

# BEST PRACTICES OF THE INSTITUTION

## Best Practice-1

1. **Title of the Practice:** Mentor- Mentee System

2. **Objectives of the Practice**

- To strengthen the relationship between students and teachers.
- To provide emotional and educational supports as and when needed to the students and resolve issues to improve their well-being.
- To give guidance on various curricular and co-curricular activities.
- To advice students regarding research, internship training, career skills and job opportunities.

3. **The context that required the initiation of the practice**

The students confront with numerous challenges. Since the students spend their potential time with the teachers, maintaining a strong connection between them is vital. Thus, a mentor-mentee system was started in 2018–2019. In the academic year 2018-19, the control of the mentorship programme was transferred from the principal to the guidance and counselling cell in order to maximise its benefits.

4. **The Practice**

- To widen mentees' knowledge, equip skills, set goals and build future, efficient functioning has enabled in strategic planning.
- The students were divided into groups based on the number of students-teachers ratio, and each group was assigned to one mentor.
- The mentor and mentee meet at every month in an academic year to discuss academic, personal issues and career goals.
- After every session, the mentor submits a report including case studies based on issues faced by mentees, to take appropriate action for the betterment of the students.

## **5. Evidence of Success**

- The mentors' goal of a learner-centric approach was attained.
- Academic records of the students were evidential that they had progressed from their initial behaviour and gained the necessary skills for their overall development.
- They were also placed in well-known organisations or moved further for higher studies.
- Every year, more students participate in co-curricular and extracurricular activities and win prizes.

## **6. Obstacles faced if any and strategies adopted to overcome them**

- It was difficult to evaluate the mentee's background relating to socioeconomic situation, family issues, and degree of knowledge.
- Handling and improving the misconceptions about subjects pertaining to different courses was a challenging task.
- The mentors encountered some difficulties in recognising mentees' interests and skills in order to motivate them.
- It was difficult to keep mentees engaged with optimal energy, enthusiasm, and focus in all activities throughout the course.
- Apart from these, matching mentees with the right mentors based on their competencies, backgrounds, learning styles, and needs proved difficult.

## **7. Resources required**

- Some physical resources were required and made available by the institution based on the students' needs and suggestions.
- The management arranged for outside experts to help the students enrich their skills.

## Best Practice -2

### 1. Title of the Practice: Waste to Craft

### 2. Objectives of the Practice

- To create awareness about the increasing heap of waste and its hazards to the environment.
- To train the students to reduce wastage and reuse waste materials through hands-on experiences like workshops.
- To enable students to transform waste into useful products.
- To optimize the use of products created by students out of waste in teaching-learning scenarios.
- To give a new and meaningful version to the products created in 'Waste to Craft' by selling them in college annual exhibitions and donating the profit to the needy.

### 3. The context that required the initiation of the practice

Where there is preparation, process, and progress, mounding waste as a by-product is inevitable. But the term 'waste' could be replaced possibly if we have the patience, perseverance, and power to change the world through our vision. Recycling and reusing are the key factors leading the mission. Thus, the concept of "Waste to Craft" was executed successfully in the institution and is determinedly carried out to date. Adding, there had been ample support and was extended by the college to a great deed by serving the community via its profits. Hence, creative ideas saved the leftovers from becoming landfills and transformed them to serve as the essence of aesthetics.

### 4. The Practice

In MCPS, there are teachers who are professionally qualified to teach and train on the skills of converting waste materials into useful as well as aesthetic products. Specific duration is allotted for the students to get acquainted in these sessions. After getting sufficient training the students are encouraged to explore their own creativity and produce new products that are exhibited in the college. The products used for this practice were old newspaper; notebooks and chart paper; cardboards; plastic bottles and plates; plastic spoons and disposable glass used writing materials like pens and refills; CDs and DVDs; ice-cream sticks, toothpicks and matchsticks; plants twigs; Seeds of various fruits; old cloths, curtains & table covers; chocolate papers; used foil paper; Jute materials; etc.

Apart from this, these finished products are displayed once in a year in the college's annual exhibitions whereby it is sold to students of the college, their parents, and outsiders. Since this practice received immense support and appreciation this had been continued till date. Adding, this exhibition had been a fundraiser and through the funds, the college had extended support to a great deed by serving the community via its profits.

## **5. Evidence of Success**

The implementation of the concept of "**Waste to Craft**" in the college had been very effective which could be measured by the following. Initially, the students were hesitant and showed the least interest in this practice. Gradually, they realized the value of conserving nature with an aesthetic perspective and also its' role for a noble cause like serving the community. This also enables the students to relax and be creative. this also brought in confidence among the students as they learned a new skill that could lead them to become an entrepreneur. The rapport between students and staff members also was strengthened. Beyond all, playing a small role in serving the community was a huge accomplishment for MCPS.

## **6. Obstacles faced if any and strategies adopted to overcome them**

- Primarily, lack of training and knowledge about the purpose made the students hesitant and showed a negative attitude towards it which was overcome in due course of time by training.
- Though financial investments were minimum few students were unable to meet them which was supported by the college management.

## **7. Resources required**

- Need for a separate place to display the products created by students and keep them safe throughout the year.
- Financial assistance may aid in expanding the practice and creating innovative products.