

Best Practice: 1

Title : POSITIVE PSYCHOLOGY

Objectives :

- To create awareness about enhancing Emotional Quotient (EQ) of both students and teachers.
- To offer a starting point for self-inquiry and self-efficacy.
- To articulate from first-hand experience with Positive Psychology activities a perspective on how positive psychology is relevant to one's life.
- To motivate the students to find personal meaning and fulfillment in their lives.

Context :

Students get more overwhelmed now with disruptions in their life than they did earlier. The stress experienced due to lack of clarity in career planning, peer pressure, peer to peer relationships, family conflict, obligations of staying active in the social media, relocation and performance pressure in academics and other fields becomes too much for the students to handle. Anxiety, panic attacks, anger management issues, adjustment disorders, suicidal intentions and addictions are all behaviors that we see on the rise. Intervention by the college becomes necessary since the students spend a major part of their day here. Our Positive Psychology sessions facilitate the students to cultivate positive thought patterns, gain confidence, improve behavior, learn better communication and work towards one's holistic development. These include resilience, optimistic approach and improved behavior. It is based on the belief that happiness is derived from emotional, mental and social factors. Positive psychology aims to help students identify happiness from moment to moment. Instead of focusing on the study of problems and issues, it focuses on enhancing mental and emotional strength.

The **Positive Psychology** sessions in our college started in the academic year 2018-19

Practice:

Positive psychology concentrates on positive experiences at three time points:

- (1) The past that features well-being, contentment and satisfaction
- (2) The present which focuses on living in the moment to its fullest.
- (3) The future that comprises of optimism and hope.

The modules deal with topics such as happiness, self-esteem, empathy, friendship, goal setting, love, achievement, creativity, mindfulness, spirituality, and humour. The objectives of the programme are achieved through lectures, class discussions of relevant topics, small projects, and indoor activities. Post session assignments such as reading, review, quizzes are also incorporated in the curriculum along with students' voluntary initiatives. Content development for the Positive Psychology modules was allocated to specific teams within the IQAC team. They researched and classified their allotted modules into three distinct titles and also designed the content in such a manner that activity-based learning is facilitated.



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The syllabus designed by the IQAC comprises the following points that can enable our students to cope with stress, to enhance their overall wellbeing and to mould their personality.

1. 'Introduction to Positive Psychology' was designed for First Year students which includes modules on Past, Present, Future, and Health.
2. 'Fundamentals in Positive Psychology' was designed for Second Year students which includes modules on Stress Management, Talent Management, and Personality Management in odd semester. The course in the even semester consists of Empathy, Sense of Purpose, Inclusiveness and Belongingness.
3. 'Advanced Positive Psychology' was designed for Third Year students which include 'Apps for Positive Psychology', 'Personalized Kit for Enrichment', 'Universal Teachings', and 'Positive Psychology Interventions' in odd semester. The course contains Emotional Quotient (EQ), Social Quotient (SQ) & Adversity Quotient (AQ) in even semester.

When we started this practice, modules were designed in the form of lectures only. To make this course more participative, the modules were revamped to incorporate student-based activities to give clarity on the theme. As the process evolved, we internalized the practice with maximum involvement of students by incorporating students-based projects and outreach programmes.. The biggest challenge we came across was the time of Covid-19 pandemic when we experienced a shift in our teaching-learning process, from offline classes to a virtual platform. In order to cater to the needs of our students at this time, the IQAC team members re-designed the modules in the form of PPT slides and incorporated relevant videos to deliver the online lectures of Positive Psychology effectively.

Our Positive Psychology initiative has successfully evolved as one of the most popular certificate programmes offered by our college. Another vital evidence for the success of the Positive Psychology course and its institutionalization is the positive feedback that we get from the students at the end of each academic year.

The feedback we collected has the clear indication on students' satisfaction and level of comprehension.

Evidence of Success

The Positive Psychology programme was introduced in the Academic year 2018-19. It was observed that both students and faculty members felt a significant increase in energy, boost in morale and enhancement in performance. The module contents circulated, proved to be an ideal guideline on the approach and methodology to be pursued during the positive psychology sessions. Since the pedagogy was majorly activity oriented in the second phase of the evolution of Positive Psychology, it encouraged maximum student participation as they felt highly involved in the entire process. Positive psychology principles and exercises are applied in several different settings, including the classroom, the workplace, and at home. The COVID-19 pandemic has had a major effect on our lives. Many of us are still facing challenges that can be stressful, overwhelming, and cause varied emotions in our students.

The online session we took during this pandemic period helped our students alleviate stress level and become more resilient.

Some of the meditation and mindfulness apps recommended during the sessions were highly impactful to manage stress and anxiety amongst our students.

Some of our apps recommended during the sessions such as headspace, mood-notes, Super better, etc.

A survey conducted by IQAC on student's feedback on online Teaching Learning process showed that about 30% of students agreed that Positive Psychology sessions were helpful during stressful times of COVID - 19 pandemic.

