep in mind that the students study advanced courses in their branch, and shoulder responsible roles on campus and in volunteer activities, and, therefore, constantly assist and guide them in prioritizing the various activities. They support the mentees by organizing / providing.

- Workshops and helping with resume and cover letter writing, useful tips on facing interviews, and other job-related skills.
- Individual and group career counselling
- On-campus placement opportunities
- Connecting with Alumni or mentor programs