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Affiliated to Kolhan University

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7.2.1: Describe two best practices

(I)   Title of the Practice
Initiation of the Under Graduate Student's Journal, titled Vimarsh

1. Objectives of the Practice
The journal aims to create a platform for the students to reflect and critically think on topics of their interest giving them an opportunity to hone their research skills and construct systematic abstractions.

2. The Context
The New Education Policy emphasizes the need for developing research capabilities in students of undergraduate courses. This is in alignment with The National Innovation and Startup Policy 2019 for students and faculty of Higher Education Institutions (HEIs) which aims to enable the institutes to actively engage students, faculties and staff in innovation and entrepreneurship related activities. In order to build up this required entrepreneurial eco-system, the students need to be adapted to the practice of research. The concept of research remains largely misunderstood amongst undergraduate students. With a wide array of information being available for perusal, an undergraduate student faces the plight of 'information overload' and finds it difficult to identify, extract and process information that is critical to solving a certain problem in hand. This was apparently noticed in the students' submission of assignments, project works, reports etc. This called for an action to address this existing skill gap in students and enable them to process available information more efficiently and learn to use this to create new information. This led to the initiation of the Under Graduate Student's Journal, titled Vimarsh, where students from all courses may submit their original research article based on a topic of their choice.

3. The Practice
The practice of writing research papers is relatively rare among undergraduate students. Undergraduate students are largely unaware of the methods of research and lack the necessary training for the same. Additionally, the undergraduate courses of study are not directed at building research capabilities but rather focus on building practical knowledge of theoretical processes. All these makes it difficult to build in the student, the necessary capabilities to write a research paper. The heavy schedule of the existing curriculum also leaves very little scope to integrate such capacity building activities. Despite all this, the institution, in the spirit of the new education policy, has made a genuine effort to take up the necessary task of building research capacities in undergraduate students. For this, the contribution of the Research cell of the College has been integral. The Research Cell initiated the process by inviting membership for a 'Research Club'. Students from all semesters and courses were eligible to apply for membership to the club. The names of applicants were collected through the class mentors. Each applicant was then asked to submit a short write up on an announced theme and finally 15 applicants were selected as members of the club. The selection was made on the basis of a basic minimum

capability to process information and present thoughts. These students were then allotted guides who were responsible for guiding them through the entire process of writing an article, starting from the choice of an appropriate topic until the final submission of the paper in the required format. Out of the submitted articles, 10 were selected for publication in the first issue of the Under Graduate Student's Journal, Vimarsh. The institute wishes to continue the process in the coming years and take advantage of the journal to give the students an opportunity to hone their research skills and construct systematic abstractions. The Journal is aimed at creating a platform for students to reflect using critical thinking and produce new knowledge through academic writing.

4.**Evidence of Success**
The journal received an ISSN number in September 2023. Being an online journal, the ISSN was issued only after the release of the first issue. The first issue contained 10 research papers from students of different courses and sessions. Two submissions were accepted from students of the Department of Business Administration, two submissions from students of the Department of Commerce, two submissions from the students of the Department of Economics and four submissions were accepted from the students of the Department of English. Students penned down their thoughts on a variety of topics ranging from the impact of Covid-19 on teaching-learning, combatting corruption, spirituality and its role in organizational commitment, crisis in the fishery industry to Women's Rights, identity crisis and narrative analysis. This success serves as evidence to the hard work and commitment of both the faculty and students towards research and the desire for using academics to achieve a higher level of performance. Over the years, this practice will enable more and more of our students with research capabilities thus enhancing their abilities to express their thoughts and ideas creatively and deliver new knowledge to the academic community.

5. **Problems Encountered and Resources Required**
The road to this achievement was not without barriers. The primary difficulty was scheduling interaction time for the students and their guides. The institution runs on a full schedule where both students and faculty are fully engaged with academic responsibilities. Additionally, the faculty is entrusted with the responsibility of managing and coordination the activities of various cells and clubs that are active in the institution. This made it difficult for the faculty to find suitable time to guide their mentee researchers. The students were new to the concept of research and had to be introduced to research methods before they could be expected to start working on a particular idea. As a solution, the faculty and the students would use the break time to engage in meaningful discussion where the faculty guide would introduce the students to a small piece of information each day and the student would put in some hard work to familiarize him/herself with that before the next day of discussion. Due to this the expected date for completion of the work had to be extended so that all the students may complete their research thoroughly, ethically and responsibly.

6.**Notes**
To get the best outcome, an institution needs to introduce its students to the concept of academic research and its practice during the first Semester itself. Ideally, if possible, a specific time can be allotted for interaction between the students and the faculty guides. The process should be continuous.

(II)   Title of the Practice:
Nurturing Effective Students-Teacher Mentorship

1. **Objectives of the Practice:**
    a. To provide academic and personal support to students in their transition to college life.
    b. To promote a sense of belonging and community among students.
    c. To enhance the academic performance and overall well-being of mentees.
    d. To foster a positive learning environment through mentoring.

2. **The Context:**
    The Mentor-Mentee Program was initiated at XITE College to address the needs of the students who often face challenges in adapting to the college environment. Many students find it challenging to navigate their academic responsibilities and social life during their stay in college. This program was introduced to bridge the gap between students, the college community, and provide them with guidance and support.

3. **The Practice:**
    The Mentor-Mentee Program pairs professors (mentors) with students (mentees) to help them transition smoothly into college life. The mentors are carefully selected based on their academic performance, leadership qualities, and interpersonal skills. The program includes the following components:
    a. Mentee's Details
    b. Parents' Details
    c. Academic Qualifications
    d. Participation in Curricular/Co-curricular/Extra-curricular Activities
    e. Academic Performance in XITE College
    f. Mentor's Remarks: Mentors provide feedback and observations regarding their mentees' progress, highlighting their strengths, areas for improvement, and any concerns they may have. They also suggest recommendations for academic and personal development.

4. **Evidence of Success:**
    The Mentor-Mentee Program has demonstrated several positive outcomes, including improved student retention rates, increased academic performance, and a stronger sense of community within the college. Mentees benefit from the guidance and support of their mentors, helping them overcome challenges and achieve their academic goals. The program's success is evident through the academic achievements and personal growth of the mentees.

5. **Problems Encountered and Resources Required:**
    Challenges that have been encountered during the implementation of the Mentor-Mentee Program include mentor-mentee compatibility issues, resource constraints for organizing mentoring events, and ensuring the availability of mentors for all students. To address these challenges, additional resources, including funds for mentor-mentee activities and mentor

recruitment, may be required. Additionally, continuous training and monitoring of mentors can help improve the program's overall effectiveness. To address these issues and improve the effectiveness of student-teacher mentorship programs, access to relevant literature, research articles, and reports on mentorship practices in higher education is crucial. Professional organizations, academic journals, research databases, and educational conferences can serve as valuable sources for obtaining pertinent information and best practices in mentorship programs.