



Shroff S.R. Rotary Institute of Chemical Technology



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Students Capability Enhancement and Development Schemes



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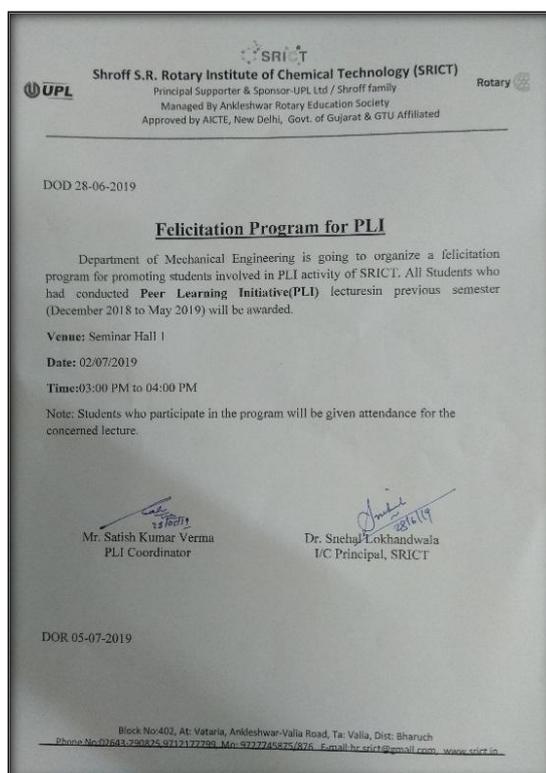


SOFT SKILLS

1. Peer Learning Initiative (PLI):

To enhance self-learning ability, presentation skills and crowd gathering capability among students, an innovative activity termed Peer learning Initiative (PLI) is conducted in SRICT. The key highlights of PLI are mentioned below

- The PLI sessions are conducted by senior students to their junior students under the supervision of faculty member.
- Students interested in delivering PLI lectures should meet concerned coordinator for prior approval of lecture.
- Students should have secured a minimum overall BB grade in university external examination in respective course.
- The presentation / lecture notes, is to be reviewed by concerned coordinator and the same is planned in advance.
- A student can take a maximum of two PLI in a course in the semester.
- The student will get a reward of Rs. 200 per lecture, if he/she successfully delivers the lecture.
- The record of PLI conducted in a course is to be maintained by concerned course coordinator.
- At the end of academic session, HOD should send the list of student who has taken PLI in department, to institute PLI coordinator.



PLI Felicitation Programme Notice



Glimpse of Felicitation Programme

2. Personality Skill Development (PSD):

The objectives of PSD includes,

- To strengthen Industry – Institute partnership.
- To improvise upon personality development of students.
- To develop industry ready human resources.
- To develop perceptual behaviour in students so as to make them adaptable to different kind of situations.
- To minimize the gap of expectation of a corporate sector and perception of young generation.
- To develop managerial skills among engineering graduates.

Syllabus of PSD:

Sr. No.	Topic
1	Demand & Supply- Case Study
2	Entrepreneurship- Ground reality
3	Market Structure- Technical Products
4	Banking Sector
5	Managerial Skills & Function, Application of Maslow's Hierarchy of Need Theory
6	Marketing aspects for Technocrat
7	Finance for Non-finance Professional
8	Aspects of Production management for Engineers
9	Bird's view of HRM
10	Corporate Social Responsibility
11	Personality Development
12	Positive attitude build up
13	Perception- How to perceive from the environment
14	Motivation- Self & Others
15	Becoming a Perceptual Student & allowing Difficult People & Challenging Situation to be your Teacher
16	Team Spirit & Synergic Effect
17	Leadership- Bringing out the best in Others
18	Create your dream Life- Creating Interpretation & Support your Excellence
19	Quotients- Spiritual, Intelligence, Emotional, Physical
20	Business Communication

Teaching methodology:

- Expert Speakers (Informational /Case Study/ Demonstration)
- Management Games/Simulation
- Brainstorming- GD & Role Play
- Film Show
- Picture Perception Test (PPT)
- Competition

Teaching Aids:

- Chalk & Talk
- PPT
- Video Films/ Documentary
- Business/Technical Model
- e-Sources

Semester: 6th



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3. English Proficiency Course (EPC):

The objectives of EPC course is to,

- To enable students to communicate effectively in English
- To ensure students are using English as a medium of communication for science, technology & research.
- To build up the confidence level of students to use English in their day to day life.
- To create an atmosphere where English can be made as a medium of communication in SRICT campus.
- To help students, especially those who lag in their engineering studies due to vernacular language issues.

