

# BELDA COLLEGE

## BEST PRACTICES

### ACADEMIC SESSION: 2018-2019

#### BEST PRACTICE – I

**Title of the Programme:** Strengthening of Mentoring System

**Goals:**

- To radically boost up the emotional as well as instrumental bonding between teachers and students by establishing student-teacher rapport.
- To nurture the student aspirants in various fields of life and in matters of academic as well as non-academic concerns.
- To properly guide the mentees so as to enable them in developing a right personality and choosing a right career during and after the completion of study.
- Mentors provide guidance on various issues relating to a mentee's personal as well as academic problems, grievances, difficulties and so on.
- Mentors identify the strengths, weaknesses, challenges and opportunities of the mentees.

**Context:** The already existing mentor mentee system was strengthened from this academic session. The need for strengthening this system was felt because the teacher student ratio is comparatively larger in classes, which makes it difficult to access each student individually. The mentor-mentee system enables mentors to connect with mentees, and also share personal experiences by openly disclosing learning experiences, successes, as well as challenges. Resultantly, the mentee develops great cognitive skills in order to strengthen the process of learning, discovering, sharing and so on. Therefore, the necessity for strengthening this existing mentoring system to monitor the mentees academically as well as non-academically was utterly felt by the Internal Quality Assurance Cell and the Management of the Institution.

**Practice:** With the above end and objective in view, mentoring system has been a regular practice of the Institution over the years. But the distinctiveness that evoked in the academic session 2018-19 in terms of strengthening the models and methods of mentoring system is noteworthy. The distinctive feature of mentoring system in this session is mentor's identification of a mentee's strength, weakness, challenges & opportunities. The overall mentor-mentee ratio of the college is 1:45. Around 90% of the students is given due care through tutoring and mentoring by providing opportunities for creating a supportive, interpersonal relationship based on trust, mutual respect as well as accountability to facilitate the creation of a free space for the mentee and encourage personal learning. The practice of mentor mentee system facilitates reflective thinking by pushing the mentee to reflect on experiences by asking thoughtful thought-

provoking questions seeking deeper and deeper meaning, thereby helping the mentee to become more self aware and providing growth opportunities.

**Evidence of Success:** Immediately after the commencement of the first semester classes, students are categorized under their respective mentors. Each of the teachers in all the disciplines is assigned a fixed number of mentees. The list, after being finalized from the concerned department is sent to the IQAC for consideration. The IQAC forwards the list to the Principal, who finally approves it. The list is then published in the college website. Mentoring classes are also reflected in the class routine. During regular mentoring classes, the mentors identify the strengths, weaknesses, opportunities and challenges of each of the mentees assigned under them. In the mentoring class, the mentees share their problems regarding academic as well as non-academic matters, which may include their grievances regarding curriculum, college infrastructure, personal difficulties in learning and deciding any course of action. A mentee remains under the guidance of one mentor till the completion of his/her course. Strengthening of mentor-mentee based learning in all the undergraduate departments has been one of the best institutional practices and it has radically boosted up the emotional as well as instrumental bonding in teacher-student rapport.

**Problems Encountered:** Since most of the students reside in the adjoining rural areas of the college, they carry an underdeveloped personality during the first year of their course of study. As a result, it gets difficult for the mentees to express their weaknesses as well as challenges to the mentors. In spite of carrying burden of difficulties, the mentees feel shy in their expressions and opening up. Our mentors, therefore had to take painstaking efforts to groom the student's personality from the root, making them build their character and helping them being responsive, dedicated, sincere, efficient and an important asset of the nation.

**Resources required:** This practice requires our students and teachers as essential resources. The students feel the essence of being attached to a mentor who is always there to resolve their academic as well as non-academic problems.

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## BEST PRACTICE – II

**Title of the Practice:** Regular Conduct of Academic & Administrative Audit

**Goals:**

- To encourage the departments to evaluate their ‘education quality processes’.
- To define academic & administrative outcomes in terms of quality.
- To base decisions primarily on evidence.
- To act as a constant check to the internal systematizations of an institutions.
- To give continuous learning in academic & administrative affairs a priority.
- To help the administration improve its mode of operation and facilities offered.

**Context:** The conduct of academic & administrative audit has been a regular practice of the college due to its essential requirement by Vidyasagar University. Of late, NAAC has made it mandatory to conduct academic and administrative audit to ensure quality performances in respect of teaching learning and research practices and administrative affairs. To develop and enhance relevant, high-quality academic initiatives was to meet the global call for bettering our college. The ideas and plans suggested after audit were to bring about a marked change in the academic as well as administrative structure of the college, and would professionally benefit the faculty members and students too.

**The Practice:** The practice of conducting academic and administrative audits began since the academic session 2015-16. In the three consecutive sessions, 2015-16, 2016-17 & 2017-18, academic & administrative audits were performed by internal audit team members. Most significantly, in the session 2018-19, academic and administrative audit has been performed by 8 external audit team members. At the end of each academic session, the respective academic departments of the college have submitted their reports to the IQAC in the prescribed format as given by NAAC. The office also submitted their administrative audit in a prescribed format likewise. The IQAC makes an analysis of the reports, places it to the Principal for recommendation in the Governing Body meeting and request to fix up a suitable date for audit peer team’s visit. On the concerned day, the peer team verifies the reports submitted to IQAC by visiting each of the department, verifying their records, and providing recommendations/suggestions. Performances with regard to teaching, research, curricular/co-curricular activities are accordingly rated and suggestions are provided by the advisors accordingly.

**Evidence of success:** Academic and administrative audit has provided an objective insight to the college and its respective departments on the level of holistic quality improvements in all levels of teaching, research. In the academic session 2018-19, the external peer team visit for academic & administrative audit was noteworthy. Among the major recommendations suggested after the academic audit was conducted, needful attention of the faculty members were directed to improve ICT use in teaching-learning, developing science laboratories, increase certificate/job training course, recruit more faculties, increasing placement opportunities etc. After the successful initiation of administrative audit, recommendations were made to initiate paperless

office works, developing fully computerized information system, install napkin vending machines, and such others. Accordingly, the institutions has taken efforts, and have increased the use of ICT classes in Science, Arts as well as in Commerce streams. Around 40 new full time teachers were recruited, following the suggestions of the advisory committee to meet the dearth of faculty, which made it easier to increase the number of certificate programmes. The admission process and examination system have been completely digitalized, and efforts are being made to make office paperless. Proposal for setting up a new napkin vending machine is also under consideration.

**Problems Encountered:** Since the college is located in a rural locality, therefore sometimes it gets very difficult to smoothly use ICT classes due to the increased frequency of power failure. Yet, the authorities are showing their best efforts to overcome this constraint by installing inverters and generators of high capacity to ensure smoothness in the teaching-learning and academic structure of the college. Although tireless efforts of our non-teaching staff have resulted in making the office partially paperless and digitalized during admission & examination process, yet the students, who being totally ignorant about computer basics find it difficult to hold confidence in the admission process. Still, the active participation of teaching as well as non teaching staff and with the ableness of our Principal, the institution has attracted around 4000 students in different disciplines.

**Resources required:** During 2018-19, the practice of Academic & Administrative Audit required the financial support from the Institution as well as the collective efforts of the IQAC members, teachers, students, Office Staff, Management Members, and Audit Team members.

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