



**CHILDREN'S EDUCATION SOCIETY (Regd.)**  
**THE OXFORD COLLEGE OF ENGINEERING**

(Recognised by the Govt. of Karnataka, Affiliated to Visvesvaraya Technological University, Belagavi  
Approved by A.I.C.T.E. New Delhi & NBA New Delhi and Recognised by UGC Under Section 2(f))  
Bommanahalli, Hosur Road, Bangalore –560068.  
Ph: 080 -61754601/602, Fax: 080 – 25730551  
E-mail: [engprincipal@theoxford.edu](mailto:engprincipal@theoxford.edu) Web: [www.theoxford.edu](http://www.theoxford.edu)

### **7.2.1 Describe at least two institutional best practices**

#### **Best Practice-1**

##### **Title Of The Practice: Exclusive help for Advanced and Slow learners**

**Objective of the practice:** The College identifies students according to their learning ability during the first year of their stay in the college. There may be students who are advanced learners and some are slow learners. It is responsibility of the college to cater to the needs of these students separately, so that the advanced learners will achieve better and the slow learners cope up with a semester system where the numbers of working days are 90. Advanced Learners could be encouraged to academically improve and to take up competitive exams

##### **The Context:**

1. **Advanced Learners:** In order to motivate advanced learners perform better to secure ranks and continue higher education in reputed institutions or secure employment, the College needs to support and mentor these students. Many students may be brilliant academically, but may not know how to apply for higher education or jobs. They also may not be aware of working a little extra to have an edge over others in securing a rank. Therefore, the mentors need to provide the matter required for extra coaching and advice on career counselling.
2. **Slow Learners:** Some students may be academically good, but slow in their ability to present the matter in the required format. Some students may be slow in grasping the subject. In a large class, these students are often lost and therefore, do not get to perform well. The mentors need to identify them and provide them with extra time to understand the work and get them ready to face the exam within the stipulated time. Therefore, special classes is essential for slow learners

**Practice:** The mentor-mentee interaction helps in identifying the underperformers and advanced performers. Extra coaching is given to each one of them, which are as follows:



**CHILDREN'S EDUCATION SOCIETY (Regd.)**

## **THE OXFORD COLLEGE OF ENGINEERING**

(Recognised by the Govt. of Karnataka, Affiliated to Visvesvaraya Technological University, Belagavi

Approved by A.I.C.T.E. New Delhi & NBA New Delhi and Recognised by UGC Under Section 2(f))

Bommanahalli, Hosur Road, Bangalore –560068.

Ph: 080 -61754601/602, Fax: 080 – 25730551

E-mail: [engprincipal@theoxford.edu](mailto:engprincipal@theoxford.edu) Web: [www.theoxford.edu](http://www.theoxford.edu)

### **Slow Learners/Under Performers**

Each student is assigned with a mentor from respective course, which will initiate one to one interaction and understand the difficulties faced by the students.

Bridge courses are conducted in required subjects to provide the confidence among the students that they can learn the subjects better and feel comfortable and excel in respective subjects.

Peer tutoring / Council – Ward system is followed where students are divided into teams of five under performers where a one group leader, an advanced learner is assigned to interact with their wards. They motivate them in more friendly atmosphere and comfort to learn and achieve academic goals

Audio and Videos relating to the subjects are played in the class to provide better understanding of the subject. Chapter wise revision is made based on previous year question papers.

Special or remedial classes are conducted to improve the performance of the students. Here students are also encouraged to give presentations of their interest.

Students are made to solve Model question papers having the focus score better marks.

Regular Assessment is made and performances are interacted with the students by mentors. They motivate for improved performance. The performance of the students are conveyed to parents through *Parents Teachers meet*.

### **The Advanced Learners**

Students are encouraged to participate and present seminars in their respective subjects.

The identified students are motivated to take the initiative in organizing and execute departmental club activities like Quiz, best manager, pick and speak, coding and debugging, debate, Essay Writing, entrepreneurship development program.



CHILDREN'S EDUCATION SOCIETY (Regd.)

## THE OXFORD COLLEGE OF ENGINEERING

(Recognised by the Govt. of Karnataka, Affiliated to Visvesvaraya Technological University, Belagavi

Approved by A.I.C.T.E. New Delhi & NBA New Delhi and Recognised by UGC Under Section 2(f))

Bommanahalli, Hosur Road, Bangalore -560068.

Ph: 080 -61754601/602, Fax: 080 - 25730551

E-mail: [engprincipal@theoxford.edu](mailto:engprincipal@theoxford.edu) Web: [www.theoxford.edu](http://www.theoxford.edu)

The students are also encouraged to present papers under the guidance of faculty and attend conferences which helps in understanding and bridging the gap between academics and industrial expectation

Laboratory workshops are organized to understand the practical oriented subjects.

Students are encouraged to learn the value added courses like content development. Translation certification program development of App's, big data Analytics, .Net, Python Programming.

They are encouraged to participate in intercollegiate fest to understand the competency level among them that help in strategic planning to win the various events.

### **Evidence of Success:**

**Advanced Learners:** Success of this Best Practice is shown in the students securing ranks. The College encourages these students by giving cash awards on Orientation Day for fresh entrants

**Slow Learners:** Success of this Best Practice is shown in the students' improvement in their Degree results when compared to their PUC marks

### **Problems encountered and resources required:**

**Advance Learners:** Many academically brilliant students are enrolled for Gate/Certification courses and are busy preparing for competitive exams. Therefore, they are not available for advance coaching for the college.

