

## Best Practice-1



### Title of the Practices: Participatory Learning

**GOAL.** To make students totally involved in the teaching learning process, alternate teaching techniques supplementing the traditional lecture method must be evolved. This shift from traditional to innovative methods should make teaching an existing and interactive exercise. All categories of students, ie slow and advanced learners, must benefit from the change and must be motivated to self learn at least part of the topics discussed in the class room. Towards this effort teaching modules and lesson plans are organized.

**The Context:** The feedback from the students clearly indicates that the chalk and talk method is totally inadequate to sustain the interest of the students. The introduction of CBCS in the year 2018 has brought in sweeping changes in the curriculum. Innovative, application oriented, skill based papers have introduced in all disciplines. These papers cannot be taught by conventional lecture methods alone. Hence radical changes have been made in pedagogy.

**The Practice:** Students are involved in role play, case studies and puzzle solving are some of the techniques used by some of the departments. Trouble shooting, brain storming sessions, panel discussions and management games are the tactics are employed by the staff of management studies to make their wards industry ready.

Student centered learning strategies have been initiated. Exercises are undertaken to enable students to acquire hands on learning and first hand information from real life situation. A few significant methodologies described below.

1. Industry visits for experimental learning.
2. Onsite learning and field visits.
3. Internship
4. Collaborations with NGO'S, MoU'S with industries for training.
5. Projects, pilot studies & surveys

These exercises are given to all the departments as they help the students to develop composite skills like data collections, organizations, presentation and interpretation of data. usage of IT for preparation of thesis and power point presentation.

Two internet browsing centres with the provision of INFLIBNET, facility in the library have been set up to promote self learning. Preparation of lesson modules for power point presentation has been facilitated. IT students help in the preparation of teaching materials.

About more than 50% of staff prepares their own ppt, while the rest are undergoing necessary training

**Evidence of Success:** Sustained efforts have been taken by the staff to adopt alternate teaching methods and the percentage of lecture method is about 40% -50 % depending on the course. Teachers have been challenged to update themselves on emerging areas through visiting website as they have to act as facilitators and guides.

Students have welcomed the change and are actively interacting with teachers, enjoying and benefitting from participatory learning.

**Problems encountered and Resources required:** Workshops and seminars had to be organized to bring about attitudinal changes in teachers and to impress on them the effectiveness of methodologies as teaching tools, other than the lecture method. Teachers have to be trained in the usage of ICT for preparing teaching aids.

The management has to invest in procuring LCD'S, OHP'S , hardware's and software's and educational CD'S. Apart from existing browsing centers, an additional 10 systems had to be established to meet the rising demand.

MoU's have to be undertaken with the local industries, NGO's and other establishments to accommodate internship and onsite learning.



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## Best Practice-2



### **Title of the Practices: Mentoring**

#### **Goal:**

The College would like to achieve the vision of the College –that of a life oriented education.

#### **Context:**

The College had earlier class teachers incharge of their respective classes, they were in charge of handing over the examinations progress reports after every exam conducted where in, the academic progress of the students was monitored with not monitored to look in to the strengths & weaknesses in the personal life of the student and guide them. To overcome this problem, mentoring system was adopted in the college.

The students being at a vulnerable age tend to be rebellious, be it with regard to dressing, use of cell phones, attendance or relationship. The mentor with constant counseling helps them to cope with their personal problems. This helps the students to be closer to the teacher –in charge. The mentor also strikes a balance between the students coming from different strata of society, therefore creating an environment of self respect and respect for others.

#### **Practice:**

Mentorship is assigned to each member of Arts, Science & Commerce faculty based on the subject & class they handle. Each staff member is allotted 30-40 students and he/she is a mentor for all the three years of their stay in our college. The mentor sheets have been designed to make provision to include all academic, co-curricular, extracurricular and personal details of the candidates during the 1st year degree.

The college has since last several years practised a system of mentoring called the Tutor-ward system, whereby a tutor was provided to every ward to look after his/her academic and psychological wellbeing and also monitors class attendance and performance. The same system has now been restructured and named Mentor system. Under the Mentor system, the full-time teachers of the college have been engaged as mentors of each class. Students of each class in the college are having a full-time teacher



as their mentor.. The mentors are responsible for academic progress and psychological wellbeing of their mentees. They are also entrusted with the task of monitoring the attendance and academic progress of the students. They also provide primary psychological counselling to those who need them and refer them for more professional counselling, if required. At the beginning of the academic session, the mentors conduct orientation programmes for the mentees, whereby they are acquainted with the institution, its goals and mission, the facilities available and the regulations of the affiliating university. The mentors maintain the biographic details of each individual mentee including educational background and socio-economic status. They also maintain record of their class attendance, class-performance and academic progress. The mentors use both formal and informal means of mentoring. The mentor system, apart from its formal part, also exists as a robust informal mechanism to boost inclusiveness, gender sensitivity and social responsibility of students.

Parents of achievers are advised by the mentor to encourage their ward to capitalize on their strengths and pursue higher studies. Slow learners are given tutorials in their weak subjects by respective teachers.


Sometimes mentors even address their health problems & personal problems of the students.

#### **Evidence of Success:**

- Mentoring has proved to be the ideal system to have adopted as tremendous improvements that have been seen in the overall performance of the students.
- There is significant change and marked improvement in the students attendance & attitude.
- High self esteem appreciation for one self & respect for others.
- Improved discipline & humanizing environment on campus.
- Indiscriminate use of cell phones reduced.
- Mentoring was highly appreciated by the parents.

  
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