

# **Integrated Learning Experiences (ILE)**

**Standard Operating  
Procedures(SOPs)**

DRAFT

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## **Introduction:**

Today's world is rapidly changing and increasingly interconnected, and the future talent pipeline to be sourced from the campuses needs to adapt to changes that will keep accelerating in the future. This new curriculum revamping (R2023) focuses on equipping learners with skills that will enable them to cope with the foreseeable social and economic changes and manage often unpredictable realities. The various dimensions of transformation are designed to nurture skills towards holistic human development. Such skills are acquired not only on formal courses but in a variety of contexts throughout the academic curriculum.

Four broad dimensions of skills to ensure holistic human development: (1) Personal, (2) Professional, (3) Interpersonal and (4) Advanced Industrial Technologies skills and competencies. From this perspective, a new structure called "Integrated Learning Experiences(ILE)" is introduced in the regulation 2023. This ILE encompass activities that foster the acquisition of disciplinary knowledge, personal and interpersonal skills, and technological proficiency. These experiences promote active engagement in meaningful real-life situations and establish connections between different curricula, co-curricular activities, and extracurricular pursuits across diverse disciplines. Integrated learning experiences are concatenated in the academic curriculum for each semester enabling the students to learn, adapt and transform through experiential learning pedagogy. This approach enriches the curriculum by incorporating dynamic and up-to-date co-curricular courses and activities that may not be directly aligned with the students' program of study. It prioritizes the holistic development of students, fostering their growth and well-roundedness.



___233886*	<b>HEALTH &amp; WELLNESS</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C**</b>
<b>AUDIT</b>		<b>0</b>	<b>0</b>	<b>2</b>	<b>1</b>

\*(First four digits in the subject code is branch code)

\*\* Health & Wellness has one credit for third semester only and it has no credits for other semesters.

**Skill Areas:**

Physical Fitness, Nutrition, Mental Health

**Purpose:**

The Health & Wellness course focuses on teaching the elements of physical, mental, emotional, social, intellectual, environmental and spiritual well-being, which are essential for overall development of an individual. The course also addresses the dangers of substance abuse and online risks to promote emotional and mental health.

**Learning Outcomes:**

Upon completion of the Health & Wellness course, students will be able to:

1. Demonstrate proficiency in sports training and physical fitness practices.
2. Improve their mental and emotional well-being, fostering a positive outlook on health and life.
3. Develop competence and commitment as professionals in the field of health and wellness.

**Focus:**

During the conduct of the Health & Wellness course, the students will benefit from the following focus areas:

1. Stress Management.
2. Breaking Bad Habits.
3. Improving Interpersonal Relationships.
4. Building Physical Strength & Inner Strength.

### **Role of the Facilitator:**

The faculty plays a crucial role in effectively engaging with students and guiding them towards achieving learning outcomes. Faculty participation involves the following areas:

1. **Mentorship & Motivation:** The Facilitator mentors students in wellness and self-discipline while inspiring a positive outlook on health. Faculty teach stress management, fitness, and daily well-being.
2. **Promoting a Safe and Inclusive Environment:** The facilitator ensures a safe, inclusive, and respectful learning environment for active student participation and benefit.
3. **Individualised Support and Monitoring Progress:** The facilitator plays a crucial role in providing personalized support, monitoring and guidance to students.

### **Guided Activities:**

In this course, several general guided activities have been suggested to facilitate the achievement of desired learning outcomes. They are as follows:

1. Introduction to Holistic Well-being.
2. Holistic Wellness Program- Nurturing Body, Mind, and Soul.
3. Breaking Bad Habits Workshop.
4. Improving the elements of physical, emotional, social, intellectual, environmental, spiritual well-being.
5. Creating situational awareness, digital awareness.
6. Understanding substance abuse, consequences and the way out.

### **Period Distribution**

The following are the guided activities suggested for this Audit course.

The Physical Director should plan the activities by the students.

Arrange the suitable Mentor / Guide for the wellness activities.

Additional activities and programs can be planned for Health and Wellness.

<b>S.No</b>	<b>Guided Activities</b>	<b>Period</b>
1	<b>Introduction to Holistic Well-being</b> <ol style="list-style-type: none"><li>1. Introduce the core components of Health &amp; Well-being namely Physical, mental, emotional and spiritual well-being</li><li>2. Provide worksheets on all the four components individually</li></ol>	

	and explain the interconnectedness to give an overall understanding.	
2	<p><b>Wellness Wheel Exercise (Overall Analysis)</b></p> <ul style="list-style-type: none"> <li>• Guide students to assess their well-being in various life dimensions through exercises on various aspects of well – being, and explain the benefits of applying wellness wheel.</li> <li>• Introduce Tech Tools:</li> <li>• Explore the use of technology to support well-being.</li> <li>• Introduce students to apps for meditation, sleep tracking, or healthy recipe inspiration.</li> </ul>	
3	<p><b>Breaking Bad Habits (Overall Analysis)</b></p> <ul style="list-style-type: none"> <li>• Open a discussion on bad habits and their harmful effects.</li> <li>• Provide a worksheet to the students to identify their personal bad habits.</li> <li>• Discuss the trigger, cause, consequence and solution with examples.</li> <li>• Guide them to replace the bad habits with good ones through worksheets.</li> </ul>	

4	<p><b>Physical Well-being</b></p> <p><b>1. Fitness</b> Introduce the different types of fitness activities such as basic exercises, cardiovascular exercises, strength training exercises, flexibility exercises so on and so forth. (Include theoretical explanations and outdoor activity)</p> <p><b>2.Nutrition</b> Facilitate students to reflect on their eating habits, their body type, and to test their knowledge on nutrition, its sources and the benefits.</p> <p><b>3.Yoga &amp; Meditation</b></p>	
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	<p>Discuss the benefits of Yoga and Meditation for one’s overall health.</p> <p>Demonstrate different yoga postures and their benefits on the body through visuals (pictures or videos)</p> <p><b>4. Brain Health</b></p> <p>Discuss the importance of brain health for daily life.</p> <p>Habits that affect the brain health (irregular sleep, eating, screen time).</p> <p>Habits that help for healthy brains (reading, proper sleep, exercises).</p> <p>Benefits of breathing exercises and meditation for healthy lungs.</p> <p><b>5. Healthy Lungs</b></p> <p>Discuss the importance of lung health for daily life.</p> <p>Habits that affect the lung health (smoking, lack of exercises).</p> <p>Benefits of breathing exercises for healthy lungs.</p> <p><b>6. Hygiene and Grooming</b></p> <p>Discuss the importance of hygienic habits for good oral, vision, hearing and skin health.</p> <p>Discuss the positive effects of grooming on one’s confidence level and professional growth.</p> <p><b><u>Suggested Activities (sample):</u></b></p> <p><b>Nutrition:</b></p> <p>Invite a nutritionist to talk among the students on the importance of nutrition to the body or show similar videos shared by experts on social media. Organize a ‘Stove less/fireless cooking competition’ for students where they are expected to prepare a nutritious dish and explain the nutritive values in parallel.</p>	
5	<p><b>Emotional Well-being</b></p> <p><b>1. Stress Management</b></p> <p>Trigger a conversation or provide self-reflective worksheets to identify the stress factors in daily life and their impact on students’ performance.</p> <p>Introduce different relaxation techniques like deep breathing, progressive muscle relaxation, or guided imagery.</p>	

	<p>(use audio recordings or visuals to guide them through these techniques).</p> <p>After practicing the techniques, have them reflect on how these methods can help manage stress in daily life.</p> <p><b>2.Importance of saying 'NO'.</b></p> <p>Explain the students that saying 'NO' is important for their Physical and mental well-being, Academic Performance, Growth and Future, Confidence, Self-respect, Strong and Healthy Relationships, building reputation for self and their family (avoid earning a bad name).</p> <p>Factors that prevent them from saying 'NO'.</p> <p>How to practice saying 'NO'".</p> <p><b>3.Body Positivity and self-acceptance</b></p> <p>Discuss the following with the students.</p> <ul style="list-style-type: none"> <li>● What is body positivity and self-acceptance?</li> <li>● Why is it important?</li> <li>● Be kind to yourself.</li> <li>● Understand that everyone's unique.</li> </ul> <p><b><u>Suggested Activities(Sample):</u></b></p> <p>(Importance of saying 'NO')</p> <p>Provide worksheets to self-reflect on...</p> <p>...how they feel when others say 'no' to them</p> <p>...the situations where they should say 'no'</p> <p>Challenge students to write a song or rap about the importance of saying no and how to do it effectively.</p> <p>Students can perform their creations for the class.</p>	
6	<p><b>Social Well-Being</b></p> <p><b>1.Practicing Gratitude</b></p> <p>Discuss the importance of practicing gratitude for building relationships with family, friends, relatives, mentors and colleagues.</p>	



