



College Code: 1706

RBVRR WOMEN'S COLLEGE OF PHARMACY

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(Approved by PCI & Affiliated to Osmania University)

Recognized under Section 2(f) of the UGC Act 1956

EAMCET Code: RBVW PGECET Code: RBVW1

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Best Practice-I: Mentorship Scheme

1. **Title of the Practice:** Mentorship Scheme
2. **Objectives:**
 - Foster academic and career growth by providing personalized guidance and support.
 - Cultivate effective communication skills, leadership qualities, and a sense of responsibility among mentees.
 - Monitor and track the progress of students throughout their academic journey.
 - Create a nurturing environment where students feel empowered to achieve their goals.
3. **The Context:**
 - Beyond imparting technical knowledge, the institution recognizes the importance of nurturing well-rounded individuals.
 - The Mentorship Scheme serves as a cornerstone for holistic student development, addressing not only academic needs but also personal and professional growth.
 - By offering guidance in various aspects such as communication, presentation, and leadership, the scheme aims to equip students with essential skills for success in the industry.
 - Faculty mentors play a pivotal role in shaping the students' journey, serving as role models and mentors, guiding them through challenges and opportunities.
4. **Practice:**
 - Under the Mentorship Scheme, each faculty member (mentor) is assigned a group of mentees, typically comprising around twenty students.
 - Regular mentor meetings, held bi-weekly, provide a platform for mentees to discuss their academic progress, career aspirations, and any challenges they may be facing.
 - These meetings also facilitate discussions on setting and revising academic and career goals, enhancing communication skills, and fostering leadership qualities.
 - Counseling sessions are organized to address individual needs and challenges, offering personalized guidance and support to each mentee.
5. **Evidence of Success:**
 - The success of the Mentorship Scheme is evident in the holistic development of students.
 - Mentees who initially struggled with confidence or communication skills show remarkable improvement over time, reflecting the impact of personalized guidance and support.
 - Parents appreciate the transparency and involvement in their child's academic journey, fostering a sense of trust and collaboration between the institution and families.

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- The increased participation of students in college and external events underscores the positive impact of the scheme in nurturing well-rounded individuals.

6. Problems Encountered and Resources Required:

- Balancing academic demands with the need for personality skill development posed initial challenges.
- Adequate resources, including time and faculty support, are essential for conducting mentor meetings, counseling sessions, and organizing activities.

Conclusion: RBVRR Women's College of Pharmacy's Mentorship Scheme exemplifies the institution's commitment to nurturing not just academic excellence but also holistic student development. By providing personalized guidance and support, the scheme empowers students to excel academically, cultivate essential skills, and realize their full potential. Despite challenges, the institution remains steadfast in its dedication to fostering a nurturing environment where every student can thrive.

Best Practice II: Reading Club Activity

1. **Title of the Practice:** Reading Club Activity
2. **Objectives of the Practice:** The primary objective is to enhance reading habits among faculty and promote a culture of reading within the institute. This includes reading non-technical literature such as biographies, motivational, and leadership development books to broaden perspectives. Additionally, the practice aims to facilitate idea exchange among faculty, thereby enhancing presentation skills and cohesion.
3. **The Context:** RBVRRWCP's Library initiated the Reading Club Activity to improve faculty members' reading habits. Recognizing the numerous benefits of reading, including mental stimulation, stress reduction, and knowledge expansion, the activity encourages reading diverse non-technical texts to enhance thinking and language skills.
4. **The Practice:** Faculty members voluntarily form groups within each department for reading and knowledge-sharing discussions. Each group comprises ideally five members, with a coordinator ensuring active participation. Reading Club activities are conducted in all departments, and coordinated by the respective Heads of Department (HODs). A theme is selected annually, guiding book choices. At the end of the year, each department holds a meeting where members share their reading experiences, facilitated by the coordinator. Reports are then submitted to the college library committee.
5. **Evidence of Success:** Implemented from 2022-23, the practice witnessed the formation of 10 groups across all departments, with 24 faculty members participating. Over the period, participants collectively read 50 books and 120 research articles. Each department conducted book review presentations at the semester's end, and reports were submitted to the central library, indicating active engagement and knowledge sharing.

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6. **Problems Encountered and Resources Required:** Challenges include faculty members struggling to find time for additional reading and some preferring technical literature only. Adequate resources such as a diverse collection of motivational books, biographies, and accessible reading rooms or seminar halls for discussions are essential. Regular feedback from faculty regarding the activity's impact on their personality, communication, and reading skills is crucial for ongoing improvement.

Conclusion: The Reading Club Activity at RBVRR Women's College of Pharmacy demonstrates a proactive approach to fostering a culture of reading and knowledge sharing among faculty. Despite challenges, the practice has shown promising results in enhancing reading habits, facilitating idea exchange, and broadening horizons, underscoring its significance in academic and personal development. With continued support and feedback, the practice is poised to further enrich the institute's academic environment.

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