

# TKR COLLEGE OF ENGINEERING & TECHNOLOGY

(Sponsored by TKR Educational Society, Approved by AICTE, Affiliated to JNTUH)

AN AUTONOMOUS INSTITUTION

Accredited by NBA and NAAC with 'A' Grade



Medbowli, Meerpet (V), Balapur (M) Ranga Reddy (D), Hyderabad, Telangana - 500097

Mobile: 9100377790, E-mail: info@tkrcet.ac.in, Website: www.tkrct.ac.in

College Code: K9

**7.2.1 - Provide the weblink on the Institutional website regarding the Best practices as per the prescribed format of NAAC**

## BEST PRACTICES

### 1. A STUDENT- FRIENDLY MENTORING SYSTEM

#### OBJECTIVES:

- To ameliorate the affection and interaction that exists between the faculty and students.
- To provide the students a platform to express their grievances.

#### THE CONTEXT:

There was a general decline of alacrity among students to attend the formal lecture classes. The teachers themselves observed many students (20%) lacked the initiation to Pursue undergraduate courses. This was because

- Students coming from rural areas of the state had problems of adjustment into the new environment.
- Students were under a misconception that attending lecturers would not help them to significantly improve their skills in procuring jobs.

Having identified the causes, the teachers along with the Principal and Management decided to introduce an efficient student – friendly mentoring system. This practice helped in motivating students to a large extent. Students were provided with an opportunity to talk and interact with the faculty before and after the classes. Students started to come back to their classes and participate actively in curricular and co-curricular activities. They were more expressive and this activity greatly helped in reducing their stress. A deeper bonding was developed between the teacher and his/her students.

#### THE PRACTICE:

Mentoring sessions were held regularly. Every teacher was entrusted the work of mentoring twenty to twenty five (20-25) students. Many students were reluctant to express their problems orally and so questionnaires were prepared to derive personal information from students regarding their goals, interaction with the teachers and peer group and their study habits. Each student met the mentor personally and this greatly helped in improving the intimacy between the teacher and students. It also helped in improving the students' academic performance.

After two months, another mentoring session was held to evaluate the progress in implementation of goals adopted in the earlier session. The heads of departments, the Dean and the principal met to study the responses derived from the students, Subsequent plan of action report for implementation by each department was directed.

#### **EVIDENCE OF SUCCESS:**

Many of the students from the rural areas have shown a remarkable change in their attitude to academic pursuits. They now appreciate their intimacy with their teachers.

This type of mentoring, it has been observed, has greatly helped in the overall personality development of the student. The improved interaction between the teacher and student has helped to solve many academic problems of students. The student feedback has helped the teachers to modify their teaching methods and practices. It has helped in making teaching effective both to the fast and slow learners.

### **2. A MINI REPORT ON THE ACITIVITIES CARRIED ON BY IQAC**

**GOAL:** It was decided in the initial meetings of the IQAC members to produce a mini report on the research activities carried on at IQAC. The intention to do this was to disseminate information to all the stakeholders about the activities of the IQAC. The idea was to motivate the stakeholders to participate actively in research-oriented projects.

#### **THE CONTEXT:**

The IQAC members found it pressing to spread information about the plans and progress of the working of IQAC. Initially the process of creating awareness was onerous. The coordinators and other members along with the Dean and Principal decided to get all the stakeholders involved through this method of passing information with help of a mini report.

#### **THE PRACTICE:**

In the post accreditation period the Principal and the coordinator of the college IQAC, decided to prepare an exhaustive report on the role of the college in the post-accreditation set-up. The mini report contained the vision and mission of the college; the objectives of the IQAC; the targets accomplished and the future-plans. The copies are kept in the library for reference to stakeholders.

#### **EVIDENCE OF SUCCESS:**

After the publication and distribution of this mini report, the students and faculty got motivate to work further. Student's analytical skills and communication skills improved considerably. They were not diffident to clarify their doubts with the teachers. The faculty started getting involved more and more with research work. A better understanding developed between the members of IQAC, the faculty and the students.

### **3. "Skill-Will" Club**

**Goal:** The goal of the programme is to train students in Communication Skills and soft-skills, such as Reading/pronunciation/English Speaking; Writing; Group Discussion; Job Skills- Presentation Skills. The "Skill-Will" Club aims to train students in soft-skills to empower them to compete in the job-market

## **THE CONTEXT:**

The remarkable shift in the job market has brought pressure and responsibility right to the steps of the educational institutions. It is well understood that skills should be part of any teaching programme and that it is the skills that make the students employable besides the acquisition of the degrees. It is with this in mind that the initiative was taken up and the curriculum designed with the actual requirements of the job-market in mind and to create will among students for competing in the job-market, equipped with the necessary soft- skills. The program aims to impart soft skills including communication skills, presentation skills, personality skills and job-skills to help students to acquire General English skills and help to remove mental blocks involved in communication. These activities are conducted through the "Skill-Will" CLUB.

## **THE PRACTICE:**

The practice makes room for a group of teachers to voluntarily conduct classes and provide training to students and equip them with a set of soft-skills necessary to compete in the job- market. Teachers from the Department of English have designed the program, and the programme will be held with the help of teachers from all faculties. Teachers put special efforts without remuneration besides the regular work. No fee is collected from the students for the purpose.

