

Best Practice 1

1. Title of the Practice: “Students’ Holistic Development and Mentoring System”

2. Objective of the Practice

HKBK College of Engineering being self-finance institute has the privilege to admit the students from all over passed out from the various boards of education are 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 the class. In this context, initial evaluation of all the first year students is conducted during orientation program. The orientation program team consist of senior faculty as coordinator, mentors, students’ welfare committee coordinator and students’ counsellor. The evaluation report helps -

- To identify the strength and improvement areas of each student.
- To inculcate sense of discipline and social responsibility.
- To help students for right career path selection by the end of course.
- To collect feedback and ensure that problems (both academic and non-academic) are resolved to the satisfaction of all stake holders.

3. The Context

The following issues made the Institution to adopt the holistic mentoring system.

- The students with low level of applied sciences basic pre-requisite for engineering failed in multiple subjects which leads to loss of year or some time course drop out.
- Students with weak financial and social back ground drop the course when fail in few subject with self-induced fear of not coping with engineering program.
- Family and social pressure make the students disinterested in engineering. Students get astray in different field and fail in first year.
- The need for addressing conflicts in attitudes, habits, and adaptability towards 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 curriculum and co-curriculum 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, collage, visiting orphanage, old-age home, organized by these clubs. The orientation program ensure that every student participate in

class room, sports and social activities. Student's mentors prepare the evaluation report everyday based on activities of the day.

At the end of orientation program, students' strength and improvement areas are identified based on orientation program committee report. Students mentor interact with student on regular basis to follow up the progress of the student.

- A group of 15 students is assigned to mentor who is faculty member from his/her program department.
- The mentor is provided mentoring diaries which is regularly updated during one on one with student as well as on receiving the result of academic and extra –curriculum activities result.
- The mentors arrange remedial and tutorial classes for slow learners.
- Mentor maintains the student information. HOD monitors the mentoring dairies.

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.

BEST PRACTICE 2

1. Title of the Practice: "Students and Faculty Well Being"

2. Objective of the Practice

- To enhance positive thinking and attitude.
- To provide opportunities of learning life skills towards happy and peaceful living.
- To make students and staff deliver the best of potential.

3. The Context

The hectic life style and academic activities cause the mental, emotional and physical stress to students and staff in education institute located in metro cities like Bengaluru. The economic goals hardship and fading opportunities causing financial and social dilemma among the students and staff members. In such state of mind and ambience, hope for future as well as managing life happily with resource at disposal impacting performance of students and staff. This is evident during the pandemic initial phase.

The institute envisions to provide the platform and opportunity to students and staff towards positive thinking and life skill learning. This will enable students and staff to concentrate energy towards efficient and impactful life approach.

4. The Practice

- The Institute initiated Employees Assistance Program coordinated by Legal Assistance Cell and HR Dept. The legal assistance cell introduced initiatives towards planning financial wellbeing through conduction of special talks and interaction with experts. It has conducted program on Financial Saving awareness and guidance, Emotional Counselling, Socio-Legal assistance to resolve personal issues in family. The institute has appointed students counsellor to address wellbeing of students. Students counselling cell conducted group and one-on-one counselling session on stress management awareness. This cell also address the mental stress of individual student with parents and alone. The induction program is conducted for 1st year students in the beginning of academic year for two weeks. This helped students to transit from long academic break period to academic activities smoothly. The institute encouraged online co-curriculum activities during pandemic.
- The institute HR department conduct the induction program for newly appointed staff to create awareness about rules, regulation and expectation from the job role. This help the new staff members easily get into the responsibility without any ambiguity. The HR department initiated rewarding and socialising policy. The academic excellent like research paper publication, patents, attending FDP and national/international conferences is encouraged and rewarded financially. The staff one day outing program arrangement and sponsored by institute provide the opportunity to staff to break unwind and reenergised through socializing events through out the day in a resort/camping.

5. Evidence of Success

- The students are feeling campus as overall learning place. The institute has negligible conflicts among students community in campus. The facilities of sports and green campus and regular counselling of students helping to achieve academic progress and overall student's satisfaction. The students transit to online class with above 80 attendance showed the effectiveness of students counselling and students-teacher healthy relation. The students participation during pandemic first phase in learning indicates positive impact of institute initiatives of students and staff well beings. The activities like sketching, painting, singing and dancing during online classes mode in pandemic phase1 enhanced students participation.

- The regularity in job, extending help and enabling students learning with good pass percentage of students with weak socio-economic background is testimony of staff acquire positive thinking and attitude through HR depart, counselling departs and Employee Assistance Program. Even during the pandemic, staffs have transit to online teaching without any delay and pause.

6. Problems Encountered and Resources Required

The students joining engineering program after the long gap of academics, leads to stress and nervousness. This leads to poor performance which accumulates to the point of emotional and mental breakdown. In semester based academic year, teaching faculty find it difficult to extend emotional and mental counselling to students. The exclusive and special department had been set up as “Students Counselling”.

The staff members carry various difficulties due to social, personal and economic hardship due to unawareness and/or lack of opportunities to learn required soft skill to manage such problems. The HR department initiative under Employee Assistant Program reach to staff members one-on-one basis.