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Rotary
Ankleshwar

Date: 15/12/2018

Objective & Policy for English Proficiency Course (EPC)

Aim:
English Proficiency Course at SRICT is aimed at proliferating the linguistic skills and overcoming the stage fear of speaking English.

Objectives:
The main objective of this subject is:

- To develop industry-ready human resources.
- To enable the students to communicate effectively in social settings in English.
- To ensure the students to use English language as a bridge language of international business, technology & research.
- To build up the confidence level of the students to use English in their day-to day life.
- To create an atmosphere in which English is the only medium of communication at SRICT campus.

EPC is offered in semesters 2, 3, 4 & 5 as levels 1, 2, 3 & 4 respectively. Students have to follow exam pattern as 30 marks of MSE and 30 marks of RMSE and 40 marks of viva-voce in End semester.

It is compulsory for the students of all branches i.e. CT, EST, CE, and ME & EE to clear exam of EPC to appear / register for T & P criteria.

Levels with Content:

Level 1 (For Sem 2)	Basic English Grammar and Listening skills.
Level 2 (For Sem 3)	English Grammar, Listening Skill, Speaking Skill & Reading Skill.
Level 3 (For Sem 4)	Writing Skill & Reading Skill
Level 4 (For Sem 5)	All 4 Skills of English Language training and Technical Writing.

P. J. Naik
Dr. Purvi Naik
HOD, MSH

Akashina Bhattacharya
Ms. Akashina Bhattacharya
Course- Coordinator

Snehal Lakhandwala
Dr. Snehal Lakhandwala
I/c Principal
SRICT

Block No :402, At & Po : Vataria, Ta: Valia, Dist: Bharuch, Pin :393135, E-mail : hr@sriict.in ,
www.sriict.in. Ph no : 02643-290825, 9712177799. Mo :9727745875/76. Fax No : 02646-290825

Policy of English Proficiency Course



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Syllabus of EPC

Prerequisite: Zeal to learn subject

Rationale: The rationale of English Proficiency Course is to help students understand how to write and speak in English which are most productive aspects of communication. Moreover, Levels also cover receptive skills listening and reading along with Grammar (to aid students to improve writing skills and speaking skills) which will help students to acquire competence over linguistic skills. This would be developed through balanced and integrated tasks. This course will foster students to communicate effectively in their professional career.

Level 1 SEM 2

Grammar Topics:

- Noun
- Adjective
- Pronoun
- Determiners
- Verbs
- Irregular Verbs
- Adverb
- Punctuations
- Kinds of Sentences
- Sentence Formation

Listening Skill:

- Language Lab Sessions

Level 2 SEM 3

Grammar Topics:

- Articles
- Preposition
- Conjunction
- Subject and Predicate
- Kinds of Sentences
- Clauses and Phrases
- Question with How Many & How Much
- WH questions
- Question tag

Speaking Skill:

- Pronunciation(Language Lab)

- Clarity of Speech
- Pauses and flow
- Pitch and voice modulation accordingly
- Greetings and Introductions (to make effective introduction of self)
- Talking about routine
- Wishing techniques
- Non-verbal communication (Kinesics, posture, Proxemics, Chronemics, vocalic, Giving/Taking Opinion, order, instructions, request, order & advice etc.
- Telephone Etiquettes
- Questioning/Answering
- Talking to coworkers(asking for/ giving help, complaining, sharing experience)
- paralinguistic etc. while talking with superior, peers and subordinate)
- Commonly used phrases (ex. 'It is my proud privilege to introduce you...')
- Talking to Superior, subordinate
- Explanation, Presentation
- Communicate in Interview, meetings etc.

Note: Authentic situations can be used in this part.

Level 3 SEM 4

Grammar Topics:

- Tenses
- Active and Passive Voice
- Direct and indirect Speech
- Application (leave, Job)
- Report (accident, event, inauguration, work progress)

Reading Skill:

- Reading comprehension through authentic material
- Skimming
- Scanning

Note: Collaborative activities can be utilized.

Level 4 SEM 5

Grammar Topics:

- Application (leave, Job)
- Report (accident, event, inauguration, work progress)
- Letter (cover, Inquiry, apology, resignation, invitation, and acceptance)
- Resume



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- Business Letter (Placing Order, giving/asking for Quotation, complaints, Adjustments, Inquiries)
- Notice
- Agenda
- Minutes
- Memo

Writing Skill:

- Spellings
- Simple, Compound and Complex Sentences
- Coherence in writing
- Order: Logical Sequence of thoughts
- Variety: Sentence construction, length, etc.



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LANGUAGE AND COMMUNICATION SKILLS

Language Lab:

Language Lab-is dedicated to the improvement of English Language Skills of BE students. We have licensed version of software Orell Digital Lab installed in the server and lifetime license of the same is purchased for 29 systems. The software has several modules like role plays, Comprehension passages, phonetics lessons and many more designed to polish the language of students with respect to their Listening, speaking, Reading and writing skills.

