1. Title of the Practice: MENTORING AND IDP PROCESS FOR STUDENT

Mentoring is a critical student development intervention aimed to minimize dropouts, improve performance particularly employability skills and reduce stress of the students through personal counselling. In our institution, mentoring system has been introduced for establishing a better and effective relationship between student and teacher and also continuously monitor, council and guide students in educational and personal matter. All teachers work as mentors for students allotted to them. The Mentoring Committee/office shall comprise Faculty in Charge of Mentoring at the individual campus level along with 1-2 faculty members as committee members nominated by the Director of the campus.

Group Structure & Formation

Mentee Groups- Mentee group size to be campus specific based on the following formula: Group Size = Total no. of first year students in all the programs/ Total no. of faculty.

Group Formation: Groups should be formed before the commencement of orientation cum induction program. There should be formation of heterogeneous groups which mimic workplace teams. Group formation process shall be led by the Mentoring Committee in consultation with the admission cell which has necessary student MIS.

Group formation shall be driven by the motive to create balanced groups diverse enough to promote meaningful group discussions and teaching and testing students for team skills, gender sensitivity, cultural sensitivity etc. Group formation should be based on diversity in CAT/MAT sub scores on relevant skills like analytical skills, communication, aptitude, logical reasoning etc., apart from other pertinent criteria like academic performance, graduation stream, location etc.

(Note: For AY 2019-20, mentee groups at the campuses have already been formed for the purpose of providing BOP and other guidance to the onboard students. Mentoring Committee can do a quick review to ensure group diversity and carry out some changes if needed before the commencement of orientation cum induction program.)

Process

Mentoring Program: Mentoring program should be divided into two phases:

Phase 1: This phase begins the post admission process and to extends up to the end of Term-II. In this phase, one mentor shall be assigned for each group. Mentor shall conduct mentoring sessions for the group throughout the phase-1. The mentoring sessions should be designed based on GROW MODEL (Goal-Reality-Options-Will Do). Each session shall be mapped with some PLO. Sessions should be semi structured and should involve group interactions/activities. Each session to be preplanned for its theme, activity, location and evaluation, if any. The mentoring sessions to be formally scheduled once in two weeks. However, mentor and

mentees can have additional meetings based on requirement and mutual convenience and consent. The design of the mentoring sessions and its smooth conduction to be the prime responsibility of the mentoring office. The attendance and session outcome to be recorded and maintained by the mentoring office.

It is suggested that the themes for mentoring sessions should be prepared by the mentoring committee at the campus level. **These sessions should be activity based and should be themed to inculcate and promote independent learning skills, team skills, knowledge of current affairs, creative thinking and leadership skills amongst the mentees.** The entire mentoring plan along with the session themes should be designed, discussed and approved by the Faculty Council (FC) before the start of term-I. The session deliverables should be mapped with PLO/s too. *It is to be noted that while the session theme/s are predefined based on discussions and consensus in the FC meeting, the mentors are free to design their own way of conducting the mentoring sessions.*

Formal feedback from the mentees shall be sought at the end of term-I and term-II. The average of the feedback to be used for rating faculty on mentoring in the performance appraisal.

Phase 2: To begin from term-III onwards and to extend up to the SIP evaluation. The erstwhile mentee group to be dissolved. Students with minimum 75% cumulative attendance in the mentoring sessions till term-II should get to choose their mentors. Each student can be asked to give two preferred choices for mentors.

70% of the group size will be assigned to a mentor from the student choices received and on first-come-first-serve basis. The remaining 30% of the mentees in the group can be from the lot who either had no choice or who could not be accommodated for their given choice of mentor.

The sessions in phase 2 should be designed around the OSCAR Model (Outcome-Situation-Choice-Action Review). These sessions will be designed on need basis and should involve one-on-one interaction between the mentor and the mentee. The mentoring meetings will be on demand of the mentees. Mentoring office will be the interface to fix up such meeting between the mentor and the mentee. The agenda and outcome will be sent for record to the mentoring office by the mentor. Immediate mentee feedback should be sought and recorded by the mentoring office.

There can be co-mentoring in this phase. If a mentee feels the need to consult a faculty other than his/her mentor, the same is to be facilitated and recorded by the mentoring office in a manner similar to the meetings between the mentor and the mentees.

Alignment with Program Outcomes: The feedback scores from phase1 and phase 2 to be compiled on a 3-point scale. The same can be used for calculating the attainment of program outcomes using indirect mechanism.

Each session in phase 1 can be mapped with some PLO. The evaluation score (given by mentors and recorded by mentoring office) can be used to calculate the PLO attainment score. The mappings in advance should be done by the mentoring office in consultation with the faculty group.

Individual Development Program (IDP): It is suggested that the first IDP process should be conducted towards the end of Term-II since that is the time students are asked to decide their specialization area. The second IDP process is suggested to be conducted at the end of Term-IV when the SIP is complete and the placement process is expected to be gaining momentum.