	<p>Discuss how one can show gratitude through words and deeds.  Explain how practicing gratitude can create 'ripple effect'.</p> <p><b>2.Cultivating Kindness and Compassion</b></p> <p>Define and differentiate between kindness and compassion.  Explore practices that cultivate these positive emotions.  Self-Compassion as the Foundation.  The power of small gestures.  Understanding another's perspective.  The fruits of compassion.</p> <p><b>3.Practising Forgiveness</b></p> <p>Discuss the concept of forgiveness and its benefits.  Forgiveness: What is it? and What it isn't?  Benefits of forgiveness.  Finding forgiveness practices.</p> <p><b>4.Celebrating Differences</b></p> <p>Appreciate the value of individual differences and foster inclusivity.  The World: A Tapestry of Differences (cultures, backgrounds, beliefs, abilities, and appearances).  Finding strength in differences (diverse perspectives and experiences lead to better problem-solving and innovation).  Celebrating differences, not ignoring them (respecting and appreciating the unique qualities).  Activities for celebrating differences (share culture, learn about others, embrace new experiences).</p> <p><b>5.Digital Detox</b></p> <p><b>Introduce the students to:</b></p> <p>The concept of a digital detox and its benefits for social well-being.  How to disconnect from devices more often to strengthen real-world connections.</p> <p><b><u>Suggested Activities (sample):</u></b></p> <p>(Practicing Gratitude)</p> <p>Provide worksheets to choose the right ways to express gratitude.  Celebrate 'gratitude day' in the college and encourage the students</p>	
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	to honour the house keeping staff in some way to express gratitude for their service.	
7.	<p><b>Intellectual Well-being</b></p> <p><b>1. Being a lifelong Learner</b></p> <p><b>Give students an understanding on:</b></p> <p>The relevance of intellectual well-being in this 21<sup>st</sup> century to meet the expectations in personal and professional well-being</p> <p>The Importance of enhancing problem-solving skills</p> <p>Cultivating habits to enhance the intellectual well-being (using the library extensively, participating in extra-curricular activities, reading newspaper etc.)</p> <p><b>2. Digital Literacy</b></p> <p><b>Discuss:</b></p> <p>The key aspects of digital literacy and its importance in today's world.</p> <p>It is more than just liking and sharing on social media.</p> <p>The four major components of digital literacy (critical thinking, communication, problem-solving, digital citizenship).</p> <p>Why is digital literacy important?</p> <p>Boosting one's digital skills.</p> <p><b>3. Transfer of Learning</b></p> <p>Connections between different subjects – How knowledge gained in one area can be applied to others.</p> <p><b><u>Suggested Activities(sample):</u></b></p> <p>Intellectual Well-being.</p> <p>Provide worksheets to students for teaching them how to boost intellectual well-being.</p> <p>Ask the students to identify a long-standing problem in their locality, and come up with a solution and present it in the classroom. Also organize an event like 'Idea Expo' to display the designs, ideas, and suggestions, to motivate the students to improve their intellectual</p>	

	well-being.	
8	<p><b>Environmental Well-being</b></p> <p>1.The Importance of initiating a change in the environment.</p> <p><b>The session could be around:</b></p> <p>Defining Environmental well-being (physical, chemical, biological, social, and psychosocial factors) – People’s behaviour, crime, pollution, political activities, infra-structure, family situation etc.</p> <p>Suggesting different ways of initiating changes in the environment (taking responsibility, creating awareness, volunteering, approaching administration).</p> <p><b><u>Suggested Activities (sample):</u></b></p> <p>Providing worksheets to self-reflect on how the environment affects their life, and the ways to initiate a change.</p> <p>Dedicate a bulletin board or wall space (or chart work) in the classroom for students to share their ideas for improving environmental well-being.</p> <p>Creating a volunteers’ club in the college and carrying out monthly activities like campus cleaning, awareness campaigns against noise pollution, (loud speakers in public places), addressing anti-social behaviour on the campus or in their locality.</p>	
9	<p><b>Spiritual Well-being</b></p> <p><b>1.Importance of self-reflection</b></p> <p><b>Discuss:</b></p> <p>Steps involved in achieving spiritual well-being (self-reflection, self-awareness, applying actions, achieving spiritual well-being).</p> <p>Different ways to achieve spiritual well-being (finding purpose, coping with stress, moral compass, connecting for a common cause).</p> <p>The role of journaling in spiritual well-being.</p> <p><b>2.Mindfulness and Meditation Practices</b></p> <p>Benefits of practicing mindful habits and meditation for overall well-</p>	

	<p>being.</p> <p><b>3.Connecting with nature</b></p> <p>Practising to be in the present moment – Nature walk, feeling the sun, listening to the natural sounds.</p> <p>Exploring with intention – Hiking, gardening to observe the nature.</p> <p>Reflecting on the emotions, and feeling kindled by nature.</p> <p><b>4.Serving people</b></p> <p>Helping others can be a deeply spiritual act.</p> <p>Identifying the needs of others.</p> <p>Volunteering your time, skills and listening ear.</p> <p>Finding joy in giving.</p> <p><b>5.Creative Expressions</b></p> <p>Indulging in writing poems, stories, music making/listening, creating visual arts to connect with inner selves.</p> <p><b><u>Suggested Activities(Sample):</u></b></p> <p>(Mindfulness and Meditation) – Conducting guided meditation every day for 10 minutes and directing the students to record the changes they observe.</p>	
10	<p><b>Situational Awareness (Developing Life skills)</b></p> <p><b>1. Being street smart</b></p> <p><b>Discuss:</b></p> <p>Who are street smarts?</p> <p>Why is it important to be street smart?</p> <p>Characteristics of a street smart person: Importance of acquiring life skills to become street smart – (General First-aid procedure, CPR Procedure, Handling emergency situations like fire, flood etc).</p> <p><b>2. Digital Awareness</b></p> <p><b>Discuss:</b></p> <p>Cyber Security</p> <p>Information Literacy</p> <p>Digital Privacy</p> <p>Fraud Detection</p> <p><b><u>Suggested Activities</u></b> (sample):</p> <p>(Street Smart) Inviting professionals to demonstrate the CPR</p>	

	Procedure Conducting a quiz on Emergency Numbers	
11	<p><b>Understanding Addiction</b></p> <p><b>Plan this session around:</b></p> <p>Identifying the environmental cues, triggers that lead to picking up this habit.</p> <p>Knowing the impact of substance abuse – Adverse health conditions, social isolation, ruined future, hidden financial loss and damaging the family reputation.</p> <p>Seeking help to get out of this addiction.</p> <p><b>Suggested Activities:</b></p> <p>Provide Worksheets to check the students’ level of understanding about substance addiction and their impacts.</p> <p>Share case studies with students from real-life.</p> <p>Play/share awareness videos on addiction/de-addiction, experts talk.</p>	

**Closure:**

Each student should submit a Handwritten Summary of their Learnings & Action Plan for the future.

**Assessments:**

Use Self-reflective worksheets to assess their understanding.

Submit the worksheets to internal audit/external audit.

Every student's activities report should be documented and the same have to be assessed by the Physical Director with the mentor. The evaluation should be for 100 marks. No examination is required.

