



NAAC ACCREDITED (B++ GRADE)
SHRI CHHATRAPATI SAMBHAJI SHIKSHAN SANSTHA'S

SITABAI THITE COLLEGE OF PHARMACY

Approved by, PCI, DTE,

Affiliated to Savitribai Phule Pune University (ID No. PU/PN/Pharma/174/2001)



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Ex. Member of Parliament (Baramati)
Founder President

7.2 Best Practices

Best Practice 1. STUDENT CAREER BUILDING THROUGH MENTOR -MENTEE SYSTEM.

Best Practice 2. VERMICOMPOSTING



BEST PRACTICE: 1

TITLE OF THE PRACTICE: STUDENT CAREER BUILDING THROUGH MENTOR - MENTEE SYSTEM.

Mentor-Mentee system is a structured initiative which is adopted by our college few years later in order to enrich the student's career. Each member of faculty inside the campus is allotted as mentors for every 15 to 20 students. This mentor-mentee relationship provides mentees the opportunity to connect with someone whose past experience can help them navigate their careers and life. Mentor travels with them from the first day until their final year, offering encouragement in every way. Mentors also motivate them to use online learning resources like SWAYAM, NPTEL, and other platforms to advance their technical knowledge and fulfill industry standards. As a result, the mentor-mentee system helps the students attain professional success.

2. Objectives of the Practice:

Mentoring seeks to offer support, guidance, encouragement and assistance to mentees while they endeavour to navigate through difficulties, face challenges and tackle problems. Through concerted initiatives, desired attributes are developed in the mentee.

3. The Context

College students are at a stage in life wherein they face most of the problems related to academics, relationships, health, stress, finance, employment concerns etc. Due to varied reasons, students often do not confide their problems to anyone, which could lead to emotional imbalance, disheartenment and frustration.

This can be remedied through mentoring whereby the students are provided with academic and emotional support. Through their encouragement and guidance, mentors play an important role in nurturing the mentees' aspirations, preparing them for future challenges, building confidence in them, motivating them to undertake challenges and fostering their all-round growth.

4. The Practice

Our Institution has adopted a hierarchical approach wherein the mentees have one of their teachers as their mentor. The following are brief highlights of the programme:

- i) Each faculty member is assigned with the task of mentoring around 15-20 students

ii) A special time-slot with a designated classroom is allocated to each mentor for a formal monthly interaction with his/her mentees.

iii) Mentees are required to provide, for the mentor's ready reference, a detailed personal profile listing their contact details, personal strengths and weaknesses, future plans etc.

iv) During the formal interactions, issues like campus discipline, dress code, punctuality, attendance, examination preparation, non-tolerance of ragging, undesirability of adopting unfair means at examinations sexual harassment at workplace, role and availability of counsellors on campus, suicidal tendencies, cybercrime, confidence-building activities etc, are discussed.

v) Mentees are counselled about road safety, healthy lifestyles, cleanliness, Swacch Bharat campaign, conservation of water and energy, choice of careers. They are also informed about the various facilities and scholarships that are available.

vi) Mentees are encouraged to regularly interact with their mentors and discuss any issues. Mentors keep track of the academic performance of the mentees and provide the necessary assistance/guidance in the event of poor grades. Buddy groups are often formed within the mentee group in order to help the academically-weak students.

vii) Mentors maintain a confidential data sheet about their mentees which details the mentoring activities rendered.

viii) The overall programme is monitored by a committee comprising principal, one coordinator and two faculty members. The committee assigns the mentees to each mentor and, also, prepares/suggests inputs for each formal session keeping in mind students' needs and relevant current issues.

ix) At the end of each academic year, mentees are required to provide their feedback on the various topics discussed during the formal interactions. Their suggestions are used, wherever possible, to improve the programme.

5. Evidence of success

The following are indicators of the programmes' success:

i) The campus is litter-free. Garbage bins, placed at strategic spots, are used by students/mentees as per directions leading, also, to dry and wet waste segregation.

ii) Students take the initiative to turn/switch off taps, lights and fans when not in use.

iii) Campus discipline and students' dressing sense have tremendously improved.

iv) Student behaviour, self-esteem and confidence have shown further improvement.

v) Academic performance has improved and a larger number of students now pursue higher studies.

- vi) A greater number of students now approach the counsellors.
- vii) Health consciousness of students has improved.
- viii) Stronger relationships have been forged amongst students/peers, faculty and parents.

6. Problems encountered and Resources required

The programme faces the following challenges:

- i. . Mentoring is a specialized effort. Faculty need requisite training for enhancement of mentoring effectiveness.
- ii. The busy schedules and academic pre-occupations of the faculty make it sometimes difficult to devote adequate additional time to the mentees.

7. Notes

Altruistic inclinations of the faculty lead them to take keen interest in guiding and assisting their mentees beyond the normal classroom setting. Mentees enthusiastically participate due to the informal interaction, additional attention, motivation and support arising from the programme. The Mentoring committee has always played a proactive role in the programme's implementation.




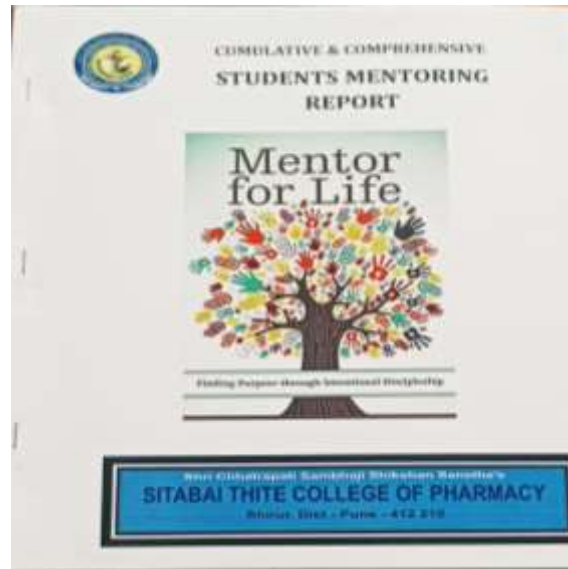

Principal
PRINCIPAL
Sitabal Thite College of Pharmacy
Shirur (Ghodnadi), Dist. Pune

PHOTO GALLERY

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BEST PRACTICE- 2

1. **Title of the practice:** VERMICOMPOSTING
2. **Objectives of the practice:** To utilize (chemical-free) biodegradable waste of campus plants leaves, etc. to prepare an organic fertilizer.
3. **Context:** Vermicomposting is the eco-friendly method of converting organic waste into nutrient rich fertilizer. Such fertilizers contain biologically active substances which help in healthy plant growth. It is an environment friendly process.
4. **The Practice:** Concrete vermicomposting unit was prepared in the campus. Garden waste of college and cow dung was procured and released into the unit. Earthworm species were released and unit was maintained until compost became ready. This practice was done to achieve the goals of pollution free environment, conservation of local earthworm biodiversity.
5. **Evidence of success:** In 2023-24, about 330-350 kg of vermicompost was produced from very small investment. About 50 kg of this production was utilized in the garden and rest of the vermicompost was transported for further utilization.
6. **Problems encountered and resources required:**
7. It was difficult to maintain this unit in Nagpur summer (45-46°C) for two to three weeks. This year due to pandemic situation, involvement of students was not possible. Resources required are: Vermicomposting units with shade, large amount of plant wastes, and availability of water
8. **Notes:** In addition to these best practices, the additional practices are undertaken by the college for teaching, non-teaching staff, and students for their self-development. The details of these activities have been mentioned at suitable places.





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