

**Agenda and Minutes of the
Second Meeting of
Academic Council**

09 - 05 - 2018



GOVERNMENT COLLEGE OF ENGINEERING, BARGUR

(AN AUTONOMOUS INSTITUTION, AFFILIATED TO ANNA UNIVERSITY, CHENNAI)

KRISHNAGIRI, TAMILNADU- 635104

Agenda

Item No.	Particulars
Item 1	To discuss and approve the introduction of mandatory Induction Programme as per AICTE norms for the first year students from the Academic Year 2018-2019.
Item 2	To discuss and approve the B.E. degree Syllabi from V to VIII Semesters under 2017 Regulations for all U.G. Programmes and B.E.(PT) in EEE from V to VII semester.
Item 3	To discuss and approve the question paper pattern and remuneration for setting of question paper to the course 17EES204-Basic Civil and Mechanical Engineering for End-Semester Examination.
Item 4	Any other matter – Two Subject experts for BoS to be nominated outside the Parent University

Annexure

I	A Guide to Induction Program
II	B.E. Degree (FT) in CSE - Curriculum and Syllabi for V to VIII Semesters
III	B.E. Degree (FT) in ECE - Curriculum and Syllabi for V to VIII Semesters
IV	B.E. Degree (FT) in EEE - Curriculum and Syllabi for V to VIII Semesters and B.E. Degree (PT) in EEE - Curriculum and Syllabi for V to VII Semesters
V	B.E. Degree (FT) in MECHANICAL - Curriculum and Syllabi for V to VIII Semesters
VI	Minutes of the meeting held on 23 rd February 2018

WELCOME ADDRESS AND INTRODUCTORY REMARKS BY THE PRINCIPAL AND CHAIRMAN OF THE ACADEMIC COUNCIL

Principal and Chairman **welcomed** all Academic Council Members.

The following members were **present**.

Academic Council Members

S.No.	Name & Address	Designation
1.	Dr.Kurian Joseph <i>Professor, Department of Civil Engineering, CEG Campus, Anna University, Chennai</i>	University Nominee
2.	Dr.Arul Siromoney <i>Professor, Department of CSE, CEG Campus, Anna University, Chennai</i>	University Nominee
3.	Dr.P.G.Venkatakrishnan <i>Principal, Thanthai Periyar Government Institute of Technology, Vellore</i>	Academic Expert
4.	Dr.S.Kumaresan <i>Professor, Department of ECE, Government College of Technology, Coimbatore</i>	Academic Expert
5.	Dr.R.Sasikala <i>Associate Professor, School of Computer Science, Vellore Institute of Technology, Vellore</i>	Academic Expert

Internal Members

S.No.	Name of the Faculty	Designation
1.	Dr.M.Chandrasekaran	Principal & Chairman
2.	Dr.P.Thirumal	Chairman, BoS Mech, HOD/MECH
3.	Dr.J.Nafeesa Begum	Chairman, BoS CSE, HOD/CSE
4.	Prof.M.Elangovan	Chairman, BoS ECE, HOD/ECE
4.	Prof.K.Mohan	Chairman, BoS EEE, HOD/EEE
5.	Dr.T.Govindan	HOD/Maths
6.	Dr.G.Saraswathy	HOD/Chemistry
7.	Prof. Jesu Steephan Samy	HOD/English
8.	Dr.I.Thangaraju	Asst.Prof/ EEE. COE(i/c)
9.	Prof.S.Selvi	Asst.Prof/CSE
10.	Dr.I.Rahamathullah	Asst.Prof/Mech
11.	Prof.P.Natarajan	Asst.Prof/Mech

The following members expressed their **inabilities** to attend the meeting.

Academic Council Member

S.No.	Name & Address	Designation
1.	Dr.N.SelvaKumar <i>Professor, Department of Textile Technology, ACT Campus, Anna University, Chennai</i>	University Nominee
2.	Mr.R.Pandian <i>DGM (Marketing), SAIL, Salem Steel Plant, Salem</i>	Industrial Expert

Internal Members

S.No.	Name of the Faculty	Designation
1.	Prof.M.B.Usha	HOD/Physics

Principal and Chairman briefed the **agenda** to be discussed followed by introduction of all members present.

