Students Mentor System

1. **Title of the Practice**: Mentoring System
2. **Objectives of the Practice**:
   - ➢ To encourage students to excel in academic, emotional and social aspects.
   - ➢ To provide more contact hours between teachers and students.
   - ➢ To maintain proper academic and attendance records of students.
   - ➢ To make the students Self-Aware of their strengths and weakness and take necessary remedial action.
   - ➢ To minimize drop-out rates of students, improve performance and reduce the stress of the students through counseling.
   - ➢ To identify slow learners and advanced learners

3. **Context:**

   Since most of the students are from rural back ground, it is crucial for the institution to guide the students from the beginning itself for their all-around development. The institute has followed the suggestions made by the IQAC, Higher education to introduce the mentoring system. In order to resolve day to day academic problems of the students, mentors are appointed. It had promptly and effectively put it into practice in the past two years. With a wide variation in the student population with regard to educational and economic background, the system promises to provide a better understanding of each student and bring out their highest potential for mitigating cases of drop-out students. Mentoring is required for students to achieve emotional stability and to promote clarity in thinking and decision-making for overall progress.

4. **Practice**:

   The IQAC had taken the initiative to implement, this system. Every year the names of the students are collected and arranged according to their subject choice. They are divided into groups of 20-25 students depending on the number of students. Each group is assigned a teacher/mentor who is responsible for collecting the academic

performance and class attendance of individual students. The teacher/mentor is given necessary information regarding his/her mentees and is expected to offer guidance and counseling when required. In isolated cases, parents are called for special meetings with the Principal at the suggestion of the mentor.

5. Evidence of success

i. Though the system has only been implemented in the last few years, significant improvement in the teacher-student relationship can be seen.

ii. The system has been useful in identifying slow learners and advanced learners. Based on the requirement deduced through a careful examination of each mentor's report, the institute organizes a remedial class on different subjects within the syllabus for poor/slow learners.

iii. The remedial classes have become systematized after the implementation of this system. NEED-BASED remedial classes have proved to be beneficial to the students in particular and the entire college in general.

iv. Gradual increase in the pass percentage of students noticed from the first year to final year.

v. Increased number of students who got placed in campus recruitment drives is also one of the results of an effective counseling system.

6. **Problems encountered and resources required**:

i. The division of students into groups proves to be a tedious exercise with some students opting for other courses now and then. Due to time constraints, the teacher /mentor is unable to have sufficient time with the mentees. The system does not incur much expenditure. It only requires the utmost commitment from a teacher/mentor.

7. **Outcome:** Successful completion of the mentoring was done for shaping the career of the students.

Best Practice-2

(Women Empowerment through Skill-based Training)

CRT Program is exclusively designed for students in order to make them ready for placements and one of the salient features of the institute is CRT program. It is focused on ensuring that the students are well-equipped to get through the requirement process of various companies by gathering inputs from job seekers and placement providers. Sensing the future needs of the corporate sector and skills that are in demand, the institution established a separate cell to improve the skill development among the students. The training experts monitor the students in all the three-year tenure of graduation. In the final year nearly 6 months are allotted exclusively for the training. The students are given vigorous training in areas like Aptitude, Reasoning, Technical skills, and Communication skills.

Context:

It is the adorable dream of the institution to share the fruits of knowledge and play a vital role in molding young minds toward designed destinations. Aptly designed and properly implemented programs are blessings to the institution with spotless, approaching triumphs. The distinctive and majestic programs of the institution are designed to facilitate the confluence of knowledge, attitude and execution skills.

Objectives:

To create awareness of placement and selection process in the campuses to the students.

- To enhance employability skills
- To prepare students for placement activities
- To organize pre-placement training/workshops / mock interviews/seminars for students.
- To impart oral and written communication skills and knowledge essential to successfully navigate the placement process
- To assist students to obtain placements in reputed companies.

The Practice:

The institution provides well-structured skill training programs for students of all groups of B.Com & B.Sc beginning from their initial semesters itself, which helps them learn progressively. CRT is an intense placement-oriented drill. Intensive training on technical and core knowledge of all streams is provided.

Aptitude training programs, and analytical and logical reasoning tests are conducted regularly to enhance or improve the candidate's ability and problem-solving capability. Exclusive training on communication, attitude, confidence, enthusiasm and behavior skills are provided to boost confidence. Mock interviews / Resume writing practices are conducted to enlighten their performance.

Evidence of Success:

With the combined effort and commitment of the institution and students, the institution has achieved very good results during on–campus recruitment processes. The program is initiated with high expectations and a vision to provide placements for the rural background students in and around 50 km radius of Kadapa. The ardent and sincere steps that the institution has taken started yielding very good results.