Details of facilities available at Language Lab	
Name of Asset	Quantity
Language Lab Software Orell Digital Lab software	30 User License
Webcamera	01
Zenith Desktop PC Intel H-S5 Express Chipset Intel Core i3-550/3.20 Hkz, Micro ATX G31 M/B 2B DR2 RAM, 250 GB HDD (SATA) On Board 10/100/1000 LAN, Optical Mouse, Multimedia Keyboard, 15.6" Wide TFT Monitor	11
Projector	01
Projector Screen	01
Gigabyte Brix GB Base, Intel Celeron Processor, Windows,10 professional, 500GB,HDD SATA,2GB,DDR3, VGA and HDMI Ports, Gigabyte ,LAN, Audio, WI-FI & Bluetooth 4.0, VESA Mounting Kit, Power Adaptor 12W Optical Mouse, Multimedia Keyboard, 15.6" Wide TFT Monitor	19
Head Phone i-ball rocky	
Portable speaker	01
Chairs	30

English/Communication Skills Course (Language lab) is mandatory for all the students studying in all the UG programs (BE) under the Gujarat Technological University, Ahmedabad regulations. The syllabus of Language lab is



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GUJARAT TECHNOLOGICAL UNIVERSITY

COMMUNICATION SKILLS SUBJECT CODE: 2110002 B.E. 1ST YEAR

Type of course: Communication skills

Prerequisite: Zeal to learn the subject

Rationale: The rationale of Technical Communication Skills in English is to help students understand the process of communication in link with Non – verbal Communication. The curriculum also targets the understanding of different barriers that creep into communication process. Moreover Units covered on LSRW skills development will help students acquire competence over linguistic skills. This would be developed through balanced and integrated tasks.

Teaching and Examination Scheme:

Teaching Scheme			Credits C	Examination Marks				Total Marks
L	T	P		Theory Marks		Practical Marks		
				ESE (E)	PA (M)	ESE Pr/Viva (V)	PA (I)	
2	0	2	4	70	30*	30	20	150

L- Lectures; T- Tutorial/Teacher Guided Student Activity; P- Practical; C- Credit; ESE- End Semester Examination; PA- Progressive Assessment

Contents:

Sr. No.	Topics	Teaching Hrs.	Module Weightage
1	Basics of Communication <ul style="list-style-type: none"> • Definition and Process of Communication • Kinesics • Paralinguistics • Proxemics • Chronemics 	4	15%
2	Presentation Strategies <ul style="list-style-type: none"> • Defining the Purpose of Presentation • How to Make an Effective Presentation: <ul style="list-style-type: none"> i) Analyzing audience and locale ii) Organizing content and preparing an outline 	2	10%
3	Listening Ability <ul style="list-style-type: none"> • Hearing and Listening • Types of Listening • Barriers to Effective Listening • Traits of a Good Listener 	2	10%
4	Reading Fluency <ul style="list-style-type: none"> • Introduction • Reading Strategies 	4	15%

	<ul style="list-style-type: none"> Techniques of reading Developing Reading Comprehension 		
5	<p>Writing : Mastering the Final Skill</p> <ul style="list-style-type: none"> Paragraph writing (Application Que) Business Letters (Application Que) Report Writing (Application Que) Completion of a Given Story (Application Que) E-mail etiquettes <p>Note: Only Practical/Application Questions of writing skills should be asked in ESE, the theory of the above mentioned topics can be explained in the class.</p>	6	25%
6	<p>Enriching Language through Literature</p> <p><i>Poems</i></p> <ul style="list-style-type: none"> <i>The Road Not Taken</i> by Robert Frost <i>Goodbye Party for Miss Pushpa T S</i> by Nissim Ezekiel <p><i>Short Stories</i></p> <ul style="list-style-type: none"> <i>The Eyes Are Not Here</i> by Ruskin Bond <i>The Romance of a Busy Broker</i> by O. Henry 	6	25%

Language Laboratory Activities:

