



Nimra College of Pharmacy

Estd By : Nimra Educational Society (A Muslim Minority Society)

Approved by Pharmacy Council of India (PCI), New Delhi.

Affiliated to JNTU, Kakinada, Permitted by Govt. of A.P.

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7.2.1: Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual

Best Practice - 1: MENTORING SYSTEM FOR STUDENTS

1. Objectives of the Practice: To minimize dropouts, improve performance and reduce the stress of the students through personal counselling.

2. The Context: Students undergo various problems of stress- personal, academic, physical, and mental. Students are new to professional college life. Students from educationally weak backgrounds feel complex and hesitations in class and are unable to perform well due to inhibitions. Statistics reveal an increasing number of suicides and dropouts. Considering the student-teacher ratio in classrooms, it is difficult at times to give personal attention to students in class. One solution, therefore, is a 'Mentor' who can form a bond with students in the true sense. Mentoring is required for students to achieve emotional stability and to promote clarity in thinking and decision-making for overall progress.

3. The Practice

- Each teacher is assigned around 15-20 students for the complete duration of their study.
- They meet at least once a month to discuss, clarify and share various problems which may be personal or academic, etc.
- The mentors encourage the students to participate in co-curricular and extracurricular activities and sports.
- Their academic performance and other activities are all recorded.
- The mentors also keep in touch with the parents on their attendance, test performance, fee payment, examinations etc., on a weekly basis
- The mentors also counsel the students in need of emotional problems.
- When the students have any problem in any department either with the staff or with work completion the mentors speak with the respective staff and sort out the problem.
- Mentors take special care of weak students, who are given advice on how to study, prepare a timetable for study and clarify the doubts and also give notes to study.
- The Head of the department takes the progress of counselling of students by mentors.



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- Students' problems are discussed with the departmental heads, and other faculties and necessary actions are taken to solve them.

4. Evidence of Success: Evidence of the success of the practice includes better results in the examinations, improved attendance, fewer dropouts, increased participation in co-curricular and extracurricular activities, better discipline on campus and respectful relationships between teachers and students. The students are more relaxed and have a healthy relationship with the staff.

5. Problems Encountered and Resources Required: This practice requires committed teaching staff that has the desire to help students beyond teaching hours. There are no limitations or constraints faced during the implementation of the program.

Best Practice - 2: IMPROVEMENT IN SLOW LEARNERS.

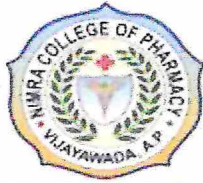
Title of practices: Improvement in slow learners.

Objectives:

- To enhance visual aids and to teach the concepts for better understanding and help students to retain the information for longer periods of time.
- Allowing the Mentor program to look after every student for their improvement in studies and immediate clarifications for their doubts in different subjects.
- Conducting weekly tests on weekly topics and study hours.
- In order to develop self-confidence in certain students, we allot certain simple topics to give seminars.
- Organizing competitions and extracurricular activities like quizzes, group discussions, etc., to improve their knowledge and encourage them to participate in intercollege events.
- Oral activities are encouraged to express the ideas of students.

The Practice:

In a class, different types of students are there with different learning competencies and interests. Some students may grasp easily, and some may lag in academic performance more



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than others. Some students are poor in specific subjects, and some may be poor in practical. Those are considered as slow learners. NCP identifies and encourages slow learners to become active and compete with normal students. The college encourages all faculty to employ visual teaching aids, including graphs, charts, and diagrams, to aid slow learners. Additionally, a specific mentor is assigned to a group of students in order to help them understand the material. From their first year until the conclusion of their program, mentors care for them. A certain topic is assigned for a test each week, which is evaluated and used to help students perform better on final exams. Selective students should be given topics that are not difficult, and encouraging them to give oral or PowerPoint presentations to boost their confidence should also allow every student to freely consult with faculty members to get clarification on the concepts. Faculty are monitoring students who have fallen short on internal exams and have backlogs from previous semesters. They are constantly giving them advice on how to raise their grades and finish them earlier. Organizing various contests and encouraging everyone to participate in a discussion of the concepts in a group setting. Live examples are provided during instruction to engage students and encourage enthusiastic learning of the concepts.

Evidence of Success: Results are improved for the slow learners and they became active in the oral communications, seminars and presentations.

Problem encountered: Consistent attendance and an enthusiasm in participating in concept related group discussions are absent from students. Response from parents' side is lacking to make the student to attend the class regularly. The encouragement from parents is needed for the students to take their regular class tests without fail.


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