Problems Encountered:

- Initially when this practice was implemented, many students seemed skeptical about the need for positive psychology sessions. An introductory session was planned to orient and induct the students and create awareness regarding the importance and benefits of the sessions. While delivering the developed modules in the classrooms, the faculty members found it challenging and sometimes difficult to generate interest among the students. To overcome this obstacle, the content development team added many activities relevant to the corresponding topics in the teaching material. This was done hoping that the students would pay more attention in the sessions when they are actively participating. As anticipated, the students began to get more involved in the sessions and to look forward to the upcoming lectures.
- **Resources required**
- Uniform teaching material, PowerPoint material, videos for all the courses that were developed by the IQAC team.
- Regular Positive Psychology schedule.



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Pillai



A complete Course on
**POSITIVE
PSYCHOLOGY**



Guided by

• Principal, PHCASC

Compiled by

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Positive Psychology

Introduction to Positive Psychology for FY Students

Fundamentals in Positive Psychology for SY students

Advanced Positive Psychology for TY students

Introduction to Positive Psychology

Past, Present and Future

(ODD SEM)

**Health, Relationships and
Belief System** (EVEN SEM)

Fundamentals in Positive Psychology

Stress Management , Talent Management and Personality Management

(ODD SEM)

Empathy, Sense of Purpose and Inclusive & Belongingness (EVEN

SEM)

Advanced Positive Psychology

**Personalized Kit for Enrichment,
Positive Psychology Interventions
and Roots for Resilience (ODD SEM)**

**Key Life Competencies (Emotional
Intelligence, Social Intelligence &
Adversity Endurance) (EVEN SEM)**



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Best Practice: 2

Title: Trivariate Mentoring

Mentoring is a process that revamps an individual's mind and thinking to adapt to changing situations and become the best version of oneself. It involves the investment of the mentor and mentee's time, attention and efforts toward the growth and development of the mentee. Mentoring programme is essential and useful for the development of the mentee's social, technical and intellectual capabilities. Mentors play an important role in this process by imparting knowledge and also acting as counselors, guide and helper in the time of need.

To encourage a holistic development of every student in our campus, we initiated a Trivariate Mentoring programme that captures the true essence of our devotion toward the development of every student's intellectual capability and emotional intelligence. Our Trivariate Mentoring programme is one of a kind. The programme is executed in three different and unique phases of mentoring namely Mentor-Mentee Mode (MMM), Mentoring through Peer Groups (MPG) and Vertical Mentoring (VM).

Objectives:

- To help identify career paths for students and support students' personal growth.
- To provide students with an opportunity to learn and practice professional networking skills.
- To inculcate a vision in students which will help them to identify and pursue opportunities for employment related to their degrees.

Context:

The Trivariate Mentoring Programme helps the students to develop and improve their reasoning and communication skills, self-motivation, self-discipline, leadership skills, organizational, self-management skills and goal-setting. The programme also helps students to learn various skills through their teachers, classmates and senior students. Our structure of mentoring is beneficial to both the mentors and the mentees.

Practice :

1. Mentor Mentee Mode(MMM)

This is one of our most significant practices. Here, every student/mentee is assigned a mentor who meets with them in person once every month. Students are assigned mentors right from their first year at college. In this interaction, mentors try to analyze the progress of their students/mentees and address any issue that may persist on the front of the mentee. The mentor also keeps the track of the mentee's academic records, attendance and behavioral aspects.

The mentor encourages the personal and academic development of the mentee through imparting knowledge, expertise and sharing of experiences. It helps the mentees develop on their understanding and skills.

This session is recorded by the mentor in order to assess the progress of mentees.

2. Vertical Mentoring (VM)

The main objective of vertical mentoring is to enable senior students to engage with the first- and second-year students through lectures on various topics that is a part of their syllabus. This helps both senior and junior students to learn from each other. Capable students from the senior batches are identified by the faculty members. They are then motivated to take up some topics from the said subject and engage their juniors in an informative and interactive session. In this process, the senior students improve upon their presentation and communication skills while the juniors get a chance to learn and interact with the senior students along with developing personal confidence.

3. Mentoring through Peer Groups (MPG)

Unlike vertical mentoring, here, the mentor and mentees are students from the same class. Peer mentoring is an effective way of developing students' learning skills since it is a process of one-to-one interaction between them.

This gives an opportunity to advanced learners to improve upon their skills and share their knowledge with their peers. This also encourages average students to work hard and improve their performance. They may take turns acting as 'mentor' and 'mentee', but overall, peer mentoring is about creating a formal support system, learning together, and holding one another accountable.

The Programme Coordinators divide the class into batches and select a student mentor from each batch. Respective subject teachers and class coordinators supervise and keep a track of these sessions. This develops an environment of co-learning.

Students learn a great deal by explaining their ideas to others and by participating in activities that help them learn from their peers. They develop organizing and planning skills, team work, healthy interaction and self-evaluation.