Sr.No	Activity	Hour
1.	Comprehension Practical	02
2.	Picture Description and completion of a story	02
3.	Book Review List of Books Suggested for the Book Review <i>The Secret</i> by Rhonda Byrne <i>My Experiments with Truth</i> by M K Gandhi <i>Hind Swaraj</i> by M K Gandhi <i>Wings of Fire</i> by A P J Abdul Kalam <i>History of Everything</i> by Stephen Hawking <i>The Old man and the Sea</i> by Ernest Hemingway <i>Haroun and the sea of stories</i> by Salman Rushdie <i>Abhigyan Shakutalam</i> by Kalidasa <i>Who Moved My Cheese</i> by Robin Sharma <i>You Can Win</i> by Shiv Khara <i>Stay Hungry Stay Foolish</i> by Rashmi Bansal <i>The Monk Who Sold His Ferrari</i> by Robin Sharma <i>I am Ok You are Ok</i> by Thomas Harris <i>The Eighth Habit</i> by Stephen Covey <i>Bhagvat Gita on Effective Leadership I</i> by Poojan Roka <i>The Kalam Effect</i> By Nair <i>Tough Times Never Last But Tough People Do</i> by Dr.Robert Schuller <i>What Employers Want But Business Schools Don't Teach</i> by Yasmin D'sousa and Amitabh Singh	04



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	<i>Freedom is not Free</i> by Shiv Khera <i>Be an Extraordinary Person in an Extraordinary World</i> by Robert Schuller <i>Making Miracles</i> by Arnold Fox and Barry Fox <i>The Road Less Travelled</i> by M.Scott Peck to name a few.....	
4.	Presentations	03
5.	GD Practical	02
6.	Telephonic Conversation	01
7.	Role Play	03
8.	Phonetics –Spoken Practice	02
9.	Listening practice and negotiation skills	03
10.	Phonetics - Transcription / Dictionary Reading	02

Reference Books:

1. Vibrant English. Hyderabad: Orient BlackSwan, 2013
2. Lesikar R V, Flatley M E ,Rentz K and Pandey Business Communication: Making Connections in a Digital World 2009: New Delhi, Tata Mcgrow Hill
3. Kumar S and Lata P Communication Skills 2011: New Delhi Oxford University Press
4. Leech, Geoffrey and Jan Svartvik. A Communicative Grammar of English. New Delhi: Pearson, 2009

Course Outcome:

After learning the course the students should be able to

1. To know the process of communication and its components.
2. To improve the language skills i.e. Listening Skills, Speaking Skills, Reading Skills and Writing Skills (LSRW).
3. Construct basic and intermediate skills in English language.
4. To enhance phonetic competence, comprehension skills, presentation skills, group discussion skills etc.
5. To create literature sensibility and learn life skills through it.
6. To build confidence for communicating in English and create interest for the life-long learning of English language.

*PA (M): 10 marks for Active Learning Assignments, 20 marks for other methods of PA

ACTIVE LEARNING ASSIGNMENTS: Preparation of power-point slides, which include videos, animations, pictures, graphics for better understanding theory and practical work – The faculty will allocate chapters/ parts of chapters to groups of students so that the entire syllabus of Communication Skills is covered. The power-point slides should be put up on the web-site of the College/ Institute, along with the names of the students of the group, the name of the faculty, Department and College on the first slide. The best three works should be sent to achievements@gtu.edu.in.

GUJARAT TECHNOLOGICAL UNIVERSITY

Bachelor of Engineering

Subject Code: 3110002

ENGLISH B.E. 1ST YEAR

Type of course: Language and Communication

Prerequisite: Zeal to learn the subject

Rationale: The rationale of the curriculum is to help students refresh their knowledge of English language. It also targets the understanding of grammar, focusing on comprehension, and reading, speaking and writing skills. This would be developed through balanced and integrated tasks.

Teaching and Examination Scheme:

Teaching Scheme			Credits C	Examination Marks				Total Marks
L	T	P		Theory Marks		Practical Marks		
				ESE (E)	PA (M)	ESE (V)	PA (I)	
2	0	2	3	70	30	30	20	150

Content:

Sr. No.	Topics	Teaching Hours	Module Weightage
1	Vocabulary building: Introduction to Word Formation Types of word formation processes: compounding, clipping, blending, derivation, creative respelling, coining and borrowing Acquaintance with prefixes and suffixes Synonyms, antonyms, and standard abbreviations.	06	20%
2	Phonetics: IPA Transcription Introduction to different accents	04	10%
3	Identifying Common Errors in Writing: Tenses Subject-verb agreement Noun-pronoun agreement Misplaced modifiers Articles Prepositions Modal Auxiliaries Redundancies	06	20%
4	Basic Writing Skills: Sentence Structures Use of phrases and clauses in sentences Importance of proper punctuation Creating coherence Organizing principles of paragraphs in documents	04	10%

5	Nature and Style of Writing: Describing Defining Classifying Writing introduction and conclusion	06	20%
6	Writing Practices: Comprehension Précis Writing Letter Writing Email etiquettes Abstract Memo writing	06	20%

Suggested Specification table with Marks (Theory):

Distribution of Theory Marks					
R Level	U Level	A Level	N Level	E Level	C Level
10	10	20	20	20	20

