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Best Practices

Pratice 1

1. Title of the Practice – Mentoring and counseling

2. Goal-To provide personal, academic and career support to the students.

3. Context- Due to changing technological and social scenario, students are finding difficulties to cope up with demands and pressures of daily life. IT is necessary to provide them timely help and support to improve their performance and skills in all aspects of life.

4. The Practice -

The Institute has a strong mentoring scheme for the students. It mentors them in their personal, professional and also in their social development. The goal of mentoring is to help them maximize their potential, develop their skills and to inculcate values.

Each faculty acts as a mentor/GFM (Guardian Faculty Member). He/ She is allocated a batch of 15-20 students in an academic year. The Mentor keeps all the records of the allocated students to know their academic and socio-economical background He also maintains record of their overall progress in curricular and co-curricular activities.

The students interact with the faculty at least once in a week. In case of a medical problem or absentee, the student communicates with his/her mentor. The Faculty even monitors their daily attendance and if it is found that they are frequently absent, the reason is found out and proper counseling is provided to ensure academic progress. The progress and observations are conveyed regularly to the parents through telephonic conversion, SMS, email and personal meeting in order to resolve issues if any.

The purpose of the weekly meeting is to develop cordial relation and to build trust within the students. The faculty takes review of academic progress of all mentees and discusses issues related to it during the GFM meetings.

As faculty is involved personally to help the students on all fronts, these meetings are proving very beneficial to the students. The major role of the faculty is to encourage the students to attend the classes regularly and stay focused to achieve their academic goals as well as to participate in sports and cultural events to develop an all-round personality.

The Institute has also appointed a professional counselor to address the personal, psychological, social, emotional and other problems of the students.

Academic counseling:

Class coordinators and GFM are involved in academic counseling as many students need guidance in a specific area related to their studies. Academic counseling helps them to decide learning strategy and deal with it effectively.

Academic counseling is provided to slow learners so that they can cope up with academic challenges and the university examination. The Mentor (GFM) plays an important role to boost their confidence and consistently motivates them to achieve their academic goals.

Advanced learners are encouraged to participate in technical competition, paper presentation and to also enroll for online certification courses available on MOOC, MOODLE and various renowned institutes to enhance their domain skill based on their interest.

The expert talk of academic counselors is arranged to assist the students to develop an academic strategy consistent with their goals, interests and abilities.

It also involves making the students aware regarding the academic policies, procedures and requirements.

Career counseling:

Career counseling is provided by HOD, a few senior faculties and the TPC which includes:

- To make them aware about the various career options with respect to strength and weakness.
- To assess their skills, needs, and interests in order to find a career
- To help the students explore opportunities in multidisciplinary fields.
- To update them about the various TP activities within and outside the campus.

The Institute has also appointed a professional counselor to address the personal, psychological, social, emotional and other problems of the students.

The impact of the overall mentoring is observed in many ways. Students feel confident to share their problems without hesitation. Many students improved academically and their engagement in curricular and extra co-curricular activities was enhanced noticeably. Apart from these changes, there has been quality improvement in the campus placement during the last two years.

5. Evidence of Success

Type of Mentoring	Effectiveness
Personal	High self-esteem, , attendance improvement
Course specific	exam anxiety reduced
Academic	Drop out ratio decreased, grade improvement
Career	Higher studies and placement is improved

Pratice 2

1. Title of the Practice – Curriculum Enrichment Program

2. Goal-To develop competitive curriculum to meet recent technology and industry requirements.

3. Context- As technology is changing very fast and there is lot of expectation of industry from graduating students to be equipped with necessary skills to fulfill industry demand.

4. The Practice –

The institute has adopted the outcome based education policy. In order to meet the requirement of OBE, curriculum plays vital role to enrich skills and outcome of students. So institute has established a mechanism to conduct curriculum enrichment program at the beginning of every semester.

The course is allocated to each faculty based on his expertise, interest and experience by the department. The allocation of all module coordinators is done by respective HOD.

The institute organizes the **Curriculum enrichment program** in collaboration with other institute which works under JSPM group of institutes.

In this program, all module and course coordinators participate to discuss and develop course content. All course coordinators rigorously go through the syllabus .The curriculum gaps are identified with the help of module coordinators, also input from industry and alumni are taken to design content beyond syllabus.

All course coordinators brainstorm on course content and frame the course outcomes for their allotted subjects. The appropriate blooms levels and program outcomes are mapped with each course outcome.

The teaching plan is prepared and care is taken to include all teaching methodologies to incorporate for the delivery of content.

During this program, Assessment and evaluation plan is prepared to achieve stated outcome of each course.

All course coordinators prepare question bank, internal assessment papers, assignments, MCQS and unit wise notes and PPTs .In addition to these, the various activities like mini projects, expert talk, and seminars are planned to enrich the learning experience of students. The quality of content is reviewed and approved by module coordinator. All these contents are included in resource manual and uploaded on MOODLE before the commencement of semester.

5. Evidence of Success:

1. Improvement in course delivery and all course content are prepared in advance for ready reference.
2. Better engagement of students in classroom and self learning.
3. Effective use of ICT tools by faculties and students.
4. Timely corrective action to improve attainment of students.