**Scheme of Evaluation**

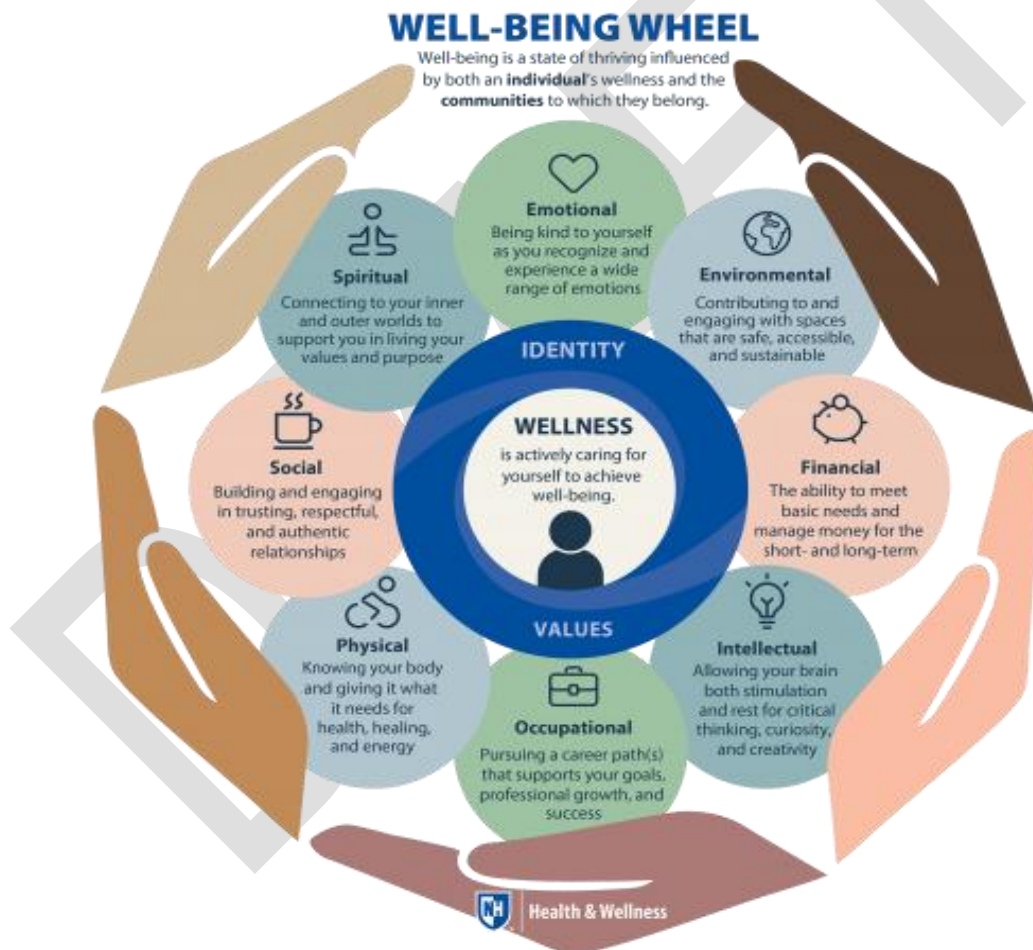
Part	Description	Marks
A	Report	40

B	Attendance	20
C	Activities (Observation During Practice)	40
Total		100

**References/Resource Materials:**

The course acknowledges that individual needs for references and resources may vary. However, here are some general reference materials and resources that may be helpful:

**1. The Well-Being Wheel:**



**2. Facilities & Spaces:** Some activities may require access to specific facilities, resources or spaces. Students may need to coordinate with the college administration to reserve these as required.

### 3. Online Resources:

1. United Nations Sustainable Development Goals - Goal 3 - Good Health & Well-Being: <https://www.un.org/sustainabledevelopment/health/>
2. Mindfulness and Meditation: Stanford Health Library offers mindfulness and meditation resources: <https://healthlibrary.stanford.edu/books-resources/mindfulness-meditation.html>
3. Breaking Bad Habits: James Clear provides a guide on how to build good habits and break bad ones: <https://jamesclear.com/habits>
4. 6 Ways to Keep Your Brain Sharp  
<https://www.lorman.com/blog/post/how-to-keep-your-brain-sharp>
5. What Is Social Wellbeing? 12+ Activities for Social Wellness  
<https://positivepsychology.com/social-wellbeing/>
6. How spiritual wellness unlocks creativity and resourcefulness  
<https://www.betterup.com/>
7. How Does Your Environment Affect Your Mental Health?  
<https://www.verywellmind.com/how-your-environment-affects-your-mental-health-5093687>
8. How to say no to others (and why you shouldn't feel guilty)  
<https://www.betterup.com/blog/how-to-say-no>

## Growth Lab

<b>Course Name:</b> Growth Lab	<b>Skill Areas:</b> Self-Discovery, Habit Formation, Mind-set Development
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### **Purpose:**

The Growth Lab's key focus is on self-discovery and habit formation, empowering students to develop positive personal habits, enhance interpersonal skills, and instil strong values and ethics. Growth Lab aims to equip students with the tools and the mindset necessary for personal and professional growth, enabling them to thrive in an ever-changing world.

### **Learning Outcomes:**

The Growth Lab aims to provide students with various learning outcomes, including:

1. Develop personal ethics, a growth mind-set, and strong communication skills.
2. Practice effective time management, overcoming challenges, and teamwork.
3. Master academic skills like reading, writing, and goal setting.
4. Become job-ready through resume building, interviewing, and resource utilization.
5. Reflect on their growth journey and articulate its impact.

### **Focus:**

While organizing and participating in the Growth Lab, students should focus on the following key areas:

1. **Mindful Habits:** Emphasize the importance of cultivating mindful habits in their daily lives. Encouraging students to be conscious of their actions, thoughts, and emotions can help them identify any negative patterns and replace them with positive and empowering habits.
2. **Self-reflection:** Students should engage in self-reflection to gain deeper insights into their own strengths, weaknesses, and areas for improvement. Taking the time to reflect on their experiences and learning helps in identifying personal growth opportunities.
3. **Goal Setting:** Students should set clear goals for their personal and professional development. Encourage students to set specific, measurable, achievable, relevant, and time-bound (SMART) goals.

### **Role of the Facilitator:**



Department faculty play a crucial role in organizing the Growth Lab. Their responsibilities include:

1. **Facilitation:** Faculty lead and guide the students throughout the Growth Lab sessions. They provide instructions, facilitate discussions, and offer insights to foster a stimulating learning environment. They ensure that the sessions are engaging, interactive, and conducive to student participation.
2. **Mentorship:** Facilitators should Provide clear explanations and guidance on the importance of cultivating mindful habits in their daily lives and engaging in self-reflection. Help students understand how these practices contribute to their personal growth and development

**Guided Activities:**

The Growth Lab shall incorporate the following guided activities to support the development of students. Here are some examples of guided activities that could be included:

**Period Distribution**

S.No	Guided Activities	Period
1	<p><b>Ethics and Values for Growth</b></p> <p><b>1.Avoiding Absenteeism</b></p> <p>Discuss :</p> <p>Why regular attendance matters?</p> <p>Quick Quiz/Self-reflective worksheet on absenting for something other than being super sick.</p> <p>Brainstorm consequences of absenting often. (becomes a habit, affects productivity, lose inclusivity).</p> <p>How to avoid absenteeism – Initiate group discussion among students.</p> <p>Explain how the habit of absence often affects growth at the workplace.</p> <p><b>2.The Importance of Obeying Rules</b></p> <p>Talk about college rules and why they're important for students' success.</p> <p>Explain the benefits of following the rules (safe, respectful and productive environment).</p>	

	<p>Consequences of breaking the rules (warnings to fines, academic sanctions, or even expulsion).</p> <p>Connect how the habit of disobeying the rules will affect growth in the workplace.</p> <p><b>3. Identifying personal values</b></p> <p>Provide self-reflective worksheets to understand how students' get affected when others do not adhere to ethics and values.</p> <p>Help them identify their own ethics and values that they uphold.</p> <p>Explain how upholding ethics and values is important for professional success citing examples from real life.</p> <p><b><u>Suggested Activities(sample – Avoiding Absenteeism)</u></b></p> <p>Peer accountability partner – pair students up and have them check in with each other regularly to ensure both are attending class regularly.</p> <p>Provide statistics on the loss incurred by a company due to frequent absenteeism by employees.</p> <p>Ask students to prepare a comical skit on absenteeism and its consequences.</p>	
2	<p><b>Identifying Strengths and Weaknesses</b></p> <p><b>1. Overcoming Self-doubt</b></p> <p>Provide worksheets to check whether the students have felt unsure about doing something new.</p> <p>Briefly discuss self-doubt and how it can feel like a monster holding us back.</p> <p>Introduce strategies to overcome self-doubt - Train the students to say instead of "I can't," say "I'll try my best" or "I'm learning", focus on progress, and learn from mistakes.</p> <p><b>2. Overcoming Procrastination</b></p> <p>Ask students (worksheet/oral discussion) how they feel when they put off a task until the last minute.</p> <p>Brainstorm the consequences of procrastination (creates a</p>	

