

Government of Karnataka
Department of Collegiate Education
Sir M V Government Arts and Commerce College, Bhadravathi-577301

Institutional Best Practices

1. Title of the Best Practice: Lunch and Bench Discussion

VISION:

- To create rapport between teachers and students towards betterment of students.
- To extend a helping hand towards hungry students and to support them learn better.

MISSION:

- To nurture learning habits through understanding and proper discussion
- To support the needy students with food, without they or others realizing feelings of help.
- To help students realise their inner potential of learning ethical thinking and self-confidence.
- To boost self-confidence communication and Rhetorical skills.
- To develop sense critical analysis among students.

GOAL:

- To create a sense of equality and importance of learning.
- To support Rapport build up between teachers and students for better learning.
- To enable students to realise the sense of competition for their future career.
- To allow them to perform better with paper preparation and boost up for examinations.
- To make use of the lunch hour constructively to teach them self-discipline, party manners etc.
- To encourage students to shun inhibitions due to lack of language skills or fear of failure
- To make them understand the value of teachers, time and time-table in their life

STRUCTURE: This cell is in the form of a panel consisting of teachers from many departments. It involves students especially from humanities. The students group consists of economically poor and educationally challenged backward and rural students and the interested ones, who want to reach certain goals. Various HODs and specially the women faculty of the college assist the practice. Kannada Forum, English Forum, Political Science, Economics, Cultural associations etc. also extend support.

THE CONTEXT: Most of the students come from neighboring villages and below poverty line class. It has been observed Empty stomachs do not create interest to learn anything despite sophisticated ICT enabled classrooms. Students are not able to concentrate on the teachers words or on their textbook, it leads to lack of rapport among students and between students and teachers. The invasion of mobiles, internet, WhatsApp and Facebook have resulted in lack of studies, lack of interest resulting in the fall of learning rate. Efforts to attract the students to the class fails drastically unless students find themselves in an open and unrestricted atmosphere, in a sense it restricts them to learn but at their own interest and their Pace.

Teachers formed committees among themselves in the beginning on trial and error basis; the teachers closely monitored the interest of the students in such an informal kind of atmosphere. The early sessions were introductory, very slow going, still giving rise to a lot interest among themselves. Students started asking about such class, the number of interested students rose drastically. Their performance increased, they started participating in classroom discussions due to boost of confidence, and they involved themselves in the college level programs and later other programs.

- Introductory programs filled their hearts with confidence due to new atmosphere where they sit and discuss with their teachers along with their doubts.
- They guide them to make use of the library with interest.
- To motivate them to learn speaking skills better.
- To make them study by themselves to develop critical skills.
- To arouse interest of the students in learning.

THE PRACTICE: The teachers, various committees involved themselves to conduct these meetings and lunch and bench sessions along with the meetings. Each weak students and teachers from one department conduct the sessions. The students shall come prepared for the necessary sessions with the topic of their choice.

The students from Kannada opt; English optional, History, Economics and Political science discuss interdisciplinary topics in the initial sessions. Later specific topics are provided to them by the creation of groups. Each week third and fifth day is taken as “Lunch and Bench day”, In case of Holidays those days are postponed to the following week days.

CONSTRAINTS: No such constraints are seen except the regularity in attendance of the students. The food is brought by the teachers and students, sometimes due to meetings exams or holidays it is difficult to follow up the students as they try to escape from the “Lunch on Bench Sessions”. Mobile makes them forget responsibility.

EVIDENCE OF SUCCESS:

- Students have started participating in cultural programs, debates and quiz programs on their own interest.
- The students have done well in exam, which is evidence of success.
- The student’s behaviour has improved towards their peers and teachers.
- The students who involved themselves in Lunch on Bench sessions have done well in the higher studies and interviews.

PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED: The financial constraints are negligible; they are managed in the expenditure of the college resources like, IQAC Material, Xerox, registers etc. The food is brought by the contribution of teachers and well to do students regularly. The committee manages attendance by getting signatures of the students in a register. The mobile phones and laptops are used as resources to suggest them to find e-resources for future studies. The students who eat in the afternoon are able to sit in the classes with interest.

2. Title of the Best Practice: MY STUDY MY ANALYSIS

VISION:

- To create critical thinking among the students.
- To popularize reading habits among the students.

MISSION:

- To nurture learning and analysis through reading and discussion.
- To develop self-confidence among the slow learners.
- To introduce the habit of communication and discussions.
- To develop contemporary thought among the students to update themselves with current knowledge.
- To inculcate the procedure of debate through analysis of the texts.
- To create an atmosphere of better leaning.
- To motivate the students to learn through debate.

GOAL:

- To induce self-confidence, self-esteem among the students.
- To make them independent in the analysis of the text.
- To necessitate them to understand the principles of analysis of a text.
- To enable behaviour of quantitative and qualitative analysis.
- To introduce extracurricular text to the reading habit of students.

STRUCTURE: The panel has teachers from all the departments involving all the students from all the departments. Students are mainly chosen based on their interest to join the practice. Various Heads of the departments assist the panel along with women faculty of the college, Kannada forum, English Literary Forum, political science, economics forum, Department of commerce and management beside with the cultural association.

THE CONTEXT: It has come to the observation of the teachers that the students lack the knowledge of communication, reading habits have gone dull, and the students have been trained to depend on the guides, which has resulted in the fall of standards of education and learning. The students also lack the interest of reading, discussion and analysis. Thus the need is felt for the promotion of reading, analysis, writing, critical debates, with personality development and communicative skills. The fall of learning rate and lack of communicative skills has resulted in unemployability and proper research interest, the students who have not prepared themselves to face the scenario of higher education, job requirements and interview skills. Keeping in mind their age, interest and their level of understanding the panel decides the type of drill and exercises that the students have to go through.

Various sub committees and subpanels were formed to monitor various skills like writing skills, skill analysis, speaking skills, critical thinking and skills of debate. The practices of discussion are multi-faceted involving reading of a text, writing its analysis, presentation of the papers, discussion and interview skills. In the initial classes, the students hesitated to write and present their papers, but the new atmosphere motivated them. Guidance by the respective teachers is provided for better learning.

- To motivate discussion to open analytical skills.
- To provide guidance to writers and paper presenters.
- To motivate them to shun their inhibitions to learn and speak.
- To assist them to learn their text in original.
- To avoid the use of old notes and guides.

THE PRACTICE: The teachers involved the students of various departments and motivated them by conducting orientation class about the best practice. Many students found the idea quite motivating and challenging. Each week the students come by reading a text or a topic of their interest on their own by consulting the library resources and the online resources, they put forth their analysis in the form of a team, where they generate discussion. Related teachers guide them during the studies, writing papers and presentation.

CONSTRAINTS: The U G students of language lack interest in such activities; it is a challenge to motivate them. Many students have joined tuitions outside which makes the teachers difficult to enroll such students and promote their involvement in the best practice.

EVIDENCE OF SUCCESS:

- Students are participating in the lectures and debates.
- The Students are able to prepare for programs on their own.

- The students contest in Quizzes and Debates actively.
- The students feel confident to speak about their relevant texts.
- The participant students involve themselves actively in the NSS/NCC.

PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED:

The financial constraint is very meagre, as we need to buy only papers and pens, sometimes we require coffee /tea and biscuits, the respective teachers conducting the program on the relevant day look after such a need.



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