Hindu Kanya College, Kapurthala

BEST PRACTICES IN THE COLLEGE

1. Title of the Practice: Mentoring Programme

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

A well-defined system like Mentoring Programme was required to uphold a regular link between teachers and the taught and to bridge the spatial gap caused due to a sudden shift from an offline mode of teaching to an online mode. Moreover, it became even more essential to counsel students to get engaged in productive and creative activities. It was the pressing priority to initiate the novel practice of Online Mentoring through class coordinators so that the urgent issues and grievances of the students could be addressed timely.

Objectives of the Practice (50-60 words):

The Practice aimed at maintaining unfaltering and regular proximity between mentees and their mentors and also bridging the geographical gap caused due to lockdown. It sought to provide uninterrupted quality education to the learners in tune with the latest technological trends marked by online teaching. Further, it also aimed at making the learning experience smooth for both teacher and taught.

The Practice (250-300 words)

Mentoring Programme was observed throughout the session through Class Coordinators in each class to transform the process and experience of teaching and learning into more productive and interactive for the mentor and the mentee. Class Coordinators guided their mentees to attend specially arranged sessions for them by the Department of Computer Science and Information Technology of the college to equip themsleves to use online learning platforms like ZOOM and Google Classroom efficiently. Besides these, class coordinators attached their mentees with college annual co-curricular activities and

competitions which were staged online, like Talent Hunt, Teacher's Day and Morning Assemblies. During this whole exercise, Class coordinators served as thought-partners for the students on their academic journey and helped in empowering them so that latter could become autonomous learners and agents of academic growth. They encouraged students to attend various online educational, cultural programs and webinars. They also counselled students for cultivating a positive outlook during challenging phases of their lives. Proximity or regular check was maintained throughout the session, despite the spatial distance between mentors and their mentees. Students' study-related, co-academic and other personal issues were addressed and resolved timely and adequately. Mentors kept a constant watch over the academic progress and attendance of their mentees. They also organized periodic meetings with their parents to receive their suggestions and feedback.. WhatsApp Messages regarding the importance of nationally and internationally days were sent to students by the class coordinators. This information was also posted and updated on the Facebook page of the college.

Obstacles faced if any and strategies adopted to overcome them (150-200 words):

The Class Coordinators managed to deal with almost all issues pertaining to students' online classes and general conduct and the practice was successfully carried on throughout the session.

Impact of the Practice (100-120 words)

Mentors could create a harmonious and congenial bonding with students of their assigned classes. The challenges turned out to be a blessing in disguise for both mentors and mentees as both became technologically armoured to meet contemporary expectations. The quality of online education was not compromised and it rather got augmented with the inclusion of online gateways of learning. This Practice also brought mentor and mentee on the same level to reach the maximum outcome in learning and growing together. In a way, this practice made the best use of the blended mode of learning. A proper record of students' progress and attendance was kept systematically through this practice.

2. Title of the Practice: Induction Programme for New Entrants/Students

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

Sustaining quality and excellence in learning outcomes is important both for the knowledge provider and the education receiver. The induction Programme for the New Entrants at the commencement of the new semester aims at materializing this paramount purpose. Due to unprecedented lockdown and the resultant closure of the educational institutions, it became the prime responsibility of the College to orient new students about the courses available and the overall functioning of the College. Thus, to apprise the new students about the code and conduct of the College and to make them aware of the plethora of subjects and courses available to them, the Induction Programme was arranged.

Objectives of the Practice (50-60 words)

An Induction Programme was arranged as an ice breaking session to orient new students about the scope and opportunities available to them in the diverse courses available for them in the college. New entrants were also given an overview of the working of various clubs, units, subject societies and associations working actively to promote their holistic development.

The Practice (250-300 words)

The College initiated its new session with the Induction Programme for the new entrants to align them with the overall functioning and courses available for them in their college. This practice acted as an ice-breaking session and bridged the gap between the teachers and new students. The teachers from all departments, units, associations and subject based socieities informed the freshers about the scope and opportunities of all courses and subjects. During lockdown, the college authorities felt that their prime duty was to acclimatize the new students with the changed milieu, virtual classroom and to familiarize them with the working of the college soon after coming out from their schools . This Induction Programme was conducted online. Students were told about the available support services and various facilities available for them in their new college. They were also introduced to their subject teachers and given a precise overview of the courses to be studied. They were also briefed about the code and conduct of the college which they are to be observed throughout their

stay in the college. During this programme, new students were also given the training to use online-learning platforms like ZOOM and Google Classroom so that the uninterrupted learning could be carried on successfully without any sort of compromise. Besides, new students were enthused to be regular in attending classes and participating actively in college activities for their personal grooming and academic growth. They were also introduced to their respective Class coordinators who were assigned the duty of counseling and mentoring them throughout session in their academic and co-curricular pursuits.

Obstacles faced if any and strategies adopted to overcome them (150-200 words)

All the teething problems were addressed by Class coordinators and the College authorities in time, and the Programme achieved its desired outcome.

Impact of the Practice (100-120 words)

The induction Programme provided students a glimpse of an amicable learning environment to be provided to them by the college even during the online mode. It provided them a suitable platform for get their queries addressed by the college authorities. They got an assurance that their doubts would be removed despite the spatial difference between them and their knowledge providers. The programme made them feel comfortable as they had come from the schools to college. This practice assisted in building the capacities and capabilities of both receivers and providers of knowledge. This Induction Programme helped students and teachers to get acclimatized with the new challenges and prepared them to work and learn in cohesion.