SIDDHARTH INSTITUTE OF ENGINEERING & TECHNOLOGY::PUTTUR

(AUTONOMOUS)

(Approved by AICTE, New Delhi & Affiliated to JNTUA, Ananthapuramu)

(Accredited by NBA for Civil, EEE, Mech., ECE &CSE)

(Accredited by NAAC with 'A' Grade)

Puttur-517583, Chittoor District, A.P. (India)

Best Practices of the Institution

1. Title of the Practice: Additional Skill Acquisition Programme (ASAP).

The Institution receives students majorly from the rural areas and agricultural families. They join the Institution with the prospect of getting the job immediately after the completion of their program. The Institution faces a considerable challenge along with the students as the industry looks not only at the student's academic performance but also the communication skills. The college took the challenge and has started providing special training to the students and the Training & Placement classes in the curriculum.

Objectives:

The primary objective of introducing the Additional Skill Acquisition Programme (ASAP) is to make the students acquire employability skills to be industry-ready. The students must also be ready to contribute to society. For the past three years, the students have been trained according to the requirements of the market. Objectives to initiate the practice are:

- Prepare the student with learning aptitude to acquire new skills in the industry
- Preparing the students to be self-confident and face the challenges of future
- Making the students ready to be employable in the global markets
- To enhance the students' knowledge base to learn diversified skills according to the dynamic environment

To be accessible to the industry of the global market, the students must be sound in academic knowledge. After ensuring their academic performance, students are provided with the required training.

The Context:

It has been observed in the country in recent times that the employability skills of the students in the technological field are damagingly low. The industry is looking for industry-ready students for their tasks. The challenge here is making the student industry-ready with diverse skills and enhancing the quality of the skills. The partnership between industry and academics is not happening at the required rate. Industry requirements and academic accomplishments are not matching at equal levels. The students require additional skills to bridge this gap.

The Practice:

The Institute has signed an MOU with "QSpiders", a special training organization, in order to provide skill-based training to the students. It works in alignment with the Training and Placement department of the Institution. The trainers from the "QSpiders" provide training on Soft skills and technical skills. Training and Placement department also consists of various specialist trainers for providing training in Aptitude, Quantitative techniques and Communication Skills. They help students in coordination with trainers from "QSpiders" to clear multiple rounds of interviews. Because of this, the technical skills required for the students are made part of the curriculum in the 2nd and 3rd years of engineering programs.

Evidence of Success:

The increasing percentage of students getting placed in various organizations is evidence of success. The majority of the students are getting jobs in organizations like Capgemini, Tata Consultancy Services, First Source, Mindtree, and Wipro are examples of our success.

2. Title of the Practice: Student Mentoring System

Goal

The principal objective of introducing the 'Student Mentoring System' is to monitor the academic, co-curricular and extra-curricular performance of the students and accordingly mentor the students to utilise all the resources available in the institution for holistic development of the students.

The system encompasses continual monitoring of students' performance, identifying strengths, shortcomings, behaviours and attitudes, and offering emotional support and specific suggestions to improve the students in all respects. The system also aims at implanting good habits, behaviours and human values among the students.

The Context

The institution is situated near a small town called Puttur in Andhra Pradesh State and most of the students of the institution are from a rural background. Some of the students are even first generation literates in their families. Almost 40 to 50% of the students are from economically weaker sections who receive scholarship from the Government under 'Fee Reimbursement Scheme'. Given such a background, many of the students literally have no proper guidance at home.

In addition, owing to the financial backgrounds and needs of their families, most parents are busy with their occupations, jobs, etc. thus unable to dedicate sufficient time to mentor their children.

Further, many students see their teachers as their role models. The students may not appreciate their parents' advice/suggestions but almost always appreciate the kind words of a teacher, especially when personal care is offered.

In view of the above, the institution has come up with "Student Mentoring System" to guide the students.

The Practice

As part of "Student Mentoring System", about 20 students are assigned with a faculty as their mentor. The mentors are briefed by the senior faculty and/or Heads of the Departments before commencement of the academic year regarding the 'mentoring system'.

Preparation by Mentors

The mentors ascertain/understand the following particulars of a student to be able to assist the student effectively:

- **Family background**: Details of members of the student's immediate family, their qualifications and occupations
- **Financial status of the family**
- **Student's background**: Student's past academic performance, co-curricular and extra-curricular interests, achievements in the past, hobbies, specialities, strengths, weaknesses, goals for future, etc.

A 'Student Record' is maintained by the institution for all the students to record students' personal particulars, details of attendance and academic performance at the institution.

