

### **7.2.1 – Describe at least two institutional best practices**

#### **1. TITLE OF THE PRACTICE: STUDENTS COUNSELLING**

GOAL:- THE MAIN GOAL OF COUNSELLING IS TO ERADICATE THE INFERIORITY COMPLEX IN KNOWLEDGE, PROFICIENCY IN USAGE OF ENGLISH LANGUAGE AND SOCIO ECONOMIC STATUS AMONG THE STUDENTS.

CONTEXT:- IT IS OBSERVED THAT 80% AND 20% OF THE STUDENT ARE FROM RURAL AND SEMI URBAN BACKGROUNDS RESPECTIVELY. WHERE WE HAVE FOUND A GAP IN KNOWLEDGE, PROFICIENCY IN USAGE OF ENGLISH LANGUAGE AND SOCIO ECONOMIC STATEY AMONG THEM.

AS A RESULT SOME OF THE STUDENTS POSSES INFERIORITY COMPLEX WHICH HINDERS THEIR STUDIES AND FRIENDLY BEHAVIOUR WITH COUNTER PARTS AND TEACHERS.

THEY HAVE SOME BEHAVIOURAL PROBLEMS TOO.

SUCH STUDENTS ARE TO COUNCILLED PROPERLY SO THAT THEY CAN COME OUT OF THEIR INFERIORITY COMPLEX, THEIR FEAR OF EDUCATION OR OTHER PROBLEMS.

HENCE STUDENTS COUNSELLING AS BEEN LAUNCHED AND STRENGTHENED.

THE PRACTICE:- THE TEACHERS LOCATE SUCH STUDENTS INCLUDING POOR LEARNERS, IN CLASS ROOMS AND IN THE CAMPUS AND INTIMATE THE IQAC TO CONDUCT COUNSELLING FOR THEM. NEEDY STUDENTS ARE INVITED FOR DISCUSSION WITH THE TEACHERS OF OUR COLLEGE. THEIR PROBLEMS ARE UNDERSTOOD. THEY ARE GIVEN PROPER ADVICE.

EVIDENCE OF SUCCESS:- QUITE A GOOD NUMBER OF STUDENTS EXPRESSED THEIR OPINION THAT THE COUNSELLING HAS HELPED THEM TO COME OUT OF THE GOOD SCORING IN THE EXAMINATIONS AND THEY ALSO EXPRESSED THAT THEY GAINED A CONFIDENCE FROM THIS AND THEY CAN FACE ANY SITUATION IN THEIR FUTURE ENDEAVOURS.

PROBLEMS ENCOUNTERED:- THE STUDENTS WERE HESITANT IN THE BEGINNING TO UNDERGO THE PROCESS OF COUSELLING.

#### **2. TITLE OF THE PRACTICE: MENTORING PROGRAMME**

GOAL:- TO ACHIEVE THE VISION OF THE INSTITUTION VIZ., TO DEVELOP ALL ROUND PERSONALITY OF THE STUDENTS ON PROGRESSIVE LINES. TO PROVIDE A CONTINUOUS LEARNING PROCESS FOR THE MENTOR AND THE MENTEE. AND MENTOR AS A ROLE MODEL AND TO SUPPORT THE MENTEE FOR PERSONAL AND ACADEMIC DEVELOPMENT.

THE CONTEXT:- THE NATURE OF STUDENT BACKGROUND I.E., CATERING TO DIFFERENT SOCIO CULTURAL AND ACADEMIC DIVERSITY NECESSITATES MENTORING BEING OPTED AS ONE OF

THE BEST PRACTICES BY THE INSTITUTION. THE ABSENCE OF INSTITUTIONALIZED SYSTEM OF HAVING PROPER SYSTEM OF MENTORING, GUIDANCE AND COUSSELLING IN THE REGION ALONG WITH THE OBVIOUS FACT THAT MOST OF THE STUDENTS ARE FROM REMOTE AREAS AND FIRST GENERATION LEARNERS MAKES IT IMPARATIVE ON THE PART OF THE INSTITUTION TO PROVIDE MENTORING. I.E., GUIDANCE FOR ALL ROUND DEVELOPMENT OF THE STUDENTS ON ACADEMIC AS WELL AS AESTHETIC LINES. MOREEVER IT IS AIMED TO ALINE WITH THE INSTITUTIONAL MISSION AND VISION STATEMENT AIMING TO DEVELOP STUDENTS ON PROGRESSIVE LINES.

PRACTICE:- MENTORING PARAMETERS ARE BASED ON 4 ASPECTS. I.E., ACADEMIC, ATTANDANCE, CARRIER AND GENERAL. MENTORS ARE ASIGNED 30 TO 35 STUDENTS FOR THE WHOLE YEAR. THE MENTORS ARE PROVIDED WITH DETAILS OF MENTEES PERFORMANCES IN TERMS OF ACADEMIC AND ATTENDANCE RECORDS. THE MENTORS ALSO KEEPS TRACK OF THE MENTEES PERSONAL DEVELOPMENT SUCH AS CO-CURRICULAR ACTIVITIES, DISCIPLINE AND CARRIER RELATED ISSUES. THE MODE OF COMMUNICATION BETWEEN THE MENTOR AND MENTEE CAN ESTABLISHED THROUGH DIFFERENT MODE(S) NAMELY - IN PERSON, PHONE, WATSAPP AND E-MAIL.

EVIDENCE OF SUCCESS:- IMPROVEMENT IN MENTEES DISCIPLINE, INTERACTION AND COMMUNICATION SKILLS, STUDENTS ATTANDANCE AND VIBRANT RELATION BETWEEN TEACHERS AND STUDENTS. WHICH AS PROVIDED A CONGENIAL ATMOSPHERE IN THE CLASS ROOM AS WELL AS IN THE CAMPUS.

PROBLEMS ENCOUNTERED:- THE DIVERSITY IN STUDENT BACKGROUND AND UPBRINGING I.E., LAKE IN THE ART OF EFFECTIVE ARTICULATION, INTROVERSION, INDIFFERENT ATTITUDE.