

## 7.2 Best Practices

### 1. Training and Development:

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##### Title of the Practice – “Training and Development – A Complete Support for Career Development”

The Vision of our Institution is to provide education that would empower every individual and work towards building professional prudence with intention of making students highly scholastic. For the overall development of the students, it is necessary for the institution to organize and create a supportive environment. With the meticulous planning and its implementation, the institution has brought highly effective Training and development programs to facilitate students in making successful career. Value added programs, Vocational courses; Add-on courses are mainly concentrated in this segment for overall development of the students.

##### Objectives:

1. To facilitate support system to develop the students towards their career development.
2. To increase the practical knowledge of students and train them on employability skills with additional knowledge and certification of the same to make our students globally competitive.
3. To enable students to overcome the gap between academics and Industry.

##### The Context:

The context of Indian Higher Education focuses on Knowledge with Wisdom, Development of Leadership qualities in students, social, legal and Moral values and conduct. With mere subject knowledge, it's challenging for the students to manage their professional career and management. Information and Data Analytics being more important in the current employment market, advance excel would be of great help to pursue their profession smoothly. Students require Grammar, Communication, Logical Reasoning, Aptitude and Pre-Placement training, mock interview, tally ERP, Advanced excel such many skills besides their academics in order to crack interviews, competitive exams and to have successful career. The above skills are imparted in association with **Glisten Education Pvt Ltd & NICT**. The classes are conducted to impart training on designed curriculum for 40 hours.

##### The Practice:

In this context, this practice enhances the students' wisdom along with knowledge they get through regular subjects that they study as per curriculum prescribed by Bangalore University. The Institution provides training and development from I semester to VI semester, 24 hours each semester. The Value-added curriculum is designed based on our institutional needs and requirements. For I and II semesters, the syllabus is on communication (LSRW) Listening, Speaking, Reading, Writing. Along with these classroom trainings, workshops are also conducted for I years on Business Communication, dressing etiquettes, Body language etc. In III and IV Semesters, more towards Quantitative aptitude, Logical reasoning, Numerical aptitude, Verbal ability is focused to enable students to attend placement drives in the final year. In each semester, as per designed curriculum, books will be issued to students which contain the content of Value added programs. In V semester training is provided on Resume preparations; students are shown different kinds of Resumes and the importance of it will be communicated. Group discussions are conducted for the final year students. They are guided on the Do's and Don'ts of GD which gives them more clarity. Other sessions are based on Mail Etiquettes, Mock Interviews, and Simulation activities. Campuses to corporate workshops are also part of this program. Value Added programs make our students more capable than other students with mere subject knowledge in the degree curriculum. To make it more effective, tests are conducted, based on which performance certificates are issued to students.

Along with Value added programs, students are also trained on Add-on courses such as Tally, SAP, to ensure they have more opportunities to flourish in their careers. Tally classes are conducted by NICT professionals giving both theoretical and Practical sessions to students which give them the practical exposure to accounting world.

##### Evidence of Success:

With the well planned and implemented sessions of Value added programs, success factor is most evident through our students' growth in their career. This Program has started from 2014-15, since then there is an incremental growth in the number of students placed in various companies.

Year	2018-19	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
No. of selects	164	133	19	103	96	60

Every Year we have almost 20 recruiters hiring students, (Thomson Reuters, Northern Trust, Cap Gemini, Eureka Forbes, Just Dial, ICICI Prudential, etc., with pay package starting from 1.2LPA to 4LPA. With these extensive training sessions, students of the institution are working in reputed companies. Students are also working in Aviation industry after attending the Aviation course, conducted at the institution and are enjoying their flying career. Tally classes have given practical exposure and students are also working as accountants.

#### **Problems encountered and resources required:**

For the effective Training and Development sessions to be conducted for best results, there were few problems initially, such as follows:

1. Students were showing less interest towards value added classes initially. Later curriculum of value added course was redesigned as to conduct classes on activity based, as a result of which participation of the students increased in the classes.
2. Classes were conducted during the vacations, due to which the strength of students were less. To avoid the absenteeism and improve the strength, these Value-added classes were included in regular time-table and attendance system was inculcated, due to which the number of students attending the sessions increased.
3. To create more seriousness towards the Value-added classes, test was conducted after the completion of syllabus along with other subject tests/exams.
4. Attendance system was improvised. Both online and manual attendance system is managed to have proper attendance of the sessions. Each session has been recorded for later access. If any problems are encountered by students during the session, the recorded class is accessed to provide solution.
5. Highly effective trainers are the resources which is an essential part of the training. For effective training, professional and corporate trainers visit our institution to train our students.