Mentoring Process

- Every class will have one 'counselling hour' every week to facilitate a quick 1:1 interaction between the faculty and the student.
- Prior to 1:1 session with the student, the faculty ascertain the details of attendance, performance in examinations/tests and behaviour in the classroom from the respective class teachers.
- Details of attendance and performance are discussed during the 1:1 interaction. Suggestions / comments, if any, are noted in the 'Student Record' book.
- The students' opinion on the institution, challenges being faced by the students are also discussed during the interaction.
- Good behaviour and performance are appreciated and improvements, if any, are suggested by the mentors.
- Good and top performers are further encouraged to aim at university ranks, higher studies and jobs at multi-national companies.
- Students are encouraged to participate in various co-curricular and extra-curricular activities organised by individual departments as well as the institution. The

importance of participating in such activities for personal and professional development is emphasised during the counselling sessions.

- If some students are identified as slow learners, remedial classes are arranged for them in consultation with the Head of the Department.
- If the student's attendance and / or performance continues to be unsatisfactory, the same is escalated to the student's parents by phone. Parents are requested to offer necessary help to their wards.
- If the counsellor feels that a student needs additional help from senior faculty, the same is escalated to the Head of the Department and then, if necessary, to the Principal also. The Head of the Department and the Principal also mentor the students when required.

Constraints / Limitations:

Many students are from poor / illiterate families that depend on the Government's Scholarship for studies. Some of the students take part-time jobs in the evenings to support their families. Given such situations, some of the students are unable to spend enough time on their academics and/or personal development.

As mentioned earlier, there are many first generation literates in their respective families. Their parents have no idea of the education system, rules and regulations. If their wards are continuing to be non-performers, the parents are unable to help them.

Further, with the stringent academic schedule, the institution is unable to dedicate more time for individual mentoring of the students.

Evidence of Success

As the students progress in their academics, the mentors have always seen improvement in terms of their attire, personal disposition, academic performance, language and communication skills.

Many students improved their performance consistently as a result of mentoring. More specifically, many students have improved very well in their third and final years of study (undergraduates). The institution's pass percentage has always been more than the university average and much higher than that of other institutions in and around the same town.

The toppers in the respective classes have always been encouraged to step up their preparation and that resulted in winning AP Government Prathibha Awards awarded for the students.

In spite of difficult employment market conditions, the students of the institution have got good number of job opportunities in campus placements.

The results clearly indicate that the 'Student Mentoring System' is the need of the hour and that it immensely benefits the students. They improve not only in academics but also in co-curricular & extra-curricular activities, language skills etc. due to persistent efforts of respective mentors.

Problems Encountered and Resources Required

While many students respond positively to the mentoring process and take concrete steps to improve their performance as students, there have been others who have continued to be underperformers due to disbelief, reluctance, inaction, etc. In certain cases, even parents were unable to encourage / influence the students to perform better.

It is also observed that a few students join the course due to parent/family pressure and against their own will. It has been quite a challenge to mentor such students.

The mentors persistently strive to make a difference in the lives of such students in spite of continuous reluctance and inaction on the part of students.

3. Title of the Practice: Envision and Execution through Association Activities
Association day is celebrated in the Institution department wise to develop organizing skills and improve the students' leadership qualities.

Title of the Practice
Envision and Execution through Association Activities

Objectives of the Practice
The Association Activities are conducted every year to facilitate Innovative skills, Imaginative skills, Communication Skills, Presentation Skills, Leadership qualities, Technical Skills and verbal skills for translating the knowledge into skills which become survive in the competitive world. The Association activity aims at fostering the extra co-curricular skills by providing faculty support and facilities to improve by themselves. Create an ecosystem for innovation and skills development through training, facilitation of technology, and skills transfer for Generalization by multi-activity approach. To provide the opportunity for students to use their skills to solve complex engineering challenges.

The Context
Promote a culture of Association various activities-Poster Design Contest, Poster Presentation, Techno Quiz, Brain Teaser, Paper Presentation, Project Expo and Short Film that facilitate creativity and innovation.
Association activities are often associated with a positive behavioural outcome, implying that such activities directly shape students' skills development. Student participation in extracurricular activities has uniform positive effects regardless of the meaning it holds for individual participants within a distinct social context. Identity can help to explain the finding

that social contexts differentially influence developmental outcomes associated with participation in extracurricular activities. It helps in building a strong network of Mentors/Advisors across the verticals. Necessary infrastructure support is provided to students to incubate progress in their ideas. Assessment of student activities is conducted by the domain experts or faculties.

The Practice

The Practice and its uniqueness in the context of Envision and Execution through Association Activities at SIETK are truly reflected by the several activities that are performed on the campus.

A committee is established to take care of all the activities. The structure and responsibilities of the committee are defined below.

