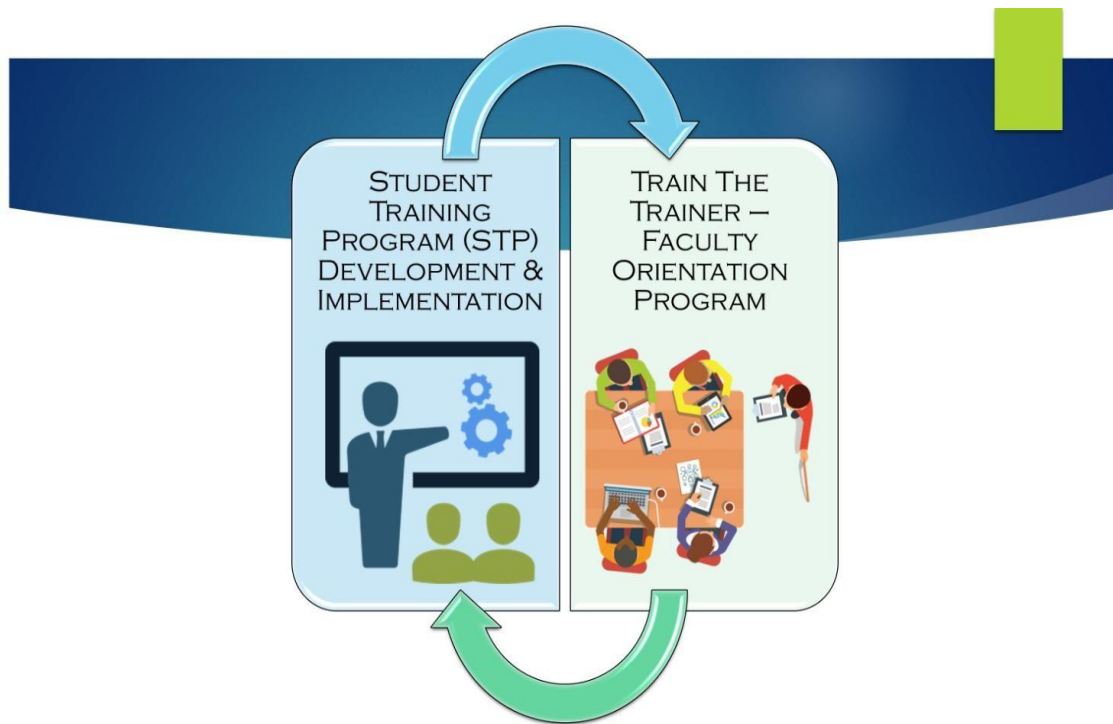


INSTITUTIONAL BEST PRACTICES



BEST PRACTICE I

1. Title of the program: Student Training Program

STES's SKN Sinhgad School of Business Management has been practicing "Student Training Program" for achieving better employability for its students. It is divided into two parts. Firstly, it consists of mapping student progression and second is that of formal and well-structured training process.

2. Objectives:

- a. To enhance the communication skills.
- b. To enable the students with less exposure to gain confidence.
- c. To improve students' skills according to their chosen specialization.
- d. Holistic development of the students.

3. The Context:

It has been observed that SKN Sinhgad School of Business Management predominantly enrolls students from rural backgrounds, resulting in limited exposure to corporate culture and expectations. According to the survey conducted by the Institute, approximately 61% of the

students have minimal familiarity with corporate culture and expectations. In response to this challenge, the Institute has developed a comprehensive Student Progression manual. This manual not only maps the students' progression but also incorporates well-structured training programs aimed at enhancing their readiness for corporate placements. These initiatives are implemented consistently throughout the academic journey, ensuring that students are adequately prepared by the time the placement season commences.

4. The Practice:

To overcome the problem stated above, Institute decided to focus on giving the students rigorous training. The process was divided into two parts, first was to measure their cognitive intelligence followed by rigorous training on developing their aptitude, then focusing on group discussion and finally the interview.

