



Vaidyanth Sarvangin Vikas Sanstha's

NAGNATHAPPA HALGE COLLEGE OF ENGINEERING

(Affiliated to Dr B.A.M.U. Aurangabad - Approved by AICTE New Delhi EN 2137)

At : Brahmwadi, Post: Tokwadi, Tq. Parli Vaijanath, Dist. Beed (M.S.)

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Best Practices

Best Practice 1: Teaching Learning Process:

Objectives:

- To teach students to care about each other and improve the teaching-learning process.
- Institute thinks that every student's learning needs should be assessed at the beginning level so that specific learning goals can be set.
- To reach this goal, strategies and plans of action are made.
- Each student can learn at his own pace, which helps raise the pass rate.

The Context:

Students from rural areas are upset by the change in society and have trouble adjusting and have trouble speaking the technical language.

The Practice:

Teachers first present and talk about the topic, and then they ask students what they think about it. During the first two weeks of theory classes, teachers can tell which students are fast or slow learners. Slow learners get extra help in classes that also cover the curriculum well for the rest of the class. After they finish their practice, they get extra help and review what they learned in class.

At first, only advanced students are given hard tasks, and they are told to go to the library to read journals and papers.

These students are encouraged to take part in events outside of school, such as competitions in Technical Quiz, Debate, Robotics, and Paper Presentation. Homework and tests in class help teachers figure out how well students are doing overall and how much they learn. Regular checks are made on attendance.

Students give opinions on how the teaching and learning process is going. Feedback is looked at often, and each teacher is encouraged to do the best they can.



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Best Practice 2: Mentoring System:

Objectives:

- To improve the academic performance of the student
- To establish a trusting relationship with accountability and responsibility
- Counselling seeks to pinpoint individual problems including low self-esteem, challenges with interpersonal relationships, cultural differences, alcohol and drug use, depression, or suicidal thoughts.
- The mentor assigned to each group of approximately 20 students endeavors to comprehend their academic and personal issues and identifies those who require additional academic coaching or personal counselling.

The Practice:

Regular therapy, starting at the entry level, aids in our students' adjustment to cultural shifts and warns them of potential dangers when navigating urban peer pressure. To support all-around holistic growth, the mentor urges students to investigate campus extracurricular programmes.

Sessions take place during the scheduled practical times. Attendance is closely checked, and mentors who are worried about it discuss the causes with parents so they may take the appropriate action. Student seminars on personality development, time management, soft skills, and communication skills, as well as sessions on engineering career alternatives, placement chances, career development, and professional practices, are regularly held by the college.

Sports and extracurricular activities are encouraged for all students.

Evidence of Success:

Students from semi-rural and rural areas are taught how to do well in talks with top companies and industries on campus. Our mentors have helped us go from being sad to being determined to face obstacles in school and in life. Students have been encouraged to work hard, deal with problems, and do great things.

Problems Encountered and Resources Required:

The effectiveness of all counselling and mentoring initiatives is constrained by the limited time available for one-on-one interactions with students outside of the classroom