

Mar Ivanios College Of Arts And Science College, Mavelikara

Best Practices

1. Title: Mentoring and counselling:

College supports and moulds its student with special care and attention. Mentoring and counselling act as the threshold to the process.

2. Objectives

College has the vision of moulding students with individual attention to raise them as valuable personalities. Leadership quality of each student is catered with personalised mentoring. Skills and areas of interest of mentees are identified and encouraged to showcase their full potential. Through constant interaction with more experienced mentors, humanitarian values like respect, love, care, compassion are inculcated. This will limit their apprehension and improve communication skills. They gain a fresh perspective towards their life and career. Mentors' valuable insight guides them in crucial times and in decision making. Their personal, mental and emotional turmoil are channelized to fruition.

3. Context

Mentoring and counselling was intended to reduce the stress faced by students in the present fast changing world. The students could share their problems to their mentor, who could guide, pacify and be a catalyst in achieving emotional stability. There are students who need special attention and care. They are mentored with the guidance of experienced teachers and counsellors. Primary problem faced while implementing was disinterestedness from the part of students. But after each session and frequent interaction the inhibitions of students are reduced to create a better rapport with teachers. Another expected difficulty was that when students are given space for interaction there was a chance of misusing the opportunity. But with implementation of mentoring as a serious practice that problem was eliminated. During covid pandemic situation, regular one to one or class interaction was impossible. But with necessary precautions mentoring was done allotting special time slot for students.

4. Practice:

Mentoring is an obligatory element in the teaching learning process. Especially in our college each student receives attention not only from the respective faculty advisors but also from the principal and director, creating a familial bonding. Mentoring and counselling is evident from the first batch leaving strong alumni. From 2015, the class advisors were advised to understand their students' strengths and the form of encouragement or scaffolding. In most cases necessary guidance was given by faculty advisors and teachers with the advice of the head of the department. The department is open to students and parents. They can interact with teachers for personal and academic issues without any inhibitions. The faculty advisor could lead the students to counselling sessions if needed. Extreme cases or those needed more attention are referred to the counsellor. The college has a counselling room with a full time counsellor Dr. Varghese Thomas. The counselling for students has many benefits

like enhancement of their social skills, empathy, decision-making skills and forming a healthy peer relationship. As Dr. Varghese Thomas is also a faculty; students could intimate him without inhibition of facing a counsellor. From 2017, Mentee's Chronicle was introduced to maintain the full record of mentees. When the class strength increased, for better and efficient mentoring each class was divided into groups having 20 to 25 students for different teachers as mentors. The students are free to interact with the mentors whenever they need help or in the meetings organised by the department for mentoring. The students could seek advice not only from their respective mentors but from any faculty in the college community.

The use of alcohol and drugs are one of the main threats that distract students. Through mentoring program minute changes student's character could be easily identified. Uniqueness is that students share their fears and anxieties with mentors. They take their mentor into confidence and reveal things about their friends, family or society that could be corrected with timely intervention.

When the classes shifted to online, all mentors and mentees attended the scheduled session of mentoring. Apart from the official scheduled mentoring faculty advisor has a constant interaction with their respective students regarding curricular and extracurricular activities. The chance of mentees to talk with their mentor or faculty advisor is maintained through whatsapp messages, calls and phone calls.

5. Evidence of success(198/200):

After each internal exam a PTA meeting is held to discuss their internal marks. Mentors and subject teachers provide proper guidance and mark their details in Mentee's Chronicle, thus their progress is analysed. Marks of university and internal examination are closely monitored and students are given proper guidance and support. In covid situation online PTA meetings and offline mentoring are arranged. Most of the students have joined for higher studies while some have secured jobs. Mentoring plays an active role and is reflected by university ranks and securing higher education in accredited colleges.

Talents of students are identified and they are motivated to participate in various academic and extracurricular activities like department programmes, collegiate and intercollegiate programmes. During covid situations students utilised their extra time by doing online courses provided by Coursera. Sona Belson, a student of B Com Tax department secured more than 500 online certificate courses under UGC Paramarsh in Coursera scheme. The students are the key for maintaining an eco-friendly campus. With the advice and supervision of mentors students maintain the campus clean and hygienic. The mentor mentee relationship contributes to positive impact in their behaviour and this is evident from the committed alumni association.

6. Problems encountered and resources required(147/150):

Even though the process of mentoring started from the first batch of students, a solid record on mentoring or counselling was not kept. Faculty advisors had their own diary on their students. In order to maintain a record of mentoring and counselling in a systematic way by including all the information of students, Mentees Chronicle was introduced. It focuses on curricular and extracurricular activities, talents and achievements.

As the strength of classes increased, to give enough attention to each student, the classes were divided into groups of 20-25 students and assigned teachers as mentors.

In the semester system the challenge faced by students and teachers is lack of time. But with regular interaction with mentees, this problem is annihilated. Interval time and before and after regular college hours mentoring was done. In order to tackle this a day was assigned for each class for the same purpose.

