



GONDIA EDUCATION SOCIETY'S

S. S. GIRLS' COLLEGE

GONDIA – 441601 (Maharashtra)

Phone 237039, 236959 (O) Fax : (07182) 236959

e-mail : ssgirls.college@rediffmail.com, ssgirls.college1@gmail.com

(Re-accredited (3rd Cycle) B⁺ By NAAC, Bengaluru)

SELF STUDY REPORT SSR: 2017-18 TO 2021-22

Institutional Values and Best Practices

METRIC NO. 7.2.1

**DESCRIBE TWO BEST PRACTICES
SUCCESSFULLY IMPLEMENTED BY THE
INSTITUTION AS PER NAAC FORMAT PROVIDED
IN THE MANUAL**



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Best Practices- 1

Title of the Practice: *Mentoring System- A step for multidimensional development of students*

Mentoring programme provides personalized support to students and aids in professional socialization. It serves as the platform to be student-centric and ensures the development of holistic individuals. Mentoring programme facilitates; establishing a vibrant relationship with the student and teacher, installs the confidence in the students to seek advice, have informal discussions, discuss the problems and have a meaningful deliberation to attain the goal.

Objective:

The objective of Mentoring is:

- 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 both the mentor and the mentee.
- To establish the mentor as a role model and to support the mentee for personal and academic development.
- To establish a vibrant relationship between the teachers and the students that will ensure responsible behavior and discipline.

The Context:

The nature of students' background i.e. catering to different socio-cultural and economic diversity necessitates mentoring being opted as one of the best practices by the institution. Moreover, it is aimed to align with the institutional mission and vision statement aiming to develop students on progressive lines. Mentoring Programme which imparts more interaction with students to overcome their shyness, improve language skills, etiquettes, confidence in study or in their personal life too.

The Practice:

- In the mentoring system, a group of students from all the courses/semesters are allocated to each faculty (mentor).
- The mentoring parameters are based on four aspects i.e. academic, attendance, career and general.
- The mentors are provided with details of mentee's performances in terms of academic (weekly test, class test, and mid-term and end-semester exam) and attendance records.
- The mentor also keeps track of the mentee's personal development such as co-curricular activities, discipline and career related issues.
- The mode of communication between the mentor and mentee can be established through different mode(s) namely- In-person, Phone and E-mail.



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- The practice of the mentoring system is evaluated by the faculty & Principal so as to ensure quality and efficiency in practice.
- The grievances of the mentees are taken up by the mentor and if necessary, it is forwarded to the relevant authorities for necessary remedial actions.

Evidence of Success:

- There is encouraging increase in the number of students participating in various events held within and outside the college, since the implementation of Mentorship System.
- Improvement in students' academic performance.
- Improvement in mentees discipline, interaction and communication skills.
- Establishment of a vibrant relationship between teachers and students which has provided a congenial atmosphere in the class room as well as in the campus.
- Hence, this practice of the institute is a step to imbibe in the students a rational positive outlook towards life thereby making them responsible citizens.

Problems Encountered and Resources Required:

- Problems are encountered in regards to the diversity in students' background and upbringing i.e. lack in the art of effective articulation, introversion and indifferent attitude etc.
- Students are shy to interact with low level of confidence and dialect too.



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SESSION 2021-2022

Mentor-Mentee Committee

Incharge- Ms. T. M. Tembhare
Committee members –
Dr. A. A. Tiwari
Mr. S. Rahul

Objectives:

- Clarifying teacher-student communication outside the classroom.
- Maintaining a database of student performance, attendance details, and dropouts.
- Identifying special talents, skills, slow learners.
- Determine and resolving attendance issues.
- Providing constant motivation.
- Identifying learning needs.
- Provision of an encompassing manner individual student record.
- Creating a healthy learning environment in college

Action taken Report –

The students' mentoring system was implemented in the college. New mentees are allotted to mentors. Students were mentored by one teacher, who was counseling, guiding, and making efforts to improve student's academic and non-academic performance. The number of students is evenly distributed among all teaching faculties. It was decided to hold 4 meetings in one session. All the meetings were organized by the mentors as per suitability of both (mentors and mentee). The concerned teacher interacts with their mentees to access their problems regarding the teaching-learning process and other problems. Mentees informed their mentors about problems they felt to reach the college from their village due to lack of bus and railway facility. Some students discuss some teaching learning related problems, teachers concenter to particular subject

teacher and solve their problem by providing them with the necessary learning materials. Through the mentor-mentee system, the socio-economic problems of the students are also addressed. The mentor informed mentees about the examination form submission and the new RTDNU Pariksha Portal and suggested the precautions that they may take while appearing for the examination.

