



Don Bosco College

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TWO BEST PRACTICES

Best Practice-1

1. **Title:**
Triple-tiered Supervision

2. **Objectives:**

The College aims to provide wholesome education to the students under its care. Hence, in order to bring about effective and regular teaching-learning process, the College has triple-tiered supervision system.

3. **The Context:**

Don Bosco College is guided by the education principles of St. John Bosco who advocated continual adult supervision, like teachers and the Principal/ Vice Principal among the young people under their care. The continual adult supervision accorded to students is believed to orient the students towards doing the right thing at the right time and help them form certain useful and effective that will help them in later life. Thus supervision is accorded to the students and the College in general at various levels with the objective of helping the students engage in pursuits worthy of themselves and to keep away from unwanted distractions as much as possible.

4. **The Practice:**

Every working day, when the bell rings, an office staff oversees the beginning of every period ensuring that no class is left unattended. Teachers are present with students in class according to the time allotted to them. The Principal/Vice Principal takes rounds several times during the day assuring the students and also the teachers of his supervision. In order to fortify this sense of supervision, period assemblies are conducted where students are reminded about their duties and responsibilities and also certain prohibitions. The assemblies serve to bring students and teachers together and this fosters sense of harmony and belonging. This is also a reflection of the great family of Don Bosco College, Tura being looked after and cared for or in other words supervised for the greater objective of the student community.

5. **Evidence of Success:**

The practice of positive triple-tiered supervision of classes is seen to be successful. In the first place this kind of supervision has gradually instilled sense of duty and responsibility in among the teachers, management and students. It has made everyone concerned understand the values of regularity and punctuality followed by spontaneous execution. This has helped in the smooth and effective teaching-learning process.

6. Problems Encountered and Resources Required:

The College has not encountered any problem regarding the practice of three-tiered supervision of teaching-learning.

Best Practice-2

1. Title: Mentoring

2. Objectives:

Don Bosco aims to give the best kind of education to its students under the given circumstances. The second best practice is a continuation and supplement to the first best practice; where the College continues to provide its supervision and care to students under its care. The Mentoring that College offers to students also helps students to come out with their best according to their various endowments.

3. The Context:

The students in the College comes from various educational, economical, religious and social backgrounds. They are in their formative periods. The College realized that each student needs to be guided according to her/his needs and even given the correct orientation in career choice, or choice of subjects in case of those going for further studies. They need close and careful supervision and mentoring especially the great number of them from outside town – staying in rented houses and hostels.

4. The practice

The College has a permanent Mentoring Committee whose members are teachers of the College themselves. Each teacher is assigned with a certain number of students and thus the Mentor-Mentee structure is determined. Mentoring is carried out mainly at two levels:

- (i) General Formal Mentoring: This Mentoring is a structured mentoring that follow the format prepared by the Mentoring Committee. A particular format is prepared according to which a day is set aside when the Mentors and Mentee meet in general at a designated class-room. The Mentor takes note of each Mentee's Attendance and marks obtained in the Examination and general discipline and conduct. Necessary and relevant feedbacks are given and intructions and admonitions accorded by the Mentor. A proper attendance record is maintained of this Formal General Mentoring.
- (ii) Individual Mentoring: Individual Mentoring is given to students as per need and sometimes on the basis of request. This kind of mentoring may be formal or informal and may be initiated by the Mentor or any student according to need. Individual Mentoring sometimes may be of personal nature but academics and study-related matters are invariably the matter of discussion. So far no record is maintained of individual informal mentoring

5. Evidence of Success:

The mentoring accorded by the College both in a general formal way and also personal informal ways are seen to have yielded desirable results This has resulted in improvement of class attendance and over-all learning. The exercise has also enhanced the trust equation between the Mentors and

Mentees. It has also help reassure the students of the care and concern of the Institution that they are studying in. The Mentoring sessions have helped the Mentors to get to know their Mentees more; and thus help them bond with their students and help them in the best possible way. Each Mentor has become like a second parent to the Mentees assigned to her/him.

6. **Problems Encountered and Resources Required**

Sometimes students are absent during mentoring and moreover the teachers are not equipped with formal counseling skills. However, there is no problem regarding the practice of three-tiered supervision of teaching-learning.



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