ITEM:1	To discuss and approve the introduction of mandatory Induction Programme as per AICTE norms for the first years from the Academic Year 2018-2019
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The introduction of Induction Programme is discussed in Academic Council, the members suggested the following,

Planning and Scheduling is to be done for finding the experts and completing the regular first year courses comfortably.

The Academic Council **resolved to approve** the introduction of Induction Programme **from** the Academic Year **2018-2019**.

ITEM:2 To discuss and approve the B.E. degree Syllabi from V to VIII Semesters under 2017 Regulations for all U.G. Programmes and B.E.(PT) in EEE from V to VII semester

Principal and Chairman requested all the **BOS Chairman** to present their Curriculum and Syllabi for the U.G. Courses from V to VIII semesters and U.G. (Part Time) – EEE from V to VII semesters for discussion and approval;

2.1 Dr.T.Govindan, HOD/Mathematics presented the various subjects offered by the **Department of Mathematics** to the U.G. Degree Programmes,

S.No.	Sem	Course Code	Course Name	Department to which to be offered
1.	III	17ZBS301	Transforms and Partial Differential Equations	Common to all Branches
2.	IV	17SBS401	Probability and Queuing Theory	CSE
		17LBS401	Probability and Random Processes	ECE
		17EBS401	Numerical Methods	EEE
		17MBS401	Statistics and Numerical Methods	MECH
3.	V	17SBS501	Discrete Mathematics	CSE
4.	VI	17SBS602	Resource Management Techniques	CSE

The content of the Syllabi are discussed by the members and **suggested** the following;

- Some additional Mathematics subjects can be offered as **Open Electives**.
- **“Graph Theory”** may be included for the **U.G. CSE** in the **forthcoming** regulations.

The Academic Council **has approved** the above curriculum and syllabi.

2.2 Dr.P.Thirumal, HOD/Mechanical presented the Syllabi and Curriculum for B.E. (FT) Degree Programme in **Mechanical Engineering**,

The content of the Syllabi are discussed by the members and suggested the following;

- To **include** financial accounting **contents** in the 5th unit of Open Elective course titled **“Engineering Economics and Financial Accounting”** of 7th semester.
- To **modify** the one credit course **titled** “Design of Experiments **using** Taguchi Techniques” as “Design of Experiments **and** Taguchi Techniques”.
- To **replace** the Text books listed in the courses “Metrology and Measurements”, “Nano Materials and Technology” and “Composite and Smart Materials” by **latest versions**.

The Academic Council **has approved** all the courses and syllabi from V to VIII semesters, Professional Electives, Open Electives and One Credit Courses of B.E. (FT) Mechanical Engineering brought forward by the Chairman **incorporating** the **above changes**.

2.3 Dr.J.Nafeesa Begum, HOD/CSE presented the Syllabi and Curriculum for B.E. (FT) Degree Programme in **Computer Science and Engineering**,

The content of the Syllabi are discussed by the members and suggested the following;

- **List of Experiments** in the course titled as **“Embedded Computing Systems Laboratory”** of V Semester can be considered in order to **cover** the **theoretical part** will be taught in the course titled **“Embedded Computing Systems”**.
- To give a **working** experience on **GPU architecture**.
- To **include Text book** “Object Oriented Programming with C++” authored by E.Balaguruswamy, 6th Edition, in the course titled **“Programming in C++”** of **Open Elective** offered by the dept. of CSE.
- To **have** a course **“Project Based Learning”** in the curriculum of **forthcoming** regulations.

The Academic Council **has approved** all the courses and syllabi from V to VIII semesters, Professional Electives, Open Electives and One Credit

Courses of B.E. (FT) Computer Science and Engineering brought forward by the Chairman **incorporating** the **above changes**.

2.4 Prof.K.Mohan, HOD/EEE presented the Syllabi and Curriculum for B.E. (FT) Degree Programme in **Electrical and Electronics Engineering** and B.E. (PT) Degree Programme in Electrical and Electronics Engineering,

The content of the Syllabi are discussed by the members and suggested the following;

- To have **industrial expert** to cover some of the topics of course **“High Voltage Engineering”** to the students.

The Academic Council **has approved** all the courses and syllabi from V to VIII semesters, Professional Electives, Open Electives and One Credit Courses of B.E. (FT) Electrical and Electronics Engineering and all the courses and syllabi from V to VII semesters, Professional Electives of B.E. (PT) Electrical and Electronics Engineering.