Structure:

- One of the faculty act as Convener
- One faculty from each department act as Coordinator
- Appointing a Student Committee
- President from Final Year
- Vice-president from Final Year
- Secretory from Pre - Final Year
- Treasurer from Final Year

Responsibilities:

- Planning and organizing Association Inauguration function
- Planning the Association events to be conducted
- Project Expo
- Paper Presentation
- Technical Quiz
- Poster Presentation
- Short Film
- Department's Choice
- Organizing the events every month
- Monitoring and Evaluating the Performance
- Purchasing and Distributing Certificates and Prizes
- Managing the Valedictory function of Association for each department
- If any event has to be conducted outside the classroom, the same shall be done after working hours.
- Any other responsibility assigned by the HOD/Principal from time to time.
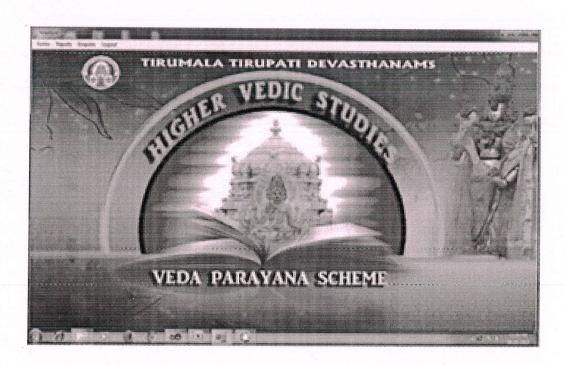
Evidence of Success

The activities and competitions conducted for students bring about innovative ideas in them. It helps the students to showcase their talents, organizing skills and make use of their ideas in their future endeavours. It helps students to enhance their team-building skills, which is very much essential in future in their jobs.

Association Committee:

S.NO.	NAME OF FACULTY	NAME OF EVENT
1.	J. Rajanikanth M. Afsarali M. Niraja	**Inauguration & Poster Design Contest**
2.	A. Rajashekaryadav U. Sreenivasulu T. Jesvin baby B. Shoba	**Poster Presentation**
3.	M. Kalpana N. Vamsi Praveen T. Uma Maheswari T.V.A. BhanuPrakash	**Techno Quiz**
4.	CH. Pallavi B. Venkatesh B. Mohan Babu N. Revathi	**Brain Teaser**
5.	P. Ratna Kamala V. Narasimharao P. Pavankumar R. Madhuri	**Paper Presentation**
6.	G. TirumalaVasu M. Mari muthu J. Jhansi P. Saikusuma	**Project Expo**
7.	T. Prasad D. Muneendra CK. Meghalatha	**Short Film**

Students presenting the project in Project Expo Competition

Students developed R-Veda PanditSambhavana for TTD

Problems Encountered and Resources Required

Any Innovation to shape the product with multi-skills, there is a need for involvement of multiple extra co-curricular activities. Association activities are usually multidisciplinary efforts. The facilities and expertise in SIETK are now in a different department. The culmination of bringing this Association Activities and facilities under a single umbrella happened with Annual Association Celebrations.

It is therefore envisaged that the whole institution will get together to Envision and Execution through Association Activities to train the student for success in the competitive world.

4. Title of the Practice: Rewarding the Best Outgoing Student, Student toppers & Best Teacher

Objectives of the Practice

The objective of this practice is to motivate the students to excel in their educational pursuits. It also focuses on providing the opportunity for students to upgrade their skills to achieve their goals with continuous effort for improving performance.

The Context

Promote a culture of healthy competition among students to participate in various activities, events, contests and prove their performance in co-curricular activities along with the curricular achievement in order to develop them, full-fledged professionals.

Student participation in co-curricular activities has uniform positive effects regardless of the meaning it holds for individual participants within a distinct social context. Identity can help to explain the finding that social contexts differentially influence developmental outcomes associated with participation in co-curricular activities. It helps in building a strong network of Mentors/Advisors across the verticals. Necessary infrastructure support is provided to students to incubate progress in their ideas. Assessment of student activities is conducted by the domain experts or faculties.

Students make an institution. Siddharth Institute of Engineering believes in this and considers it as a significant factor in the success of the Institute. With a motivated student base, the Institute can achieve its goals and objectives.

The Practice

Rewards are the outcomes that are earned by the students' efforts. Siddharth Institute of Engineering & Technology has constituted the following awards for the students and staff. The rewards are given in the form of certificates, mementoes and laptops. The rewards are:

· Best outgoing student
· Student topper
· Best Teacher
· 100 % University Result

Evidence of Success

The activities and competitions conducted for students bring about a high competitive spirit and provoke them to learn and increase their knowledge base. It helps the students to showcase their academic skills and talents, organize skills, and make use of their ideas in their future endeavours.

Problems Encountered and Resources Required

Any innovative idea to materialize faces bottlenecks. Siddharth Institute of Engineering & Technology has faced problems in implementing this practice. The problems that aroused include identifying the Best Outgoing Student in the Institution as the majority of the students did exhibit all-around performance. Selecting the Best Outgoing Student and Best Teacher was the toughest task as the selection included many parameters to be identified and measured.

PRINCIPAL