Best practice Two:

1. **Title:** Sharing Health, Wealth and Happiness. The programme launched with the mindset of individual development through social welfare.

2. Objectives(99/100):

Education is not about learning facts. It focuses on intellectual, emotional and behavioural development of students. Primary aim of education is to create a committed citizen. Community service frames their personality. When students get the exposure of real life situations, they get the opportunity to understand and view life in a more serious way by expanding their experience. It also initiates a tender feeling, willingness to share and a mind to accept the world as it is. All these will help students to be a committed citizen with a concern for the society and environment in which they live.

3. Context (149/150):

The College insisted on continuing a programme which bridges students to society. The motto was to inculcate in students a caring attitude towards society and fellow beings. Most programmes are executed with the involvement of the NSS unit. Diverse programmes are included to trickle down the elements of brotherhood among youth. Various programmes like blood donation, fund raising to help patients, flood relief, anti-drug programme collection of dress materials, cleaning drives and palliative care are some. Even though the majority of the programmes are coordinated through NSS and have 200 volunteers, the participation of the whole college is ensured. One challenging issue faced by students was lack of time. When classes shifted to online mode, the implementation of the programme became difficult initially. Even though to covid limited activities students participated in various activities within their limit. It includes webinars, awareness classes, covid duty and fund raising programmes.

4. Practice(398/400):

Through this practice various programmes are implemented with the support of college management and National Service Scheme. Palliative care unit is working as part of NSS. Volunteers help and attend the patient. It was inaugurated in association with Kurathikad community health centre in 2019. Based on the survey conducted in the adopted village, the family that needs palliative care was identified and students make frequent visits to the house.

During Kerala Flood, various relief activities are done. College was a relief camp during 2018. All the necessary infrastructure and material support was given. A relief kit was also given when the camp dispersed. Students also went to Chengannur on a cleaning mission arranged by railway. They cleaned the school given as a relief camp at Chengannur. A village road destroyed during the flood was restored. Food fest was arranged to collect funds to help families who lost their homes during the flood. A collection centre was arranged in the college in 2019 to collect and distribute stationary and necessary items for the affected people. The students visited the relief camp at Pandalam and handed over the collected items.

An Eye camp was arranged in college in 2016 in association with Amaravathy Eye care hospital and an eye camp was arranged in Mar Ivanios Lp School as part of Nss camp in 2019 in association with Ahalya eye hospital.

Visiting an old age home was a life changing experience for students. They interacted with the inmates and patients in Mahatma Janasevana Kendram and donated selected dresses collected from students. Students presented various programmes to entertain them and had lunch with them. The amount collected was also handed over to the authority. Volunteers along with the College Director Rev. Fr. Thomas Puthenparampil and Programme Officers visited the Old age home near Cherukole, and distributed the collected dress materials and cash. Students provided food for the destitute during lock down.

During the covid pandemic period students raised 45000 thousand through a newspaper challenge. Two mobile phones (worth 10000 rs each) were handed over to the District Administration Alappuzha for students in need of mobile phones to attend online classes and One to a beneficiary who secured full A+in SSLC and does not have a mobile phone to attend online classes. The amount collected through newspaper challenge rs. 15000 was handed over to the College authority for an NSS Volunteer who is suffering from cancer.

5. Evidence of success(195/200):

Various programmes are implemented to mould our students to handle a demanding situation without hesitation. Cleaning drives in public places like road sides, railway station, kattanam health center and the public Library premise in Umbrenad are some to mention. Volunteers cleaned the allotted school at Chengannur in 2018 as part of 'Swatch Vidhyalay' project and the palliative care unit of Nss attends a patient with kidney failure. During Kerala flood 2018, college acted as a relief camp. All provisions were given by the management and a survival kit when the camp dispersed. Students, programme officers and director of college visited and handed over the items collected to the relief camp at pandalam in 2019.

In the medical camp by Amaravathi hospital students and teachers and non teaching staff were benefited in 2016, while the second camp by Ahalya eye care hospital in 2019 could extend its facility to society resulting in around hundred and fifty consultations. The NSS unit Visited Mahatma Janasevana kendram, Adoor in 2017 and the Old age home near Cherukole, in 2020. The students handed over collected dress materials and amount for food. It was a life changing experience to the students.

6. Problems encountered and resources required(147/150):

In order to understand and empathize with the needy, visits to hospitals and old age homes are done. Due to lack of time only a few visits were possible. Students as part of different programmes got the opportunity to visit and help people. Even though the college is 6 years old, it is blessed with two NSS units. Thus the maximum number of students ensures their participation. The rest of the students technically work in the environmental club and arts club but practically all are initiated to this practice.

During covid pandemic period the programme had its limitations of reaching the recesses of charity in its full philosophy. But programmes are done like supplying mobile phones to alappuzha after a newspaper challenge and awareness classes like Prevention of covid 19, third wave, by Mrs Suja P S (district education and media officer, alappuzha was done in 2021.