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| **1. Title of the Practice:** **“Students’ Holistic Development Mentoring System”**  **2. Objective of the Practice**  HKBK College of Engineering being a self-finance institute has the privilege to admit from a diverse spectrum of students getting eligibility from various national and international Boards of Higher secondary education and Pre-University. This scenario imposes a challenge for the faculty members to bring synergy in teaching methodology. Also, the social and geographical diversity of students pose the complex problem to the teacher to synchronize the teaching. To help students acclimatize to the environment, a two-week orientation program is conducted for the freshers. The orientation program team consist of senior faculty as coordinators, mentors, student welfare committee coordinator and student counsellor. The evaluation report helps -   * To identify the strength and weakness of each student. * To inculcate sense of discipline and social responsibility. * To help students choose the domains that suit them the most in their professional growth. * To collect feedback and ensure that problems (both academic and non-academic) are addressed to the satisfaction of all stake holders.   **3. The Context**  The following issues prompted the Institution to adopt the holistic mentoring system.   * Some of the students lack the basic analytical and logical skills which are essential to be do well in Engineering. Such students stumble initially leading to the loss of year, or even drop out. * Some students with weak financial and social background fall a prey to self-doubts about their skills and lose interest in studies and ultimately discontinue the program. * Family and social pressure make the students lose track of their focus on the course. Students get astray and fail in first year. * Conflicts in attitudes, habits, and adaptability due to cultural diversity need to be resolved and improve the learning practices among the students.   **4. The Practice**  In the beginning of the first semester, fifteen days orientation program is conducted. The initial classes are focused in conducting quiz; MCQ based written test and interaction of mentor faculties with students. The orientation program is based on co-academic, cultural and social outreach and extension activities. The Institute has set up various clubs in the field of art, literature, technology hobby, music and social activities. During orientation program students participate in activities like collage, debate, visit to historical places, orphanage, old-age home. The orientation program ensure that every student participate in class room, sports and social activities. Mentors/ coordinators prepare the evaluation report everyday based on activities.  At the end of orientation program, students’ strength and weaknesses are identified. Mentors interact with students on regular basis to follow up the progress of the student.   * A group of 15-20 students is assigned to mentor who is faculty member. * The mentor is provided mentoring diaries which is regularly updated during one-on-one interaction with student whenever the IA test / Semester end results are received. The mentor advises the mentee as to how best to improve the performance * The mentors arrange remedial and tutorial classes for slow learners. * Mentor maintains the student information. HOD monitors the mentoring dairies periodically.   **5. Evidence of Success**   * Students’ program dropout rate declined. * Students’ engagement in academic and co-curriculum activities increased. * Academic performance of the students improved.   **6. Problems Encountered and Resources Required**  During this practice execution, various problems are encountered. Students exhibit large inertia to get into the program activities. The inspiration by mentors and diverse activities enable the students to be participative in the program. The diverse social, linguistic and geographical back ground was hurdle to get students together. The team building exercise through problem solving, sports events and club activities helped to overcome it. This practice requires extensive coordination between academic and supporting functions departments to ensure required logistics and resources are available in time. |