	<p>cycle of avoidance and stress).</p> <p>Introduce strategies to overcome procrastination (Breaking down tasks and setting small goals, self-rewarding).</p> <p><b>3.Overcoming Distractions</b></p> <p>Help students identify the distractions (phones, social media, noise, conflicts with friends, hanging out with friends often, movies).</p> <p>Discuss the impacts of distractions on productivity and growth.</p> <p>Introduce strategies to fight the Distractions (introduce pomodoro technique).</p> <p><b><u>Suggested Activities (sample –Over Coming Self-doubt)</u></b></p> <p>Present a challenge to the students, it could be anything from narrating a story, mimicking, singing, dancing, talking about their family. Encourage them to overcome their self-doubt and perform in front of their classmates. Finally ask them to express how they felt while performing.</p>	
3	<p><b>Cultivating Growth Mindset</b></p> <p><b>1.Cultivating Determination</b></p> <p>Explain what determination is (hard work, not giving up, being ready to face challenges).</p> <p>Show videos/share stories of successful people who overcame challenges to achieve something big for them or the society.</p> <p>Define the ways to cultivate determination (setting SMART goals, learning from mistakes, celebrating every small win).</p> <p><b>2.Cultivating Positive Habit Change</b></p> <p><b>Discuss:</b></p> <p>Impact of habits on one’s actions and decisions (triggers automatic responses, decision making).</p> <p>Impact on skills and abilities (practice makes progress).</p> <p>Impact on personal growth and well-being (confidence building, positive lifestyle).</p>	

	<p>Impact on overall success (reaching goals, building discipline).</p> <p>Ways to switch to positive habits (use self-reflective worksheets to identify students' habits).</p> <p><b>3. Time-management</b></p> <p>Teach students the importance of prioritizing tasks for effective results. (important and urgent)</p> <p>Teach them prioritization matrix for organizing tasks, projects and ideas</p> <p><b><u>Suggested Activities (sample – Overcoming Procrastination)</u></b></p> <p>Host a procrastination-free week, ask students to team up and commit to spending a week without procrastinating on any task or assignment. Announce a reward or incentive for the winning team. Also encourage them to share their feeling when they complete the tasks without procrastinating.</p>	
4	<p><b>Improving the Basic Skills</b></p> <p><b>1. Reading, Writing and Speaking Practice</b></p> <p>Train the students to read, write and speak fluently in English/Regional language.</p> <p><b>2. Letter Writing Practice</b></p> <p>Train the students in letter writing in English (leave letter, permission letter, apology letter) by providing them formats.</p> <p><b><u>Suggested Activities (sample -speaking practice)</u></b></p> <p>Create a WhatsApp group and share short animation English videos (maximum one minute long). Ask the students to listen to the dialogues, repeat it in their voice, record the same and send back. Observe their progress through the semester and reward them duly.</p> <p><b>Letter Writing Practice</b> – set up a 'Mysterious MailBox' in the classroom, encourage the students to write letters (leave letters, permission slips, apology letters), collect the letters</p>	

	and distribute them for others to analyse and give feedback.	
5	<p><b>Goal Setting and Mind Mapping</b></p> <ol style="list-style-type: none"> <li>1. Teach mind mapping &amp; ask students to make mind maps for visualizing their personal goals.</li> <li>2. Guide students in setting SMART goals for the semester.</li> </ol> <p><b><u>Suggested Activities (sample)</u></b></p> <p>Encourage students to take up at least one-value added course and receive certification per semester</p>	
6	<p><b>Interpersonal Skills</b></p> <p>Introduce the components of Interpersonal Skills such as:</p> <p>Communication Skills (verbal/non-verbal communication) Speaking, listening, body language.</p> <p>Problem-solving Skills (conflict resolution, negotiation, team work).</p> <p>Team work.</p> <p>Flexibility.</p> <p>Patience.</p> <p>Educate students that how interpersonal skills help in building healthy relationships in personal and professional life.</p> <p><b><u>Suggested Activities (Sample)</u></b></p> <p>Organize a guest lecture on the importance of interpersonal skills by inviting a HR Personnel to educate the students (Especially communication skills)</p>	
7	<p><b>Interview Skills</b></p> <p>Introduce Resume Writing to students (conduct frequent resume writing drills through the semesters, and ask them to review the same to understand whether they have progressed in all areas).</p> <p>Train the students in self-introduction.</p>	

	<p>Train the students in group discussions (Initiating a discussion, countering participants, using appropriate phrases to interrupt etc.).</p> <p>Introduce Interview ethics (body language, grooming, presentation).</p> <p>Cultivating the habit of researching (to know the profile of companies, their operating style, activity)</p> <p><b><u>Suggested Activities (sample)</u></b></p> <p>Conduct frequent mock interviews to train the students in the above interview skills.</p> <p>Stream videos of mock interviews.</p>	
8	<p><b>Utilizing the Available Resources for Growth</b></p> <p>Arrange a campus tour for the students to know the available facilities such as libraries, laboratories etc.</p> <p>Encourage the students to enrol in (online/offline) courses available in the college.</p> <p>Guide the students to use social media for their personal and professional growth (browsing for the latest trends in engineering and technology, following entrepreneurs on social media to understand their journey, to check for institutions for higher studies etc).</p> <p><b>Networking &amp; Connecting</b></p> <p>Help students connect with their alumni for guidance for their studies and career growth.</p> <p>Encourage students to follow entrepreneurs, eminent businessmen like Sundar Pichai, Elon Musk, Anand Mahindra, Shiv Nadar, Sridhar Vembu, so on a regular basis to stay updated and ask them to share the information in the class to inspire others.</p> <p><b><u>Suggested Activities (sample – Networking and connecting.</u></b></p>	

	Identify alumni who would be interested to contribute for the growth of the students and connect them with students for guidance in their studies and career growth.	
9	<p><b>Final Oral Presentation &amp; Impact Assessment:*</b></p> <ol style="list-style-type: none"> <li>1. Give students an opportunity to present their semester's journey and the changes they have experienced.</li> <li>2. Faculty shall compile a brief report assessing program impact based on student feedback.</li> </ol>	

*\*This session is conducted as a half day session at the end of the semester to give students a platform to share their transformation and for the Facilitator to collect feedback to compile a brief report on the impact of the program.*

**Closure:**

After the end semester Growth Lab session concludes, the responsible faculty must submit a brief report assessing the program's impact on student development, comparing their initial state at the beginning of the semester with their progress at the end.

**Assessments:**

- Use self-reflective worksheets to assess students' understanding.
- Subject the worksheets to internal/external audit.

**References / Resource Materials:**

For the Growth Labs, the following references and resource materials may be utilized to support the learning and development of the students:

1. **Facilities & Spaces:** Growth labs may require access to specific facilities, resources or spaces. Faculty may need to coordinate with the college administration to reserve these as required.
2. **Online Resources:**
  1. How to Begin Your Self-Discovery Journey: 16 Best Questions  
<https://positivepsychology.com/self-discovery/>
  2. How to break a bad habit?  
<https://www.health.harvard.edu/blog/how-to-break-a-bad-habit-202205022736>

3. How To Mind Map Yourself For Growth?  
<https://mindmapsunleashed.com/how-to-mind-map-yourself-for-growth>
4. Interpersonal Communication and Its Importance at Work  
<https://www.indeed.com/career-advice/career-development/importance-of-interpersonal-communication>
5. Personal Responsibility: Embracing Accountability in Life  
<https://www.graygroupintl.com/blog/personal-responsibility>
6. The Power of Prioritization: Why You Need It in Your Life  
<https://medium.com/@Jd-Lewis/the-power-of-prioritization-why-you-need-it-in-your-life-5fd49c7c2f6c#:~:text=Prioritization%20helps%20you%20make%20informed,achievements%20more%20in%20less%20time.>
7. How To Write An IT Fresher Resume: A Step-By-Step Guide  
<https://in.indeed.com/career-advice/resumes-cover-letters/how-to-write-it-fresher-resume>
8. How to Overcome Self Doubt  
<https://www.wikihow.health/Overcome-Self-Doubt>
9. The Surprising Health Benefits of Bird-Watching  
<https://www.nytimes.com/2022/12/10/well/move/bird-watching-health-benefits.html>
10. Positive Daily Affirmations: Is There Science Behind It?  
<https://positivepsychology.com/daily-affirmations/>

**Note:**

Principal / HOD have to assign suitable staff(s) for the respective activities as mentor.

