



BABA INSTITUTE OF TECHNOLOGY AND SCIENCES

(Approved by AICTE New Delhi, NAAC Accredited, Affiliated to JNTU Kakinada, ISO 9001-2008 Certified)
Bakkannapalem Village, Madhurawada Post, Visakhapatnam - 530 048

BEST PRACTICE – I

1. Title of the Practice: Engineering student to Employable Professional

2. Objectives of the Practice:

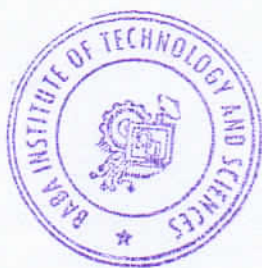
The "Engineering student to Employable Professional" counselling sessions are organised for final year students to make them industry-ready and bring awareness about corporate values and culture. The sessions deal with student's attitude, verbal and non-verbal skills - effective communication skills - Group Discussion and Team Building Skills - technical skills - practical skills - project skills - etiquette and interview skills

3. The Context:

The institute places trust in a motivated workforce (staff and students) and believes that this is a crucial factor in its growth and success. A motivated workforce performs at higher levels and abilities which in turn lead to an efficient and effective process of achieving objectives and goals.

4. The Practice - attitude, verbal and non-verbal skills.

An aptitude test is organised for final year students at the beginning of the 3rd year, 2nd semester. An assessment report is prepared for various sections such as logical reasoning, mathematics and linguistics. This gives the scope to succeed in non-technical tests during recruitment process. -In order to gain effective communication skills in English students are encouraged to be fluent in the language. As English is the business language of the world a huge amount of technical/engineering literature is written in the language. So it is vital to provide the necessary motivation to those students who are at a disadvantage because of their vernacular mother tongue. Regular tests are given to such students and a thorough plan is prepared for their improvement. Such students are encouraged to take up listening, speaking, reading and writing skills during classes specially designed for them. These soft skills/communication skills and mentoring classes are held on a daily basis in the institute. Students are also encouraged to enrol for Spoken English tutorials conducted by IIT Bombay and Swayam-NPTEL courses.



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Group Discussion and Team Building Skills:

Vital job/employability skills such as leadership, critical thinking, listening skills, motivation and confidence, capacity to share responsibility, posture/body language, logic and reasoning ability etc. go in tandem with Group Discussion (GD). So GD is an important part of the recruitment process in many organisations.

Mentoring sessions on "How to fare well in a Group Discussion" is organized by the Training and Placements Department for final year students getting ready for recruitment.

Technical Skills:

Skills Certification programmes are organized to make the students job ready. These are undertaken by the departments in summer training/regular training and through Swayam-NPTEL. Job aspirants are also given resume writing practice, mock test/mock interviews and aptitude training. Senior and final year students are given internship/industry-training opportunities and these courses are conducted by industry personnel.


Practical Skills For Students:

Most of the practical skills that a student needs have to be acquired through experience. This requires a hands-on, problem-solving mentality/mind-set which is acquired in the lab while applying one's knowledge through practical sessions. The institute also helps the students in be industry-ready through job training and internships. The laboratories in the institute are kept up-to-date with equipment and students are given the chance to conduct experiments, to study and analyze data and to make observations based on the data.

Project Skills:

Students are given ample scope and opportunity to acquire practical skills and projects are part of this process. They are motivated to initiate a project on the basis of their classroom learning. The institute is very keen to involve students in various types of project work so that they gain valuable insight into the practical side of education. The institute encourages exhibition of the projects completed by the final year students in order to motivate them and to show the way forward for the second and third year students.




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Etiquette and Interview Skills

The Institute has various active clubs which function to promote curriculum and extra-curriculum activities. Some of the clubs include technical clubs, cultural clubs, literary clubs, art clubs and sports & games clubs. These extracurricular activities help nurturing innovation and creative aspects in the students.

The path of success

A mentoring process is in place and each faculty/mentor is responsible for 20 students. The objective is to constantly plot the progress of the ward and suggest changes if necessary. Those students appearing for competitive exams and summer internships in industries, research institutes in India and abroad are given a fillip.

Problem-solving with available resources:

Emphasis is placed during training on the importance of the right attitude, good verbal and nonverbal skills, managerial/team building skills, technical skills, practical/project skills and interview skills/etiquette. These subjects are dealt by the aptitude trainer and the concerned English faculty, in-house faculty and industry experts through the Campus Recruitment Training (CRT) and placements department.

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BEST PRACTICE – II

1. Title of the Practice: MENTORING SYSTEM FOR STUDENTS

2. Objectives of the Practice:

a. Reduction of dropouts, improving student performance and mitigating stress of the students through counselling.

3. The Context:

It is common for engineering students to undergo mental stress related to various causes: It could be because of personal, academic, physical and mental reasons. As engineering education is highly competitive and semester exam results decide the fate of the student, the ward faces mental stress on a continual basis. The course is bound by time limitations and work has to be completed during the first two years. Students who are new to professional courses find it difficult to deal with the demands of engineering education. This sometimes creates stress. Hostel students are more prone to this stress as they are far from their family and homes. The economically weaker students and students from educationally weak background face a tough situation sometimes. There are instances of increasing number of suicides and dropouts. It is impossible to give personal attention to every student in the class. A solution is to 'mentor' and guide them, thus forming a bond with those who need attention. Mentoring is a must for those students who lag in their studies and do not fare well in the tests/exams. This is also required for them to reach a position of emotional strength/stability and to promote clarity in the ward's thinking and decision-making process.

4. The method or system in place:

The system to create an efficient mentor-ward system has been put in place in the college. Each mentor/faculty member is assigned 15-20 students during the duration of their study. The mentor-student meeting is held every week to thoroughly discuss, clarify and share issues if any which may arise from personal, domestic, academic, causes. The mentors encourage the students to participate in co-curricular and extra-curricular activities and sports. Their academic performance and other activities are all recorded. Students should inform their mentors on all




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their movements such as their absence from college, sickness etc. The mentors also keep in touch with the parents on their attendance, test performance, fee payment and examinations etc. The teacher is informed about all the necessary information that concerns his/her wards in a file. The teacher involves local guardians and parents as well, when necessary, to seek advice or help. Every month-end the mentors prepare a report of their mentors' progress. The mentors also counsel students who require emotional support. Those students who face issues in any department take the help of the mentor to sort out the problem. Mentors help slow learners on how to study, to prepare a time-table for study and are given notes to study. Academic in-charges and departmental administrators guide mentors of various batches. They meet with the mentors every month and make a progress report of student achievements and complaints. These complaints are taken up for discussion with the Principal and necessary action is taken to solve them.

5. Evidence of Success

A mentor is assured of job satisfaction seeing his wards succeed in education and life. Evidence of success includes university ranks, results in the examinations, regular attendance, decrease in dropouts, improved participation in co-curricular and extra-curricular activities, discipline on campus and a mutual respect between teachers and students. The students are relaxed and have a healthy relationship with the staff.

6. Problems Encountered and Resources Required

This practice calls for committed teaching personnel with the commitment to help students beyond teaching hours. Constraints faced during implementing the program are overcome through determined efforts of management and faculty.



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