It is honour to bring the following details of the total placements achieved by the college so far since 2017-2022. The data over the years show that the students of the college stood exemplary and they became role models for their junior wards.
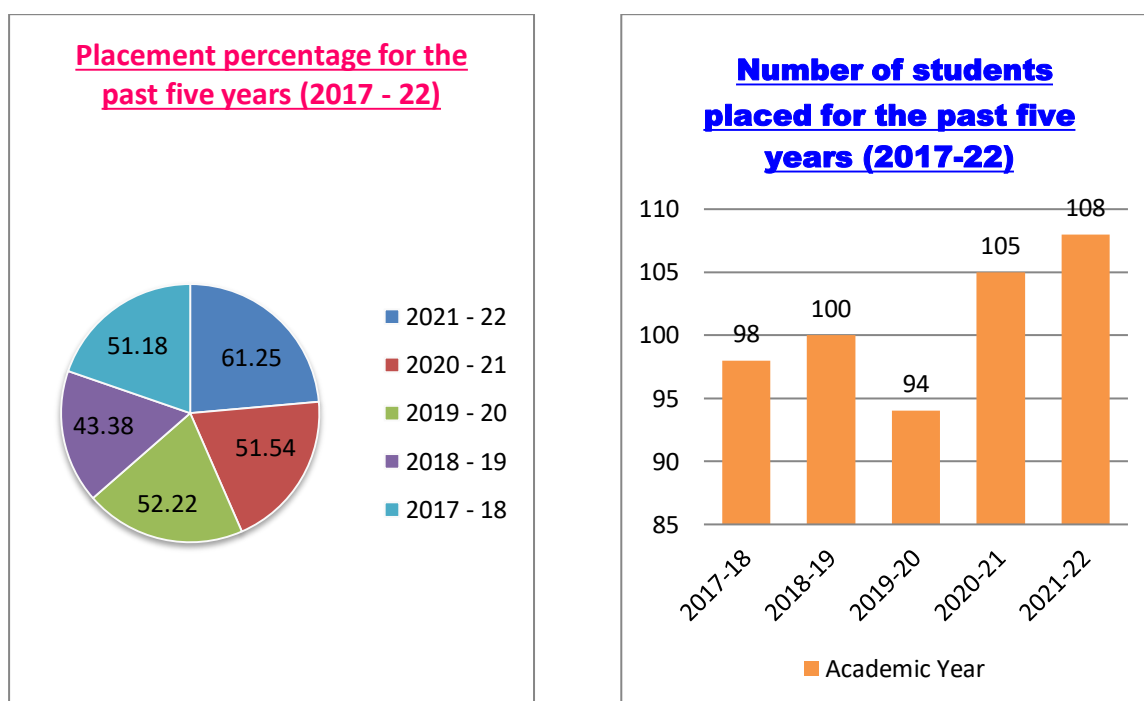
The summary of student placement data for the past five academic years is shown in Table1.

Academic Year	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Number of outgoing students	160	194	180	242	211
Number of students placed	98	100	94	105	108

Percentage of placements	61.25	51.54	52.22	43.38	51.18

Table1. Summary of placement details for the past five academic years

The graphical representation of year wise placement percentage and number of students placed is as shown in Figure 1.

**Fig. 1. Placement percentage and number of students placed during 2017-2022**

The summary of number of companies visited, average and highest packages for the past five academic years (2017-2022) are presented in Table 2.

Academic Year	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Number of companies visited	04	04	04	04	04

| Average salary package {in INR Lakhs}	2.08	2.04	2.23	1.94	2.08
Highest salary package {in INR Lacks}	2.40	2.40	2.40	2.40	2.40

Table 2. Summary of number of companies visited and average packages for the past five academic years

