

## **1. Title of the Practice: Bhawanipur Beacon**

Goal: The Bhawanipur Education Society College being a multidisciplinary institution operating over three shifts in the day, the need for an institutional newsletter was felt which would showcase the prime achievements of the College through the year. With this aim, an annual newsletter titled The Bhawanipur Beacon was started by the Departments of Journalism & Mass Communication and English in 2016.

Practice: Journalism & Mass Communication was introduced as a general subject offered to the students on merit basis in 2016. A Reporting Club was constituted by the Departments of English and Journalism and Mass Communication involving students under the guidance of teachers from the two departments. The students were asked to gather information and write reports on the various events conducted by the Institution throughout the year. These were supplemented with photographs. The reports gathered were then submitted to the teachers supervising the student groups. Once edited and finalized, they were merged to create the institutional newsletter called The Bhawanipur Beacon. The issue was then added to the college website as a record of the institutional achievements throughout the year.

Evidence of Success: The newsletter gradually saw an increase in students volunteering to be the members of the Reporting Club. Unique in its conception, The Bhawanipur Beacon created a platform for interdisciplinary merging of faculty and students as both the sections worked together to showcase the events and achievements of the Institution. The greatest evidence of its success lies in the fact that The Bhawanipur Beacon has been a regular part of the college website as an annual newsletter of the College designed together by the teachers and the students.

## **2. Title of the Practice: Mentorship Programme**

Goal: Since the classroom is a space where it is not always possible to provide every student with individual attention based on their subjective requirements, the practice of Mentorship was introduced as an integral part of the teaching-learning process in order to ensure a holistic development of the young learners.

Practice: Each class was divided into groups consisting of a smaller number of students and each group was then assigned to individual teachers from different Departments. Mentoring sessions were made a part of the academic routine in order to ensure the regularity of the practice. The students were supposed to meet the assigned teachers during the Mentorship periods, in order to provide them with an opportunity to open up about their academic obstacles and requirements, if any.

Evidence of Success: Students' regularity has been the most prominent evidence of the success of this practice. Records have been maintained by individual teachers of the different Departments.