2.5 Prof.M.Elangovan, HOD/ECE presented the Syllabi and Curriculum for B.E. (FT) Degree Programme in **Electronics and Communication Engineering**,

The content of the Syllabi are discussed by the members and suggested the following;

- To **modify** the title of the course **“Project Phase I”** as **“Mini Project”**.
- To include **Latest versions of text books** for each courses.

The Academic Council **has approved** all the courses and syllabi from V to VIII semesters, Professional Electives, Open Electives and One Credit Courses of B.E. (FT) Electronics and Communication Engineering.

ITEM:3 To discuss and approve the question paper pattern and remuneration for setting of question paper to the course 17EES204-Basic Civil and Mechanical Engineering for End-Semester Examination

The Academic Council **reviewed** the Question Paper Pattern and remuneration for setting of question paper the course 17EES204-Basic Civil and Mechanical Engineering for End-Semester Examination and suggested modifications;

3.1 Question Paper Pattern (Existing)

Part – I : Basic Civil Engineering

Sections	Number of Questions	Marks Allotted	Total Marks
PART-A	5	2 Marks (for each Question)	10
PART-B	3	10 Marks for Q.No.: 6 15 Marks each for Q.No.: 7 & 8	40
Total Marks			50

Part – II : Basic Mechanical Engineering

Sections	Number of Questions	Marks Allotted	Total Marks
PART-A	5	2 Marks (for each Question)	10
PART-B	3	10 Marks for Q.No.: 6 15 Marks each for Q.No.: 7 & 8	40
Total Marks			50

and **recommended** as

Part – I : Basic Civil Engineering

Sections	Number of Questions	Marks Allotted	Total Marks
PART-A	5	2 Marks (for each Question)	10
PART-B	3	8 Marks for Q.No.: 6 16 Marks each for Q.No.: 7 & 8	40
Total Marks			50

Part – II : Basic Mechanical Engineering

Sections	Number of Questions	Marks Allotted	Total Marks
PART-A	5	2 Marks (for each Question)	10
PART-B	3	8 Marks for Q.No.: 6 16 Marks each for Q.No.: 7 & 8	40
Total Marks			50

The Academic Council **resolved to approve** the Question Paper Pattern for the course titled Basic Civil and Mechanical Engineering brought forward by the Chairman **incorporating** the **above changes**.

3.2 Remuneration for setting Question Paper

Part – I : Basic Civil Engineering

Details	Rate
Question paper setting	Rs.750/-
Detailed Answer Key	Rs.750/-

Part – II : Basic Mechanical Engineering

Details	Rate
Question paper setting	Rs.750/-
Detailed Answer Key	Rs.750/-

The Academic Council **reviewed** and **resolved** the remuneration for setting Question Paper Pattern for the course titled Basic Civil and Mechanical Engineering.

ITEM:4 Any other matter – Two Subject experts for BoS to be nominated outside the Parent University

4.1 Recommended **additionally** to include two **subject experts** for BoS nominated from **outside** the Parent University.

4.2 **Student Representatives** are to be included in the **BoS**.

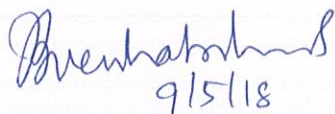
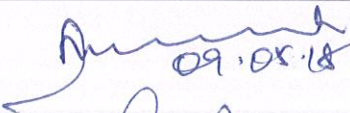
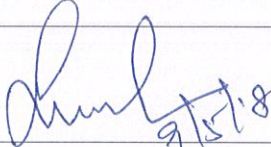
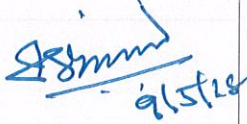
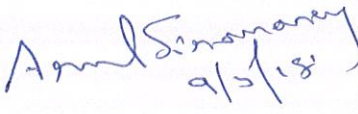
4.3 And suggested to

- Include **Course Objectives** uniformly for each course.
- Frame the **Outcomes** of each course using **Bloom's taxonomy**.
- Include either two week / one month **industrial training** for **P.G.** Degree Programme from the **next** regulations.
- Have the **syllabus** content for **one credit** course with the consultancy of **industrial experts**.