**Link 1:** <https://drive.google.com/file/d/1GQmUdglFVFSq-vuBbXKuoWA73Rp8fLV2/view?usp=sharing>

**Link 2:** <https://drive.google.com/file/d/1fnqfvMBB2ELXkiQIHQ4TDupORjx1c9df/view?usp=sharing>

**Link 3:** [https://drive.google.com/file/d/1nC2IT0DP\\_9KsQ\\_3lmVNeTyJD822JP0cG/view?usp=sharing](https://drive.google.com/file/d/1nC2IT0DP_9KsQ_3lmVNeTyJD822JP0cG/view?usp=sharing)

**Link 4:** <https://drive.google.com/file/d/197EjtXMcR7SfOSeIozwwV0udnZ0w7igk/view?usp=sharing>

#### **MENTORING:**

##### **Title of the Practice – “Mentoring – Manthana”**

##### **Objectives:**

1. To establish the mentor as a role model and to support the mentee for personal and academic development.
2. To improve discipline and human interaction on the campus through the mentoring system.
3. To provide complete motivation and support to students for their overall improvement and success.
4. To provide an opportunity for students to learn and practice professional networking skills.

##### **The Context:**

The institution with a vision of imparting education gets students admitted from diverse backgrounds in terms of academics, financial and cultural background. There had to be a system where in students could bring in their views, opinions and ideas or any problems if any. The institution had to rely on the class teachers towards students concern and responsibility earlier; they could not keenly observe the academic progress and other activities of every student in their class, due to the strength of the class being 75 to 80 in each class. Class teachers used to interact on their progress reports but could not contemplate individual student's strengths and weaknesses in their personal life and guide them due to more number of students in the class. To ensure that there is more individual attention given to all the students and to overcome the challenges mentoring was necessary to be adopted. This mentoring program would add the quality of self-reliant and judicious use of leisure time apart from daily academic routine.

The mentor counsels the students and helps them to cope with their personal problems, motivate them to proceed with their career ambitions. Due to vulnerable age of the students, they tend not to be obedient on certain aspects like attendance, behavior aspects, dressing, use of mobiles in the premises, being late to the classes etc. Mentoring becomes essential to have a healthy and congenial environment for both students and teachers in the premises as it builds healthy rapport between the

institution and the students.

#### **The Practice:**

For the success of Mentoring, practicing in a right way is inevitable. **ALMANAC** a record book for the mentees is maintained. Irrespective of the discipline, BBA, B. Com, and BCA, Mentorship is assigned to each faculty of the institution considering the lab and other activities of both students and staffs.

Each Mentor is assigned 34 Mentees, and the same Mentors will continue to guide and counsel the allotted students throughout their degree curriculum. Mentor conducts regular meetings with their Mentees to know their Test scores, Preparatory results, semester results, their participation in various committees and other activities, attendance etc., to understand problems if any. Each mentor motivates students to be regular to classes, participate in class and college activities. Mentor also encourages the mentees for participation in various co-curricular and extra-curricular activities.

The Mentor helps the students to understand the functionality of the institution if they have any issues, and guidance is provided on their personal issues, Academic/professional ambitions.

#### **Evidence of Success**

1. With the intention of giving comfort to students by sharing their views, opinion, issues, problems with their mentors, the mentor system provides a platform to the students to reach their goal. There has been Increase in the results of students from the time of their admissions to their completion of graduation; there are also evidences of students with 1<sup>st</sup> class percentage in PUC, who have scored distinction in graduation. Students' overall participation has increased in different activities and events. There was an instance where a shortage of attendance encountered to be a serious personal issue of a student. Mentoring has brought changes in many students.

#### **Problems encountered and resources required:**

For an efficient and effective Mentoring to be practiced, there were few challenges and problems which had to be faced;

1. It was not possible for mentors to complete their interaction with mentees within the time prescribed. An option was given to mentor to meet mentees at their convenient time during college hours.
2. It was found that few mentees would not open up with the mentor; later mentors were instructed to meet such mentees frequently.

The program initially faced lot of challenges but later this program was found to be very useful to the overall development of students and hence it becomes popular amongst the faculty and students.

#### **Link:**

<https://drive.google.com/file/d/1hbo4iJocjM0sRAEt4spkrre06XneT4V0/view?usp=sharing>