

## Criteria – VII Institutional Values and Best Practices

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

#### Best Practice –I Teaching Learning Process

**The Objectives of the Practice:** College assesses the learning needs of every student at entry level to establish specific learning objectives, develop teaching- learning strategies and plan of action. Each student gets an opportunity to learn at his pace and pass percentage is improved.

**The Context:** Teaching and learning is our main and important best practice. Academically bright students from non-urban backgrounds are daunted by the change of culture and face adjustment issues, addiction risks and language problems which need a typical teaching. many of the students from the rural background get admission to our college, so most of them are underestimating himself or herself because of assumption such as toughness of syllabus, dilemma in selection of course as most of the students are willing to take admission for engineering, Agriculture or Medical field but unfortunately they wont get, so they are get mentally depressed...for all such type of students the effective teaching and learning practice is necessary that will help to uplift the students fro shc condition and build a positive confidence among them.

**The Practice:** The teacher first introduces and discusses about the scope and application of Bachelor of Science (B.Sc.). then in subsequent lectures he / she will introduce the topic and encourages students to share their understanding of the topic. Slow learners are thus identified during the first lecture of theory classes. Difficult problems are initially set only for advanced learners who are encouraged to visit the library to read up journals and papers. Home assignments, internal examination and class tests help to evaluate overall performance and understanding levels. Attendance is monitored regularly and only students fulfilling the 75 attendance criterion are permitted to submit feedback regarding the teaching learning process. furthermore our institution frequently arranged guest lectures form inter or intra university teachers for the betterment and brainstorming knowledge to students. furthermore we also arranged many competition such as rangoli competition, poster competition, essay competition with special reference to Science and their importance to Society. due to such activities students are get familiarized and their interest in particular field or subject is get increased. the Feedback is reviewed regularly and every teacher is motivated to do their best.

**Evidence of Success:** The results of year-wise annual examinations show a marked increase in the pass

percentage from first to final year of the three year B.Sc course. Problems Encountered and Resources Required: Time and locational disadvantage is a major constraint as remedial classes need to be conducted for slow learners while simultaneously covering the syllabus effectively for the entire class.

### **Best Practice-II Counseling and Mentoring**

**Objectives of the Practice:** Counseling aims to identify personal issues like low self-esteem, interpersonal relationship problems, cultural differences, alcohol, drug habits, depression or suicidal tendencies.

**The Context:** The teacher- mentor assigned the responsibility of 15 to 20 students strives to understand students academic and personal problems and also identifies those in need of personal counseling.

**The Practice:** Mentoring demonstrates organisational commitment to the individuals development, but is not as directive as other developmental approaches such as training courses. The mentor is effectively a person who is not directly involved with the mentee's job role but is backed by the organisation to listen to, guide and advise the mentee, in full confidentiality. Nevertheless, mentoring needs to be complemented by other forms of learning and development. Unstructured or informal mentoring can be perceived as a form of patronage, or as giving the mentee an unfair advantage. Mentoring should not be seen as an additional or supplementary management task, but as part of a style and approach to management which puts the mentees development at the heart of the business process. The mentee is not the only one to benefit however – the mentor gets a chance to give something back and to gain (additional) experience of motivating and advising others. The relationship between mentor and mentee can be informal, with the mentee leaning on the mentor for guidance, support, help and feedback. It can also be a more formal arrangement between two people who respect and trust each other, and who have organisational backing to develop the relationship and seek positive outcomes from it. Regular counseling right from entry level helps our students to cope with the culture changes and also warn them of the pitfalls while dealing with semi-urban peer pressures. The mentor encourages students to explore co and extracurricular opportunities on the campus to ensure all round holistic development. Attendance is strictly monitored, reasons for low attendance discussed and parents contacted. College conducts regular career counseling sessions, workshops for students on personality development and legal issues, time management, communication skills. Every

student is encouraged to participate in co and extra-curricular activities and sports matching with his hobbies and interests.

**Evidence of Success:** Students coming from rural backgrounds are groomed successfully to face on interviews of leading companies and industries after completion of degree course. Our mentors have changed depression into determination to face academic and personal challenges.

**Problems Encountered and Resources Required:** The limited window for one on one personal interaction with students outside the classroom limits the effectiveness of all counseling and mentoring activities. The limitations posed on contact hours is due to students transport facilities and its limitations.