Legends: R: Remembrance; U: Understanding; A: Application, N: Analyze and E: Evaluate C: Create and above Levels (Revised Bloom's Taxonomy)

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

Reference Books:

- (i) Technical English, Dr. M. Hemamalini, Wiley. 2014
- (ii) Practical English Usage, Michael Swan, OUP. 1995
- (iii) Remedial English Grammar, F.T. Wood, Macmillan. 2007
- (iv) Oxford Language Reference, (Indian Edition) OUP
- (v) On Writing Well, William Zinsser, Harper Resource Book. 2001
- (vi) Study Writing, Liz Hamp-Lyons and Ben Heasley, Cambridge University Press. 2006
- (vii) Communication Skills, Sanjay Kumar and Pushp Lata, Oxford University Press. 2011
- (viii) Exercises in Spoken English, Parts. I-III. CIEFL, Hyderabad. Oxford University Press
- (ix) The Study of Language, George Yule, CUP, 4th Edition. 2010
- (x) A Course in English Phonetics, T R Kansakar, Orient Longman. 1998
- (xi) Spoken English, R K Bansal and J B Harrison, Orient Longman. 2013

Course Outcome: At the end of the course students will be able to –

Sr. No	Course Outcomes	Weightage
CO1	Use various forms of vocabulary in varied situations in oral and written communication.	10%
CO2	Understand the phonetics and the transcription pattern to learn correct pronunciation.	10%
CO3	Comprehend the dynamics of various rules of grammar and check its validation while they speak and write language correctly.	20%

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CO4	Use grammar effectively to make themselves competent Listener, Speaker, Reader and Writer by exposing to various set of situations.	20%
CO5	Write various formal and informal documents of day to day life and professional set up.	20%
CO6	Demonstrate the qualities of writing in diverse situation by using the nuances such as conciseness, clarity, accuracy, organization, and coherence.	20%

List of Experiments:

Sr.No.	Activity type	Duration in hrs	Preferably to be conducted in:
1	Word Formation-1	2	Lab/classroom
2	Word Formation-2	2	Lab/classroom
3	Listening Comprehension	2	Lab/classroom
4	Transcription and dictionary usage	2	Lab/classroom
5	Common Everyday Situations: Conversations and Dialogues	4	Classroom/Hall
6	Communication at Workplace	4	Classroom/Hall
7	Common errors in writing	4	Classroom/Hall
8	Reading Comprehension	2	Classroom/Hall
9	Letter Writing, Precis Writing	4	Classroom/Hall
10	Email Writing: Formal and Informal	2	Lab/classroom
11	Practical assessment	4	Lab/classroom