Industrial Expert / Guest lecture can be utilised to give awareness and activities.

SIP (Student Induction program Cell) Cell members of the Department can be engaged as a mentor.



## Induction Program

<b>Course Name:</b> Induction Program I / II / III	<b>Skill Areas:</b> Interpersonal Skills, Cultural Integration
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<p><b>Purpose:</b></p> <p>The transition from school to college life is one of the most challenging events in a student’s life. The Induction Programme helps new students adjust, learn institutional values, build bonds, and explore the institutional policies, processes, practices, culture, universal human values, and get introduced to DOTE regulations, overview of the diploma programme, and prospective skill areas</p>	
<p><b>Learning Outcomes:</b></p> <p>At the end of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Feel comfortable in the new college environment.</li> <li>2. Students comprehensively understand the curriculum, preparing for their academic journey.</li> <li>3. Get guidance for every year that lays a strong foundation for students' academic success in the diploma programme.</li> <li>4. Get introduced to various committees recommended by AICTE</li> <li>5. Experience diverse activities, promoting holistic development.</li> <li>6. Connect with faculty, including the Principal, HoD, and department faculty.</li> <li>7. Learn about the resources needed for skill development</li> </ol>	
<p><b>Focus:</b></p> <p>The induction program focuses on providing clarity and support for a successful academic journey and holistic development of students. Key areas include adjustment, comfort in the new environment, fostering institutional culture, building bonds, and promoting self-exploration. Some key focus areas include</p>	

<ol style="list-style-type: none"> <li>1. Credit System and GPA/CGPA Assessment</li> <li>2. Diverse Classes at the End</li> <li>3. Theory, Laboratory, and Practicum Sessions</li> <li>4. Assessment Methods</li> <li>5. Internship Opportunities</li> <li>6. Fast Track Courses</li> <li>7. Exposure to Extracurricular Activities</li> <li>8. Course Add/Drop</li> <li>9. Examination Withdrawal</li> <li>10. Role of a Mentor</li> <li>11. Choosing Pathways</li> <li>12. The importance of understanding the Universal Human Values</li> <li>13. Role of DOTE in diploma programme</li> <li>14. Role of AICTE in diploma programme and the various committees and their objectives recommended by AICTE</li> </ol>	
<p><b>Role of the Facilitator:</b></p> <p>The SIP committee comprises the Head of the Institute, Heads of various departments, Senior Faculty, Senior Students (Second and Final Year), and Alumni. Their roles are as follows:</p> <ol style="list-style-type: none"> <li>1. <b>Head of the Institute:</b> Explains new regulations from DoTE, institute rules, and significant changes in the new regulations.</li> <li>2. <b>Head of the Department:</b> Walks through department facilities, and discusses achievements of senior and alumni students, placement training and assistance, Entrepreneur development activities, higher education ideas</li> <li>3. <b>Senior Faculty:</b> Guides diploma students on post-program pathways with faculty mentor assistance.</li> <li>4. <b>Senior Students:</b> Introduce student clubs, and conduct department and lab tours.</li> <li>5. <b>Alumni:</b> Share post-graduation opportunities available to diploma students, recent trends and placement opportunities in the relevant</li> </ol>	

field, entrepreneurship ideas and the available resources for the same				
<p><b>Guided Activities:</b></p> <p>The SIP should have the below list of activities.</p> <p><b>Period Distribution</b></p>				
S.No	Guided Activities	Period	Day	
1	Registration, Formation of student classroom groups of respective programs & Formation of Student Representatives			
2	Presentation cum Interactive Session with Important Institution Functionaries like Head of Institute, Principal, HoDs, etc.			
3	Visit to all departments & facilities of the Institution. Motivate students to utilize library, sports facilities, Institution Innovation Council's (IIC) opportunities, Entrepreneur Development Cell, Skill Development and Training facilities, Placement opportunities and other amenities			
4	Ice breaking activity for the new students & Self Introduction of some newly joined students			
5	Introduction to Various Clubs &			

	<p>Community Initiatives; A short session on the importance of joining such initiatives will be taken.</p> <p>The activities may include: Cultural Activities, Movie shows, Sports Activities, Visits to museum, community centres, club relevant field visits. Quiz Literary Activities such as, Tamil/English debate, discourses etc..</p>			
6	<p><b>Introduction to Committees/Associations and their Functions</b> (Committees of High Importance) Vishaka Committee Anti-ragging Committee Grievance Redressal mechanism SC/ST Committee <b>Other Preferred Committees/Associations</b> Alumni Association etc. Department Associations</p>			
7	Interaction with Senior Students			
8	Interaction with Alumni Students			
9	Talks, Lectures or Workshops by Eminent People from varying domains - This may include			

	<p>hackathon, ideation camps, motivational talks, personality development, universal human values, career development, group activities, social awareness lectures etc</p>			
10	<p>A Talk by training and placement cell; Career opportunities for students, placement activities in college; placement process which includes introduction to platforms that offer value-added courses such as:</p> <p>SWAYAM NPTEL.  CIICP.  TCS ION CAREER EDGE.  Self-assessment Platform - Parakh Portal.  Awareness Program on Competitive Exams such as TNPSC, SSC, JEEE  Introduction to AICTE internships</p>			
11	<p>Talk on Respective Program scheme of studies and details of courses, examination pattern, types of courses, credit system, assessment methods, examination withdrawal, internship, passing and eligibility criteria, attendance requirements and board exam guidelines by respective program coordinator</p> <p>Educate the students on the</p>			

	importance of preparing reports on internships attended during the programme			
12	<p>Industrial Interaction; Local Industrial Visits or Interactions with Industry Experts invited to the Induction</p> <p>Providing guidelines on following safety measures, undertaking from both students and parents, maintaining discipline during these activities</p>			
13	<p>The induction programme for the Final Year can be planned in two sessions viz three days during the fifth semester and two and half days during the sixth semester (You may include the above mentioned activities (from sl.no: 1-12) in addition to the following activities)</p> <p><b>Induction Program - II</b></p> <p>Emphasis on the importance of improving the academic performance as the students are in final year.</p> <p>Guide students on choosing the elective subjects.</p> <p>Guide students on</p> <ul style="list-style-type: none"> <li>● Project Selection</li> </ul>			

	<ul style="list-style-type: none"> <li>● Student Batch Identification</li> <li>● Financial Planning and Transparent Transaction</li> <li>● Synopsis Writing</li> <li>● Execution of the Project</li> <li>● Project Reviews and Presentation</li> <li>● Preparing Project Report</li> <li>● Project Assessment Pattern</li> <li>● Board Exam Evaluation Pattern</li> <li>● Dote Prescribed Norms for the Project</li> </ul> <p><b>Induction Program - III</b></p> <p>As the focus and the weightage are mainly on project work, internship and fellowship:</p> <p>Impart in depth Knowledge on</p> <ul style="list-style-type: none"> <li>● In-house projects</li> <li>● Internship</li> <li>● Fellowship</li> </ul> <p>Instruct the Dos and Don'ts on the above</p> <p>Guide students on the report preparation for the above</p> <p>Explain the DOTE's Objective behind the periods allotted for the above.</p>			
14	<p><b>Recording the Activities</b></p> <p>For every induction programme conducted, a report may be prepared in the following format</p> <p><b>Preparing Invitation and Poster</b></p>			

	<b>Report</b> <b>Programme:</b> <b>Theme:</b> <b>Duration:</b> <b>Date/Time:</b> <b>Resource Person</b> <b>(internal/External):</b> <b>Number of Participants</b> <b>(Internal/External):</b> <b>Objective:</b> <b>Benefits:</b> <b>Photograph:</b> <b>Feedback:</b>			
15	Collection of student feedback on induction program - Make a report of Induction program by collecting student feedback			
<b>Closure:</b> Upon the completion students' induction programme, the head of the institute will conduct the closure session. The department head will submit a SIP report and may use the format suggested viz serial no 14				
<b>Assessments:</b> SIP is intended for ice-breaking and familiarization purposes; hence no student assessment is required. However, documenting visitors' and students' feedback is highly recommended. Also, submitting the prepared report for internal/external audit is encouraged.				
<b>References/Resource Materials:</b> Regulation 2023 (R-2023) given by DoTE.  60 Awesome Icebreakers for Orientation and Beyond <a href="https://sapro.moderncampus.com/blog/60-awesome-icebreakers-for-">https://sapro.moderncampus.com/blog/60-awesome-icebreakers-for-</a>				



[orientation-and-beyond](#)

**AICTE INTERNSHIP POLICY GUIDELINES & PROCEDURES**

<http://www.aicte-india.org/sites/default/files/Aicte%20Internship%20Policy-%2002.04.2019.pdf>

AICTE Link Safety of Students in and Outside of Technical Campus

[https://www.aicte-india.org/downloads/AICTE\\_Circular.PDF](https://www.aicte-india.org/downloads/AICTE_Circular.PDF)

Grievance Redressal mechanism:

<https://aicte-india.org/bureaus/grievance-redressal>

<https://www.aicte-india.org/sites/default/files/approval/2023-24/Appendix-6.pdf>

Vishaka committee guidelines:

<https://www.vishaka.org/#:~:text=Vishaka%20reinforces%20ICC%20formation%20with,Right%20Act%20of%201964%20compliance.>

Anti-ragging guidelines:

<https://www.aicte-india.org/downloads/Antiragging.doc>

Note: The above are the guidelines for the Induction Program I / II / III.

