

Key Indicator - 7.2 Best Practices and 7.3 Institutional Distinctiveness

Best Practice 1

1. Title of the Practice--Mentoring System for Students

2. Objectives of the Practice:

- i. To provide more contact hours between teachers and students.
- ii. To maintain proper academic and attendance records of students.
- iii. To minimize drop-out rates among students.
- iv. To identify slow learners and advanced learners.
- v. To improve performance and reduce stress of the students through personal counselling

3. The Context:

In the context of college life, students face a multitude of challenges that can have a significant impact on their well-being and academic performance. Factors such as personal stress, academic difficulties, and the daunting experience of being away from home for the first time can contribute to feelings of overwhelm and isolation. Disturbing statistics reveal a rise in suicide rates and dropouts among students, highlighting the urgent need for effective support systems.

One viable solution to address these issues is the implementation of a mentoring program. A mentor serves as a trusted guide and confidant, forming a meaningful bond with students and offering them the support they need to navigate the complexities of college life. By providing emotional stability, promoting clarity in thinking, and assisting in decision-making, mentors play a crucial role in fostering overall student progress.

4. The Practice:

Each teacher is responsible for a group of approximately 40 students throughout their academic journey.

- Regular monthly meetings are held between mentors and students to address and discuss various personal, academic, and other concerns.
- Mentors actively encourage student participation in co-curricular activities, extracurricular activities, and sports.
- Records are maintained to track students' academic performance and involvement in other activities.

- Mentors maintain regular communication with parents, providing updates on attendance, test performance, fee payment, examinations, etc., on a weekly basis.
- Mentors also offer counselling services to students who require support for emotional issues.
- In cases where students encounter difficulties with departmental staff or completion of tasks, mentors act as intermediaries and engage with the relevant staff to resolve the problems.
- Mentors provide specialized attention to students who require additional academic support, guiding them on effective study techniques, assisting with the creation of study timetables, clarifying doubts, and providing study materials.
- The department's head oversees the progress of student counselling conducted by mentors.
- Student issues are discussed with department heads, other faculty members, and appropriate actions are taken to address and resolve them.

5. Evidence of Success:

The implementation of the mentoring system has yielded positive outcomes, demonstrating its effectiveness within a relatively short period.

Notable achievements include:

- 1. Improved Teacher-Student Relationship:** The regular interactions and open communication facilitated by mentors have fostered a stronger bond between teachers and students.
- 2. Identification of Learning Needs:** Through careful examination of mentor reports, the institute has been able to determine the specific requirements of students. This insight has led to the organization of targeted remedial classes, addressing the needs of poor/slow learners within the syllabus.
- 3. Systematized Remedial Classes:** The implementation of the mentoring system has brought structure to remedial classes. These classes are now organized in a needs-based manner, ensuring that students receive appropriate support in areas where they require additional assistance. The systematization of remedial classes has proven beneficial to students and has had a positive impact on the entire college community.

4. Reduction in Drop-Out Rates:

The availability of mentors has contributed to a decrease in the number of drop-outs. Mentors are able to intervene proactively; addressing attendance issues before the situation worsens. This early intervention has helped in retaining students and preventing them from disengaging from their studies.

6. Problems Encountered and Resources Required:

Challenges faced in the mentoring system include the complex division of students into groups due to course changes, time constraints limiting individual mentorship, reserved students reluctant to seek help, and complacency hindering mentor support. To address these challenges, additional mentors, training and support, enhanced communication channels, awareness campaigns, and regular evaluation are valuable resources. While the system is cost-effective, it relies heavily on the commitment of dedicated teachers/mentors.

7. Notes (Optional):

Nil

Best Practice 2

1. Title of the Practice: Bi-weekly Research Seminars by Research Scholars.

2. Objectives of the Practice:

Research seminars provide an opportunity for frequent exchange between students, academic staff of the Faculty as well as guests. It helps to generate ideas that will help in the choice of a suitable research topic; to identify the attributes of a good research topic; to turn research ideas into a research project that has clear research question(s) and objectives.

3. The Context:

The Research Seminar is a platform where one can try out ideas and present unfinished work in progress. Whoever presents can expect a sympathetic audience: even when the comments are critical, the aim of must always is to support the researcher who is presenting his or her work and to help him or her to develop the project. One does not attend the Research Seminar in order to prove to everyone how clever he/she is or how 'superior' the knowledge of certain research areas is. The Research Seminar is about offering support through constructive criticism. The Research Seminar therefore has its own culture, and it is crucial to our community that those who present work and those who attend the presentations subscribe to this culture of openness and constructive, mutual support.

4. The Practice:

The students registered for Ph. D., staff members and the post graduate students who have offered research project are asked to present their work, discuss the difficulties of their research projects and outcomes as well as the progress of their work biweekly. All other research scholars, research supervisors and other staff members attend the seminars and guide or suggest the probable solutions to the presenter.

5. Evidence of Success:

The success can be explained in terms of number of publications and prizes in the national and international conferences and seminars. The success of the research

seminar can also be seen from the successful completions of Ph. D. degrees by the students where they can easily defend their thesis viva voce.

6. Problems Encountered and Resources Required:

The problems encountered during the research seminars are the queries of the presenter which remain unsolved. Some problems or difficulties arise to the student which needs a thorough knowledge and deep literature survey, and such queries remain unanswered. These problems or difficulties can be solved by subscribing to the reputed journals and databases etc.

7. Notes (Optional):

Nil

Institutional Distinctiveness

The College focuses towards the education and development of socially and financially weaker sections of society.

Students are admitted on a first come first served admission policy. The college is surrounded by a poor and middle class habitation. This policy ensures that the students living in the vicinity of the college are accommodated. English language, personality development, confidence building activities and bridge courses are offered to ensure the growth and development of students.

The teachers have a poor fund to which each teacher contributes. The same is utilized to sponsor the education of needy students. The management too sponsors the fees of needy students. The college runs three parallel earn and learn schemes, to accommodate the large number of students that apply for the same.

Student toppers are felicitated at the annual prize distribution function together with the parents. Parents' teachers meetings are organized to inform the parent about the progress of the student and counselled if needed.

Value added courses are conducted during the vacation free of cost for interested students. The focus of education is technology based and all efforts are on to provide the students with state of the art information technology infrastructure and skill sets.