Ms. T.M. Tembhare
Incharge
Mentor-Mentee Committee

Gondia Education Society's S.S. GIRLS' COLLEGE GONDIA

SESSION 2020-2021

Mentor-Mentee Committee

Incharge- Ms. T. M. Tembhare
Committee members –
Dr. A. A. Tiwari
Mr. S. Rahul

Objectives:

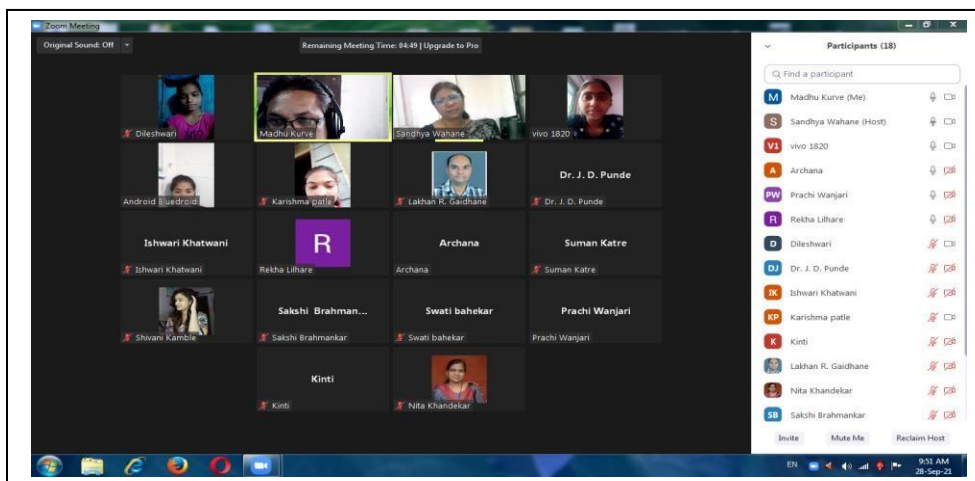
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Action taken Report –

The students' mentoring system was implemented in the college. New mentees are allotted to mentors. Students were mentored by one teacher, who was counseling, guiding, and making efforts to improve student's academic and non-academic performance. The number of students is evenly distributed among all teaching faculties. It was decided to hold 4 meetings in one session. All the meetings were organized by the mentor on the online zoom platform due to the lockdown. The concerned teacher interacts with their mentees to access their problems regarding the teaching-learning process and other problems. Mentees informed their mentor about problems related to a lack of online resources due to financial situations and because of this they

could not able to attain all online classes regularly. To solve the problems of the mentees, the mentors talked to the teacher of the concerned subject and provided them with the necessary learning materials. Through the mentor-mentee system, the socio-economic problems of the students are also addressed. The mentor informed mentees about the examination form submission and the new RTDNU Pariksha Portal and suggested the precautions that they may take while appearing for the examination.