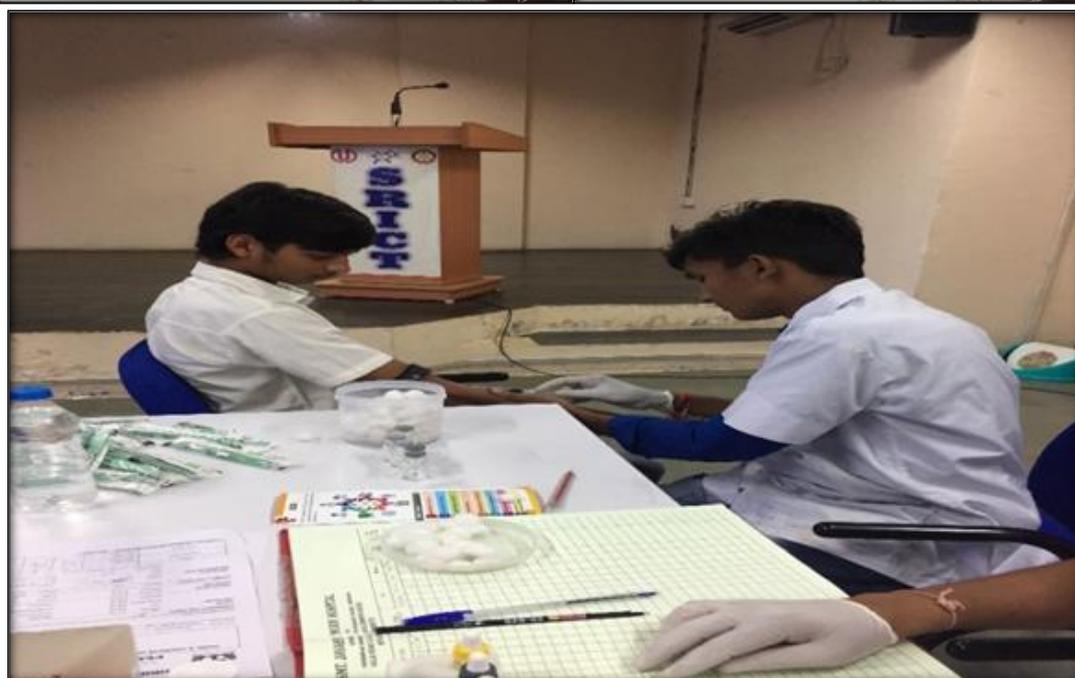


LIFE SKILLS

1. Health Checkup:

A free health check-up camp was organised at Shroff S. R. Rotary Institute of Chemical Technology in collaboration with JayabenModi Hospital, Ankleshwar for 1st Semester Students of B. E. (1st year). Its main purpose was to maintain proper health in the students.

The camp included Physical examination, Vision Test, Colour Blindness Test, Height and Weight checkup, Blood Pressure, Blood group test, complete blood count test and urine test. Qualified experts who recommended appropriate precautions and interventions to the students.



Health Checkup of 1st Year Students on 3&4/10/2018

2. Blood Donation Camp:

“Blood donation is the real act of humanity”

Blood donation is a most important social service to the humankind. As being a human, we must donate blood to save the life of many humans who need it in urgent situations. SRICT was determined to put its concrete efforts towards Blood Donation to inculcate the social responsibilities in the students. The team who supports us for Blood donation camp was Indian Red Cross Society, Bharuch & The Rotary Blood Bank, Ankleshwar.



Blood Donation Camp_“Rakt Kundali-12” on 7/4/2018



Blood Donation Camp_“Rakt Kundali-13” on 6/2/2019

3. Thalassemia Checkup:

Looking forward to comply with the Hon. Vice Chancellor's Circular No. GTU/VC/Thalassemia/1848/2012, Dated 21.02.2012, Gujarat Technological University, Ahmadabad; Shroff S. R. Rotary Institute of Chemical Technology organized a camp for Thalassemia testing every year, putting one more step forward in continuous efforts of fulfilling social responsibility. Seeing the increasing numbers of Thalassemia minors in Gujarat, The GTU take initiative to look in very seriously and introduce the Thalassemia as bridge course in course curriculum (Subject named SCC), Circular No. GTU/Academic/Bridge

Course/2013/6961, Date: 18/7/2013. The institute took the initiative and has been organizing such camp every year for 1st year students.



Thalassemia Awareness & Testing camp on 21/08/2018

4. Medical Facility:

5. Gym Facility at Hostel:

6. Bridge Course:

Objective of Course:

- The main objective of bridge course is to provide ample of time for the transition of students from school to the hard core engineering.
- It has also aspired to act as a buffer for the new entrants, with an objective to provide adequate time for the transition to hard-core engineering courses.
- Hence bridge course proves to be a best opportunity for the students to adapt themselves to new social and academic environment.
- During this interaction of 4 weeks with the faculty and their classmates, the students are equipped with the knowledge and the confidence needed to take on bigger challenges as future engineers of this country.

Life Skill Activity

(4th August to 20th August 2016)

- **Anger Management:**

Anger management is a psycho-therapeutic program for anger prevention and control. It has been described as deploying anger successfully. GTU prescribed the chapter for bridge course as this is one of the most useful life skills. During classes, various reasons for anger and possible solutions for depressing it or preventing it were discussed. Anger is frequently a result of frustration, or of feeling blocked or thwarted from something we feel to be important. The ideal goal of anger management is to control and regulate anger so that it does not result in problems. Some effective anger management techniques to control the anger are relaxation techniques, monitored breathing exercises, listening classical music, reading comics, etc.

- **Role Play**

Students were divided into groups and were given topics for role play (eg: customer & salesman, friends meeting in the garden, at the movie theater. etc). Students were allotted time to discuss with their partners and prepare dialog. After that they were asked to do the role play in the class while other students were asked to watch carefully and note down their observations and prepare comments (positive first and then negative).

- **Problem Solving Activity**

Problem solving is defined as “A doubtful or difficult matter requiring a solution” Or “Something hard to understand or accomplish or deal with.”

Students were given different general problem commonly found among them like

- Problem related to particular subjects
- Problem of Misconception towards anything
- Problem of what others will think
- Problem of Lack of concentration
- Problem of negativity

Following steps were implemented to solve each and every problem

1. **Problem Identification:**

This stage involves: detecting and recognizing that there is a problem; identifying the nature of the problem; defining the problem.

2. **Structuring the Problem:**

This stage involves: a period of observation, careful inspection, fact-finding and developing a clear picture of the problem.

3. **Looking for Possible Solutions:**

During this stage you will generate a range of possible courses of action, but with little attempt to evaluate them at this stage.

