



**Dempo Charities Trust's
Dhempe College of Arts & Science
Miramar, Panaji-Goa.**

Institutional Best Practices

1. Title of the Practice: Fostering Excellence through Mentoring Program

Objective:

To promote all-round development, and instil core values in students.

Context:

In present educational landscape, fostering holistic development is utmost important. Students need to develop communication and collaborative skills, Self-confidence, and an understanding of ethical principles, apart from academic knowledge and skills. Students need to transform themselves into knowledgeable and responsible members of the society. Value education is crucial as it lays the foundation for individuals to navigate life with integrity, empathy, and a sense of responsibility. In a society where diverse perspectives coexist, instilling values fosters harmony, and a collective commitment to positive change.

The institution is committed to nurture excellence among students, and one avenue through which we try to achieve this, is our robust mentoring program. This initiative goes beyond academic guidance, aiming to instil core values and principles in students through value education.

The Practice:

Our mentoring program operates on a foundation of personalized guidance, pairing 15/20 students with a teacher mentor. This personal connection allows for individualized support, addressing both academic and personal developmental needs. The program spans the entire academic journey, ensuring continuous growth. Mentors have meetings with their mentees once a month, and focus on the key components of the mentoring program.

Key Components:

1. Academic Support: Mentors guide students in setting academic goals, in course selection, study techniques, exam preparation etc.
2. Personal Development: Mentors actively engage mentees in discussions on personal growth, emotional wellbeing, SWOC analysis etc.
3. Values Integration: A distinctive feature of our program is the deliberate focus on value education. Mentors facilitate discussions and activities centred on ethics, empathy, and social responsibility.

Evidence of success:

The impact of our mentoring program is evident in the positive transformation of students. Through this initiative, we have witnessed increased academic performance, enhanced self-confidence, and a profound understanding of ethical principles.

80% of the students' progress for higher education, successfully clearing the PG entrance examination.

Students participate in co-curricular and extra-curricular activities, sports and intercollegiate competitions. They have won many laurels for the institution.

Many students (more than 70%) actively participate in outreach programs and exhibit responsibility and commitment towards the society.

Challenges:

Faculty and students face difficulties in completing the programs/tasks planned, due to time constraints.

2. Title of the Practice: Structuring the Educational Process

Objective:

To ensure efficient curriculum delivery through structured education process.

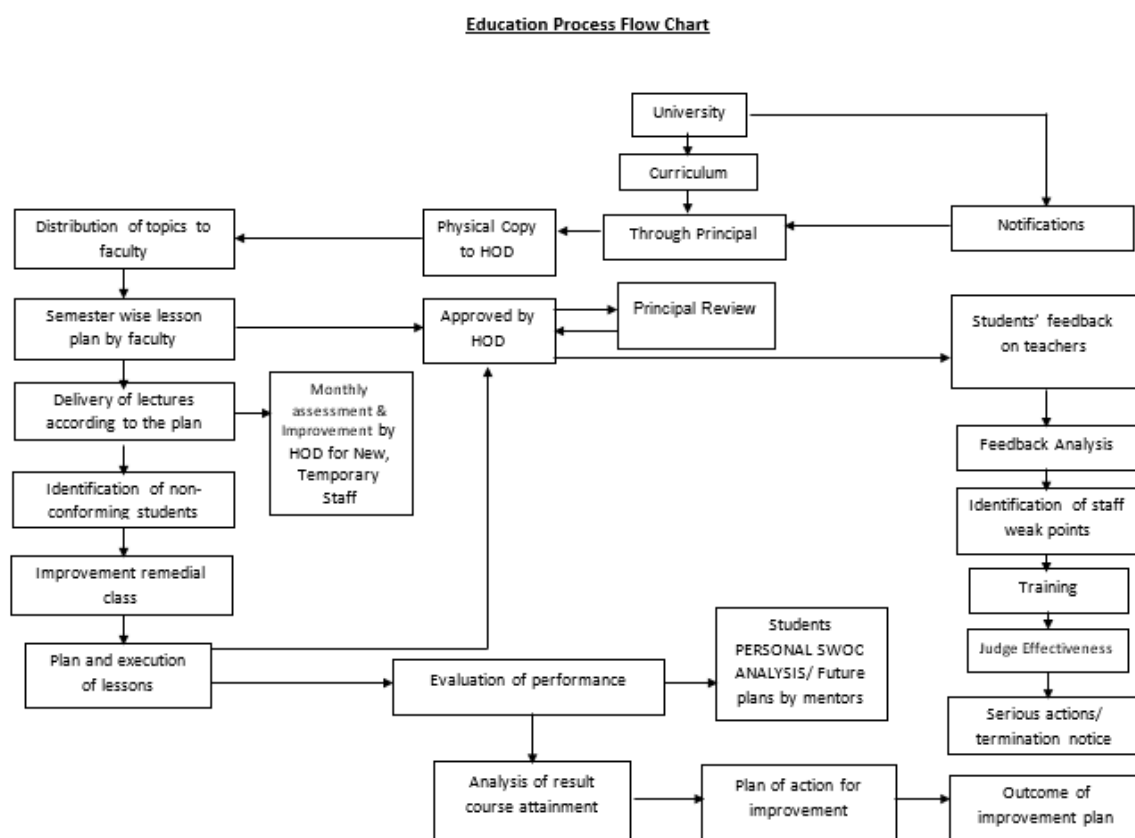
Context:

Organization of education processes involves, defining clear learning objectives, incorporating diverse teaching methods, planning and analysing efficiency of curriculum delivery, and regularly assessing students' progress, to ensure effective learning experiences.

Effective curriculum delivery promotes timely completion of courses and programs, and positive learning outcomes.

The Practice:

Our institution is committed to offer quality education. We have evolved a systematic education process for efficient curriculum delivery as indicated below in the flow chart.



Evaluating teachers' performance is crucial for ensuring educational quality. It helps identify strengths, areas for improvement, and provides valuable insights for professional development. Ultimately, it contributes to creating a more effective and supportive learning environment for students.

Performance appraisal of newly appointed teachers is done on monthly basis by the respective heads of departments. Feedback from the students is also taken about the teacher. Further, the performance report is discussed with the concerned teacher by the HOD, for improvement.

As regards regular full time teachers, performance evaluation is done using self-appraisal forms filled by the teachers, which is verified by the respective heads of departments, and finally approved by the principal.

Evidence of success:

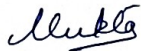
The structured education process has provided a clear road map for teaching-learning endeavours, for both teachers and students. Further, it has ensured consistent delivery of content and assessment standards across various courses.

The structured education process has facilitated the institution to achieve the following:

- Enhanced efficacy in curriculum delivery.
- Timely completion of syllabus by all teachers.
- Enhanced students' satisfaction.

Challenges:

The institution hosts a variety of co-curricular and extra-curricular activities with the aim to holistically develop students. It becomes challenging for teachers to accommodate the changes in schedule in the formal lesson plan.



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