

G PULLA REDDY ENGINEERING COLLEGE (AUTONOMOUS): KURNOOL

IQAC-ASSURANCE & INITIATIVES

Best practices

(Academic Year: 2020-2021)

7.2.1 Best Practices:

Best Practice-1:

1. Title of the Practice: Ten minutes talk/presentation by students in each class
2. Objectives of the Practice:
 - To improve the communication skills of the students.
 - To raise their self-confidence.
 - To train the students in the preparation of presentations/speeches.
 - To positively impact the placement opportunities of the students by enabling them to face the interviews with confidence.

3. The Context: Engineering students are required to be groomed to become able professionals having requisite skills in engineering, in the field of their study. Besides the professional knowledge and skills, the requirement of employable students by the industry/organizations includes communication skills. The talk/presentation by students is designed to address the core issue of improvement in communication skills. The challenges a student is likely to face, during the study, are many and varied. The most important challenge that a student has to address is communication. The practice assumes significance in this context. Its implementation would pave the way, for addressing the basic needs, the employer would expect from the students, in the process of recruitment, that is communication skills.

4. The Practice Realizing the importance of communication skills, the institution has evolved a practice of insisting that each student shall give a talk/presentation in the first ten minutes of each class. In each course of study, the faculty would, by rotation, give chance for every student to give the talk/presentation at least once during the entire semester. The practice is followed in every course of study and as there are about five / six theory courses in each semester, the student will get an opportunity to give a talk/presentation five to six times every semester. This would give the student enough preparedness. During the entire program, the student is presented with ample opportunities to improve and fine-tune their communication skills.

The uniqueness of the practice in the context of higher education is that the participation of students would give them exposure to public speaking, help them in enhancing their performance and develop their communication skills. The practice has certain constraints /limitations in the sense that, not all the students are willing to come forward to present the ten-minute talk/lecture. It requires a continuous effort from the faculty member to conduct the practice smoothly and uninterruptedly. Students come to know of their deficiencies, drawbacks, and inhibitions when they present their talk/lecture and there is always scope for improvement, better performance, and fine-tuning. The practice had been carried out for the last few years and the focus is on achieving the desired results like preparing students to overcome their inhibitions and improving in oral presentations.

5. Evidence of Success: The practice had proved to be very successful and the performance against the benchmarks and targets is satisfactory. The introduction of the practice and its implementation is yielding good results and the evidence of success is in the form of feedback,

which is positive and encouraging. The practice is likely to aid the growth of communication skills among the students. The evidence of the success of the practice could come.

Best Practice 2:

1. **Title of the Practice:** Mentoring to all B.Tech students [**STUDENTS MENTORING SYSTEM**]

2. **Objectives of the Practice:**

- The objective of the mentoring program is to establish a trusting relationship with accountability and responsibility from the mentor and mentee.
- Providing a reliable and comprehensive support system to motivate students to excel in both academic and non-academic fields and to make the most of their life at the Institute.
- The goal of a mentorship program is to accelerate the personal and professional development of mentees. This is achieved by providing mentees with guidance, advice, and feedback from mentors with more experience than themselves.
- Provide advice and guidance to each mentee to achieve long-term technical growth and career goals.
- Clarify the mentee's goals and monitor the progress in their journey to achieve those goals.
- The focus of the mentoring program is on the rehabilitative needs of the offender (not the spiritual needs of the mentor) using a continuum of care to create a growing, healthy relationship.
- Ensuring regularity and punctuality of students through counseling sessions

3. **The Context:**

mentoring is a process in which an experienced individual or faculty helps the students develop his or her goals and skills through a series of time-limited, confidential, one-on-one conversations and other learning activities. Mentors also draw benefits from the mentoring relationship. As a mentor, you will have the opportunity to share your wisdom and experiences, evolve your thinking, develop a new relationship, and deepen your skills as a mentor

The following are the requirements for mentors in the context of mentoring

Listening actively is the most basic skill you will use throughout your relationship. Active listening not only establishes rapport but creates a positive, accepting environment that permits open communication. By listening actively, you will ascertain your student's interests and needs. **Building Trust** is built over time. You will increase trust by keeping your conversations and other communications with your students or mentees confidential, honoring your scheduled meetings and calls, consistently showing interest and support, and being honest with your student. **As a role model**, you should have your career and personal goals and share these, when appropriate, with your mentee. It is also likely that he or she will ask you how you set and achieve your own goals. In addition, you can help your mentees identify and achieve his or her career and personal goals. Encouraging is the mentoring skill most valued by protégés.

There are many ways to encourage your protégé. You can also inspire your protégé to excel. i.e Share your vision or those of other leaders; Describe experiences, mistakes, and successes you or others have encountered on the way to achieving your goals, etc. Reflecting on your mentoring practice, noting the use of the key mentoring skills, observing progress made in the relationship, and requesting feedback from your students are excellent ways to assess whether you are employing these skills.

4. The Practice:

Program implementation will be in the following phases:

- Phase I: Selecting Student mentors.
- Phase II: Allotment of students to the mentors.
- Phase III: Interaction of students with the mentors and identifying strengths and weaknesses of the mentees. Form a WhatsApp group, if possible, to keep contact among the group.
- Phase IV: Periodic meeting of the mentees with the mentors and remedial training of the learners, training students to take up higher skills.

Duties of mentors:

- Mentors are required to keep track of their mentees regarding academics, attendance, discipline, and overall development
- Mentors are to record their findings in the mentor's diary.
- Any complaints or compliments regarding mentees are to be brought to the notice of the respective mentors.
- Mentors, if required are to schedule face-to-face counseling with their mentees.

Mentors' Roles and Responsibilities

- Mentors may perform a variety of roles, such as model, advisor, friend, teacher, and resource person.
- These roles serve many functions in mentor-mentee relationships. They can bring profound changes
- to the mentees' social, professional, and academic perspectives.
 - Mentors may act as a coach by giving advice, suggestions, and guidance to the mentees about them
- career planning and advancement in the future.
- Mentors may help mentees understand some real-life experiences in the workplace and integrate them
- theoretical learning with practical examples in the field.

Mentees' Roles and Responsibilities

- Mentees can share with the mentors their talents, achievements, interests, and issues concerning professional development.
- Mentees can seek advice from mentors about career choice and the necessary preparation for success.
- Mentees need to respect the mentors and demonstrate the passion and willingness to invest time

- and effort to nurture the mentor-mentee connections, aiming to achieve wider exposure, supportive
- exchange, problem-solving, and richer social life.

5. Evidence of Success: The practice had proved to be very successful and the performance against the benchmarks and targets is satisfactory. The introduction of the practice and its implementation is yielding good results in a greater number of placements and higher studies and the evidence of success is in the form of feedback, which is positive and encouraging. The practice is likely to aid the growth of mentees among all students.