

**TERESIAN COLLEGE
MYSURU – 570 011**

7.2.1 BEST PRACTICE 1

1. TITLE OF THE PRACTICE

“STUDENT ENRICHMENT PROGRAMMES”

2. OBJECTIVES OF THE PRACTICE

The ‘Student Enrichment Programmes’ is envisaged to provide guidance, academic support, psychological assistance and motivation to the students in order to help them to cope with the requirements of higher education. Such a highly beneficial service is provided through the combination of activities such as, ‘mentoring system’, ‘bridge course’ and ‘remedial classes’. Through these activities, the students are enriched with knowledge, skills and right attitude. Hence, this best practice is titled as ‘Student Enrichment Programmes’.

Over a period of time, a strong ‘mentoring system’, ‘bridge course’ and ‘remedial classes’ have been evolved in the College. The ‘student enrichment programmes’ has emerged as one of the significant support systems for benefit of the students. The College is committed to provide a consistent and comprehensive support system to the students to excel in both academic and non-academic matters.

The objectives of the ‘student enrichment programmes’ are divided into three sections, viz., mentoring system, bridge course and remedial classes.

The objectives of **mentoring system** are as follows:

- To boost interest among students in curricular and co-curricular activities.
- To clear mental blocks, if any, in the students.
- To bring-out the hidden talent among students.
- To address the adjustment issues.
- To provide individual attention to mentees in order to enhance their confidence in facing the realities of life.
- To advice the students regarding their career, selection of specialisation subjects and project works.

The objectives of **remedial classes** are as follows:

- To suggest corrective measures to the students for their academic progress.
- To provide coaching and special attention in order to help students in improving their performance in tests and examinations.
- To create interest in academics among students by continuous monitoring of their academic performance.
- To boost confidence among students regarding their learning capabilities.

The objectives of **bridge course** are as follows:

- To bridge gap between existing level of knowledge and required level of knowledge to pursue higher education.
- To prepare students for advanced level of studies.

3. THE CONTEXT

When students ‘coming from diverse backgrounds’ and ‘with varied objectives’ are put on the ‘common and structured academic platform’, disturbances and diversions occur. At the same time some of the students may not have clarity about their career and life. Some of the students would also have compromised with their career ambitions.

Furthermore, the slow learning students require special attention. Brushing up the memory and bridging the intellectual gap between the existing level of knowledge and required level of knowledge is an essential requirement to pursue higher education.

Hence, “**Student Enrichment Programmes**” are envisaged at enriching the academic ability of students through ‘Mentoring System’, ‘Remedial Classes’ and ‘Bridge Courses’.

4. THE PRACTICE

The practice of **mentoring system** is explained as follows:

The mentees (students) are allotted to mentors (teachers) soon after their admission to the College. In order to monitor the performance of students, allocation of mentees and mentors will remain the same till completion of the course. Rarely, change in allocation can happen, either when the teacher quits the job or there is an exceptional reason.

The ratio of mentor to mentee is 1:22 (21.9).

Mentoring file is opened for each student using course (UG / PG) specific format. Academic performance, co-curricular performance and attendance status are recorded in the format. Further, mentors and mentees meet regularly in order to achieve the above mentioned objectives. Parent-teacher interaction is also arranged in cases for which special attention is required.

The practice of **remedial classes** is explained as follows:

The students are divided into two categories, such as, advance learners and slow learners. Categorisation is based on their performance, either in the test, specifically given or in the previous level of education. Class average, so calculated, serves as the benchmark. Students securing marks more than the class average are termed as advance learners. Students securing marks less than the class average are termed as slow learners.

Remedial classes are conducted for benefit of the slow learners. During the classes, special attention is given to the slow learners. Strategies like, coaching, doubt clarifying, lecture repetition, extra assignments, study materials and the like are adopted in order to improve their academic performance. Their performance is monitored through mentoring system.

The practice of **bridge course** is explained as follows:

Bridge course is conducted during the first week of every semester. Few classes are dedicated, either to brush-up students’ memory or to bridge gap between existing level of knowledge and required level of knowledge. Identified topics, that are vital for understanding the subject, are discussed.

