

Nimra College of Pharmacy

Estd By : Nimra Educational Society (A Muslim Minority Society)
Approved by Pharmacy Council of India (PCI), New Delhi.
Affiliated to JNTU, Kakinada, Permitted by Govt. of A.P.
An ISO 9001: 2015 Certified institution
E-mail : principalncp@yahoo.in Website : www.nimra.in



7.2.1 - Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual

Best practice 1

Title of the practice

Supporting Underprivileged Students in Pursuing Better Education

Objectives of the Practice

Reduce barriers like financial constraints, lack of infrastructure, or social disadvantages that prevent underprivileged students from accessing quality education.

Promote inclusive policies to integrate marginalized groups into mainstream education systems.

Equip students with essential academic and life skills to break the cycle of poverty.

Build self-confidence and independence through education.

Focus on overall growth, including cognitive, emotional, and social development, to create well-rounded individuals.

Offer extracurricular activities, mentorship, and counseling support.

The Context

Education is universally recognized as a fundamental human right and a cornerstone for personal and societal development. However, millions of children and young adults worldwide face barriers that prevent them from accessing quality education. These barriers are often rooted in poverty, social inequality, and systemic challenges. Supporting underprivileged students in pursuing better education is critical to addressing these issues and fostering a more equitable and prosperous society.

The practice

- **Regular Assessments:** Track the academic progress and well-being of students to ensure effective support.
- **Feedback Mechanisms:** Encourage students and parents to share their experiences to improve programs.
- **Impact Analysis:** Evaluate the success of initiatives to scale effective models.

EVIDENCE OF SUCCESS

1. **Increased Representation:** Institutions report an increase in the representation of low minority students in their student body.
2. **Improved Graduation Rates:** Low minority students show improved graduation rates, with some institutions reporting a significant increase.
3. **Reduced Achievement Gap:** The achievement gap between low minority students and their peers narrows, indicating improved academic outcomes.



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4. **Enhanced Institutional Reputation:** Institutions offering fee concessions to low minority students experience an enhancement in their reputation, attracting more diverse talent.

5. **Increased Alumni Engagement:** Low minority students who benefited from fee concessions become engaged alumni, giving back to their institution and community.

Best practice 2

Title of the practice

MENTORING SYSTEM FOR STUDENTS

Objectives of the Practice

1. **Reduce Anxiety:** Provide a secure and comfortable environment for students to take exams, reducing anxiety and stress.
2. **Improve Support:** Offer technical support and assistance to students during exams, ensuring a smooth and uninterrupted experience.
3. **Monitor Student Activity:** Monitor student activity during exams, detecting and preventing any suspicious behaviour.
4. **Maintain Records:** Maintain accurate records of student exams, including any incidents or irregularities that may occur.

The Context

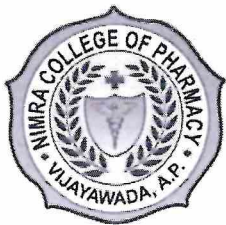
The context of a mentoring system for students refers to the environment, circumstances, and goals that surround the implementation of a mentoring program in an educational setting. Here's a detailed explanation:

Institutional Context

1. **Educational Institutions:** Mentoring systems are commonly implemented in schools, colleges, universities, and other educational institutions.
2. **Academic Programs:** Mentoring programs may be integrated into specific academic programs, such as honors programs, research initiatives, or career development programs.

Student Context

1. **Student Needs:** Mentoring systems aim to address various student needs, including academic support, career guidance, personal development, and social integration.



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2. Student Diversity: Mentoring programs may cater to diverse student populations, including first-generation college students, underrepresented minorities, international students, or students with disabilities.

Mentor Context

1. Mentor Roles: Mentors may be faculty members, staff, alumni, industry professionals, or peer mentors.
2. Mentor Training: Mentors often receive training to develop their mentoring skills, understand student needs, and navigate institutional policies.

Program Context

1. Program Goals: Mentoring programs may aim to improve student retention, academic performance, career readiness, or overall well-being.
2. Program Structure: Mentoring programs can be formal or informal, with varying levels of structure, frequency, and duration.

The practice

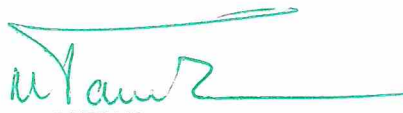
1. Regular Meetings: Mentors and mentees meet regularly to discuss academic, personal, and professional goals.
2. Goal Setting: Mentors help mentees set and work towards achieving specific goals.
3. Progress Monitoring: Mentors monitor mentees' progress, providing feedback and guidance.

EVIDENCE OF SUCCESS

Evidence of the success of the practice includes better results in examinations, improves attendance, fewer dropouts, increased participation in co curricular and extracurricular activities respectful relationship between teacher and students. Students are discussed with the departmental heads and other faculties and necessary actions are taken to solve them.

Problems Encountered and Resources Required: This practice requires committed teaching staff that has the desire to help the students beyond teaching hours.


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