



VLB JANAKIAMMAL COLLEGE OF ARTS AND SCIENCE

An Autonomous Institution, Affiliated to Bharathiar University and Approved by AICTE

Re-Accredited by NAAC with 'B++' Grade

KOVAIPUDUR, COIMBATORE – 6410 042

Phone: 0422-2605162 E-mail: principal@vlbjcas.ac.in Website: www.vlbjas.ac.in

7.2.1 Finishing School

7.2.1.1 Title of the Practice: Finishing School

7.2.1.2 Objectives of the Practice: -

- To give pre-final year and final year students the information and abilities needed for a job.
- The development of students' personalities will occur through a range of activities.
- To inform students about the newest developments in the workforce and challenges that face employers.
- To improve students' English language proficiency.

7.2.1.3 The Context of the Practice:

- The Placement Department started this programme to increase employability. The institute's goal is to train students in higher education in skill development so that they are ready for the workforce.

7.2.1.4 The Practice:

Various aptitudes covered in 20 hours Training.

Aptitude Training

1. Problems on Train
2. Problems on Ages
3. Problems on Percentage and Partnership
4. Problems on Calendar
5. Problems on Profit and Loss
6. Pipes and Cisterns
7. Time and Work
8. Blood Relation



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The Following faculties have trained students on the above mentioned Aptitude Training

1. Mr. Murugesan V
2. Mr. Sasikumar K
3. Mrs. Sumathi P
4. Mr. Ranjith Kumar C
5. Mr. Gokulakannan N
6. Mr. Nithyanantham
7. Mr. Subash A
8. Mr. Balakrishnan J

External Trainers

1. Corporate Etiquette (Online Mode) – (13-07-2023)

- a. Ms. Deepa Narayanan, Soft Skill Trainer, Amritha College of Arts and Science, Mysore

2. Job Opportunities in IT and BPO – (14-07-2023)

- a. Mr. Jagadesh, HR, Blumz Informatic

3. Future of Marketing and Industrial Opportunity - (14-07-2023)

- a. Ms. Rufena, Director, Mr. Abhinand, IT Director, Ms. Angaleeswari, HR Haridra Group
- b. Mr. Palani Sami, HR, Mr. Dinesh Raj, Asst HR, The Chennai Mobiles

4. Interview Skills, Business Communication & Corporate Expectations (17-07-2023)

- a. Mr. Mohammed Ashik, Solution Architect, Avatu Private Limited, Mumbai

5. Job Opportunities in Acidius - (17-08-2023)

- a. Ms. Rakshana, HR- Head, Acidius

6. GD/Extempore, Written Test, Oral Communication and Listening Skills – (09-08-2023 to 11-08-2023)

- a. Ms. Ashwathi, Mindbloomz



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7. Job Opportunities in KGiSL - (17-08-2023)

a. Mr. Vineeth, HR, KGiSL, Coimbatore

8. Jobs and Recruitment in Fobes and its associated Clients - (22-08-2023)

a. Mr. Karan, HR Recruiter, Fobes, Coimbatore

9. Offering LinkedIn Career Kick start Programme - (25-08-2023)

a. Mr. Vignesh, Face Prep and Team

10. Grooming, Self-Introduction, Handshake, Body Language, Image Building, Confidence Building - (25-08-2023)

a. Mr. Barath, MD & CEO, Lithin Skill Academy

11. Digital Marketing - (28-08-2023)

a. Dr. Sangeetha and Ms. Anitha, Assistant Professor, Commerce

Total of 430 students from the following degree programmes participated in the training: B.Com, B.Com CA, B.Com CS, B.Com IT, B.Com PA, B.Sc. Computer Science, B.Sc. CT, B.Sc. ECS, B.Sc. IT, BBA, BBA CA, BCA, and BA English.