**The activities can be carried out by the SIP Cell as below.**

## **STUDENT INDUCTION PROGRAM CELL (SIP CELL)**

The Principal or HOD will be the Chairman of the Student Induction Program Cell.

SIP Cell (or Induction Unit) will be managed by the department faculty members with the help of student volunteers.

The SIP Cell will be responsible for planning, organization, coordination and reporting of the annual Student Induction Program with the help of other faculty members and student volunteers.

### **Students Counselling Service (SCS)**

In order to provide advice or help to the students of the institute, Student Counselling Service (SCS) needs to be initiated. Team of SCS will assist and strengthen the students at the institute for enhancing their academic skills and career developments, as well as for their overall wellness.

Student Coordinators may be appointed with the guidance of a staff mentor.

1. Wellness Coordinator.
2. Skills Coordinator
3. Career Coordinator
4. Academic Coordinator

### **OBJECTIVE:**

The objective of the SIP cell is

1. Development of a holistic perspective based on self-exploration about themselves (human being), family, society and nature/existence.
2. Understanding (or developing clarity) of the harmony in the human being, family, society and nature/existence.
3. Strengthening of self-reflection.
4. Development of commitment and courage to act.

### **OUTCOME:**

At the end, students are expected to become more aware of themselves, and their surroundings (family, society, nature); they would become more responsible in life, and in handling problems with sustainable solutions, while keeping human relationships and human nature in mind. They would have better critical ability. They would also become sensitive to their commitment towards what they have understood (human values, human relationship and human society). It is hoped that they would be able to apply what they have learnt to their own

self in different day-to-day settings in real life, at least a beginning would be made in this direction.

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## Student-Led Initiative

<b>Course Name: Student-Led Initiative</b>	<b>Code:</b> 1000231884/1000232884/1000233884/1000234884/ ____235984*
<b>Semester: I,II,III,IV,V</b>	<b>Skill Areas:</b> Team Work, Presentation Skills, Communication

**\*Note: 5<sup>th</sup> semester subject code – First four digit must be the respective branch code**

<p><b>Purpose:</b></p> <p>The aim is to promote active participation and collaboration among students, allowing them to learn from each other. One such initiative is the student-led tech talk series, where students can share knowledge and explore new technologies. These initiatives also provide resources and support to help students achieve their personal and career goals with guidance from the educational institutions.</p>	
<p><b>Learning Outcomes:</b></p> <p>At the end of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Collaborate and Communicate effectively</li> <li>2. Develop interpersonal skills with self-confidence and resilience</li> <li>3. Foster a culture of collaborative learning with peers by sharing knowledge effectively.</li> </ol>	
<p><b>Focus:</b></p> <p>When conducting a student-led initiative, there are several focus areas that students should keep in mind to ensure a successful and impactful endeavour. Here are some key areas to consider:</p> <ol style="list-style-type: none"> <li>1. Teamwork</li> <li>2. Planning and Execution</li> <li>3. Personal Growth and Learning</li> </ol>	
<p><b>Role of the Facilitator:</b></p> <p>The role of a college faculty facilitator in student-led initiatives is crucial in providing guidance, support, and mentorship to the student participants. Here are some key aspects of the faculty facilitator's role:</p> <ol style="list-style-type: none"> <li>1. <b>Mentorship and Coaching:</b> Faculty facilitators act as mentors, providing one-on-one or group coaching to students involved in the initiative. The faculty facilitator serves as an advisor, offering expertise, knowledge, and feedback to guide students in the planning and implementation of their initiatives.</li> <li>2. <b>Resource Support:</b> Faculty facilitators assist students in accessing resources necessary for the success of their initiatives. They can help students identify relevant research or technical expertise.</li> </ol>	
<p><b>Guided Activities:</b></p> <p>In a student-led initiative, various guided activities can be implemented. Here are some guided activities to be undertaken:</p> <ol style="list-style-type: none"> <li>1. Identify Technology Areas/Themes</li> <li>2. Team Formation for the Presentation</li> <li>3. Oral Presentation Preparation</li> <li>4. Oral Presentation</li> <li>5. Feedback</li> </ol>	

## 6. One Page Report

**Note:** The student teams are expected to conduct an Oral Presentation in a seminar format, which means they **don't** need to create presentation slides. Instead, they will present their content through verbal communication during the presentation.

### Period Distribution

S.No	Guided Activities	Period
1	<b>Introduction and Briefing</b> <ol style="list-style-type: none"> <li>1. Identification of 8-10 Emerging Trends/Technology by the faculty</li> <li>2. Briefing of the 8-10 Emerging Trends/Technology to the students</li> </ol>	3
2	<b>Team Formation for the Presentation</b> <ol style="list-style-type: none"> <li>1. Team of 4 students are formed based on the topic that is selected</li> <li>2. Faculty assigns the roles and responsibilities of each student in the team</li> </ol>	2
3	<b>Oral Presentation Preparation</b> <ol style="list-style-type: none"> <li>1. Students browse the topics or go to the library to learn the topics for the presentation</li> <li>2. Students develop contents for the presentation</li> <li>3. Faculty mentor the students to form a outline for the presentation in the following format               <ol style="list-style-type: none"> <li>a. Introduction</li> <li>b. Working Principle</li> <li>c. Advantages &amp; Limitations</li> <li>d. Applications</li> </ol> </li> </ol>	7
4	<b>Oral Presentation</b> <ol style="list-style-type: none"> <li>1. Students need to prepare &amp; deliver the Oral presentation based on guidelines prescribed by the Faculty mentor</li> <li>2. Deliver within the allotted time of 15 minutes</li> <li>3. Include a Q&amp;A Section covering a maximum of 3 minutes</li> </ol>	8
5	<b>Feedback</b> <ol style="list-style-type: none"> <li>1. Mentor gives the feedback to the student team about               <ol style="list-style-type: none"> <li>a. Presentation Contents</li> <li>b. Presentation Delivery/Quality</li> <li>c. Suggestions for improvisations for individual student</li> </ol> </li> </ol>	2
6	<b>One Page Report</b> <ol style="list-style-type: none"> <li>1. Each Student submits a handwritten one-page summary of the oral presentation</li> </ol>	2

### Rubrics for the Evaluation

	<b>SCORE</b>
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Category		5—Excellent	3—Good	2—Fair	1—Needs Improvement
A	<b>Quality of oral Presentation</b>	Well-structured Content and clear presentation; engages the audience with good preparation and confidence.	Sufficiently clear content and reasonably organized; presents with moderate confidence.	Somewhat clear with basic organization; needs improvement in coherence and confidence.	Unclear about topic and disorganized presentation; lacks coherence and preparation.
B	<b>Communication</b>	The delivery is confident, natural, and engaging. The student maintains excellent eye contact, gestures appropriately, and uses a clear and well-modulated voice.	The delivery is mostly confident and engaging but may have some minor areas for improvement in eye contact, gestures, or vocal delivery.	The delivery is somewhat engaging, but there are noticeable issues with eye contact, gestures, or vocal delivery.	The delivery is hesitant, and the student struggles with eye contact, gestures, or vocal delivery.
C	<b>Teamwork</b>	The team runs perfectly coordinated, with clear guidelines about each member's role. Each member has participated.	The team was mostly coordinated, but there were some moments of doubt and/or unbalance. A minority of the members of the group did not know what to do.	One or two members of the group have focused most of the presentation. The rest of the group did not have clear instructions about their role.	The team did not know when to speak, or what role they were having. Only one person leads the group.
<b>SCORE</b>		$(A+B+C)/15$ Points			

### Closure:

After finishing their student-led initiatives, each team member must write a one-page summary of the oral presentation by hand. This summary should include topics covered in the Oral presentation.

