

Prelude:

The socio economic profile of the students seeking admissions and pursuing studies in CREC (A) have specific characteristics:

1. Predominantly first-generation Engineering and Management students
2. Completed their studies with limited resources
3. Agrarian background /socio economic background
4. Lesser extent of communication skills in English
5. Lack of motivation to study for want of explicit inner drive to pursue studies

The above characteristics add a new dimensional challenge for the institute to work on enhancing their academic skills and domain specific skills amongst the student community. The Academic regulations clearly indicate and provide the opportunity for the students to enhance all the three sets of skills Viz: domain skills, social skills and life skills both by delivery and practice.

Despite the norms that the institute has been making best possible efforts to enable the students to acquire required proficiency and competency to overcome the above those means which are stipulated through the academic regulations were not suffice. Hence the Institute has introduced the following.

1. Zero hour and Library hours:

ZEROHOUR:

Every section of the students across all the years of the study will have THREE ZERO hours on three alternate days of the week. These ZERO hours are the first hours as the students begin their academic work on those designated days. The mechanism of the ZERO hour is that the students shall be reading out the ENGLISH Daily (in this case the news daily THE HINDU). This exercise is monitored by the faculty member. The objective of this exercise is that the students are encouraged to speak/read to an audience and students to get to exposed to varieties of social, economic and industrial issues. In addition to this as the students get to read in English, this exercise has been helping the students to overcome the irrational phobia in terms of inability to speak in 'English' on a public platform. This has been helping the student community to sharpen their English communication skills to a greater extent.

Library Hour: This generation of student's extensive reliance on the internet and search engines has made them to read and study lesser extent of prescribed books and academic resources in the library. To over come this and to facilitate the students to sensitise and use more library resources the institute has introduced mandatory LIBRARY HOUR every week for every section of the programs. As part of it the entire section of the students monitored by faculty member spend one time-tabled hour in the library, exploring the library resources guided by the faculty member. This has immensely enhanced library visits by the students (in addition to the library hours) to explore and use the library for their academic work.

2. Lesson Plans:

At the beginning of every academic session/semester the faculty members tend to commence the taught class work by either starting the first topic of the syllabus and or by simply dictating the syllabus of the course/courses assigned to the faculty members. This has been the practice by the faculty members since the faculty members have been encouraged to COVER the syllabus within the stipulated time. However in any professional program the critical component has to be UNCOVER the syllabus. i.e to ensure that the student understands the 5W and 1 H principle of (What, why , where , when, who and How) understanding course including the Course outcomes and the significance of course outcomes in the context of the program outcomes and more specifically the Program specific outcomes. In order to ensure that the students understands and imbibes the true meaning of learning “lesson plan” preparation and dissemination of the lesson plan in the first two hours of assigned course work is mandatory, where in the faculty members make the students to understand the reasons for studying a particular course with its contents, resources used, methods adopted to deliver the particular course etc which would make any student to get sensitised and make them to actively engage in the teaching learning process. This has been very much appreciated by the students as these lesson plans have been contributing extensively the student community to get greater extent.