



The Karnataka Vidya Vardhaka Samithi, Alwandi's

JAGADGURU PANCHACHARYA COLLEGE OF EDUCATION, GADAG - 582 101.

ಕರ್ನಾಟಕ ವಿದ್ಯಾವರ್ಧಕ ಸಮಿತಿ, ಅಲವಂದಿಯ

ಜಗದ್ಗುರು ಪಂಚಾಚಾರ್ಯ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ, ಗದಗ-582101.

Dist / ಜಿಲ್ಲೆ : Gadag / ಗದಗ.

Accredited with 'B+' Grade by NAAC

State/ರಾಜ್ಯ : Karnataka/ಕರ್ನಾಟಕ

Ref. No./ಉಲ್ಲೇಖ ಸಂಖ್ಯೆ: JPCOE /

Date/ದಿನಾಂಕ: 6/12/17

Sri B. C. Uppin, M.A.; M.Ed.
Principal

BEST PRACTICE-1

Title of the Practice REMEDIAL CLASSES

1. Objectives

- To encourage slow learner students to become academically competent.
- To bridge the gap and enable them to cope up the current syllabus.
- To prepare students competent enough to prepare for various competitive examinations.
- To promote students for higher education after completion of B.Ed.

2. The Context

- Most of the students enrolled are from rural background but with high ambitions of becoming teacher.
- The overall performance of the qualifying examinations motivated the Institution to encourage slow learners.
- Students are isolated due to socio economic background.
- To enable students to competent in gaining placement.

3. The Practice

The learning level of the students are measured based on the overall performance of previous qualifying examinations. Based on the overall efficiency of the students in curricular, cocurricular and extra curricular activities of the students and percentage scored in the previous qualifying examinations IQAC segregate the list of students as Slow learners and Advanced learners. Further, during the post admission, the performance made in internal tests, semester end results, college prepares the list of slow learners. A separate time table is prepared for the conduct of Remedial Classes. Students are strictly advised to



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Sri B. C. Unnikrishnan
Principal

In internal tests, semester end results, college prepares the list of slow learners. A separate time table is prepared for the conduct of Remedial Classes. Students are strictly advised to attend this remedial classes. College has prepared cumulative records of slow learners. The remedial class has helped good number of slow learners to cope up the syllabus and enable them to write effective in semester end result. College has got good track record of semester end results on comparison with neighbouring B.Ed. colleges of Gadag District.

4. Evidence of Success

This initiation has helped good number students in coping of the course curriculum and also the efforts made by respective teachers has reflected in semester end result. Students who have attended remedial classes have scored high marks in semester end result conducted by University. This programme has motivated slow learners and also faculty members to render their holistic efforts in bringing slow learners to competent learners.

5. Problems Encountered and Resources Required

Initially, slow learners are hesitant to attend Remedial Classes but students who all attended the remedial classes got sufficient knowledge and encouragement to study scientifically.

7. Notes (Optional)

Mala S. Shival

JISAC Co-ordinator



PRINCIPAL
J.P. College of Education
GADAG-582101



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Ref. No./ಉಲ್ಲೇಖ ಸಂಖ್ಯೆ: JPCOE /Date/ದಿನಾಂಕ: 7/12/2018Sri B. C. Uppin, M.A; M.Ed.
Principal**BEST PRACTICE: 2**1. Title of the Practice: **MENTORING PROGRAMME**2. **Objective:** The objective of Mentoring is:

- To achieve the vision of the institution viz., to develop all round personality of the students on progressive lines.
- To provide a continuous learning process for both the mentor and the mentee.
- To establish the mentor as a role model and to support the mentee for personal and academic development.

3. **The context:**

The nature of students' background i.e. catering to different socio-cultural and economic diversity necessitates mentoring being opted as one of the best practices by the institution. The absence of institutionalized system of having proper system of mentoring, guidance and counseling in the region along with the obvious fact that most of the students are from remote areas and first generation learners makes it imperative on the part of the institution to provide mentoring i.e. guidance for all-round development of the students on academic as well as aesthetic lines. Moreover, it is aimed to align with the institutional mission and vision statement aiming to develop students on progressive lines .i.e. to imbibe in the students a rational positive outlook towards life thereby making them responsible citizens.

4. **The Practice:**

Mentoring session is conducted on a regular basis. The session is compulsory for every student to attend without fail. The mentoring parameters are based on four aspects i.e. academic, attendance, career and general. The mentors are provided with details of mentee's performances in terms of academic (weekly test, class test, and mid-term and end-semester exam) and attendance records.



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The mentor also keeps track of the mentee's personal development such as co-curricular activities, discipline and career related issues. The practice of the mentoring system is evaluated by the Principal, Vice-Principal so as to ensure quality and efficiency in practice. The grievances of the mentees are taken up by the mentor and if necessary it is forwarded to the Principal for necessary remedial actions.


5. Evidence of Success:

Improvement in mentees discipline, interaction and communication skills, Improvement in students' attendance, Establishment of a vibrant relationship between teachers and students which has provided a ongenial atmosphere in the class room as well as in the campus.


6. Problems encountered and resources required:

The diversity in students' background and upbringing i.e. lack in the art of effective articulation, introversion, indifferent attitude etc. Inadequacy in general guidance, career and professional related materials. This is due to the financial constraints faced by the management because the institution is dependent on grants.

7. Notes (Optional)


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