5. EVIDENCE OF SUCCESS

Mentoring system has resulted in improved academic performances. Students have secured ranks, gold medals and cash prizes in University examinations. Further, students have taken part in co-curricular and extra-curricular activities. These activities include cultural programmes, sports, competitions, seminars, conferences and so on. Students have displayed ethical behaviour, discipline, punctuality and have expressed happiness and satisfaction.

Remedial classes have resulted in boosting confidence among slow learners. Remarkable performance can be seen in tests and examinations. As a result, most of the slow learners have transformed themselves into advance learners.

Bridge course has provided clear understanding of basic concepts of the subject under consideration. The course has bridged gap between existing knowledge level and required knowledge level, thereby, preparing the students for advanced studies. Besides improving the comprehensibility, the bridge course has assisted students in honing the required skills. As a result, students have developed interest in the subject.

6. PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED

The problems encountered during implementation of 'student enrichment programmes' are as follows:

- Initially, establishing rapport with some of the students was a major challenge. Some of them were reluctant to allow their teachers to get into their personal issues.
- Sometimes, multi-cultural issues were observed. This is due to lack of understanding various cultures as the students and staff of the College belong to diverse cultural backgrounds.
- Some of the students have displayed fear of expressing themselves. They were of the opinion that, they will be looked-down, if their teachers come to know of their inabilities.
- Rarely, gender differences have caused initial delay. This problem was mitigated with proper counselling.
- Some students find it inconvenient to stay after the class hours, as they come from hostels and rural areas. The students coming from hostel and paying guest accommodations have time restrictions. The students coming from rural areas have limited public transportation services.
- During bridge courses, some of the students have felt that the topics discussed were repetitive. Due to continuous motivation and persuasion, the students have derived the benefits of the bridge courses.

Resources required for implementation of 'student enrichment programmes' are as follows are:

- Qualified teachers who are able to extend beyond academics and stay beyond official hours play a significant role in successful implementation of the programme.
- Experienced teachers are essential to build trust among students in short span of time.
- Adequate infrastructure in terms of class rooms and separate cabins are essential.
- Appropriate formats for documentation along with sufficient stationery are required.

7.2.1 BEST PRACTICE 2

1. TITLE OF THE PRACTICE

“SOCIALLY SIGNIFICANT PROGRAMMES”

2. OBJECTIVES OF THE PRACTICE

The ‘Socially Significant Programmes’ are aimed at providing insights to the general public regarding contemporary issues and challenges that are relevant for welfare of the society. The awareness and enlightenment regarding such issues and challenges will guide the society towards progress and prosperity.

The College has realised its role and responsibility in holistic development of the society. The institutional social responsibility is executed through the combination of activities such as, ‘extension programmes’ and ‘outreach programmes’. Hence, this best practice is titled as ‘Socially Significant Programmes’. Such socially relevant initiatives have profound impact on the way certain issues are understood and practiced in the society.

Over period of time, the continuous efforts of organising ‘extension programmes’ and ‘outreach programmes’ have yielded desired results of creating awareness and curriculum extension to the society. The College believes that, along with educating the students, the societal welfare is the ultimate objective of its existence.

The objectives of the ‘socially significant programmes’ are divided into two sections, viz., extension programmes and outreach programmes.

The objectives of **extension programmes** are as follows:

- To impart curriculum based knowledge and skills to members of the society that are vital for its welfare.
- To enrich intellectual content among public, so that, learned society will always strive towards human wellbeing.
- To enable skill augmentation among public, so that, their levels of employability is improved.
- To expose public to the contemporary subjects in order to ignite their mindset.
- To conduct programmes on socially relevant topics.

The objectives of **outreach programmes** are as follows:

- To create awareness regarding social concerns.
- To awaken people about socially significant issues.
- To create socially conscious minds.
- To draw public attention towards values and ethical behaviour.

3. THE CONTEXT

People living in modern society are busy with mundane work in order to meet their requirements. On one hand, this mechanical life has brought redundancy in society. In this milieu, urban masses have lost track of social consequences of their activities.

On other hand, rural folk are unexposed to modernities of so-called progressive society. Rural masses always face too much of uncertainties. Hence, life of rural people is dilemmatic in terms of social consequences.

