



CSI, KND, BMHECs

KITTEL ARTS COLLEGE, DHARWAD

Annual Quality Assurance Report (AQAR)

2019-20

7.2 BEST PRACTICES

7.2.1 Describe at least two institutional best practices

Title of the practice:

1. Mentorship

The context that required the initiation of the practice (100-120) words

Our institution being located in the heart of the city has admitted students coming Not only from the surrounding rural areas, but also from different parts of Karnataka State. It has been evidenced that most students come from the households with little or Non-academic background. Such students need to be facilitated into the main stream. Many a time the students shy away from expressing their difficulties especially in Academics. Mentorship programme is of great benefit. Slow learners are also Benefitted here. Students residing in hostels might have specific personal problems, Such as acclimating themselves to a new environment. Such issues are best dealt in Mentorship programme.

Objectives of the practice (50-60words)

The main objective behind mentorship is to groom the students for life ahead; besides this it is to cultivate strong moral values and positive energy to meet challenges. Mentorship stresses the need to develop innate skills in the students leading to a profession. Moreover students can be counselled to set good prioritise, career goals and bulid aspirations based on their calibre. As mentorship programme builds the mentees trust in the mentor, the mentor is in a better position to guide and give timely advice to the mentees to set goals that are reachable.

The Practice(250-300words):

The total number of students is divided among the total number of staff. All the three semesters students (I&II, III&IV and V&VI) are allotted to each member of

the staff and this is further notified to the students. Mentor goes to the respective semester classes and identifies the mentees and in turn, introduces himself/herself to the mentees. This creates awareness among the mentees to approach the mentor in times of need. The mentor meets the mentees at least fortnightly and inquires about their classes, usage of library, attendance, availability of study material/book, health concerns. This helps in building a rapport between the mentor and mentees. Those mentees who have access to the cell phone are in touch with the mentor through whatsapp groups.

The mentor exercises the great sensitivity towards the mentee. To illustrate this following issue could be quoted.

As most of the students are hostilities their grievances if any, or adjustment problems if any, are taken into consideration and counselled accordingly. Here the mentor bridges the gap between the mentees experience of living in his home

environment and the urban environment of the hostel and the college. The mentor plays the role of a friend, parent or a confidante. Thereby a trust relationship is established. Sometime some mentees who have faced grave adjustment issues with their peers are counselled against negative decisions.

There is a wide gap between the functioning of the PUC and the degree semester system, in that, the PUC functions on annual bases, where as the degree on semester bases. This creates problems for certain students who find it difficult to adjust to the pace of working at the degree level. This problem is identified by the mentor and suitable advice is given towards time management and appropriate use of study material.

□ Obstacles faced if any and strategies adopted to overcome them(100-150woeds)

As notified to the mentees, they are not easily available as per the timings notified. Secondly lack of regular meetings also poses as an obstacle. Further the mentees are not easily approachable, in that, they fail to open up as expected. Hence it

is difficult for the mentor to counsel with them. Sometimes the mentees suffer from communication problems for several reasons like familial background of financial instability or inferiority complex or even hesitation of sorts. Sometimes, even if the mentees are counselled, the given suggestions/guidance are not implemented seriously.

Some of the strategies adopted to overcome the above said obstacles are as follows

An amount of sensitivity is exercised while dealing with them & get Moreover persistence in approaching the mentees and building a level of confidence with them goes a long way. Further, there may be a need to communicate with their family. This helps in building a trust relationship with them.

Impact of the practices (100-150 words)

The impact of mentorship programme is tremendous, in that, the mentees shed their hesitation in opening up or even sharing their difficulties. The rapport built between the mentor and mentee is seen to establish an improved academic performance in them. Moreover their participation and involvement in extracurricular and classroom activities is also seen to improve immensely. Transformation in behavioural patterns, grooming and positive personality development is seen. Adjustment difficulties with their peers are also seen to have been eradicated to a great extent.