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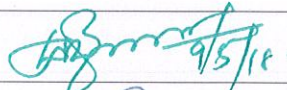
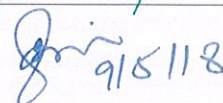
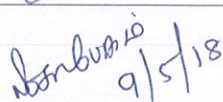



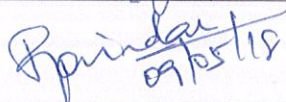
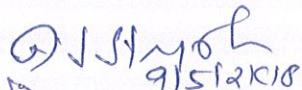
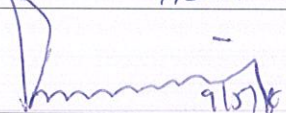

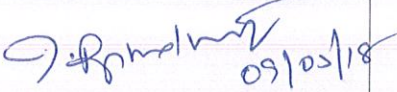
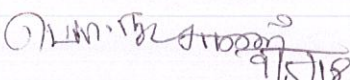
Attendance Sheet

Sl.No.	Name and Designation of the member	Affiliation	Signature
1.	Dr. P. G. Venkatakrishnan Principal	Thanthai Periyar Government Institute of Technology, Vellore	 9/5/18
2.	Mr. R. Pandian DGM (Marketing)	SAIL, Salem Steel Plant, Salem	← ABSENT →
3.	Prof. S. Kumaresan Professor/ECE & COE	Govt. College of Tech., Goimbatore.	 09.05.18
4.	Dr. R. Sasikala Professor	School of Computer Science, VIT, Vellore	 9/5/18
5.	Dr. Kurian Joseph Professor	Department of Civil Engg., CEG Campus, Anna University, Chennai 25.	 9/5/18
6.	Dr. N. Selvakumar Professor	Dept. of Textile Technology, ACT Campus, Anna University, Chennai 25	← ABSENT →
7.	Dr. Arul Siromoney Professor	Dept. of Computer Science & Engg., CEG Campus, Anna University, Chennai – 25.	 9/5/18



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Attendance Sheet

S.No.	Name of the Faculty	Designation	Signature,
1.	Dr.M.Chandrasekaran	Principal & Chairman	 9/5/18
2.	Dr.P.Thirumal	Chairman, BoS Mech & HOD/MECH	 9/5/18
3.	Dr.J.Nafeesa Begum	Chairman, BoS CSE, HOD/CSE	 9/5/18
4.	Prof.M.Elangovan	Chairman, BoS ECE, HOD/ECE	 9/5/18
5.	Prof.K.Mohan	Chairman, BoS EEE, HOD/EEE	 9/5/18
6.	Prof.M.B.Usha	HOD/Physics	← ABSENT →
7.	Dr.G.Saraswathy	HOD/Chemistry	 9/5/18
8.	Dr.T.Govindan	HOD/Maths	 9/5/18
9.	Prof. A. Jesu Steephan Samy	HOD/English	 9/5/2018
10.	Dr.I.Thangaraju	AP/EEE COE(i/c)	 9/5/18
11.	Prof.S.Selvi	AP/CSE	 9/5/18
12.	Dr.I.Rahamathullah	AP/MECH	 09/05/18
13.	Prof.P.Natarajan	AP/MECH	 9/5/18

CONCLUDING REMARKS BY THE PRINCIPAL AND CHAIRMAN OF THE ACADEMIC COUNCIL

The Chairman **summarized** the various decisions taken by the Academic Council and **thanked** all the members for their active participation and valuable suggestions on various points discussed in the meeting.

The Meeting came to a **close** by **4.00 pm**.



DR.M.CHANDRASEKARAN
PRINCIPAL and CHAIRMAN
ACADEMIC COUNCIL

To

All the members of the Academic Council (As per the list enclosed)

Copy to:

The Controller of Examinations (Member Secretary)
Controller's Office – Academic File
Standing Committee File

ANNEXURE -I

A Guide to Induction Program

1 Introduction

(Induction Program was discussed and approved for all colleges by AICTE in March 2017. It was discussed and accepted by the Council of IITs for all IITs in August 2016. It was originally proposed by a Committee of IIT Directors and accepted at the meeting of all IIT Directors in March 2016.¹ This guide has been prepared based on the Report of the Committee of IIT Directors and the experience gained through its pilot implementation in July 2016 as accepted by the Council of IITs. Purpose of this document is to help institutions in understanding the spirit of the accepted Induction Program and implementing it.)