7.2.1.5 Evidence of Success: -

- By enrolling in and undergoing training through this programme, students strengthened their employability and learned about a range of skills that were necessary for improvement.
- This programme aims to improve students' proficiency in the English language so they can enter the workforce prepared and confident in their ability to use it.
- The students were not exposed to the range of teaching and learning techniques that the trainers employed during regular college sessions.
- Consequently, the new setting and teaching strategies increased the students' degree of engagement and participation. The introduction of numerous new group and pair activities in English language lessons significantly altered the proficiency of the students in the language, which will surely help them become worthy employees of the organization where they would be employed.
- Since every participant was a final-year student, they got to know new people.



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- The guidance they obtained over multiple sessions had been extremely helpful to the students in navigating the various stages of placement, such as written exams, interviews, and group discussions.

7.2.1.6 Problem Encountered and Resources Required:

- Students find it difficult to stay still for extended periods of time since they are focused on doing their regular coursework and getting ready for competitive exams.
- It is hard to motivate and convince the children to go to the finishing school because attendance was taken continuously during each session.
- The coordinator spent a lot of time deciding on the trainers, their availability, and the session schedule.
- The discipline component was also taken care of because it was connected to the college's reputation and the trainers would highlight it in their reports.
- For the programme coordinator, one of the biggest challenges was registering and counselling the final year students and bringing them into the classroom.

7.2.1 Adaptation of school

7.2.1.1 Title of the Practice: Adaptation of school

7.2.1.2 Objectives of the Practice: -

Students will be able to:

- Safe usage of digital gadgets and network
- Understand the importance of good habits, personal hygiene and polite behaviour with people
- Use the provided question banks to better understand the subjects
- Recognize the concepts involved in achieving high scores on the board examinations.
- Be able to operate computers and have a basic understanding of the internet and other computer languages



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- Examine circumstances, look for constraints, and consider suitable trigonometric solution techniques;
- Gain experience working with mathematical functions.
- Apply different ideas of appropriate management techniques;

7.2.1.3 The Context of the Practice:

In accordance to the institute, students in a number of subjects—particularly computer science, mathematics, internet studies, and food and hygiene awareness—need motivated instruction. These are only a handful of the courses that a few children love and do well in school, while the majority hate and struggle with. When compared to other mathematics courses, trigonometry is seen by students as being very challenging and abstract. This perception can have a big impact on the performance of the institute. The college as a whole operates more effectively and accomplishes its goals and objectives more successfully when instructors and students are inspired to work at greater levels of their abilities and skills. Because of this, the institute is aware of the effectiveness of reward systems and how they may assist shape students' conduct. Positive results obtained as a consequence of student performance and accomplishments are known as rewards. These incentives are in line with the aims and objectives of the institute.

7.2.1.4 The Practice:

The institute has constituted the following rewards for students and teachers of adapted schools. The mode of reward is in terms of appreciation certificates and mementos.

- I. Best Teacher
- II. Best Class
- III. Topper of the Class
- IV. Subject Topper
- V. Best Class
- VI. Handwritten Letter from Principal



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7.2.1.5 Evidence of Success: -

- Teachers will learn about the newest instructional resources.
- Offering education with a practical focus.
- Subjects' challenges and obstacles will be fully addressed.
- Teachers provide students with practical instruction.
- School children are brought to the campus and given access to college resources. The systems used in colleges are introduced to school children.
- By utilizing the new and unique resources that are outside the scope of many public schools, students gain important exposure.

7.2.1.6 Problem Encountered and Resources Required:

Problems encountered:

- Their cultural background and level of commitment are essential to their comprehension of the material.
- The survey also revealed that students' low engagement has hindered their ability to master a range of courses.
- The key causes of issues with learning computers, skills, mathematics, and healthy awareness include improper use of practice books, electronic teaching tools, and the lack of group talks.
- It was observed that children were having difficulty studying mathematics as a result of the poorly organized and non-sequentially arranged textbooks.
- Furthermore, arithmetic-related anxiety, a negative attitude toward math, the status of the economy, and a person's educational background are the main reasons why studying mathematics might be challenging.