



## SCMS SCHOOL OF ENGINEERING & TECHNOLOGY, KARUKUTTY

2017-18

### BEST PRACTICE 1

### PREPARING STUDENTS FOR FUTURE

#### 1. Title of the Practice: Preparing students for future

#### 2. Goal:

- To enhance the employability skills of students by providing training on communication skills, aptitude and reasoning skills, interviews and group discussions.
- To prepare them well for campus recruitments and for future job interviews.
- To guide the students on various higher education opportunities and to help them achieve it.

#### 3. The Context:

- Students from various backgrounds need additional training to acquire the skills expected by the recruiting companies.
- Students require guidance and assistance in understanding the requirements from various recruiters and for preparing themselves in the best possible way to meet them.
- Students need additional exposure to the excellent higher education opportunities in the top institutes in the country and abroad.

#### 4. The Practice:

The Institution provides well-structured skill training programs for students of all branches of B. Tech, M. Tech and MCA beginning from their initial semesters itself, which helps them learn progressively.

- English language and communication skill course is part of the curriculum, in I and II Semesters, which help in honing the communication skills of the students.

- Induction program is organized for students in first semester to improve their soft skills and life skills. Life Skills sessions are also conducted as per the university curriculum.
- Training program on the Introduction to campus placements is conducted for students in semester 3 and 4 which helps to kickstart their preparation for the recruitment tests and interviews in future.
- Sessions on general aptitude, logical reasoning and verbal ability is provided to students in semester 5 and 6 which enables them to prepare well for the campus recruitments and other competitive examinations.
- An intense 7–8-day training is conducted with multiple mock tests and interview a month before the commence of campus recruitments which gives the students much required confidence to attend the recruitment tests and interviews.
- Online Assessment tests organized by First Naukri and Co-Cubes are given to students which help them to understand and work on the areas of improvement.
- A number of seminars and webinars on various higher education opportunities in India and Abroad is conducted for students in pre-final and final year.
- Seminars by eminent experts on preparation for Civil Services is conducted for students in pre-final and final year.
- An Online mock-test platform specific to various companies is available to 7<sup>th</sup> and 8<sup>th</sup> semester for the students. Students can take the tests, view their marks and also get the answers for the incorrect answers.

## **5. Evidence of Success:**

With the combined effort and commitment of the institution and students, the institution has achieved very good results during on-campus recruitment processes. This has led to the increase in the quality, as well as, number of recruitments.

## **6. Problems Encountered and resources required**

- Internet connectivity issue faced by students at their home during the online tests and interviews.
- Placement oriented training programs should be made part of the university curriculum and separate hours should be allocated.

## **BEST PRACTICE 2**

### **SERVICE LEARNING**

#### **1. Title of Practice: Service Learning**

#### **2. Goal**

Work based learning strategy is adopted for providing the students with real life experiences where they can apply their academic and technical skills and develop their employability.

#### **3. The Context**

Students develop the habit of group work through service learning. Students are raised to the employment requirements of industry

#### **4. The Practice**

Service based learning can be impactful and constructive in the teaching learning strategy. The relationship between the course objectives and the service-learning project are well integrated. The students learn by blending traditional practices such as textbooks, library research etc. and community services. The civic learning outcomes and course outcomes are achieved by work-based learning process. Students have worked on different social projects like reuse of barren land, construction of houses for homeless people, road surveying works, development of flood preparedness map, water auditing works to ensure future availability of water, rejuvenation works of water bodies, designing of water treatment units, assessment of air quality etc.

#### **5. Evidence of Success**

Service based learning has resulted in positive effect on students academic learning and critical thinking. The students' ability to work with others, interpersonal development, empathy, and leadership and communication skills have improved with service learning process. The self-efficacy, a sense of confidence, a tendency to include service work in their career, a feeling of being connected with individuals and communities, and a greater understanding of diversity were achieved by blending service based learning and traditional learning process.

#### **6. Problems Encountered and resources required**

Assessment of students' service learning is a concern among faculty, where traditional evaluation process is not followed. Time concerns are there, since the university follows a timeline for completing the curriculum and the adoption of service learning will further decrease the classroom-based learning time. Resources like access to journals, internet, and good lab facilities are required for service-based learning.