**Slow Learners:** Several slow learners are academically poor because they are not motivated. It is a challenge to make them attend special classes. Some slow learners have poor attendance and the mentors encourage them to attend classes by making the classes conducive to learning



**CHILDREN'S EDUCATION SOCIETY (Regd.)**  
**THE OXFORD COLLEGE OF ENGINEERING**

(Recognised by the Govt. of Karnataka, Affiliated to Visvesvaraya Technological University, Belagavi  
Approved by A.I.C.T.E. New Delhi & NBA New Delhi and Recognised by UGC Under Section 2(f))

Bommanahalli, Hosur Road, Bangalore –560068.

Ph: 080 -61754601/602, Fax: 080 – 25730551

E-mail: [engprincipal@theoxford.edu](mailto:engprincipal@theoxford.edu) Web: [www.theoxford.edu](http://www.theoxford.edu)

Resources required: Human Resources requirement is more important rather than finance and staff members are required to stay to help the student.

**Information relevant for adopting / implementing this Best Practice in other institutions:**

This is the practice can be adopted in any institution that is interested in upgrading the performance of advanced learners and helping the slow learners to achieve. However, genuine interest in the welfare of students is an important attribute that all faculty members of the college should inculcate. Only then, this can be implemented and success achieved.

**Best Practice-2**

**TITLE OF THE PRACTICE: Project based learning**

**Objectives:**

1. To improve the ability to apply theory to practice and vice versa.

By executing the projects, students will be able to see the applicability of the learned theories which results into enhanced understanding of the theory concepts. Also, the issues faced during the project execution enables to explore more theoretical concepts. As a result, students gain knowledge in an integrated manner due to mutual reinforcement of theory and practice.

2. To improve the practical skills of the student.

Students will be able to get the training on using the latest tools and methodologies to develop applications and build systems.

3. To impart skills to identify research problems.

Normally, projects are defined by faculty members with certain degree of unexpectedness or hypothesis testing. While doing the project, the students are forced to read the latest research papers related to that problem. As a result, there is a high probability that the students will be able to identify new research problems.



**CHILDREN'S EDUCATION SOCIETY (Regd.)**  
**THE OXFORD COLLEGE OF ENGINEERING**

(Recognised by the Govt. of Karnataka, Affiliated to Visvesvaraya Technological University, Belagavi  
Approved by A.I.C.T.E. New Delhi & NBA New Delhi and Recognised by UGC Under Section 2(f))  
Bommanahalli, Hosur Road, Bangalore –560068.  
Ph: 080 -61754601/602, Fax: 080 – 25730551  
E-mail: [engprincipal@theoxford.edu](mailto:engprincipal@theoxford.edu) Web: [www.theoxford.edu](http://www.theoxford.edu)

**The Context:**

It is expected that the graduates produced from Indian universities should possess theoretical and practical skills. The theoretical knowledge includes fundamental concepts regarding subject. The practical skills include the ability to design systems, tools and develop applications. In engineering education, the theoretical concepts are being imparted through class room lectures and the laboratory skills in the dedicated laboratories. Unfortunately, the enough practical knowledge is not gained due to limited time available to impart practical skills. The issue of imparting practical education becomes unmanageable due to diversity of the students. As a result, the students are not getting expected practical and system development skills. The industry also feels that that the level of practical skills exposed to the students is not up to the desired level. Human resources with sufficient system development and practical skills are imperative for accelerating India's growth potential. As of now, several companies are operating their product and service industries in India. Also, to solve India's economic problems and increase high GDP, it is important that we develop indigenous technologies. We cannot expect foreign skilled man power to produce technologies and build systems to solve India's problems.

**The Practice:**

The faculty members identify suitable research projects carrying out cutting edge research. Also, the students who are getting admitted should be innovative. The research environment with PhD program will enable project-based learning. Also bringing industry experts and alumni for evaluating students' projects.

**Evidence of success (Impact):**

The project-based learning enables students to participate in several technical events/competitions such as Hackthon, Formula Racing Car and KSCST projects etc.

**Problems encountered and resources required (Issues):**



**CHILDREN'S EDUCATION SOCIETY (Regd.)**  
**THE OXFORD COLLEGE OF ENGINEERING**

(Recognised by the Govt. of Karnataka, Affiliated to Visvesvaraya Technological University, Belagavi  
Approved by A.I.C.T.E. New Delhi & NBA New Delhi and Recognised by UGC Under Section 2(f))  
Bommanahalli, Hosur Road, Bangalore -560068.  
Ph: 080 -61754601/602, Fax: 080 - 25730551  
E-mail: [engprincipal@theoxford.edu](mailto:engprincipal@theoxford.edu) Web: [www.theoxford.edu](http://www.theoxford.edu)

If not implemented seriously, it will create a negative impact: The project-based learning should be taken seriously by faculty and students. It should contain exploration and development part. Unless faculty are interested, it is difficult to implement. The teaching should be of high quality, to encourage students for carrying project-based learning. The institute should have a research environment.

Our college has set high quality teaching as the main goal for the institute. Based on the feedback from students and faculty, project-based learning has implemented smoothly. The project-based learning increases academic load on the faculty.

2022-23

**Seal and Signature of Head of the Institution**  
**The Oxford College of Engineering**

**PRINCIPAL**

The Oxford College of Engineering  
Bommanahalli, Hosur Road  
Bengaluru-560 068