

(A) Best practices-1

1. Title of the Practice: MENTORING PROGRAMME

2. 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 faculties and the students that will ensure responsible behavior and discipline.

3. 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. 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.

4. The Practice:

- Mentoring session is conducted twice in every 15 days i.e. every second and fourth Saturday from 10:00 AM to 12:00 PM on a regular basis.
- The session is compulsory for every student to attend without fail. Mentors are assigned 15-20 students for the whole duration of a semester each i.e. six months.
- 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, 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.



- The practice of the mentoring system is evaluated by the Principal (Academic and Administration) bi-monthly 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 Principal for necessary remedial actions.
- A separate Mentorship File is been maintained by every Mentor (Faculty) and it contains separate page for every mentee as to maintain its record.

5. Evidence of Success:

- Improvement in mentees discipline, interaction and communication skills.
- Improvement in students' attendance.
- Establishment of a vibrant relationship between Faculties and students which has provided a congenial atmosphere in the class room as well as in the campus.

6. Problems encountered and resources required:

The diversity in students' background and upbringing i.e. lack in the art of effective articulation, introversion, indifferent attitude etc. Inadequacy in general guidance, career and professional related materials. This is due to the financial constraints faced by the management because the institution is dependent on grants.

(B) Best Practice-2

1. Title: USE OF TECHNOLOGY AS TEACHING LEARNING METHOD.

2. Objectives:

- To encourage the development of transferable, technical, and social skills (TTS) of value in formal and informal learning.
- To promote participatory culture among students - space that allows engagement, sharing, mentoring, and an opportunity for social interaction.
- To discuss /share curriculum-related content and enhance the prescribed curriculum for students.
- To emphasize specialized in communication.
- To improve student comprehension.
- To enhance student networking and collaboration with other nurture globally.
- To use the advanced technology in the teaching learning process.
- To make the teaching learning process more interesting.
- To get feedback from the students
- To post assignments, questions, readings, and grades as well as ways to interact with the students through forums or chats.



- To provide a virtual "space" for learners.

3. The Context:

Students are changing, and those once effective teaching methods are becoming stale. Faculty, and campus administrators, can utilize social media as a tool for creating new ways to engage students and demonstrates to them a variety of uses for the internet and their favorite sites. One of the biggest challenges in online education is the lack of interaction between students where as this blogs try to provide more opportunities for discussion and communication. This blogs supplement teaching and learning in traditional classroom environments as they can provide new opportunities for enriching existing curriculum through creative, authentic and/or flexible, nonlinear learning experiences.

It provides space for participation, collaboration, distribution, dispersion of expertise, and relatedness. It helps in share and search for knowledge which contributes to informal learning. As nursing is the profession which invents innovative ideas, keeping this aspect in mind the oxford college of nursing has developed a blog named as oxfordnursing.blogspot.in. This method of teaching learning will help the student to compete with the world in this growing world of technology. The student will learn to have maximum use of advanced technology in their learning phase.

4. PRACTICE:

The faculties post assignments, questions, college circulars, relevant articles, research and current knowledge and many more. The link will be sent to each student by e-mail from their respective class coordinators. The students visit the link as well as the data shared with them on a very regular basis; which encourage outside the classroom learning and students gives comment and feedback on the topic. Also have smart classrooms for better learning for students and better presentations for the faculties.

5. Evidence of Success:

The students frequently visits the shared links and asks frequent questions in the class which help the faculties to make the class more interactive and also modify their topics for the upcoming lectures. Have improved confidence in the students.

