



**MARIS STELLA COLLEGE (AUTONOMOUS), VIJAYAWADA**  
**A College with Potential for Excellence**  
**NAAC Accredited & ISO 9001:2015 Certified**

**BEST PRACTICES**

**Academic Year: 2021-22**

**1. Student Induction Programme (SIP)**

**Objectives of the Practice**

The objectives of the Student Induction Programme (SIP) are to

- Provide new students with an introduction to the institution, its culture, values, and policies, as well as to help them adjust to the new academic and social environment.
- Help new students feel welcomed and supported, to familiarize them with the campus and its resources, and to provide them with information about academic expectations, course requirements, and available support services.
- Benefit new students transition smoothly into the institution, to foster a sense of community, and to set the stage for a successful academic experience.

**The Context**

The Student Induction Programme (SIP) at Maris Stella College is a comprehensive programme designed to help new students transition smoothly into college life. As students come from diverse backgrounds, it is essential to create a welcoming and comfortable environment that enables them to adjust to the new surroundings.

Institution has been following the guidelines set by the UGC to conduct a week-long programme that is both meaningful and resourceful for all first year students. The programme covers various aspects such as academics, talents and activities, promoting bonding, building relationships, giving a broader view of life, and building character.

The SIP is a multi-pronged approach that aims to achieve several objectives. Firstly, it allows students to explore their academic interests and talents while participating in various activities. This helps them identify their strengths and weaknesses, which is essential for academic

success. Additionally, the programme also promotes healthy competition among students, encourages them to strive for excellence, and build their character.

Moreover, the SIP helps to establish bonds and relationships between students and lecturers. This interaction provides students with a more comprehensive understanding of college life, which is essential for academic and personal growth. The programme also provides students with a broader view of life, instilling important values such as stress management, environmental protection, mental health, and social awareness.

### **The Practice**

The week-long programme begins with an introduction to the college's vision, mission, ethos, core values, and student code of conduct followed by an overview of the curricular aspects of the programmes offered. This helps to provide them with a clear understanding of what is expected of them and what they can expect from the college.

On the second day, seniors escort the freshers around the campus, visiting different departments, infrastructure facilities and library. This allows the students to become familiar with the facilities available to them and gain a sense of belonging to the college.

As the week progresses, students attend talks and awareness programmes on various topics such as stress management, environmental protection, yoga, health and hygiene, safety and security and social issues. The SIP also provides sessions on e-resources, student interaction sessions, games, and talent shows, giving students a platform to showcase their skills and talents and connect with their peers.

### **Evidence of Success**

By the end of the programme, students feel comfortable, confident, and ready to take on the challenges of college life. Good feedback from the students indicate that the induction programme has successfully assisted students in preparing them for their academic journey and in adjusting to the college atmosphere.

Overall, the SIP at College is a unique and excellent initiative that helps first year students feel comfortable and support them in their academic and personal growth, creating a conducive environment for them to thrive.

### **Problems Encountered and Resources Required**

Language Barrier: Many students come from non-English speaking backgrounds, and may have limited proficiency in English which is the medium of instruction.

Time Factor: It can be challenging to allot sufficient time for a comprehensive SIP because SIP may consume some of the limited time allotted for academic instruction.

Attendance: Late admission causes some students to miss SIP.

## **2. Mentoring System**

### **Objectives of the Practice**

The objectives of the Mentoring System are to

- Support, guide and facilitate the academic, personal and professional development of students.
- Provide guidance and support to students, enhancing academic and personal growth, and preparing them for future professional endeavors.

### **The Context**

The College has a mentoring system in place that complies with the guidelines established by the UGC where each faculty member is assigned with maximum of 25 mentees. Each faculty member is responsible for mentoring and supporting their mentees in their academic journey. The purpose of this mentoring system is to ensure that each student receives individual attention, encouragement and guidance from a dedicated mentor.

### **The Practice**

The mentor sees the talent and ability in the mentee. She journeys with her mentees as she provides guidance, motivation, emotional support and role modelling. She prepares her mentee for life by helping her acquire the life skills which together with her academic degree will ensure her success in her personal as well as professional life. Inspired by the College vision of 'Empower, Excel, Enrich, Transform' the mentor helps shape her mentee into a woman of substance, community and country, anchored firmly in the values of her alma mater.

As part of the mentoring system, the faculty member must meet with their mentees once a week for one hour during the allotted period. During these meetings, the mentor offers advice and support to their mentees on various academic and personal issues. This regular contact with the mentees is critical to building a strong relationship between the mentor and mentee and ensuring that the mentee receives the necessary guidance and support.

Another critical aspect of the mentoring system is the requirement for the mentor to maintain accurate and up-to-date mentee's record in the prescribed format. This record should contain relevant information about the mentee's academic progress, personal concerns, and any issues or challenges faced by the mentee and any advice or guidance that they have provided. This record serves as a reference for the mentor and the mentee and helps them to track progress and identify areas for improvement.

### **Evidence of Success**

Overall, the college's mentoring system is designed to provide students with the guidance and support they need to succeed academically and professionally. By pairing each student with a mentor, and providing regular meetings between mentors and mentees and record-keeping, the college is helping students to ensure that they have access to the resources and support they need to achieve their goals.

The feedback from the students confirms that they are satisfied for the guidance on personal issues such as time management, stress management, communication skills and for providing academic guidance, facilitating career readiness and promoting student engagement.

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### **Problems Encountered and Resources Required**

Resources: For the mentoring system to be implemented successfully there is a need for faculty training and competent and skilled mentors to ensure efficient communication between mentors and mentees.

Challenges: Some students might not want to discuss their struggles and some are unwilling to adjust their attitudes.