Resources required

An amount of guidance, time management, motivation and energy is required.

2. Title of the practice

Remedial Classes

The context that required the initiation of the practice(100-120 words)

It was evidenced that some students academic performance falls short of the average. This came to light soon after the internal test. In the daily routine classes some students responses were lacking and the need to conduct extra classes for them arose. Especially for the BA I semester students the transition from PUC to BA is significant one. The leap from the annual system to the semester system in itself posses difficulties. In the semester system, the schedule of classes and the portion allotted for the particular semester might seen very chaotic and busy. Some students fall short as regards the pace of learning activities. Hence remedial classes come to their rescue. Many a time the difficulty arises in answering descriptive questions, where an amount of in-depth critical analysis is essential. Students have to be acquainted with the study material in the absence of any prescribed text book. This can be highly laborious with lack of the required skills.

Objective of the best practices (50-60 words)

One of the main objectives of remedial course is to train students to read in depth and extensively. They have to be so drilled that they should be able to prepare their study material, rather than resorting to readymade study materials which are available in the form of cheap guides. Especially in the field of social sciences, where there is no prescribed text, but a need to study several reference books, the difficulty arises. Remedial course intends to motivate the students to study extensively.

The remedial classes stress on skills of writing essay type answers which is done by repeatedly explaining the given topics, and analysing them. The also slow learners are paid close attention to on a one to one basis. Moreover this provides an opportunity to interact with the students, when such interaction may not be practically feasible during the regular classes as per the timetable.

The practice (250-300 words)

The remedial class necessitates a very meticulous approach as it targets the needy section student. Here an almost one to one approach or interaction is essential. Whichever part of the study has pose difficulty to the particular student is identified; the subject matter is repeated in such way that the student-responds in a positive way specific work assignments are allotted which the students take up seriously, work it out, and in this way the subject matter is made clearer. Comprehension questions are repeatedly asked and responses elicited.

Essay type questions are given are given for homework which they write.

Thereby they are motivated to work hard and overcome their difficulties. In case of lack of language comprehension, they in the regional language and the matter are clarified. In case of language subjects, reading exercises are undertaken in the remedial class.

Regarding social sciences the unavailability of most reference books in Kannada language leads to hindrance for in depth study. This is due to the fact that the students hail from rural and Kannada medium background. Therefore the study material has to be repeated often. Certain difficult topics are reiterated through seminars and project works.

Obstacles faced if any and strategies adopted to overcome them (100-150 words)

Lack of motivation on the part students is the main obstacles. Irregular attendance, slackness regarding completion of the assigned homework, over exhaustion, due to tight schedule, poor nutrition, last of inattentiveness, distractions are found among the students. Regarding language classes the main hindrance is the strong mother tongue influence, in ability to think in the target language. Lacks of critical thinking, vocabulary and communication problems are the reasons.

Strategies- Mentoring is a strategy that in handy to motivate students. Through mentoring their difficulties may be solved. Sometimes they may need intervention of the counsellor. At times the respective subject teacher may have to speak to the student guardian to find out the exact reason to problem.

□ Impact of the practices (100-150 words)

The impact of remedial classes was tremendous. The Students were motivated and Confident to do loud reading their by improving reading skills the practice had a positive Impact on their standard of writing skills as well. They were encouraged to do cursive writing and this practice impact upon their overall speed of their writing in English language.

Their level of Critical thinking Improved drastically. This was helpful in writing better essay-type answers. Their analytical skills improved to a great extent, leading to a better performance in the consecutive classes and tests. As regards Language subjects them more confident to speak the target language. The students overall performance evidence improvement they were enthusiastic to participate in extra- curricular and co-curricular activities.

Resources required.

Remedial teaching is done in order to help learners who fall behind the rest of the class. They have to be identified and motivated to put in extra effort to overcome their difficulties. This requires more time, motivation and energy on the part of both teacher and the learner.




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