



AL-AMEEN ENGINEERING COLLEGE

An Autonomous Institution

(Accredited by NAAC with "A" Grade :: An ISO Certified Institution)
(Approved by AICTE, New Delhi & Affiliated to Anna University, Chennai)
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INTERNAL QUALITY ASSURANCE CELL

Best Practices of the Institution

Best Practice- I:

ACTIVE PRACTICES TO IMPROVE THE STUDENT QUALITY

Goal

The goal is to bring awareness about the professional thinking and developing the overall personality of the students. Apart from mere listening and taking notes, the students are made to participate in mixture of class activities like loud reading, presenting, discussion, sharing the views, etc. In addition, the students are patterned to develop the following.

- Active learning
- Branding them self
- Communicating in professional way
- Developing their own values
- Enhancing the leadership Quality
- Formulating and preparing the life skills

Context

There is always space between the skills of the students and the expectations of the stakeholders. The skill set of a student cannot be judged based on the involvement in day-to-day activities of learning in the class.

Most of the HR personalities stating that, more than 75% of the graduates are not employable because of lack of technical and communication skills. This state of affairs may be due to the students' socio-economic background study in Tamil medium school and non-exposure to current development. To arrest the drift of increasing unemployable graduates, the value added courses are designed to kit out the students with higher order thinking, activity based learning, aptitude skills, leadership qualities, communication skills, inter-personal and intra-personal relationship, group discussion, interview, presentations, and technical skills.

The Practice

- The Aptitude Training is enhanced for the students to get clicked through the first round and it completely grows the I Q of solving problems and build creative ideas. The trainers train them in various method of solving aptitude in shortcut type and procedural type.
- Group Discussion is been trained and practiced through a theory called IPF theory (Involvement, Participation and Following) to develop their Communication Skill, Body Language, Eye Contact and Confidence.

- Quality Analysis is to examine the skill sets of students and analysis their performance by conducting Mock Interviews.
- Participative learning is also practiced through Active learning exercises.
- Conducting various activities such as roll play, tell about the company, management games, self-introduction, just a minute talk, current affairs, health tips, debate, etc.
- Collaborative learning (team, peer or group learning) through which students are actively involved in their own learning and establishing a connection between the learner and the learning object.
- Technical Training are given through Value Added Courses to escalate the technical knowledge.
- Guest Lecture's & Motivation Sessions are given by bring the HR& Technical Personalities from various corporates and motivational speakers.
- Team Building Session are conducted during placement hours to make the student become a team player and also to develop the leadership quality.

Evidence of Success

More than 90% of the students are actively involved in collaborative learning and team building activities. Methods of solving various aptitude questions and explaining it to other students is carried out regularly. Thousand Plus students (All under Graduates) are actively involved in placement training activities like Group Discussion, Just a Minute Talk, Presentations, etc. These activities helped the students to overcome their stage fear, lack of confidence, nervousness, and lack of communication. The placement cell is quite satisfied with the splendid performance of the students in on-campus and off-campus interviews. Some of the students who had been eliminated at the first level itself during the recruitment drive. Some students are shortlisted in leading Corporates due to their proficiency in English communication and performance in face to face interviews.

Problems Encountered and Resources Required

The expansion of this practice to all the students in all the semesters has made the institution to face the problem of shortage of professionally trained teachers to handle activity based learning. The institution assigns professional trainers to train the trainers through FDPs. Most of the students belong to the first generation learners, rural areas, and Tamil medium schools. As a result, it is a problem to sustain their grasping power, concentration and interest throughout the class. The contents, teaching methodology and evaluation process and constant counselling refined these students to make this practice a fruitful one.

Best Practice-II

STUDENT-MENTOR RELATIONSHIP

Goal

The purpose of this practice is to ensure openness among the mentor and students towards improving overall personality. This relationship ensures better understanding of the students and to lend support to overcome their problems with the guidance of mentors. Each student can share and discuss about their personal problem which helps to build a good rapport with the students. This rapport helps the facilitator and the student to succeed.

The Context

A mentor is assigned to each class at the maximum of 1:15 ratio wherein he does the work of a friend and a philosopher. The mentor collects each and every detail of the students assigned and keeps a record of the important facts and analyzes the overall performance of the students under him/her. A mentor understands the problems of the students and helps them to overcome which is felt by the student both inside and outside the classroom. Necessary guidance in studies and career are also rendered by the mentor. A mentor even does the role of a counsellor conducting personal session with the students to sort out their issues.

The Practice

A mentor takes care of the students under him/her and helps them to get additional learning apart from class room learning. Additional coaching classes are arranged for the slow learners with them help of subject handling faculty. The students are well informed about the co-curricular and extra-curricular activities happening, both inside and outside the college campus and are encouraged to participate. Moreover for the financially needy students are identified by each mentor and available scholarships are informed and arranged to acquire it. Apart from these, fees concessions are also provided for the deserving students.

Evidence of Success

This Relationship helps to create a bond between the student and the mentor and this in turn helped to get better results from the students in the semester exams. As the students were encouraged to participate in the co-curricular and extra-curricular activities, the level of understanding the subjects has improved and it was evident in the overall knowledge they have acquired.

Problems Encountered and Resources Required

Initially the students were reluctant but with the parental approach we were able to create a good relationship among the students assigned and counsel them on their difficulties to overcome. The mentors are instructed on counselling through various development programmes on understanding the student's psychology.