### Assessments:

No formal assessments are required for the student-led initiatives since it's just a platform for peer-to-peer to exchange knowledge and skills.

### References/Resource Materials:

Student-led initiatives may require a variety of resource materials to support their planning, implementation, and success. Here are some general requirements:

1. **Informational Resources:** These include textbooks, reference materials, and online information relevant to the topic or theme of the initiative.

2. **Facilities and Spaces:** Some initiatives may require access to specific facilities or spaces for presentations. This can include classrooms, laboratories, meeting rooms, performance spaces, exhibition halls, or outdoor areas.

3. **Online Resources:**

How to Do a Presentation in Class? - <https://www.wikihow.com/Do-a-Presentation-in-Class>

How to Give a Short Class Presentation Competently? - <https://www.instructables.com/How-to-Give-a-Short-Class-Presentation-Competently/>

3. Best Practices for Oral Presentation: <https://www.uow.edu.au/student/learning-co-op/assessments/presentations/>

4. How to keep up with the latest emerging trends? - <https://pakwired.com/latest-technology-trends/>

5. Body Language Tips for Presentation - <https://www.toastmasters.org/resources/public-speaking-tips/gestures-and-body-language>

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## SHOP FLOOR IMMERSION

<b>Course Name: Shop Floor Immersion</b>	<b>Code:</b> 1000231883/ 1000232883/ 1000233883/ 1000234883
<b>Semester: I,II,III,IV</b>	<b>Skill Areas:</b> 5S Methodology
<b>Duration: 8 Periods per semester</b>	

### **Purpose:**

This semester, students will learn about the importance of '5S' through a shop floor workshop. '5S' helps reduce waste and improve productivity by organizing the workplace and using visual cues. It involves five steps: sort, set in order, shine, standardize, and sustain.

### **Learning Outcomes:**

At the end of the course, students will be able to:

1. Creates an organised and clean environment in their lab/workshop
2. Acquire self-discipline as they need to maintain the standards
3. Identify and eliminate wastes
4. Creating a safe workplace by reducing accidents caused by external factors

### **Focus:**

This course introduces the important concept of 5S, a fundamental skill used in various industries. It focuses on workplace organization and efficiency, which is essential for students entering the industry.

The 5S Methodology includes five steps:

- Sort: Remove unnecessary items to tidy up the space.
- Set In Order: Organize the work area with a place for everything.
- Shine: Clean and maintain the area to prevent dirt and grime.
- Standardize: Create written procedures to make new practices a norm.
- Sustain: Continuously commit to maintaining the organized and efficient workspace.

Additionally, safety is integrated throughout all the steps to improve workplace safety, not just efficiency.

### **Role of the Facilitator:**

Faculty introduce the concepts of 5S to the students and assign a specific activity to each team of 4 students and guide them to implement 5S to a specific lab or workshop.

### **Guided Activities:**

In the shop floor immersion course, few activities can be implemented to reach the desired course outcome. Here are some guided activities to be undertaken:

1. **Workshop (Learning Session):** The Faculty can take a session 5S Methodology covering the aspects of 5S like; What is 5S?, Why use 5S?, Advantages & Limitations, Case Studies, The 6th S - Safety.
2. **5S Implementation:** Students will implement 5S in a chosen lab. Faculty guides lab selection, assesses its state, gathers inventory, plans resources. After implementation, a post-assessment is done with faculty guidance.

### **Period Distribution**



S.No	Guided Activities	Period
1	Workshop (Learning Session) <ol style="list-style-type: none"> <li>1. Faculty will conduct Session on 5S Methodology and its significance in the industry</li> <li>2. Faculty need to conduct a Q&amp;A Section to address questions, concerns &amp; clarifications related to 5S</li> </ol>	2
2	5S Implementation <ol style="list-style-type: none"> <li>1. Preparation:               <ol style="list-style-type: none"> <li>a. Faculty should identify lab/workshop needing 5S implementation</li> <li>b. Faculty will form a teams of 4 students</li> </ol> </li> <li>2. Implementation               <ol style="list-style-type: none"> <li>a. Develop an implementation plan for 5S</li> <li>b. Document lab's current state by taking a photograph</li> <li>c. Proceed with the implementation of 5S by assigning specific jobs to the student teams.</li> </ol> </li> </ol>	6

### Closure:

The faculty in charge of the session is responsible for maintaining a one page record of the 5S implementation in the lab along with the "before" and "after" photographs.

### Assessments:

No assessments are required for students. The facilitator monitors & guides the students to implement the practical implementation of 5S in the lab/workshop.

### References/Resource Materials:

The references and resource materials required may differ depending on the department and type of lab 5S implementation is done. However, here are some general reference materials and resources that may be helpful:

1. **Facilities and Spaces:** 5S Implementation may require access to specific facilities or spaces. This can include access to workshops or labs.
2. **Online Resources:**
  1. What is 5S?: <https://www.graphicproducts.com/articles/what-is-5s/>
  2. 5S Guide: Improve efficiency with effective organisation: <https://leanscape.io/what-is-5s-and-what-are-its-benefits/>
  3. How to implement 5S in Workplace? <https://www.simplilearn.com/implementing-5s-methodology-to-achieve-workplace-efficiency-article>

## Emerging Technology Seminars

<b>Course Name:</b> Emerging Technology Seminars	<b>Code:</b> 1000232885/ 1000233885/ 1000234885
<b>Semester:</b> III,IV	Skill Areas: Knowledge Enhancement, Communication Skills, Confidence Building, Awareness of Trends
Duration: 8 Periods per semester	

**Purpose:** Emerging Technology Seminars for Diploma in engineering students serve several valuable purposes.

1. These seminars expose students to practical applications of theoretical concepts.
2. Presenting seminars improves students' communication skills. They learn how to articulate complex ideas, engage with an audience, and convey information effectively.
3. Seminars encourage students to speak in public, boosting their confidence. Confidence is essential for professional success and personal growth.
4. Students stay informed about recent trends and developments in technology and industries. This awareness prepares them for the dynamic job market.

**Learning Outcomes:**

1. **Research Skills:** Students learn how to gather information, analyze data, and present findings. This enhances their research abilities.
2. **Presentation Skills:** By delivering seminars, students improve their presentation techniques, including slide design, body language, and engaging with the audience.
3. **Critical Thinking:** Preparing for seminars encourages critical thinking. Students evaluate different perspectives, assess evidence, and form well-reasoned arguments.
4. **Networking:** Seminars provide opportunities to connect with industry professionals, guest speakers, and fellow students. Networking is crucial for future career prospects.
5. **Time Management:** Balancing seminar preparation with other academic tasks teaches students effective time management.

**Role of the Facilitator:**

The department faculty will be the facilitator. All the students will be given the opportunity to prepare a seminar on the selected topic during the Library periods. Each student should present on topic for about 10 minutes. The faculty in-charge should make the necessary facility for the presentation. The HOD is requested to deploy at least two staff members for the Assessment during the presentation.

**Guided Activities:****Preparation**

1. Select a Relevant Topic:
  - Choose an emerging technology that is relevant to the engineering field and has significant current and future impact.
  - Ensure the topic is neither too broad nor too narrow, allowing you to cover it comprehensively within the given time.
2. Research Thoroughly:
  - Gather information from reputable sources such as academic journals, industry reports, and expert interviews.
  - Stay updated with the latest developments and advancements related to your chosen technology.
3. Define Objectives:
  - Clearly outline the learning objectives of your seminar. What should the audience learn or understand by the end of your presentation?
4. Structure Your Presentation:
  - Introduction: Introduce the topic and explain its importance.
  - Body: Discuss the key aspects of the technology, including its principles, applications, benefits, and challenges.
  - Conclusion: Summarize the main points and discuss future prospects.
5. Create Visual Aids:
  - Develop slides that are visually appealing and easy to understand.
  - Use diagrams, charts, images, and videos to illustrate complex concepts.
  - Keep text minimal on slides; use bullet points and short phrases.
6. Prepare Supporting Materials:
  - Provide handouts or digital resources for further reading.

