Describe at least two institutional best practices (as per NAAC Format)

1. **Title of the Practice –** Student Mentoring

2. **Objectives:**

   The college has a well-planned student mentoring system in place and it is implemented meticulously in each class across different programs. A teacher engaging more lectures in a particular class as per the time-table is appointed mentor of that class right at the beginning of the academic year. The mentoring system is employed to enable students to succeed both, in college and career. Its objectives include:

   To guide students in their academic progress and set realistic goals

   To motivate students to become members of various forums and fests conducted by the college.

   Attend to the distress and issues faced by the students in class with regard to the academic, social, emotional problems of the students.

   To undertake academic counselling and career counselling tasks.

3. **The Context: What were the contextual features or challenging issues that needed to be addressed in designing and implementing this practice (in about 150 words)?**

   The mentoring system faces several challenging issues during implementation:

   Managing and attending to students' academic and administrative needs and addressing their grievances especially in classes having a 100+ strength.

   Identifying sincere and dedicated mentees who would take up the responsibility of providing periodic reviews of the class to the mentor.

   Motivating students to join and participate in the activities organized by various forums in the college.

   Identifying academically weak students and providing them appropriate remedial measures. At the same time, the mentor also needs to cater to providing sufficient intellectual stimuli to the advanced learners in class.

   Providing guidance to emotionally and psychologically distressed students.

   Coordinating with the parents/guardian of the students is an important aspect of mentoring.

4. **The Practice- Describe the practice and its uniqueness in the context of India higher education. What were the constraints / limitations, if any, faced (in about 400 words)?**

Over the years, the mentoring system in the college has emerged as a strong response to meet the various needs of students at the microcosmic level. It has been fully integrated as one of the core practices of the institution. It has transformed from, each mentor submitting an annual report to more structured interventions by the mentor teacher and maintaining records of these interventions.

Each mentor is provided with a mentor kit/file comprising of student academic profile, career aspirations, hobbies, subject teacher information, term-wise record of mentor plans, reports, record of parent-teacher meetings, record of monthly participation of the students in co-curricular and extra-curricular activities and their achievements. The mentor arranges for parents' meetings once in each term to discuss about their wards performance, status of attendance and the academic programs of the college.

The mentor nurtured and guided the students regarding any issues that confronted them. They implemented separate intervention programs for the academically weak students and the advanced learners in their respective class. They provided guidance and counselling to the students regarding personal and academic issues. Academic counselling and career counselling tasks were performed by the mentors, particularly for students aspiring for higher studies. They counselled students with emotional/psychological problems and those who needed expert guidance were referred to the counselling cell of the college. The mentor guided students both, in co-curricular and extra-curricular activities motivating them to become members of various forums and fests organized by the college.

The mentor also collected book reviews and assignments of students of the respective class each semester to inculcate reading habit and analytical abilities of the students.

5. **Evidence of Success- Provide evidence of success such as performance against targets and benchmarks, review results. What do these results indicate? Describe in about 200 words.**

The mentoring program in college has expanded rapidly to emerge as a significant feature in the functioning of the college. It has transformed from the mentor being a

mere figurehead to the mentor making more structured and meaningful interventions for mentoring to become more effective and outcome based.

In 2019-20, few mentors of the final year classes took up activities with their respective classes that would enhance the employability skills of the students and motivate the students for CV enhancement. This was also evident in an increased number of students who participated in the placement cell training activities of the college.

In 2019-20, student representatives were nominated on bodies through mentor recommendations.

This academic year, advanced learners were provided with reference material, role playing assignments and student mentee system to assist academically weak students.

6. **Problems Encountered and Resources Required- Please identify the problems encountered and resources required to implement the practice (in about 150 words).**

The college understands and acknowledges the need for effective mentoring as it results in better outcomes for students. While there was an overall improvement in various facets of student life, problems were encountered too. Reaching out to each student individually due to the big number in class, tracking outcome, lack of motivation among students were some of the problems encountered.