Grievance Redressal: Each campus shall have a grievance redressal mechanism in place for registering any grievance of the mentee/mentor and for timely resolution of the same. It is suggested that the grievance should be first reported to the Mentoring Committee which will look into the matter and decide within a week. In case the decision of the committee is not acceptable to the complainant, he/she can take up the issue with the Director of the Institute. The decision of the Director shall be final and binding on all the parties concerned.

Mentors Training: It is proposed that a mentoring workshop should be held to impart faculty, some basic skills needed for mentoring students. The workshop should be held before the mentoring sessions are formally scheduled by the mentoring office (start of the academic year).

Relationship between a mentor and mentee-protégé is akin to a bond based on purity of intentions, mutual trust, respect, transparency and common good.

Study Group

- A group known as Study Group (SG) comprising of five to six students is formed at the beginning of a programme. This group is permanent (members will remain the same) across different subjects and activities in the program's first year.
- A mentoring slot is set in the timetable where in the Study Group must meet its mentor for guidance on various academic and other issues
- The student attends GD sessions, aptitude test, and PI sessions and Industry visits, as planned by the Institute
- Mentoring for first-year students would be from July to June of an academic year. Hence, by the end of the mentoring period, each mentee is expected to design and submit a personal career graph.
- Each mentee and the Study Group will have the responsibility to attend the mentoring sessions and be responsible for designing their career paths under the guidance of their mentor

Module I Session Plan
      General awareness assessment- through news discussion/ quiz/ any other.
1
      Evaluate on a scale of 10

2	Oral language assessment- Extempore/ debate/any other
	Evaluate on a scale of 10
3	Informal session (fun activity/ outing- can be planned in campus premise or vicinity)
	To be recorded as 'done'
4	Group discussion (one group would discuss, other would observe, share feedback and vice-versa; to be followed by mentor's feedback)
	Evaluate on scale of 10
5	Feedback to each mentee.
	To be recorded as 'done'

MODULE II Session Plan

1	Relevance of IDP, assistance in form filling, its preparedness
2	IDP I
3	Informal session (fun activity/ outing- in the closed group or may be with invited gues director/deans/alumni/senior student); sharing the IPD feedback, planning ahead.
	To be recorded as 'done'
4	Group discussion (one group would discuss and other would observe and vice-versa)
	Evaluate on scale of 10
5	FAQ folder preparation- In the session, every mentee has to write answers to certain FAQs ar maintain a folder of the same. Feedback to be provided by mentor.
	To be recorded as 'done'

MODULE III Session Plan

1	Conducting Mock interviews as per the CV

2	Discussion on choice of electives and specialization (may invite colleagues from TIP, alumni, seni\[...\] student / may plan a merged inter-disciplinary session)
3	Discussion on SIP, guidance on choice of industry/company, some idea about report preparation
4	Inviting a motivational speaker/ life coach/ yoga guru/ watching a short movie with managem\[...\] learnings/ team building activity/any other
5	Overall feedback to each mentee for first year followed with an informal activity. To be recorded as 'done'

Overall feedback to each mentee for first year followed with an informal activity.

5

To be recorded as 'done'

2. Title of the Practice: **Information Technology (IT) for Teaching-Learning Process**

Objectives of the Practice: Every student is groomed in a challenging environment every day. Students benefit from new and updated courses and the use of new Technology platforms for effective learning.

Process

All the students have an official Moodle account

Students can access all the course material and case assignments through Moodle. All the quizzes and assignments are done on Moodle.

Student are encouraged to discuss on contemporary topics using discussion forum via Moodle platform

Students are also encouraged to use software's like EXCEL Minor for business analytics, solver, analysis Toolpack & SPSS software for data analysis and research.

Impartus is a Lecture Capture Software that helps in better learning through videos. Students can watch classroom recordings anytime, anywhere on the campus, use tools for easy revision and ask question. A Business Analytics and Research Lab has been set up to develop skills in the areas of quantitative analytics and research. Both students and faculty utilise this resource for resesarch and learning.

Teaching learning and Assessment (Hybrid/Online)

In **2020/21** there were significant transformation in teaching learning as well as assessment methods due to Pandemic and restriction of physical classes. As the online/hybrid teaching was a new experience for the faculty, the institute organized **Faculty develop program and demo classes** to train the faculty. The objective of FDP and demo session is to *learn best practices* and *utilizing technology* in the best possible way. Faculty attended FDP and training for **online examinations and assessment. The institute IT team** was available round the clock to support faculty and students**.**

Outcomes

- In online exams, the Turnitin feature was made mandatory to make it fairer, it has discouraged copying from the internet resources.
- The team moderated all the Question papers to ensure bloom taxonomy, course learning outcomes, syllabus distribution etc.
- The committee also encouraged case and scenario-based questions to ensure critical thinking among students instead of conceptual and lower-level learning test
- Online lectures were as effective as physical classes as evident from the feedback of the courses
- Students and instructors were well acquainted with the online teaching and learning tools due to demo sessions and FDP.

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