BEST PRACTICES 2019 - 20

1. Title of the Practice:

Preparatory Examination

- **Objectives of the Practice**

  1. To assess the performance of students
  2. To create confidence among the students about the main examination
  3. To get to know the method of conducting final exam and evaluation process
  4. To get them an idea to know where exactly they lag in the portion
  5. To Improve the final results

- **The Context**

For the last two years, the Institution has been conducting preparatory examinations for all the students as an assessment tool for measuring the performance of the students. the preparatory examination helps to measure how many students have improved in each semester , the preparatory exam is a valuable diagnostic tool.

The preparatory examination is designed to ensure the quantum of the knowledge learnt by the student. The score secured in the preparatory examination helps the students to take further steps for improvement of results in final examination.

- **The Practice**

Weak Students are given Remedial Instructions

After the preparatory examination, the poorly performed students are identified and faculty give them extra remedial instructions

Scheme and solution is provided to the students soon after the Preparatory exam in the specific subject.

- **Students Tracking / examining before final exam**

Preparatory exam helps to measure student learning over a period of time. It can provide a teacher an opportunity to track students' growth

- **Setting an educational goal**

Preparatory examination gives the students a preview of what will be expected by them. Setting clear expectations helps them to focus on the key topics that are covered throughout the semester. This also gives them an opportunity to set educational goals for the coming final exams.

- **Evaluating students growth**

By comparing three internal test marks and preparatory exam marks, faculty are able to judge what the students have actually learnt from the portion that is covered by the end of the semester.

- **Evidence of Success**

Percentage of overall college results is improved

2. Title of the Practice:

Student mentoring & advisory system

- **Objectives of the Practice**
  - ✓ To foster healthy and positive professional relationships between students, teachers and other stakeholders.
  - ✓ To identify students' academic needs and help them to acquire strong foundational knowledge in Engineering, Science and Technology.
  - ✓ To nurture the student's creative minds and help them to do innovative projects with social relevance as nation builders.
  - ✓ To help students identify their areas of interest and groom them to achieve their career goals.
  - ✓ To cultivate moral values and inculcate healthy learning habits that will make them develop as an informed, skilled and ethical professional.
- **The Context**

Our college receives many students from rural areas, economically weaker sections, students from vernacular medium at their school level and from varied social backgrounds. They find it hard to cope with the demands of engineering education which is largely in English. Their transition from school to college needs help, support and proper nurturing in order to adapt to the new learning environment. Besides, most students lack the knowledge of various career options available on completing engineering. To guide them in matters of higher studies, career goals and job opportunities, a continuous monitoring and mentoring system has been established.

- **Practice**

Based on experience and expertise, suitable mentors are identified to whom mentees are allotted in a ratio of 1:20. Mentors are duly assisted by other faculty members in providing individual care, counselling and also in monitoring their academic progress. Mentors maintain individual mentee reports containing details of their counselling, medical and academic history. To enhance students' co-curricular and extracurricular skills, suitable training programs, online courses, internship opportunities, project and paper presentation events, sports and cultural competitions are identified by the mentors. The students are motivated to participate in such programs based on their diverse interests.

To inculcate decision making and leadership skills, students are entrusted with various responsibilities like Placement Coordinators, Various Coordinators in college Fest, and Student Representatives etc.

Mentors also identify students who are in need of clinical psychotherapy and refer them to the college psychiatrist. Moreover, students who need medical attention are also duly referred to the college physician. Additional medical care is also provided through Basaveshwara Medical college centre operated by the college Trust.

A transparent online feedback system accessible to both faculty and students is practiced where students can express their expectations and difficulties in learning. In addition to this,

mentors also arrange for class committee meetings thrice a semester where both the faculty and students representatives come together to discuss progress of classes, syllabus coverage, academic updates, class performance in tests, need for improvement etc. mentors also arrange for special classes for slow learners in consultation with the respective subject faculty.

- **Evidence of Success**

Our mentoring system (1:20 ratio) has ensured that individual care and attention is given to all students in the class. Students from the vernacular medium, who need language training, are identified in the first year itself and communication skills classes are arranged for them. They are encouraged to do 5 minute talks on topics of their choice to improve their presentation skills and confidence and even get placed in companies. For instance, 1 student from ECE, namely Halesh R, struggled with his studies. He was identified for guidance and counselling in the first year. He has not only learnt to communicate well in English, but also has cleared his arrears. This has helped students remain updated and prepare for placement.

- **Problems Encountered and Resources Required**

Getting students of diverse interests and backgrounds to involve in the academic practice was an initial challenge. Moreover trying to create an interest in students to participate in curricular, co-curricular and extracurricular events was a problem which had to be addressed through proper mentoring and counselling. Many students hesitated to shoulder responsibilities. Major challenges were faced while identifying the right person for the right task and bringing students out of their shells. Students' absenteeism also had to be sorted out through attendance monitoring system. Arranging special classes for slow learners to help them improve their academic performance was a continuous issue. A proper schedule in line with the faculty and student availability had to be planned and executed while taking into consideration the time constraints. Due safety and transportation facilities had to be provided for classes planned after regular hours. Moreover, communicating the wards' performance to their parents was a time consuming process constantly resulting in a gap between the institution and the parents. Mobile intimations were used to inform the parents about the regular happenings and upcoming events in the college.