Hindu Kanya College, Kapurthala

BEST PRACTICES IN THE COLLEGE

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

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

Induction Programme for the new entrants has been initiated to attune new learners with the new college atmosphere; to ensure a congenial ambience for them in college soon after their schooling period and assuring them to deliver the qualitative knowledge in their selected courses. It is conducted at the commencement of the new semester which aims at orienting new students about the courses available in the college, course outcomes, and their scope and about the rules and regulations laid for students to be observed by them during their stay in the college, they are briefed about the overall functioning of the College.

Objectives of the Practice (50-60 words)

The prime objective of this Induction Programme is to arrange an ice breaking session for the new entrants to welcome them in the new institution and orient them about the diverse courses, their scope, college support services, clubs, subject based societies and associations. During Induction programme, program outcomes and course outcomes have also been conveyed to the students, which have also been uploaded on the college website for the convenience of the students.

The Practice (250-300 words)

The College commenced its fresh session with the engaging Induction Programme for the new entrants to attune them with the college atmosphere, its overall functioning and courses available for them. This practice acted as an ice-breaking session to create a cordial association between the teacher and the taught. The teachers from all departments, units, associations and subject based societies apprise students about the avenues and opportunities available for them after pursuing the courses chosen by them. One of the main objectives behind initiating this course was to familiarize students with the working of a higher institution soon after finishing their schooling phase. Students were briefed about the available support services and various facilities available for students in their new college. The Induction programme created a platform for the students to know about the subject teachers and given a precise overview of the courses to be studied. They were also directed to observe the code and conduct of the college mentioned clearly in the college prospectus, throughout their stay in the college. Besides this, new students were also guided to maintain proper discipline in the college and to remain regular in attending all classes. Students were further motivated to participate actively in college activities for their co-scholastic development besides aiming for the academic excellence. They were also introduced to their respective Class coordinators who were

assigned the duty of guiding them throughout session in their academic and co-curricular pursuits. In a way, this practice paved way to create a compatible proximity between the teachers and new entrants to the college.

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

All the initial queries were addressed satisfactorily and timely by the Class coordinators and the college authorities and this novel practice achieved its targetted outcome of making new entrants comfortable and attune with the new atmosphere and functioning of the college.

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. 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 the college. This practice assisted in promoting the potential and capabilities of both receivers and knowledge facilitators. Further, this Induction Programme acclimatized both students and teachers with the new challenges and prepared them to learn in cohesion and aspire for the excellence.

2. <u>Title of the Practice: Mentoring Programme</u>

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

The college acts as a good Samaritan for students. Since student's hail from various backgrounds – educational, economic and geographical, that is why a well-defined system like Mentoring Programme to bridge the spatial gap and maintain a congenial proximity between teachers and the taught, the college has designed a mentoring system for the guidance of the students to address their academic, economic, health and emotional issues. Faculty members act as mentors. Through this novel practice, mentors also counseled students to get engaged in productive and creative activities. So, it has been the pressing priority to initiate the novel practice of Mentoring so that the urgent issues and grievances of the students could be addressed timely.

As companions, the mentors help in handling the emotional and psychological instabilities faced by the students at their tender age and provide a comfortable zone to them for sharing their problems openly to cope with stress.

Objectives of the Practice (50-60 words):

The objective behind this mentoring system is to provide the right guidance to the young girls at their vulnerable stage of adolescence, who, often feel directionless and misguided due to unavoidable family,

societal and peer pressure. It aimed at maintaining a regular proximity between mentees and mentors and making the learning experience smooth for both the teacher and the taught.

The Practice (250-300 words)

Mentoring Programme has been observed throughout the session through Class Coordinators who motivate students to attend their classes regularly and participate in various college annual co-curricular activities and competitions. Students were also mentored through a novel practice called Savikaran, with its prime motto, "We are with you" in which a teacher's role widens beyond being a sheer knowledge provider. It engulfed guiding, caretaking, tutoring and counseling. Mentor helped young aspirants to explore and identify their latent talents so that they can hone their respective skill areas. During this whole exercise, mentors served as thought-partnersfor the students on their academic journey and helped in empowering them so that latter could become autonomous learners and agents of academic growth. They also counseled 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 also kept a watchful observation over the academic progress and attendance of their mentees. Meetings with their parents were also arranged to receive their suggestions and feedback. Class coordinators also updated the students about the significance of celebrating national, international days and festivals through WhatsApp Messages and by arranging special activities to commemorate these days and festivals. 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 and mentors of Savikaran managed to deal with almost all issues pertaining to students and their general conduct. Thus, the practice was successfully carried on throughout the session and it achieved its expected results.

Impact of the Practice (100-120 words)

Class coordinators could create a harmonious and congenial bonding with students of their assigned classes. Students were also monitored through a novel practice called Savikaran, with its prime motto, "We are with you" in which mentors emphasized on the support system and comforting ambience to nurture and expedite the all round development of its students. Under the protective shield of Savikaran students felt safe, secure and attached to the institution. Thus, this practice of the Mentoring system proved out to be one of the best common platform for both mentors and mentees to achieve the commendable results in learning and growing together.