Given these situations, there is a need for institutional intervention in order to bring necessary social change to meet contemporary challenges. Hence, 'institutional social responsibility' is demonstrated through "**Socially Significant Programmes**" such as 'Extension Programmes' and 'Outreach Programmes'.

4. THE PRACTICE

The think-tank of College, comprising of staff and students belonging to various departments and committees, would conceptualise the modus operandi for each of the Socially Significant Programmes. There are four phases in this process, as follows:

First phase is of 'conceptualisation'. During this phase, specific theme, place / venue of execution and method / technique of execution are developed, discussed and finalised. For extension programmes, theme is based on curriculum and for outreach programmes theme is selected from range of contemporary issues that are very vital for social understanding. Team of organisers will visit the venue for assessing feasibility of conducting the programme. Along with assessing safety and security of students, the team would also assess possible negative impact of our activities on local community and environment.

Second phase is of 'training students and mobilising the required resources'. Selected students will be trained on areas like, art of public communication, drama, dance, singing, etc. Most of the times, College is successful in identifying resource persons from within the stake-holding communities such as, staff, students and their family members. Apart from preparing the script, these resource persons will choreograph / direct the show / programme. Materials required are self-prepared by students under the able guidance of teachers. College has maintained a very good inventory of costumes. Assistance of tailoring and fashion designing centre is availed, if required.

Third phase is of 'executing the programme'. These programmes are executed through street plays, drama, dance, singing, dance-drama, skit, mime, awareness rallies, addresses, demonstrations, etc. Necessary arrangements such as, seeking permission from authorities, transportation, food, etc., are also made during this phase.

Fourth and final phase is of 'documentation and reporting' of proceedings of the programme. A detailed report, along with necessary documents, is submitted to the College authorities.

5. EVIDENCE OF SUCCESS

Socially significant programmes are targeted at diverse and vast population of the society. Success of socially significant programmes is not only intangible, but also the targeted audience require more time to inculcate knowledge / practice and display the expected behaviour / actions.

Members of the society were able to increase their levels of knowledge and skills. They have become more aware of contemporary and socially relevant issues. Success can be observed through their empowered behaviour.

Further, there are instances where public / villagers have whole-heartedly supported and contributed their resources. Apart from supporting, most of the times the villagers / public have demanded for organising these programmes more frequently. Media coverage is

another barometer of success. There is a cordial relationship developed with the external stakeholders. As a result, the College enjoys an enormous goodwill in the society.

Eight (08) extension and outreach programmes have been organised by the College during 2020-21.

6. PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED

The problems encountered while implementing 'socially significant programmes' are as follows:

- The working population of the society will be busy in their world of work during day time. Excluding such working population may reduce the impact of the programme.
- Some students find it inconvenient to stay after the class hours, as they come from hostels and rural areas. The students coming from hostel and paying guest accommodations have time restrictions. The students coming from rural areas have limited public transportation services.
- Establishing initial rapport with authorities, public and villagers. In some cases, the conflict of interest among authorities has delayed the execution of the programme.
- People are too busy in this mechanical world. At times, it is difficult to make them to be a part of the programme.
- Awareness rallies have to be set out on the roads. Thus, the road traffic is disturbed during awareness rallies. Co-operation from the authorities and public may not be there.
- The effective way of communicating to the public is through using information and communication technology. But, most of the times it is technically non-viable to carry and use ICT tools in rural areas.
- Acceptance to certain modern ideas and socially sensitive issues is less in rural areas. Hence, either imparting knowledge or creating awareness on such issues has its own limitations.

The resources required while implementing 'socially significant programmes' are as follows:

- Socially appealing and understandable scripts are essential for conveying the message to the masses. Many a times, the script should be in dialect of the people. Hence, well qualified and experienced resource persons for script development, choreography and direction are required.
- Educational materials such as pamphlets, banners, sign boards and placards written in local language are required for easy communication with the masses.
- Costumes play a significant role in some of the programmes. Hence, appropriate costumes are essential.
- Staff and students who are able to extend beyond academics and stay beyond official hours are required to carry out the practice and demonstration.

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