Engineering colleges were established to train graduates well in the branch/department of admission, have a holistic outlook, and have a desire to work for national needs and beyond.

The graduating student must have knowledge and skills in the area of his study. However, he must also have broad understanding of society and relationships. Character needs to be nurtured as an essential quality by which he would understand and fulfill his responsibility as an engineer, a citizen and a human being. Besides the above, several meta-skills and underlying values are needed.

There is a mad rush for engineering today, without the student determining for himself his interests and his goals. This is a major factor in the current state of demotivation towards studies that exists among UG students.

The success of gaining admission into a desired institution but failure in getting the desired branch, with peer pressure generating its own problems, leads to a peer environment that is demotivating and corrosive. Start of hostel life without close parental supervision at the same time, further worsens it with also a poor daily routine.

To come out of this situation, a multi-pronged approach is needed. One will have to work closely with the newly joined students in making them feel comfortable, allow them to explore their academic interests and activities, reduce competition and make them

¹A Committee of IIT Directors was setup in the 152nd Meeting of IIT Directors on 6th September 2015 at IIT Patna, on how to motivate undergraduate students at IITs towards studies, and to develop verbal ability. The Committee submitted its report on 19th January 2016. It was considered at the 153rd Meeting of all IIT Directors at IIT Mandi on 26 March 2016, and the accepted report came out on 31 March 2016. The Induction Program was an important recommendation, and its pilot was implemented by three IITs, namely, IIT(BHU), IIT Mandi and IIT Patna in July 2016. At the 50th meeting of the Council of IITs on 23 August 2016, recommendation on the Induction Program and the report of its pilot implementation were discussed and the program was accepted for all IITs.

work for excellence, promote bonding within them, build relations between teachers and students, give a broader view of life, and build character.

2 Induction Program

When new students enter an institution, they come with diverse thoughts, backgrounds and preparations. It is important to help them adjust to the new environment and inculcate in them the ethos of the institution with a sense of larger purpose. Precious little is done by most of the institutions, except for an orientation program lasting a couple of days.

We propose a 3-week long induction program for the UG students entering the institution, right at the start. Normal classes start only after the induction program is over. Its purpose is to make the students feel comfortable in their new environment, open them up, set a healthy daily routine, create bonding in the batch as well as between faculty and students, develop awareness, sensitivity and understanding of the self, people around them, society at large, and nature.²

The time during the Induction Program is also used to rectify some critical lacunas, for example, English background, for those students who have deficiency in it.

The following are the activities under the induction program in which the student would be fully engaged throughout the day for the entire duration of the program.

²Induction Program as described here borrows from three programs running earlier at different institutions: (1) Foundation Program running at IIT Gandhinagar since July 2011, (2) Human Values course running at IIIT Hyderabad since July 2005, and (3) Counselling Service or mentorship running at several IITs for many decades. Contribution of each one is described next.

(1) IIT Gandhinagar was the first IIT to recognize and implement a special 5-week Foundation Program for the incoming 1st year UG students. It took a bold step that the normal classes would start only after the five week period. It involved activities such as games, art, etc., and also science and other creative workshops and lectures by resource persons from outside.

(2) IIIT Hyderabad was the first one to implement a compulsory course on Human Values. Under it, classes were held by faculty through discussions in small groups of students, rather than in lecture mode. Moreover, faculty from all departments got involved in conducting the group discussions under the course. The content is non-sectarian, and the mode is dialogical rather than sermonising or lecturing. Faculty were trained beforehand, to conduct these discussions and to guide students on issues of life.

(3) Counselling at some of the IITs involves setting up mentor-mentee network under which 1st year students would be divided into small groups, each assigned a senior student as a student guide, and a faculty member as a mentor. Thus, a new student gets connected to a faculty member as well as a senior student, to whom he/she could go to in case of any difficulty whether psychological, financial, academic, or otherwise.

The Induction Program defined here amalgamates all the three into an integrated whole, which leads to its high effectiveness in terms of building physical activity, creativity, bonding, and character. It develops sensitivity towards self and one's relationships, builds awareness about others and society beyond the individual, and also in bonding with their own batch-mates and a senior student besides a faculty member.

