



Shri Saibaba Bhakta Mandal's KALA VARISHTHA MAHAVIDYALAY

Mhasawad, Tal. Shahada, Dist. Nandurbar (M.S.)

Reg. No. NGC-2007 (189/07) MS - 3, Dt. 2/7/2007

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A/I Principal

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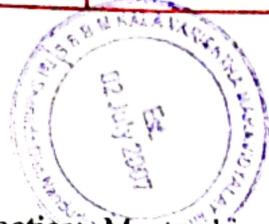
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Practice No. I



Title of the Practice: Mentorship program aimed at motivating Arts faculty students who have completed 12th grade to pursue a Bachelor of Arts degree program.

The Objectives of the Practice:

1. To encourage students who have completed their 12th-grade Arts program to pursue a B.A. degree.
2. Conduct a household survey to determine the number of students who have passed their 12th-grade Arts exams and encourage them to enrol in the B.A program.
3. To inform 12th-grade Arts students about the availability of affordable higher education in their vicinity.
4. To encourage parents to enrol their daughters in a Bachelor's program instead of marrying them off at an early age.

The content:

The college has initiated a mentor-mentee system to motivate 12th-grade Arts students from rural and tribal backgrounds to pursue higher education with government scholarships available in their locality. The primary goal of the mentor-mentee system is to support students in attaining a Bachelor of Arts degree.

The college has established a mentor-mentee program to assist students from underprivileged backgrounds. This program provides mentorship and support from teachers, government, universities, and local non-governmental organizations. The college's management believes that this proactive program will encourage these students to pursue higher education and gain access to the necessary resources to achieve their goals.

The Practice:

The mentor-mentee system is a crucial component of our Bachelor of Arts program, which offers personalized support to students right from the beginning of their academic journey. Mentors and mentees meet once a week to discuss any difficulties, and there are no time constraints on these sessions. The program includes progress assessments, academic monitoring, and guidance on behaviour, all aimed at promoting personal and academic growth through shared knowledge and experiences.

Evidence of Success:

The mentor-mentee system at our college is well-organized, proactive, and consistent. Mentors are carefully selected based on their capabilities and willingness to guide mentee students of SC/ST categories, who require more supervisory monitoring work. In cases where students possess the necessary skills but lack confidence, subject teachers play a crucial role in encouraging them to step up as mentors for junior students. This approach helps develop mentoring skills and boosts students' confidence levels in various areas such as examination performance, individual interaction, group discussions, and internal evaluation.



Problems Encountered and Resources Required:

There is a high level of competition among colleges in Shahada Taluka, Nandurbar District, that are affiliated with KBCNMU for first-year B.A. admissions. The mentor-mentee system is essential for the success of our program. Without it, colleges like ours may struggle to sustain their B.A. programs.

The college has effectively implemented a mentor-mentee system since its inception, with the assistance and guidance of dedicated teachers and the principal's efforts. Most students have benefited from this system and graduated with a B.A. degree. Subsequently, they pursued higher education opportunities and secured positions in government and non-government organizations.

Practice No. II

Title of the Practice: Enhancing Communication Skills and Fostering Positive Personality Traits.

The Objectives:

1. To improve active listening and empathetic understanding.
2. To encourage clear, coherent, and concise expression.
3. To develop assertiveness and confidence in interactions.
4. To cultivate adaptability for diverse communication contexts.
5. To foster self-awareness, resilience, and a positive mindset.
6. To promote a sense of accountability, responsibility, and integrity.

The Content:

The college has introduced a Communication Skills and Personality Development program to benefit its students. A teacher from the English Department has taken the initiative to run this program successfully. They have prepared the curriculum, evaluation methods, and a timetable for engaging lectures. These lectures are conducted after the KBCNMU academic schedules. Under the principal's leadership, a monitoring committee has been constituted for regular monitoring purposes.

The Practice:

Our college has implemented a comprehensive best practice since the academic year 2018-19. It focuses on enhancing communication skills and fostering positive personality traits, particularly in the context of the compulsory English subject for F.Y./S.Y./T.Y./B.A. classes. This subject carries 100 marks and 60 credits as per the KBCMNU curriculum.

We recognize that students have difficulty comprehending and excelling in English. Therefore, we initiated this practice to address their lack of confidence and ensure better performance.

English teachers play a pivotal role in this practice. They have taken the responsibility of implementing it effectively, utilizing innovative teaching methods and strategies.

Evidence of Success:

The following points can prove the effectiveness of a best practice:

The course was made mandatory for F.Y./S.Y./T.Y./B.A. classes, ensuring all students had access to the training.

Student enrollment has consistently increased every year, indicating a positive response from students towards the course content. The dropout ratio has also decreased, suggesting students are more engaged and motivated to continue their education.

Students have expressed an affinity for the English language and a liking for the course content, evident in their active participation and positive attitudes during classes.

Assessments and feedback from teachers demonstrate that students' learning levels have significantly improved since the course was implemented. Students have shown enhanced communication skills, a better understanding of concepts, and increased confidence in expressing themselves.

Problems Encountered and Resources Required:

These challenges included a lack of qualified staff, inadequate infrastructure, and financial constraints.

To overcome the shortage of qualified personnel, the college administration utilized the expertise of full-time English teachers responsible for teaching Compulsory English to F.Y./S.Y./T.Y. B.A students. These teachers provided additional lectures, training sessions, and practical exercises.

To address the problem of inadequate infrastructure, the college allocated a dedicated classroom for conducting lectures, training sessions, and practical activities. This ensured a conducive environment for learning and skill development.


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