The number of companies visited for the past five academic years year wise is presented in Figure 2.
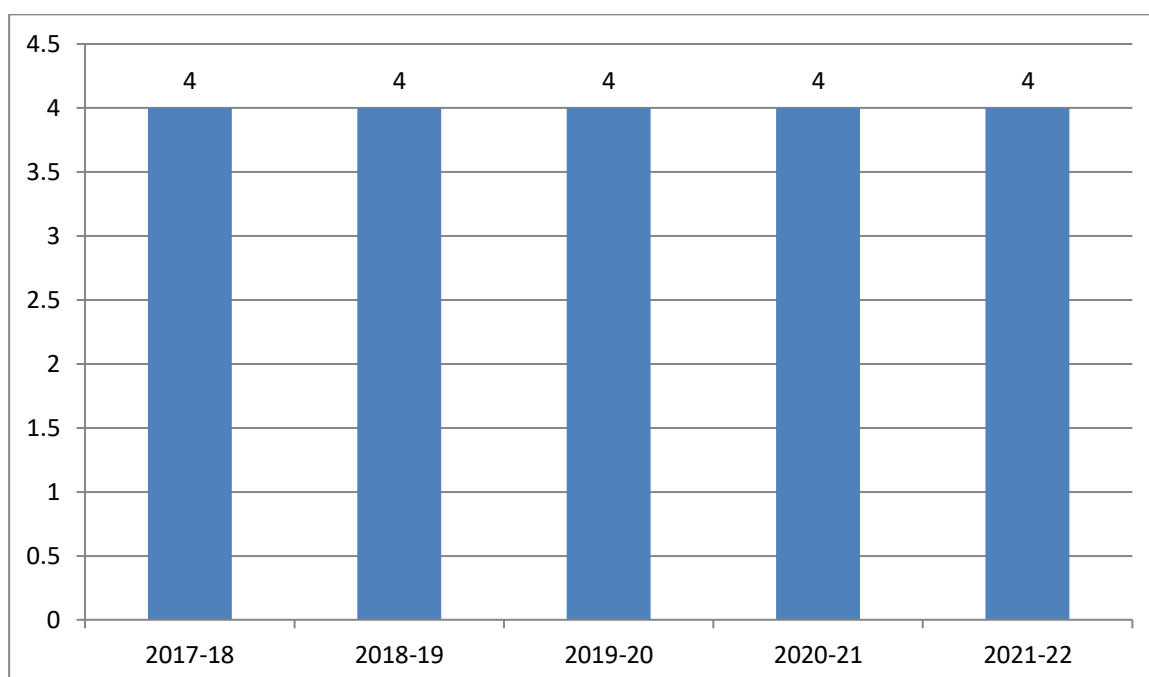
Fig. 2. The number of companies visited during last five academic years

The average and highest salary package of the students for the past five academic years (2017-2022) is presented in Figure 3.
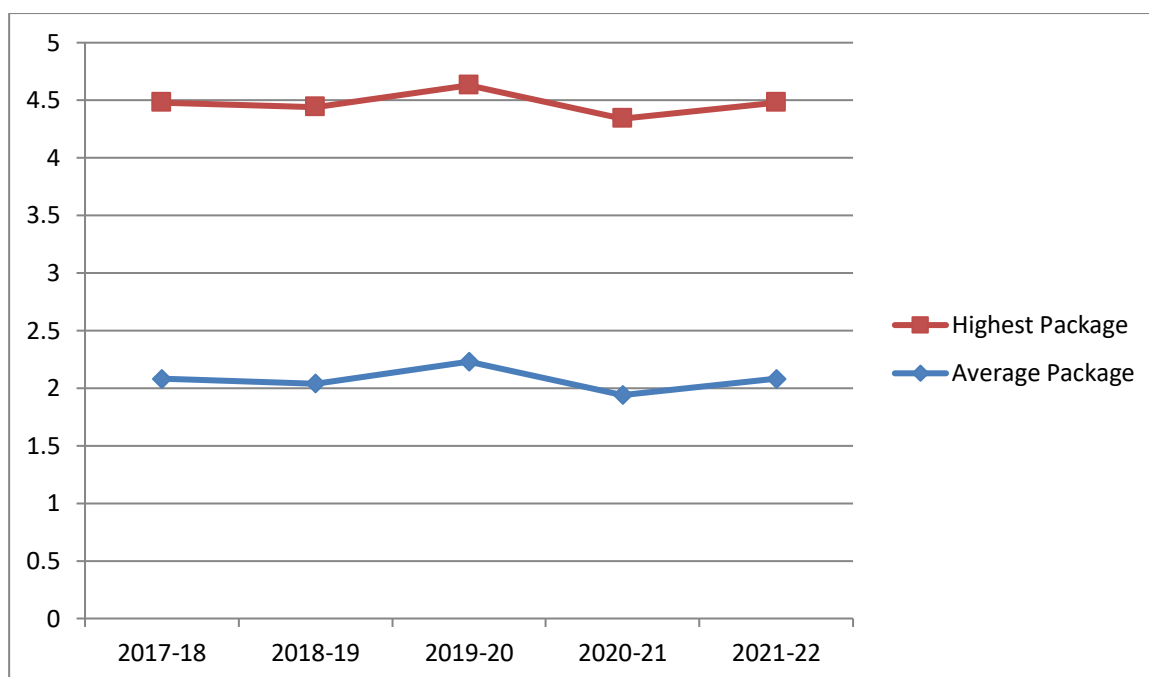
Fig. 3. The average salary package of the students for the past five academic years

Problems encountered:

Most of the students of the college are from rural background, and they are from Telugu medium. Lack of Communication skills is one of the major hurdles for campus interview. Therefore, students faced issues with the communication in their interviews. Hence, special attention is needed to improve their skills like communication, Personality development etc.

It becomes a challenging task for our students to balance both academics and placement training activities due to more academic work load.

Getting a right CRT trainer on campus has been a challenging task. Moreover, providing students with both aptitude and verbal skills, and company specific technical training was a test for the institute to place the students.