Scaling up the above amalgamation to an intake batch of 1000 plus students was done at IIT(BHU), Varanasi starting from July 2016.

2.1 Physical Activity

This would involve a daily routine of physical activity with games and sports. It would start with all students coming to the field at 6 am for light physical exercise or yoga. There would also be games in the evening or at other suitable times according to the local climate. These would help develop team work. Each student should pick one game and learn it for three weeks. There could also be gardening or other suitably designed activity where labour yields fruits from nature.

2.2 Creative Arts

Every student would choose one skill related to the arts whether visual arts or performing arts. Examples are painting, sculpture, pottery, music, dance etc. The student would pursue it everyday for the duration of the program.

These would allow for creative expression. It would develop a sense of aesthetics and also enhance creativity which would, hopefully, flow into engineering design later.

2.3 Universal Human Values

It gets the student to explore oneself and allows one to experience the joy of learning, stand up to peer pressure, take decisions with courage, be aware of relationships with colleagues and supporting staff in the hostel and department, be sensitive to others, etc. Need for character building has been underlined earlier. A module in Universal Human Values provides the base.

Methodology of teaching this content is extremely important. It must not be through do's and don't's, but get students to explore and think by engaging them in a dialogue. It is best taught through group discussions and real life activities rather than lecturing. The role of group discussions, however, with clarity of thought of the teachers cannot be over emphasized. It is essential for giving exposure, guiding thoughts, and realizing values.

The teachers must come from all the departments rather than only one department like HSS or from outside of the Institute. Experiments in this direction at IIT(BHU) are noteworthy and one can learn from them.³

Discussions would be conducted in small groups of about 20 students with a faculty mentor each. It is to open thinking towards the self. Universal Human Values discussions could even continue for rest of the semester as a normal course, and not stop with the induction program.

Besides drawing the attention of the student to larger issues of life, it would build relationships between teachers and students which last for their entire 4-year stay and possibly beyond.

³The Universal Human Values Course is a result of a long series of experiments at educational institutes starting from IIT-Delhi and IIT Kanpur in the 1980s and 1990s as an elective course, NIT Raipur in late 1990s as a compulsory one-week off campus program. The courses at IIT(BHU) which started from July 2014, are taken and developed from two compulsory courses at IIIT Hyderabad first introduced in July 2005.

2.4 Literary

Literary activity would encompass reading, writing and possibly, debating, enacting a play etc.

2.5 Proficiency Modules

This period can be used to overcome some critical lacunas that students might have, for example, English, computer familiarity etc. These should run like crash courses, so that when normal courses start after the induction program, the student has overcome the lacunas substantially. We hope that problems arising due to lack of English skills, wherein students start lagging behind or failing in several subjects, for no fault of theirs, would, hopefully, become a thing of the past.

2.6 Lectures by Eminent People

This period can be utilized for lectures by eminent people, say, once a week. It would give the students exposure to people who are socially active or in public life.

2.7 Visits to Local Area

A couple of visits to the landmarks of the city, or a hospital or orphanage could be organized. This would familiarize them with the area as well as expose them to the under privileged.

2.8 Familiarization to Dept./Branch & Innovations

The students should be told about different method of study compared to coaching that is needed at IITs. They should be told about what getting into a branch or department means what role it plays in society, through its technology. They should also be shown the laboratories, workshops & other facilities.

3 Schedule

The activities during the Induction Program would have an Initial Phase, a Regular Phase and a Closing Phase. The Initial and Closing Phases would be two days each.

3.1 Initial Phase

<i>Time</i>	<i>Activity</i>
Day 0	
<i>Whole day</i>	<i>Students arrive - Hostel allotment. (Preferably do pre-allotment)</i>
Day 1	
<i>09:00 am - 03:00 pm</i>	<i>Academic registration</i>
<i>04:30 pm - 06:00 pm</i>	<i>Orientation</i>
Day 2	
<i>09:00 am - 10:00 am</i>	<i>Diagnostic test (for English etc.)</i>
<i>10:15 am - 12:25 pm</i>	<i>Visit to respective depts.</i>
<i>12:30 pm - 01:55 pm</i>	<i>Lunch</i>
<i>02:00 pm - 02:55 pm</i>	<i>Director's address</i>
<i>03:00 pm - 05:00 pm</i>	<i>Interaction with parents</i>
<i>03:30 pm - 05:00 pm</i>	<i>Mentor-mentee groups - Introduction within group. (Same as Universal Human Values groups)</i>

3.2 Regular Phase

After two days is the start of the Regular Phase of induction. With this phase there would be regular program to be followed every day.