The teachers are conducting classes for the students without collecting any fee. The Club identifies a target group of 100 students through a simple test. The list of selected students is notified and initially an Orientation Programme is conducted for the students. They are made aware of the importance of the skill acquisition and the necessity of the "Skill-Will" programme. Theory classes ranging from 30—40 hours are conducted besides five hours of training in MS Word and power point during vacations. Students already trained in computing skills are roped in to train other students. Students are provided with the audio system, audio-cassettes, CDs and the Course Books, Class Books of Cambridge series with the help of which students get trained in pronunciation, building conversation etc.

The details of the programmes which were conducted are provided hereunder:  
Reading/Pronunciation/English Speaking:

Classroom Listening, Audio versions of conversation – pronunciation of vowels, consonants, words, sentences, Listening to a conversation and making observations, finding out errors, Class room Reading, Text Reading, News Paper Reading, Reading aloud, Mind Reading, Reading at a pace, Skimming, Pronunciation, To speak English exercises, To look at the Picture and develop conversation, To write conversation for an imaginary context, Practical Classroom speaking practice, Phonetics (vowels, consonants, sounds for the alphabets, Referring Dictionary for pronunciation, Referring pronunciation Dictionary etc).

### **Writing:**

Letter writing (Personal Letter, Official Letter, Business Letter, Letter of Application, Curriculum vitae, Report writing, Note Making, Precise Writing etc, Creative Writing, News report writing, Expanding Headlines etc.

## **GROUP DISCUSSION:**

Audio version of Group Discussion (GD), Audio version of Interview - Large Group Discussion, Small Group Discussion, GD for Selections, Critical commentary and tips on Group Discussions, Classroom Practice sessions, GD involving teachers for practice and tips, Audio-tape, Video presentation of Group Discussions, Tips for moderation, Practical moderation techniques, Group Dynamics, Group activities, Leadership and managing a discussion and conversation etc.

## **JOB SKILLS-PRESENTATION SKILLS:**

Materials on inter-personal skills, Job skills, How to write a portfolio, Telephone conversation, Seminar, Mock Interviews, Role play, Exercises in role play: marketing etc, practical use of MS Word, five hours training on power Point presentation, OHE presentation, preparing for presentation etc, making profiles, stress management, time management, Using Internet, e-mail ID, sending e-mail, mailbox, net surfing etc.

## **EVIDENCE OF SUCCESS:**

The impact of the programme is immense. The confidence among the students of the Club is worth mentioning. A large number of students intend to join the programme and want to get the benefit of this voluntary initiative from the teachers.

## **4. ENHANCEMENT OF PLACEMENT**

**Goal:** To help the students to realize their primary ambition of getting employed on graduation, efforts have to be intensified to arrange campus interviews and prepare our students to emerge successful in them. Different strategies, ranging from curricular updation to training programmes for students have been organized. A realizable target of securing employment for a minimum of 31% of our graduates has been set for the year 2021 – 2022.

## **THE CONTEXT:**

Students, during the first two years of their graduate studies are not motivated to set goals. Only during the last semester they give serious thought to their future and feel frustrated as they realize that they have not taken advantage of the opportunities provided in the campus to acquire employable skills. Hence it has become imperative to counsel and encourage them to set definite goals and work towards achieving them from day one of their tenure in the campus. They have to be given guidance in choosing the appropriate additional qualification like certificate and diploma courses offered and improve their academic profile by obtaining parallel, add-on qualifications.

Placement has been improved through the following efforts

- Appointing a placement officer and establishing a placement cell with one staff from each department.
- Counseling for outgoing students on Bio-data & Job application and preparation of Job Prospects.
- Impressing on them the acquisition of relevant skills needed for specific jobs.
- Creating a Career corner in the Library with posters for competitive examination, collection of current books for preparation of these examinations etc.
- Display of details on jobs related to the field of study, on the notice board of departments.
- Offering General Courses for Communication skills, Personality Development and Confidence building exercises

### THE PRACTICE:

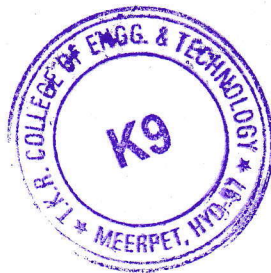
Students with career ambition and the potential for employment will be identified after the first semester. They will be motivated to improve their academic profile and join courses that will reinforce their employable skills. By the Sixth Semester, the cumulative acquisition of these skills along with the confidence they had gained through mind set, will make these students winners & increase our percentage of placement.

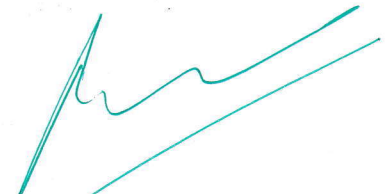
### EVIDENCE OF SUCCESS:

The enrollment for certificate courses like Mathematics for Competitive exams, Spoken English, Functional Hindi and Computer courses has significantly increased. The present final year students are well prepared for the job selection. Last year graduates attended interviews for job selection in our campus as well as those in other institutions. More than 30% were offered placement. The success of the senior students has been a strong motivation for the present students to qualify themselves with employable skills.

  
**IOAC Co-Ordinator**  
**DEAN ACADEMICS**

TKR College of Engineering & Technology  
(AUTONOMOUS)  
Medbowli, Meerpet, Hyderabad - 500 097



  
**Principal**

**Principal**  
TKR College of Engineering & Technology  
(AUTONOMOUS)  
Medbowli, Meerpet, Hyderabad-97.