



Best Practice 1.

Title of the Practice: “Academic Enrichment (Development) Program through Mini Projects”

Objectives of the Practice

- To encourage the emerging ideas of the students.
- To correlate theories with practical applications for concept development and application.
- To develop experimentation and manipulation skills.
- To identify real life problems and provide engineering solutions.
- To develop an attitude of working in a team.
- To acquire knowledge and skills through the Project Based Learning Process.

The Context:

The development of conceptual knowledge and micro skills are essential in the practice. The process of problem solving and developing solutions to identify faults develop the abilities to apply procedures, adopt methodology, use tools equipment and experimentation. This in-turn and the interaction with the students enhance the interest in solving technical problems and also to use the theoretical knowledge to make models and further to understand the basic concepts. This activity is helpful to identify real life problems and gives the solution to it.

The practice:

The practice is well designed and extend across the four year of engineering program. Its unique nature of going from simple to concept and from part to whole helped to student for critical thinking, rational thinking and innovative thinking. At the starting of the 1st semester the students choose the mini project under that basically a model is built. The model helps to all other students to get clear idea of different parts of engineering. This also helps to the other students to build the interest and to think on emerging ideas. This practice is divided in four steps for four year. Beginner (for first year students) Intermediate (for second year students) Advanced (for third year students) Very advanced (for final year students) At the beginner stage the student's gets familiar with the tools and equipment's and makes the basic models to understand the upcoming students. After knowing the different tools and equipment's they can build the better model or project in the intermediate stage. At the advance level the actual problem can be identified and according to that the solution will be find out and at the very advanced level the students can deal with the actual problem and finds out the optimal solution for the problem.

As the college is situated in a rural area, this practice helps to solve a number of problems for the small business as well as for the farmers. This practice also helps to increase the student and teacher relationship.

Evidence of Success:

This activity improves student's participation and teamwork in the task as well as all academic activities and hence resulted in the overall academic performance. The slow earners got motivated



and their participation as well as performance got increased substantially. Those students are failing to get the knowledge theoretically, the more interest has been built among them by this practice. Through this practice the new emerging ideas get collected and implemented by making the models (mini project). While making the models the theoretical knowledge gets applied on the model and interest among the students goes on increasing day by day. The problem solving in a framed and modular pattern helps to build confidence in the student's real-life problems and that will provide the engineering solution. While doing this the activity of team work among the student's gets increases and also gains the knowledge through the project-based learning process.

Problems Encountered and Resources Required:

As the college is located in a rural area the material and the tools are not easily available in the market. There is a need for motivational talks. Funds are not available. Because the number of students belongs to the farmers family there is a huge problem of communication in the English.

BEST PRACTICE- 02

Title of the practice: Promoting life skills professional skills

Objective of the practice:

To build life skills among the students to make them professionally fit through a series of activities and programs.

The context:

The strategically planned input based on the personal and professional needs enhance the student's capabilities and professional abilities. The academic environment help students for release mental and emotional stress and the teaching learning process becomes successful. The one to one interaction with the student helps the faculty members to understand them better and can monitor their progress. In this endeavor the institute has involved the faculty members and designed and implemented the activities and programs to promote the life skills and professional skills among the students.

The practice:

- The group of 15-20 students is allotted to each Faculty. This ensures one to one interaction and helps Faculty to know their strengths and weaknesses. Faculty Members are selected by respective Departments.



- The knowledge of family and social background of the student helps in judging the student's inclination towards academics.
- The assessment of the student's attitude, attribute and background resulted in planning of personal development and social development tasks for the students.
- Based on the results of assessment, the student's groups were formed and individual activities and personal activities/tasks were conducted. The activities like, (a) Who Am I? (b) Lead Questionnaire and (c) Field activity-based group work was allocated to students. Under such circumstances Faculty suggest remedial measures or direct the students to the head of department.
- The individual and group assignments were allocated for enhancement of communication skill, working in a team, managing work, conflict management, Problem solving and decision making, etc.
- If the students are found to be weak in academics remedial measures like Library work, mini-project, field activities, extra coaching, counseling, lab practices are planned and conducted and ensure that remedial measures are implemented.
- In order to develop the sense of responsibility, punctuality, sincerity and time consciousness, the Faculty even monitors their daily attendance. Based on the performance standards the counseling the further remedial measures and tasks are planned and conducted.
- Department conducts parent teacher meetings at the end of every semester for sharing of performances and additional efforts required by the student and parents.
- The monthly HOD and student meet is conducted for assessment of professional achievement and standards and further to solve student related problems at department level.
- The students are further promoted and motivated for working in team and resolving the managerial and academic problems through peer working and peer learning.

Evidence of success:

This activity not only improves a students physical presence in the class but also his overall academic performance. This practice has resolved emotional and family problems of students by systematic counseling. Following are the few cases mentioned in the table

Sr. No	Academic Year	Name of students	Class	Problem	Remedial Action Impact
1	2019-20	GholapVishwas Popat	B. TechCivil	Financial Problem	Absorb as supporting staff Continues support
2	2019-20	Rvi Mangalge	B. Tech Civil	Financial Problem	Absorb as supporting staff Continues support



3	2019-20	Nikita Deshkmukh	B. Tech Civil	Financial Problem	Absorb as supporting staff Continues support
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Problems encountered and resources required:

During the implementation of this activity, some of the problems reported by faculty members:

- Sometimes it is difficult to be in contact with the Parents and meet them personally because of parent's hectic schedule and routine work.
- Mechanism of real-time attendance of students needs to be made available. For effectively implementing this activity, following resources are required.

1. Faculty Members 2. Student Database 3. Telephones 4. Counseling rooms