3.2.1 Daily Schedule

Some of the activities are on a daily basis, while some others are at specified periods within the Induction Program. We first show a typical daily timetable.

<i>Sessn.</i>	<i>Time</i>	<i>Activity</i>	<i>Remarks</i>
Day 3 onwards			
	<i>06:00 am</i>	<i>Wake up call</i>	
I	<i>06:30 am - 07:10 am</i>	<i>Physical activity (mild exercise/yoga)</i>	
	<i>07:15 am - 08:55 am</i>	<i>Bath, Breakfast, etc.</i>	
II	<i>09:00 am - 10:55 am</i>	<i>Creative Arts / Universal Human Values</i>	<i>Half the groups do Creative Arts</i>
III	<i>11:00 am - 12:55 pm</i>	<i>Universal Human Values / Creative Arts</i>	<i>Complementary alternate</i>
	<i>01:00 pm - 02:25 pm</i>	<i>Lunch</i>	
IV	<i>02:30 pm - 03:55 pm</i>	<i>Afternoon Session</i>	<i>See below.</i>
V	<i>04:00 pm - 05:00 pm</i>	<i>Afternoon Session</i>	<i>See below.</i>
	<i>05:00 pm - 05:25 pm</i>	<i>Break / light tea</i>	
VI	<i>05:30 pm - 06:45 pm</i>	<i>Games / Special Lectures</i>	
	<i>06:50 pm - 08:25 pm</i>	<i>Rest and Dinner</i>	
VII	<i>08:30 pm - 09:25 pm</i>	<i>Informal interactions (in hostels)</i>	

Sundays are off. Saturdays have the same schedule as above or have outings.

3.2.2 Afternoon Activities (Non-Daily)

The following five activities are scheduled at different times of the Induction Program, and are not held daily for everyone:

1. Familiarization to Dept./Branch & Innovations
2. Visits to Local Area
3. Lectures by Eminent People
4. Literary
5. Proficiency Modules

Here is the approximate activity schedule for the afternoons (may be changed to suit local needs):

<i>Activity</i>	<i>Session</i>	<i>Remarks</i>
Familiarization with Dept/Branch & Innovations	IV	For 3 days (Day 3 to 5)
Visits to Local Area	IV, V and VI	For 3 days - interspersed (e.g., 3 Saturdays)
Lectures by Eminent People	IV	As scheduled - 3-5 lectures
Literary (Play / Book Reading / Lecture)	IV	For 3-5 days
Proficiency Modules	V	Daily, but only for those who need it

3.3 Closing Phase

<i>Time</i>	<i>Activity</i>
Last But One Day	
08:30 am - 12 noon	Discussions and finalization of presentation within each group
02:00 am - 05:00 pm	Presentation by each group in front of 4 other groups besides their own (about 100 students)
Last Day	
Whole day	Examinations (if any). May be expanded to last 2 days, in case needed.

3.4 Follow Up after Closure

A question comes up as to what would be the follow up program after the formal 3-week Induction Program is over? The groups which are formed should function as mentor-mentee network. A student should feel free to approach his faculty mentor or the student guide, when facing any kind of problem, whether academic or financial or psychological

etc. (For every 10 undergraduate first year students, there would be a senior student as a *student guide*, and for every 20 students, there would be a *faculty mentor*.) Such a group should remain for the entire 4-5 year duration of the stay of the student. Therefore, it would be good to have groups with the students as well as teachers from the same department/discipline⁴.

Here we list some important suggestions which have come up and which have been experimented with.

3.4.1 Follow Up after Closure – Same Semester

It is suggested that the groups meet with their faculty mentors once a month, within the semester after the 3-week Induction Program is over. This should be a scheduled meeting shown in the timetable. (The groups are of course free to meet together on their own more often, for the student groups to be invited to their faculty mentor's home for dinner or tea, nature walk, etc.)

