

KKR & KSR INSTITUTE OF TECHNOLOGY AND SCIENCES VINJANAMPADU- GUNTUR

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Best Practice 1:

Employability Skills Development Employability Skills Development through Campus Communication Skills Program.

Objectives: To train the students on communication skills by focusing on productive skills such as Speaking and Writing, and enhance vocabulary and pronunciation through Listening and Reading.

Context: There is a growing demand for language proficiency for employability in various sectors and pursuing higher studies. In this regard, courses on English communication skills and Employability skills are included in the curriculum. As most of the students are from rural and vernacular background, to provide them a competitive advantage, communication skills training is offered through Campus Communication Skills Centre. The Campus Communication Centre and English communication lab provides a suitable platform for the students to prove themselves by participating in the language tasks and competitions with higher levels of motivation and with its gaming element within and beyond college hours. Each task focuses on different levels of competency in speaking and writing. Some of these activities include the following.

The Practice: Campus Communication Skills Program offers a platform both virtual and physical for the students to improve their language proficiency in a way that exposes them to global English and help them get rid of mother tongue influence. The learner centric approach provide students a free hand in learning. The following activities are part of this program. Group Discussion JAM sessions Mock Interviews Role Plays Vocabulary Building Writing Skills

Evidence

Branch wise Placements Statistics			
S.NO	Branch	Total Number of offers	Total number of Students Placed
1	CSE	220	137
2	ECE	174	123
3	EEE	47	35
4	MECHANICAL	95	78
5	CIVIL	34	31
6	MBA	6	4
	Total	576	408

Best Practice #2

Title of the Practice: Faculty Development Programs

Objectives of the Practice: When faculties are motivated, keyed up, and competent, they can enhance the learning of the student and support his personal development. They are responsible for shaping the careers of the students. The fundamental principles of faculty development are to motivate, strengthen and update faculty. The College shares with faculty about the changes in educational philosophy, new patterns of student behaviour, use of technology in the teaching-learning process, recent developments in subject knowledge, and emerging research horizons.

The objectives of faculty development are to:

- To get out awareness among the faculty about the comprehensive trends in higher education
- To Use new technology in the teaching-learning process
- To instruct research skills and aptitude among faculty
- Explicate student behaviour for improving the quality of teaching
- Transform a teacher into a skilled facilitator

The Context:

A well-skilled Faculty can perform well and meet or surpass Students' expectations. The requirements of an inexperienced faculty member who has yet to explore his or her own teaching abilities frequently clash with the learner-centered approach to education. Teachers at primary schools and non-professional institutes receive extensive training; however, professional education teachers do not receive the same, as it is desired that they be tailor-made. Faculty development is essential for familiarizing faculty with institutional processes, orienting them to student centricity, enriching curriculum, and exploring research opportunities. Expert training gives them an understanding of the subtleties of many processes; thus, faculty development is critical.

The Practice: The goal of faculty development is to equip Faculties to meet academic and administrative requirements of institutions, to elevate their professional status, to adhere to standardized procedures in learning-teaching activities, and to achieve social good. The practice's numerous steps are:

Step 1: The training needs for faculty members were identified on the basis of the discussions and deliberations done through the Center for Internal Quality Assurance Cell. A survey is carried out to explore expectations from the faculty for classroom delivery.

Step 2: Faculty development programmes (FDPs) are created based on a thorough understanding of the needs of diverse industry sectors, as well as recognised areas for growth. The FDPs are tailored to accommodate the needs of faculty members at various stages of their careers. College's programmes include induction training, orientation in the early stages of a teaching career, discipline-specific training at periodically to keep up with changing trends in the discipline, and research orientation. Knowledge enrichment, student engagement, time management, communication, mentorship, leadership in the classroom, team activities, articulation, presentation, research writing, and other modules are presented to the faculty member.

Step 3: Programme schedule is designed based on the areas that require improvement.

Step 4: After finalizing the programme schedule, different experts from across India are invited.

Step 5: Experts in several fields help the professors during the training programme. Faculty are mentored during induction training and orientation programmes focused on classroom delivery and learning of general and discipline-specific skills. They are driven to learn for the rest of their lives. Faculty members reflect on course content, delivery techniques, teaching-learning tactics, and evaluation patterns, and map each component to identify any problems.

Step 6: All the programmes have a feedback mechanism to know whether they have met the expectations and delivered as per the defined programmed outcomes.

Step 7: Faculty are continuously evaluated. Further, at the end of the programme, they take the test of learning.

Evidence of Success: Faculty vitality is the main ingredient to enhance the professional education and competence of students. Enriching the faculty vitality in key domains of teaching, assessing, research, professionalism, and administration is well-known to significantly improve the educational environment and to increase the academic performance of learners. However, we have conducted them systematically in the Every year.. Faculty feedback indicates their enhanced level of confidence. The training programmes have shown smooth floating of a novice teacher in his classroom handling, approach to guiding students, improved personal communication, and inclination to research. The same is reflected in students performance.

Problems Encountered and Resources Required : Faculty development programmes are for the benefit of both the faculty and the institution.

Though the practice has a lot of merits, there are certain challenges in developing faculty:

To bring the faculty members at the same level through the training modules.

To have experienced and qualified trainers.