

INSTITUTIONAL BEST PRACTICES

BEST PRACTICE: 1

1. Title of the Practice: Career counseling and Mentoring centre (CCMC) for students of all departments

2. Objectives:

The objectives 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 students
- To make the students aware of the competition in various walks of life
- To create competitive environment for success in life
- To invite prominent resource persons for their valuable speeches/lectures
- To impart hands on experience of competitive examinations to the students in rural area
- To give practice of group discussions, debates, solving question papers of various competitive examinations such as UPSC, MPSC etc

3. Principle and concept:

- To broaden knowledge, skills, and abilities
- To improve decision making skills
- To increase self-esteem and motivation
- To build interpersonal effectiveness
- To maximize career opportunities
- To improve employment marketability and opportunities
- To promote effective job placement
- To strengthen employer relations

4. 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. Name of life itself is the competition. The college is situated in rural area. Most of the students are first generation learners. The college therefore shoulders the responsibility to let the students know the competitive world. The activities conducted by CCMC enables the students to get the experience of competition. The absence of institutionalized system of

having proper system of mentoring, guidance and counseling in the region along with the obvious fact that most of the students are from remote areas and first generation learners makes it imperative on the part of the institution to provide mentoring i.e. guidance for all-round development of the students on academic as well as aesthetic lines. Moreover, it is aimed to align with the institutional mission and vision statement aiming to develop students on progressive lines .i.e. to imbibe in the students a rational positive outlook towards life thereby making them responsible citizens.

5. The Practice:

The college has established independent Career Counselling Centre for students preparing for competitive exams. The college has provided independent space; independent library, independent study rooms for girls and boys, discussion halls, lecture hall, computers with internet facility and independent hostels for ex students studying in cantre. We admit the ex-students of our college by charging nominal fees in to our career counseling and mentoring study centre (CCMC). The faculty members from Dept of English take extra efforts to teach grammar to these students. The results of this activity were found to be fruitful.

6. Evidence of Success:

Improvement in mentees discipline, interaction and communication skills, knowledge and many students of the institution have been placed in Government sector, academic field, and private industry. Improvement in students' attendance, 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.

Sr.No	Number of benefited students by career counseling activities	Number of students passed in the comp. exam and placed	Names of the students	Department where placed
1	11	11	Dolly Nandkishor Sharma	MPSC clerk
2			Sharad Jagan Khairnar	Central Def clerk
3			Manisha Laxman Borse	Mahada Clerk
4			Sahil Ismail Khatik	MSEB Mumbai
5			Atul Vijaysing Rajput	S.S.B
6			Chinchore Bhushan Sanju	CISF
7			Mohit Babu Patil	Indian Navy
8			Mayur Bhatu Patil	Indian Navy
9			Nilesh Pravin Bhadane	Indian Navy
10			Priyanka Madhukar Mahajan	Indian Navy
11			Uday Arun Sonar	MPSC clerk

7 Problems encountered and resources required:

The diversity in students' background and upbringing typically their rural back ground i.e. lack in the art of effective articulation, introversion, indifferent attitude etc. Several problems such as poverty, factors affecting the mobility of students such as lack of conveyance transport.

Best Practices: 2

1. Title of the Practice: EDUSAT based distance learning programme of IIRS under

ISRO:Dept of Geography

2.Objectives : Skill based education, development of analytical skill among the students, value addition and ability enhancement among the students

3.Principles and concept:

- To understand “Basics of Remote Sensing, Geographic Information System & Global Positioning System” and "Advances in
- To develop live interaction between the classroom and teaching ends

4. The Context

- Upgrading academic process is a continuous endeavor for the institution. The changing education scenario mandates:
- Self and external evaluation and sustenance initiatives for maintaining Quality
- Stimulating academic environment for promotion of quality in teaching, earning and research
- Inculcating accountability in students for assuring quality of their learning, research and services. Through brainstorming lectures it was felt that this will help us to understand the present status of various institutional processes and identify the gaps. This will guide and direct us to take necessary steps /start new initiatives. It was found that we lacked standardized formats for periodic academic units.

5. The Practice

ISRO Bangalore conducts online programme through Indian Institute of remote sensing (IIRS).The U.G.and P.G students from any faculty registered for this programme .IIRS gives free of cost online training to the registered stuents.The students have to remain present at least 70% of the line lectures.IIRS also gives data to the students and ask them to analyze the data. Under its outreach programes,IIRS has established its own teaching and studio and unlinking facility in the campus under national beam coverage of ISRO satellite

connecting numerous class rooms and users. Indian institute of remote sensing (IIRS) utilizes the KU-Band facility of INSAT-4CR, an ISRO satellite and internate, for conducting distance learning programme to primarily compliment to educational programmes of the Indian Universities. Indian institute of remote sensing (IIRS) has successfully conducted seven courses on basics of remote sensing. Geographic information system and Global positioning system and advances in GIS benefitting about 5600 students at graduate and post graduate level. Importantly, with the present networking, nearly 1000 students attend the programme at a time. The programme is very popular among the Universities as it supplements their own education system and requires a very low-cost infrastructure (existing network of computers with a small antenna) for receiving the programme and live interaction between the classroom and teaching ends. Continued efforts are on to upgrade the content delivery systems and to strengthen the network with Indian Universities.

6. Evidence of Success:

The department of Geography of the college has been participated and taken benefit of this outreach programme of IIRS. The UG and PG students from Geography department of the college has registered for this programme. Students remain present sincerely for this online mode of training. The students analyze the data from IIRS and get the training of handling of data and analyzing it. The students trained received good job. The target group includes students and researchers at different Universities/Institutions. The students from the department of Geography are benefitted from this outreach programme of IIRS. The college has appointed Prof.K.M.Gavit of the Geography department as the coordinator of the programme. This endeavor which started with skepticism concluded with the staff feeling satisfied.

7. Problems Encountered and Resources Required:

There was initial resistance from staff and students as they felt that the exercise was futile and time- consuming. The training process is complicated and students will not understand To address those problems the training was extended for some days.

Best Practices: 3

1. Title of the Practice: “Online teaching learning system

2. Objectives:

To insure smooth transition while imparting effective education during pandemic, the institution has adopted various methods and techniques and took necessary measures to equip the faculty for the changes.

3. Principles and concept:

To insure efficient online teaching-learning process.

To make the learning experience of students more enriching

To bridge the gap between offline and online teaching

To help them progress in terms of knowledge, skill set and outlook towards life

To safe guard the students against the pandemic.

4. The Context

The lockdown happened all of a sudden where no one was prepared. The infrastructure was geared for online teaching on both teachers and students parts. The teachers were not trained in the techniques of the online teaching

5. The Practice

The following methods were implemented to facilitate the online teaching-learning process: Licensed version of Microsoft Team meeting was procured and provided as a platform for teaching-learning process.

Teachers were given exclusive training on conducting online lectures ensuring internet connection in all areas of the college through Wi-Fi connectivity.

Concurrent evaluation parameters were reworked as per the need of the hour.

Virtual orientation was conducted for students.

Webinars were conducted for the students in various topics

6. Evidence of Success:

- As per the curriculum and syllabi of all the courses, notes and PPTs were prepared and made available to facilitate the students.
- The reports of online class attendance were submitted to the college office
- The internal test, seminars and other concurrent evaluation is conducted online
- Faculty members updated their knowledge and skills required to conduct online classes through training programmes organized by various HEIs.

8. Problems Encountered and Resources Required:

- Initially there was no awareness about the software/tools to be used for online teaching. They had to be trained
- The students as well as faculty were not well equipped to go online for teaching learning process.