3.4.2 Follow Up – Subsequent Semesters

It is extremely important that continuity be maintained in subsequent semesters.

It is suggested that at the start of the subsequent semesters (upto fourth semester), three days be set aside for three full days of activities related to follow up to Induction Program. The students be shown inspiring films, do collective art work, and group discussions be conducted. Subsequently, the groups should meet at least once a month.

4 Summary

Engineering institutions were set up to generate well trained manpower in engineering with a feeling of responsibility towards oneself, one's family, and society. The incoming undergraduate students are driven by their parents and society to join engineering without understanding their own interests and talents. As a result, most students fail to link up with the goals of their own institution.

The graduating student must have values as a human being, and knowledge and meta-skills related to his/her profession as an engineer and as a citizen. Most students who get demotivated to study engineering or their branch, also lose interest in learning.

The *Induction Program* is designed to make the newly joined students feel comfortable, sensitize them towards exploring their academic interests and activities, reducing competition and making them work for excellence, promote bonding within them, build relations between teachers and students, give a broader view of life, and building of character.

The *Universal Human Values* component, which acts as an anchor, develops awareness and sensitivity, feeling of equality, compassion and oneness, draw attention to society and

⁴We are aware that there are advantages in mixing the students from different depts. However, in mixing, it is our experience that the continuity of the group together with the faculty mentor breaks down soon after. Therefore, the groups be from the same dept. but hostel wings have the mixed students from different depts. For example, the hostel room allotment should be in alphabetical order irrespective of dept.

nature, and character to follow through. It also makes them reflect on their relationship with their families and extended family in the college (with hostel staff and others). It also connects students with each other and with teachers so that they can share any difficulty they might be facing and seek help.

References:

Motivating UG Students Towards Studies,
Rajeev Sangal, IITBHU Varanasi, Gautam Biswas, IIT Guwahati, Timothy Gonsalves,
IIT Mandi, Pushpak Bhattacharya, IIT Patna, (Committee of IIT Directors),
31 March 2016, IIT Directors' Secretariat, IIT Delhi.

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18 June 2017

ANNEXURE - VI

GOVERNMENT COLLEGE OF ENGINEERING BARGUR -635104

Minutes of the meeting held on 23rd February 2018 to resolve the Question paper pattern and remuneration for setting of question paper to the course 17EES204-Basic Civil and Mechanical Engineering for End-Semester Examination.

A meeting was convened and held on 23rd February 2018 in the Principal's chamber and the following committee members were present during the meeting.

S.No.	Name of the Faculty	Designation
1.	Dr.M.Chandrasekaran	Principal & Chairman
2.	Dr.P.Thirumal	HOD/Mechanical
3.	Dr.I.Thangaraju	Assistant Professor/EEE

1. The committee has discussed and ~~decided~~/recommended the Question paper pattern for the Course titled Basic Civil and Mechanical Engineering (Course Code: 17EES204) for End – Semester Examination

Part – I : Basic Civil Engineering

Sections	Number of Questions	Marks Allotted	Total Marks
PART-A	5	2 Marks (for each Question)	10
PART-B	3	10 Marks for Q.No.: 6 15 Marks each for Q.No.: 7 & 8	40
Total Marks			50

Part –II : Basic Mechanical Engineering

Sections	Number of Questions	Marks Allotted	Total Marks
PART-A	5	2 Marks (for each Question)	10
PART-B	3	10 Marks for Q.No.: 6 15 Marks each for Q.No.: 7 & 8	40
Total Marks			50

2. The committee has decided/recommended to issue separate Answer Booklets for **Part - I : Basic Civil Engineering** and **Part - II : Basic Mechanical Engineering**.

3. The committee has recommended the remuneration for Question Paper Setting of the course **17EES204-Basic Civil and Mechanical Engineering** as follows

Part - I : Basic Civil Engineering

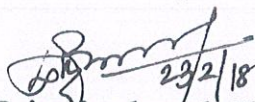
Details	Rate
Question paper setting	Rs.750/-
Detailed Answer Key	Rs.750/-

Part - I : Basic Civil Engineering

Details	Rate
Question paper setting	Rs.750/-
Detailed Answer Key	Rs.750/-


23/2/18
Member 1


23/2/18
Member 2


23/2/18
Principal and Chairman