2. STUDENT WELFARE SCHEME FOR ECONOMICALLY BACKWARD STUDENTS

Objectives: The student welfare scheme provides financial assistance to economically weaker learners in the institute. This scheme has obtained the unceasing support from management, staff and alumni. This scheme is directed towards achieving an inclusive institution. Its noble objectives are: To extend financial aid to the economically weaker students, by providing grants, fee waivers etc Provide discrete academic assistance and auxiliary services such as book bank scheme offered through the library for economically backward students. The Outcomes of this practice is striving towards upholding equity and inclusion among the economically disadvantaged learners through systematic execution of funding approaches. The Context- The student welfare committee faces several challenging issues during implementation. Identifying selected learners out of the many who approach is indeed a Herculean task Authenticity of the documents is also another deterrent. Time hiatuses by learners who are unable to pay the installments. Strict disciplinary action has to be taken in case of learners who fail to fulfill the requirements. Verification of the financial backwardness of the aspirants was yet another challenge. Inappropriate or insufficient information contained in the supporting documents is a technical difficulty. A unique aspect of this scheme is learners belonging to various caste, creed are permitted to pay their fees by submitting cheques from their trusts or associations.Later the college reimburses the fees through a cheque in the name of the respective trusts. This ensures timely collection of fees of these students by the college. 4 The Practice- Describe the practice and its uniqueness in the context of India higher education. What were the constraints / limitations, if any, faced (in about 400 words)? Administered and piloted by an efficient committee the students find this the most transparent mechanism for obtaining financial assistance. Applications are invited at the beginning of the academic year students who belong to economically weaker sections. Learners who benefit from Government scholarships are not entitled to apply for the same. Notices are circulated in the classrooms as well as mentor teachers inform the students about the scheme. A time period is given for the students to apply and quite often the same is extended for the benefit of students. The applications are then scrutinized by an expert committee with the Principal as the ex-officio Chairman. Interviews are conducted to examine the authenticity of the information provided in the application and to verify the supporting documents. The list of eligible students are then displayed on the notice-board and also uploaded on the

college website. Learners are offered the following benefits under this scheme Fee waiver in case of extremely poor financial and permission to pay fees in installments. The resources are pooled from the contributions made by staff, alumni and the institution. The practice is thus credited to have a multi-stakeholder approach which enhances the outreach of the scheme. Evidence of Success- Over a period of 8 years, we have reached out financially to the neediest students which in itself are a noteworthy achievement. On the positive side, students belonging to low income groups are able to pursue graduation. The Committee extended financial assistance to 290 students, , from 2014 to 2020. In 2019-20 around ₹1.46 lakhs provided. The students put in arduous efforts to pass exams. As they are less endowed and cannot afford coaching, under take jobs to supplement family income and cannot attend lectures at times, most of the students do not score high grades. But nevertheless most of them pass the exams and complete graduation. This initiative has helped these students to gain 'white collar' jobs and draw decent salaries. As an evidence to the progress of students, we forward 'response' mailed to us from two of the beneficiaries. We have enclosed a sample result statement of students who availed benefits under the welfare scheme. The result indicates that few students have scored an 'A' grade i.e. between 60-70. Most of the students score a 'C' grade which indicates an above the average performance as they have scored around 50. We strive to do better in the coming years. Problems Encountered and Resources Required- The Student's Welfare Scheme was initiated to benefit those students who were from financially weaker sections and were not eligible for any other scholarships. Since inception, while several students have benefited, several problems were encountered too. Inhibitions like low self-esteem, peer-opinion, and doubts regarding refunding and academic failure were also encountered. The committee felt that it was not able to reach the deserving. Many students were not able to produce income certificate which is mandatory to avail the scheme. Needy students who were forced to work due to financial constraints could not satisfy attendance criterion. In the initial phase funds came from the institution. Later on, the alumni, the teaching and non-teaching staffs have also been contributing voluntarily to the pool. Few organisations and parents of students have shown interest in this initiative and we plan to engage these sources too in the noble cause.