4. **Making a Decision:**

This stage involves careful analysis of the different possible courses of action and then selecting the best solution for implementation.

5. Implementation:

This stage involves accepting and carrying out the chosen course of action.

6. Monitoring/Seeking Feedback:

The last stage is about reviewing the outcomes of problem solving over a period of time, including seeking feedback as to the success of the outcomes of the chosen solution.

To Be Happy and Make Others Happy:

Students are aware about the sources of happiness by developing their self-awareness and positive attitude towards life.

Implementation:

By the help of different exercises on

- Personality,
- Perception,
- Johari Window,
- Interpersonal relationship,
- Positivity,
- Collaboration
- Transactional Analysis
- Business Communication
- Attitude etc...



Along with life skills we have arranged yoga sessions for different branches. A trainer was called from outside institution. He has explained importance of yoga by saying “Yoga is not a religion; it is a practice for attaining healthy mind in a healthy body.”



On the last day of bridge course our college has arranged Thalassaemia Awareness & Testing camp for all the students.



Report on village visit:

This activity of different branches started from 4th Aug and ended on 20th Aug. Faculties from different branch accompanied students for village visit. During their village visit following activity carried out by students:

Students interacted cordially, observed their lifestyle, and made a list of what they had and what they could better have.

- Students interacted more intimately for betterment of their lives .Groups formed to solve their specific problems.

- Group discussion and check for technical feasibility and availability of resources.
- Students casually played games with them to bridge closer relationship and experienced a fresh rural life.
- Discussed their deep rooted expectations and arranged an awareness camp about how to alleviate their difficulties
- Students gently moved back with an impression that enabled them to communicate with them anytime whenever required.

Name of Branch	Name of the Village	Date	Total No. of Students
Mechanical Engineering	Dodavada	06/08/2016	30
Chemical Technology	Siludi	08/08/2016	52
Environmental Science & Technology	Sinada	12/08/2016	45
Chemical Engineering	Bandabeda	16/08/2016	63
Electrical Engineering	Dodavada	06/08/2016	07



Learning Engineering Report

Faculties from the Department of Electrical Engineering, Mechanical Engineering and Civil Engineering has successfully completed learning engineering activity for the first year students



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of engineering (All the Branches). Among the various courses offered in bridge course by Gujarat Technological University, departments undertook to teach,

Learning Engineering-“Blooms Taxonomy-Ways to learn Engineering:

The exclusivity of the course is that it was offered to all the engineering students irrespective of their trade. As a result, even a student of non-circuit branch became familiar with various basic concepts of Electrical & Electronics Engineering that can be utilized in day to day life. Faculty members also conduct activity based on the physics law like creating longest chain and balloon car using critical thinking methods with applying concept of Blooms Taxonomy.

The genesis of bridge course was done with a small talk on safety precautions to be followed while working with electricity.

Apart from teaching in classroom, faculty members demonstrated about various Equipments of different subjects by taking them to labs in the respective department. Students were shown working of basic instruments for better understanding and knowledge regarding the subjects. Activities such as Resistance measurement without using any supply voltage, levelling, angular and linear measurement of land were performed by students under the guidance of faculty. Also, students were given a number of electronics elements & were asked to pick & differentiate between IC, transistor, diodes, resistors, zener diode, etc. Explanation in detail B.O.Q and water harvesting unit and how to collect water with help of water harvesting design project.

I) Technical Movies –

- **How to get Power to Home?**

The Learning outcome of this movie is that the students got to know about the Generation, Transmission and Distribution of Electrical Power.

- **How to design and estimate to project?**

The Learning outcome of this movie is that the students got to know about the calculating project cost and safety of design, economical and sustainable development of project.

- **How Diesel Engine Work?**

The Learning outcome of this movie is that the students get the knowledge about the component used in engine and also get the knowledge about how to generate mechanical power by diesel engine.

II) Presentation on Technical Disaster or Innovation –

- Water harvesting plant for sustainable development of India.
- Architectural and structural drawing design of project.
- SURAT FLOOD 2006 DISASTER”

Disaster Presentation which shows that it is necessary to develop flood reduction plan to minimize the effect of such a devastating disaster in future.



History of Science and Technology

Various activities under the category of History of Science and Technology have been carried out by various faculty members. Some of selected photographs of done activities are shown here in this report.