5. Evidence of Success:

- a. Impact of Student Progression: Impact of Communication skills lecture series: Student Progression test taken at the end of the semester found that 65% of the students had shown improvement in their communication skills.
- b. Impact of Training: Students were extremely happy with the training sessions. Almost 90% of the students talked positive impact of the training program

6. Problems encountered and Resources Required:

The major problem that was encountered was counselling the students to come out of their shell and open up. As mentioned in the problem statement, most of the students have come from rural backgrounds. The major task for them is to get along with an urban life. motivating the students. Mentors play a crucial role in this regard.

BEST PRACTICE: II

1. Title of the Practice: Faculty Orientation Program “Train the Trainer”

At SKN Sinhgad School of Business Management, we prioritize the holistic development of both students and teachers. Our commitment to fostering comprehensive growth is reflected in the diverse range of activities tailored for students. Simultaneously, we have curated an exemplary program dedicated to enhancing the professional development of our esteemed faculty members. We at SKN Sinhgad School of Business Management have developed a specialized program for faculty members called "Train the Trainer."

2. Objective of the Practice:

- a. Empower faculty members to comprehend their roles and responsibilities in higher education while imparting essential professional skills, competencies, and attitudes.
- b. Assist participants in grasping the structure, functioning, governance, rules, and regulations of the institution, aiming to orient them as potential partners in the institute's success.
- c. Illuminate and inspire faculty members to embrace learner-centric approaches to teaching and effective classroom management.
- d. Equip faculty with the knowledge and understanding of diverse evaluation and assessment methods to enhance the overall teaching and learning experience.

3. The Context:

The 'Faculty Orientation Program' outlined the expectations from the teaching fraternity, emphasizing a holistic approach, uniqueness, the teacher's role as a facilitator, the importance of re-skilling in teaching pedagogies, and a dedicated focus on skill development.

The concept of Orientation Programme started in the year 21-22 with understanding of the need to upskill, reskill faculty members of the Institute in the wake of NEP 2020. So far, it has successfully fulfilled its objective and has concentrated on three things. Enlightening faculty about use of case study as a teaching pedagogy and effective engagement of class. Secondly the faculty was exposed to effective teaching aids and thirdly they were asked to demonstrate their teaching prowess without using any kind of teaching aid.

The entire activity kick-started with one of the most engaging Case study orientations followed by domain specific brainstorming session finding out ideal and most suitable teaching pedagogy that can be used while teaching the subjects of university syllabus.

Specialization-focused orientation programs were arranged as part of this program. Valuable insights into ideal course options within various specialization fields considering Industry 4.0 was the highlight of the program. It unfolded guidance on shaping the ideal course basket based on career preferences and the essential skills to focus on.

Following year in April 23 was the testing time for the faculty members. They were challenged to explain a topic without the use of any kind of teaching aid. The objective was to effectiveness of delivery through proper communication. It also checked their storytelling ability.

4. The Practice:

- a) Case study Orientation
- b) Innovative Teaching Pedagogy

c) Demonstration of Teaching Capabilities

5. Evidences of success:

a) Empowering Roles and Responsibilities

Faculty members demonstrated an enhanced understanding of their roles and responsibilities within the higher education landscape. The acquisition of essential professional skills, competencies, and attitudes was evident, contributing to a more effective and holistic educational approach given by the faculty members.

b) Embracing Learner-Centric Approaches

Faculty members exhibited a transformation in their teaching methodologies, actively incorporating learner-centric approaches.

c) Knowledge and Diversity in Evaluation Methods

Faculty members were equipped with a diverse set of evaluation and assessment methods, enhancing their ability to tailor assessments to different learning styles.

6. Problems Encountered and Resources Required

The challenging task was to bring together faculty members from various levels onto the same platform, managing both travel logistics and hospitality. Coordinating the schedules of Directors from all management institutes and internal experts for the evaluating panels posed additional difficulties. Some newly joined faculty members encountered challenges when presenting without PowerPoint slides. It was recognized that creative thinking and cognitive development play a critical role in enhancing teaching effectiveness.

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