- Prepare a list of references and sources for credibility.

## **Presentation**

### 1. Practice:

- Rehearse your presentation multiple times.
- Time yourself to ensure you stay within the allotted time.
- Practice in front of friends or colleagues to get feedback.

### 2. Engage Your Audience:

- Start with a compelling opening to grab attention.
- Use questions and interactive elements to involve the audience.
- Encourage participation and allow time for Q&A sessions.

### 3. Communication Skills:

- Speak clearly and confidently.
- Maintain eye contact with your audience.
- Use appropriate gestures and body language.

### 4. Use Technology Effectively:

- Ensure your presentation equipment (laptop, projector, microphone) is set up and functioning properly.
- Be familiar with the software you are using for your slides.

### 5. Handle Questions Gracefully:

- Listen carefully to questions from the audience.
- Answer clearly and concisely. If you don't know the answer, acknowledge it and offer to find out later.

## **Follow-Up**

### 1. Feedback:

- Collect feedback from your audience to understand what worked well and what can be improved.
- Use this feedback to refine future presentations.

### 2. Provide Additional Resources:

- Share your presentation slides and any additional resources with your audience.
- Offer to answer further questions via email or a discussion forum.

### 3. Stay Updated:

- Continue to follow developments in your chosen technology area.

- Update your presentation and materials as new information becomes available.

### **Rubrics for the Evaluation:**

#### **1. Content Quality (40%)**

- Relevance: The topic is relevant to the field of engineering and is current.
- Depth of Research: The presentation demonstrates thorough research with accurate and up-to-date information.
- Clarity of Objectives: Clear objectives are defined and met during the presentation.
- Comprehensiveness: The topic is covered comprehensively within the scope and time limits.
- Accuracy: Technical details are correct and well-explained.

#### **2. Presentation Skills (30%)**

- Clarity and Coherence: The presentation is clear, logically structured, and easy to follow.
- Engagement: The presenter engages the audience and maintains interest throughout the presentation.
- Communication: The presenter speaks clearly and confidently, using appropriate language and terminology.
- Visual Aids: Slides and other visual aids are well-designed, relevant, and enhance the presentation.

#### **3. Delivery (20%)**

- Confidence and Poise: The presenter appears confident and handles the presentation smoothly.
- Body Language: Appropriate body language, gestures, and eye contact are used.
- Time Management: The presentation is well-timed, adhering to the allotted duration.
- Handling Questions: The presenter answers questions clearly and accurately, demonstrating a good understanding of the topic.

#### **4. Originality and Creativity (10%)**

- Innovative Approach: The presentation includes original ideas or perspectives.

- Creativity: The presenter uses creative methods to explain concepts and engage the audience.

**Assessment Process**

**1. Pre-Presentation Briefing:**

- Provide students with the evaluation criteria and explain how they will be assessed.
- Ensure students understand the importance of each criterion.

**2. During the Presentation:**

- Use a standardized evaluation form to score each criterion. This ensures consistency and fairness.
- Have multiple assessors, if possible, to provide a balanced evaluation. Assessors can be faculty members, industry experts, or peers.

**3. Post-Presentation Evaluation:**

- Assessors should meet to discuss and finalize scores.
- Provide detailed feedback to students, highlighting strengths and areas for improvement.

Assessments:

Sample Evaluation Form

Criteria	Weight	Score (1-10)	Comments
Content Quality	40%		
Relevance			
Depth of Research			
Clarity of Objectives			
Comprehensiveness			
Accuracy			
Presentation Skills	30%		

Clarity and Coherence			
Engagement			
Communication			
Visual Aids			
Delivery	20%		
Confidence and Poise			
Body Language			
Time Management			
Handling Questions			
Originality and Creativity	10%		
Innovative Approach			
Creativity			
Total Score	100%		

#### Feedback

##### 1. Individual Feedback:

- Provide each student with detailed feedback on their strengths and areas for improvement.
- Use the comments section in the evaluation form to offer specific suggestions.

##### 2. General Feedback:

- Share common strengths and areas for improvement with the entire class to help all students learn and improve.

##### 3. Follow-Up:

- Offer opportunities for students to discuss their feedback with assessors.
- Encourage students to apply feedback in future presentations and projects.

By following these guidelines, you can ensure a fair, transparent, and constructive evaluation process that helps students improve their seminar presentation skills.

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## Club Activities

<b>Course Name:</b> Club Activities	<b>Skill Areas:</b> Collaboration, Ownership, Interpersonal Skills
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### **Purpose:**

Club activities provide a platform for students with similar interests to engage, participate in events, workshops, and competitions. This fosters collaboration and skill development in various fields.

### **Learning Outcomes:**

At the end of the course, students will be able to:

1. Collaborate and work in interdisciplinary teams towards contributing effectively
2. Learn or enhance skills through workshops, competitions, and experiential learning.

### **Focus:**

During club activities students should prioritize key focus areas to enhance their learning and impact. Here are some focus areas to consider:

1. Collaboration & Communication
2. Identify strengths and weaknesses, and learn from experiences to foster personal growth

### **Role of the Facilitator:**

The faculty facilitator's role is crucial in guiding and supporting students in club activities. Key aspects of their role include:

1. **Mentorship and Guidance:** Faculty facilitators act as mentors, providing one-on-one or group guidance to students involved in the club.
2. **Creating a Supportive Learning Environment:** Facilitators will nurture a supportive, inclusive environment in the clubs where students freely express and learn collaboratively. They provide a platform for like-minded students to engage, collaborate, and participate.

### **Guided Activities:**

For Club Activities, students can engage in learning and developing a new skill or enhancing their skill by involving & actively participating in one or more clubs of their interest. These clubs can be used as a platform for Personal growth.

They may include but are not limited to the following clubs: Tamil Mandram, Music, Dance, Math, Chess, Arts, Photography, Sports, Astronomy, Science, Robotics, English, Theater, NCC, NSS, Digital Media Club, Cooking, UN Sustainable Development Goal, YRC (Youth Red Cross), Olympiad clubs, etc. The Outcome can be achieved through conducting **Competitions and Challenges**.

#### **Period Distribution**

S.N o	Guided Activities	Period

1	<b>Enrollment to Clubs</b> <ol style="list-style-type: none"> <li>1. Invite club representatives along with Faculty to give short presentations, and collect names of students who are interested to join</li> <li>2. Students should list their top 3 preferred clubs based on their interests and submit to the respective club representative</li> </ol>	2
2	<b>Exploring of Clubs</b> <ol style="list-style-type: none"> <li>1. Ensure students understand their responsibilities as club members.</li> <li>2. Emphasize the importance of commitment and regular participation.</li> <li>3. Explore with club representatives about planning and hosting competitions, or events for the club.</li> </ol>	6
3	<b>Learn &amp; Exhibit</b> <ol style="list-style-type: none"> <li>1. Encourage students to participate actively and showcase their skills.</li> <li>2. The Faculty should provide a necessary platform to enhance students skills, learn new skills, and exhibit skill through various competitions, events or initiatives.</li> </ol>	20
4	<b>Recognition</b> <ol style="list-style-type: none"> <li>1. Acknowledge the efforts and contributions of individual members as well as the whole club</li> </ol>	2

### Closure:

No formal documentation is needed for course completion, but students must participate in at least one or more of the clubs meeting the 30 Period Requirement.

### Assessments:

No formal assessments are required for the Innovation and Entrepreneurship, Cub activities or Community Initiatives.

### References/Resource Materials:

The references and resource materials required for club activities may vary based on the personal focus, goals, and also resources available at each college. However, here are some general reference materials and resources that may be helpful:

1. **Facilities and Spaces:** Some clubs may require access to specific facilities or spaces. This can include classrooms, laboratories, meeting rooms, performance spaces, exhibition halls, or outdoor areas.
2. **Coaching:** Students may require coaching from faculty members or professionals with relevant knowledge and experience related to the club.
3. **Online Resources:**
  1. How to choose the Right Club for your personal growth?  
<https://www.topuniversities.com/student-info/student-stories/5-common-mistakes-avoid-when-choosing-student-clubs>
  2. How to make your club great?  
<https://www.pearson.com/ped-blogs/pearsonstudents/2021/04/11-tips-to-make-a-any-college-club-great.html>

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