[Students are showing their prepared report along with demonstration of Newton's Law Motion]



[Students are trying to understand Diffraction Phenomenon by Laser which is useful to understand the wave nature of Light]



[Students are demonstrating the experiment of Earth Magnetic Field to understand the North and South Pole of Magnetic with help of Compass Box]



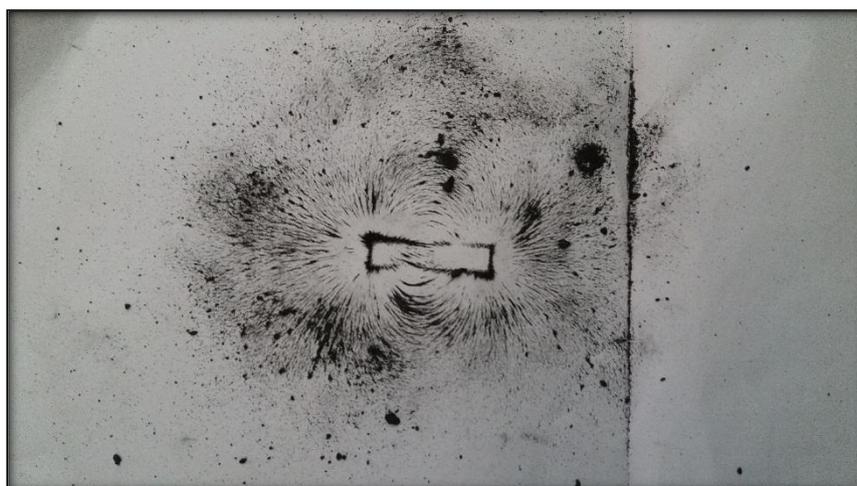
[Students are demonstrating the experiment of Third law of Newton's Law of Motion]



[Students are demonstrating the experiment of Gravitational Force]



[Students are showing their prepared report on the Earth Magnetic Field]



[Students have studied the magnetic field lines using the bar magnet and capture actual images showing the magnetic field lines].



Shroff S.R. Rotary Institute of Chemical Technology



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ICT/COMPUTING SKILLS

1. Virtual Labs (VLabs):

Virtual labs are immersive media-rich online learning environments, where users can perform physical laboratory experiments in a computer simulated environment - Anytime, Anywhere. Traditional physical laboratories require tremendous resources, preparations, time and space management. Also, possibility of wastage of energy and certain resources cannot be avoided in traditional labs. On the other hand Virtual labs are cost effective whilst providing near hands on experience of experimentation. Virtual labs provide an educational experience that helps broaden learner's perspective.

Vlabs will provide new learning technologies that are exciting and fun for the new generation of students. To transform the landscape of Science and Engineering education, through the use of virtual labs- a revolutionary technology-enhanced educational tool, laboratory learning is being extended beyond the walls of the classroom.

SRICT is deployed by IIT Bombay, as the Nodal Center for Virtual Lab Projects in Gujarat Section. Ms. Richa Dubey is Virtual Lab Coordinator at SRICT.

Month	Usage
January	0
February	0
March	0
April	4304
May	0
June	0
July	0
August	0
September	0
October	7442
November	0
Total Usage	11746

Richa Dubey
Nodal Coordinator Signature
(RICH A DUBEY)

T. S. R. I. C. T. e
Head of Institute / Principal
Signature & Stamp

1. Scan and Upload the duly signed original Soft-Copy of this Annual Report (Using Scanner, no mobile phone copies)
2. Send the Hard-Copy of Annual Report + All Monthly Reports to (Prof. Santosh Noronha, Lab 125B, Dept. of Chemical Engineering, IIT Bombay, Powai, Mumbai 76)

Annual Report



Shroff S.R. Rotary Institute of Chemical Technology



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2. MOOCS Lecture:

Massive open online course (MOOC) is a revolutionary platform for all those who are eager to get the knowledge about the different courses of different fields, offered & approved by AICTE, New Delhi. A **massive open online course (MOOC)** is an online course aimed at unlimited participation and open access via the web. In addition to traditional course materials, such as filmed lectures, readings, and problem sets, many MOOCs provide interactive courses with user forums or social media discussions to support community interactions among students, professors, and teaching assistants (TAs), as well as immediate feedback to quick quizzes and assignments. MOOCs are a recent and widely researched development in distance education first introduced in 2008 and emerged as a popular mode of learning in 2012.

Early MOOCs (MOOCs) often emphasized open-access features, such as open licensing of content, structure and learning goals, to promote the reuse and remixing of resources. Some later MOOCs use closed licenses for their course materials while maintaining free access for students.

Benefits offered by MOOC lectures are as under:

- Improving access to higher education
- Providing an affordable alternative to formal education
- Sustainable Development Goals
- Offers a flexible learning schedule
- Online collaboration

The learning environments of MOOCs make it easier for learners across the globe to work together on common goals. Instead of having to physically meet one another, online collaboration creates partnerships among learners. While time zones may have an effect on the hours that learners communicate, projects, assignments, and more can be completed to incorporate the skills and resources that different learners offer no matter where they are located.