

BEST PRACTICES

Best Practice 1

Title of the practice: Peer Teaching

Goals :

- 1.To strengthen the knowledge of slow learners in those subjects in which they face difficulty and help them in progressing further.
- 2.To help the advanced learners to experience the practical sharing of knowledge.
- 3.To reduce failure and dropout rates among slow learners and create interest among them to pursue higher studies.

The context that required the initiation of the practice :

The college is located in the sub urban and hilly areas of Kannur district of Kerala. We cater to the learning needs of the students from the nearest localities. There is a gap in the learning capability of students, some of them are advanced learners, some are slow learners and some are average learners. Advanced learners need more exposure to learning experience, average learners need to come forward and slow learners need more support. In order to provide equity to both the slow learners and advanced learners, we give opportunity for the advanced learners to expose their knowledge and thereby help the slow learners benefit from it.

The Practice :

The tutors identify the learning ability of the students by proper internal assessment and mentoring. Both groups of students are equally treated by the tutors by initiating the "student teacher" programme among them. Some departments give cash awards and recognition to those student teachers on the basis of their active involvement. We have a formal and informal system for this. The students who are more efficient always support the fellow students to come forward. Some departments follow the system of advanced learners among the senior students teaching the junior ones. Normally the teachers identify a leader in each group and he/ she will be the person having a good score in internal assessment. Informally, before the exams, students prefer group studies and the college provides the classrooms for their group studies.

The advanced learners share the value points and important concepts with the slow learners. Practical project works are also done as group work in BBA.

Evidence of Success :

The advanced students are able to learn the subjects more thoroughly with the experiential learning mode of Peer Teaching method and it improves their performance in the exams and future life. The methodology proved to be a vast success that the peer teacher-students are keenly interested in the profession of teaching. The slow learners are able to understand the topic well and write the exam more confidently. The average learners also get benefited by improved knowledge and skill. It minimises the failure of students in exam, increases the confidence of the students, improve the relationship among students, minimise the dropout ratio, create more interest and enthusiasm towards learning

Problems faced and Resources required :

The identification of weaker students at the beginning of the academic year is difficult, because marks in the Higher Secondary exams are not always an apt indicator. After the internal assessment, the tutors try to identify the slow learners and advanced learners and start peer teaching. The number of students attending peer teaching classes is comparatively low because the slow learners feel some inferiority complex to attend the peer teaching classes. Moreover, the advanced learners also feel hesitated in the beginning to engage sessions. After a month or so, participation of students increases due to the frequent interaction of teachers with slow learners ; motivation from the tutors helps the slow learners to avoid their inferiority complex and actively participate in peer teaching.

It requires a proper system for identifying the different levels of students. Normally the internal assessment system is used for this. But depending on the internal assessment for the classification of students is again another obstacle. The library facilities, teaching aids such as LCD projector and laptops are the resources required.

Best Practice 2

Title of the practice : Counselling

Goals :

- 1.To help in the overall development of the students.
- 2.To develop readiness for choices and changes to face new challenges.
- 3.To help freshers to establish proper identity.
- 4.To uplift the students from weaker sections of the society.
- 5.To help the students in their period of turmoil and confusion.
- 6.To identify and help students in need of special help.

The context that required the initiation of the practice :

Teenage period is a period of confusions and emotional turmoil ; also faces difficulty in taking decisions. In order to mould our students and help them to accept the right path in their life, the service of a professional counsellor is very essential. So to meet these requirements, our college started a Counselling centre. Counselling is the service offered to the individual who is undergoing a problem and needs professional help to overcome it. Our counselling centre's primary mission is to provide effective counselling services to students who come to us with a wide range of problems.

The Practice :

The students can approach the counselling centre at any time. The class teachers and department heads also refer to the cases. All the students are free to approach the counselling centre. Smt. Sunitha Joseph, Co-ordinator of the centre and PGDCP holder (Post Graduate Diploma in Counselling and Psycho- therapy) meet the students in the free hours and consult the cases. Yearly counselling camps are organised for the first year students in which external professional Counsellors also participate ; through such sessions, students get an orientation towards the necessity of counselling for a healthy life. In certain cases, counselling facilities are given to the

parents also. The practice of counselling and psychotherapy depends on gaining and honouring the trust of clients. The students feel free and comfort with the counselling.

Evidence of Success :

Guidance and counselling help the students for their optimum development and realise the relevance of adequate emotional flexibilities in the varied life situations. Various students have benefitted from the counselling sessions and have gratefully expressed positive gestures after becoming successful in life. It helps the students to achieve highly in the education, profession, vocation, social, health, moral, personal and marital areas. Counselling is a process of assistance extended by an expert in an individual situation to a needy person.

Problems faced and Resources required

The general attitude of the common man that counselling is meant for those who suffer from some sort of mental sickness is the main problem faced by us also. Students, both the student receiving counselling and the other students, do not take counselling from a broader view that includes any sort of counselling or guidance that may help the student in the betterment of his/her emotional or psychological or spiritual or mental aspects. In the beginning stage of arranging the counselling classes and counselling camps, students are reluctant to attend it because of the thought that only the student with mental disorder or disability attend such sessions. Lack of awareness of counselling among the students and the failure in identifying the difference between a Counsellor, a Clinical Psychologist, and a Psychiatrist are the obstacles we face. Frequent awareness campaigns by teachers can only help the students in changing their misconception about Counselling. We experience a lot of improvement in the attitude of students.

A special and separate room is allotted for student counselling in order to keep the privacy and confidentiality of the counselling process.