Ms. T.M. Tembhare
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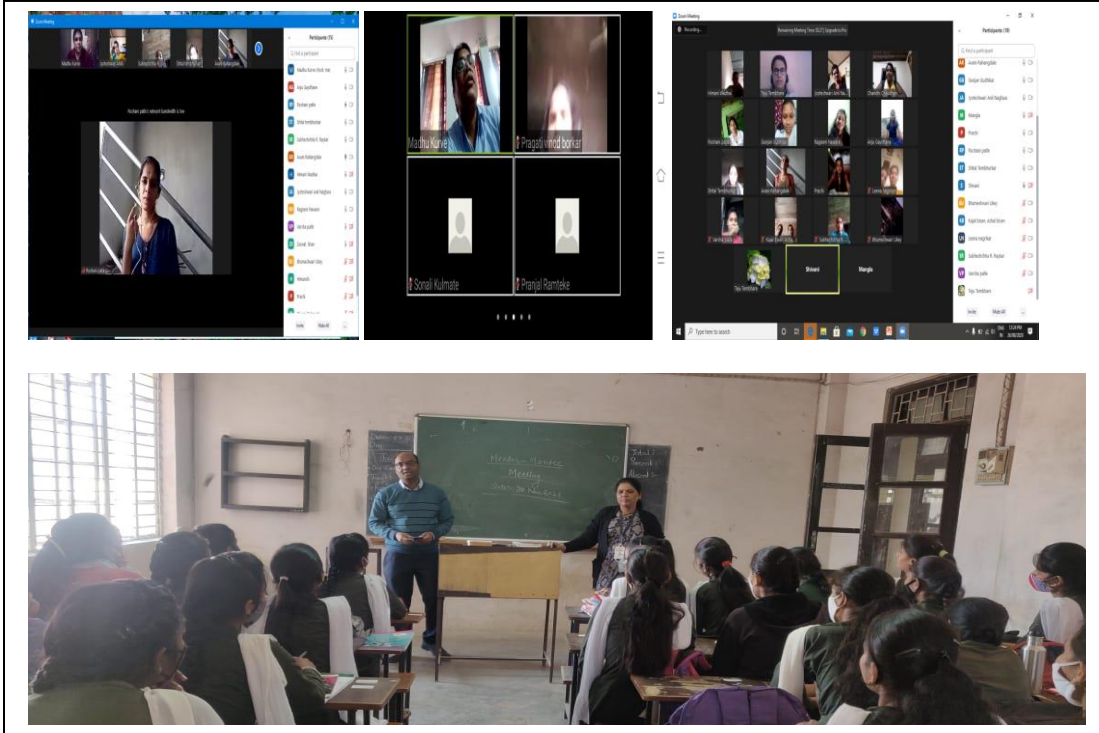
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Best Practice -2

Title: - Skill and talent Enhancement programme

Objectives:

1. To provide adequate training in respect to the major subject for enhancing more skills.
2. It also aims to create opportunities for the development of talent and improve their overall personality.
3. To improve students' technical skills and engaging themselves in the current scenario.
4. To reduce the rate of being without a job and create an impact on the budget growth of our nation is the important objective of this Skill development Cell.

Context:-

1. In today's global scenario, it is extremely important for the learners of any Institute to acquire extra knowledge over and above the regular course of study as prescribed in the curriculum.
2. All the students need to work further to enhance their talent to be not only the part of the race but to win it.
3. In this process of enhancement, the students need to acquire various types of skills and techniques to deal with day to day life challenges to get ready for the job market.



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Practice:

Department of Human development & Home Economics of the College have designed various certificate and Short term skill development courses to bridge the gap between the curriculum and requirements of industry and corporate sectors. This provides extra knowledge to the students.

1. *Key Chain making training Programme:*

- Department of Human development conducted key chain making training programme under lifelong learning
- 28 students enrolled for key chain making training programme
- During the training programme Participating students learnt key chain making

2. *One Month's Beautician & Artificial Flower making training programme:*

- .Department of Home -Economics established entrepreneurship skill development center in the year 2019-20
- Under ESDC Beautician certificate short term training course was conducted.
- 20 Students enrolled in beautician courses 20 students participated in Artificial flower making
- The participating students are instructed well in advanced about the format, conduct and assessment methodologies during the events.
- During the training session the trainees used the raw material such as thread for key chain making and paper cuttings for flower making.
- At the end of course the participants are appreciated, and are provided with certificates.

Evidence of Success:

1. 20 students benefitted in key chain training programme.
2. 20 students were benefitted in beautician course & 20 students benefitted in flower making programme.
3. In beautician course students learnt facial, manicure, pedicure, threading, hairstyle and makeup etc.
4. There is increase in the entrepreneurial activities of the students in the form of startups.

Problems Encountered and Resources required:

1. Some of the students, though academically capable, could not afford the cost for the training due to their poor economic background.
2. Professional trainers for imparting training
3. Motivation of Non – Teaching Staff and students.
4. Restructuring of formats to keep pace with innovations and creativity.



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Students of Home Economics Department Learning Pot making during Pot Making certificate Course



Student of Home Economics Department practically applying beauty products on face during Beautician certificate Course



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Key Chains Making Training under Department of Lifelong Learning




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