**V.V.Sangha’s**

**Veerashaiva College, Ballari**

**Best Practice- I**

1. **Title : Bridge Course**
2. **Goals**

* To provide adequate foundation in the core subject.
* To bridge the gap between subjects studied at the PU level and the subjects the students would like to study at degree level.
* To act as a buffer for the newly enrolled students.
* To build self confidence among the students by initiating a special drive in the bridge course.
* To equip with the knowledge and the confidence needed to take on bigger challenges in future.
* To remove confusion and wrong notion with regard to certain subjects considered as tough ones.

1. **Significance of the Practice**.

Through the set goals and objectives the college is creating awareness among the students who are in critical need in various aspects of learning. Such students are identified at the time of counselling in the course of admission and the initial classes of their opted courses. A team of lecturers are kept in the easy access of those students. These lecturers recognise their academic need and try to meet through teaching basic concepts of a particular subject in which the students stumbling to understand properly. The concerned teacher will clear all those stumbling blocks and making him feel comfortable in the subject which is new to him. These bridge courses help the new entrants to understand learning, supportive and other facilities available on the campus. At the same time, the students will be made aware of ethical values in terms of code of conduct.

1. **The Context**: Some of the students seek admission in various courses irrespective of their previous course and also different economical and sociological backgrounds. Such students are badly need of orientation to adjust themselves in the courses in which they joined. The students of this category are given a special emphasis in bridge courses to overcome the untold fear of the course. This mechanism of bridge course is effectively implemented to bring those students equal to the bench mark of the college.
2. **The Practice**: The college initiates to identify the target growth of students through various mechanisms such as counselling at the time of admission, orientation programme where in simple test are conducted to understand the level of learning capacities. Knowing the capacity of the student and his/ her level of learning he/she is advised to join in bridge courses which are specially planned by the college. These bridge courses are a tailor made according to the needs of the students. A special time table will be prepared by the concerned departments and curriculum will be delivered accordingly. The team of lecturers engage the classes. And also, expert faculty from local institutions will be invited if necessary. At the end of the course, a test is conducted to monitor how the students had benefited by the initiation of bridge courses.
3. **Evidence of Success**:- The efforts put in the implementation of bridge courses have yielded satisfying results. About 90% of the students joined for this course attended classes regularly with a great enthusiasm. The students have appreciated in the feedback at the end of the course.
4. **Problems encountered and resources required**: Being urban college many students are surviving on some part time jobs in the city. Some of the students struggle to meet the existing policies of the college. The rate of truancy is not so high and it will not affect the expectation of the bridge course. Conducting of the bridge courses is a challenge to conduct them in the afternoon hours excluding the regular academic time table. Many rural students are coming to the college at 8.00 am and continued to stay until 2.00 pm. These rural students are never the less hurried to their homes soon after their regular classes. This type of attitude among the students is major hurdle to conduct the bridge course. However, the college is striving to deliver its best to its stakeholders.

A small amount of grant is required to arrange bridge courses. Honorarium should be given to the experts invited from other institutions. Stationary is to be provided for conducting tests and maintaining records.

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Bridge Course

**V.V.Sangha’s**

**Veerashaiva College, Ballari**

**Best Practice- II**

1. **Title : Adoption of Differently Abled Girls**
2. **Goals**

* To provide education at free of cost with equal opportunities
* To make them self reliant
* To develop a feeling of equality
* To provide specific learning facilities
* To contribute for emotional well being of the students
* To remove barriers coming in the way of learning
* To develop the feeling of self respect
* To focus on social inclusion
* To organize special classes on need base
* To develop employability skills in response to the nature of impairment
* To provide distinctive study material which fosters their learning
* To develop self confidence
* To enhance efficiency in learning

1. **Significance of the Practice**: All human beings are not born with the same physical and mental abilities. About 2.5% of the population in India is having physical or psychological deficiency. This category of population needs special attention for their survival. They cannot do every activity on their own like normal human beings. But the attitude of people towards disabled particularly mentally retarded was not sympathetic a long time. The way at which they were treated was rather in human. They were considered as burden on the family. The potentialities within them were not recognized and allowed to blossom. In this way, the people of this category were cornered and neglected. But, now the attitude of the people towards this category of people has changed in modern welfare state. All citizens are given equal opportunities without any discrimination. Particularly, differently abled have been paid special attention with extra facilities. Taking care of disabled persons cannot be done by government alone or families of low income in which they are born. The responsibility of looking after divyanga should also be shared by other agencies in the society. As a part of it, the management of veerashaiva college adopted 04 blind girls and 01 girl whose hands and legs are not normal by birth itself. It is also the duty of higher educational institution to take up societal welfare activities in different forms apart from providing education.

The chairman and the members of college governing council resolved to pay fees from poor boys fund which is created in the college to provide free education to the children of disadvantaged groups. These 05 girls are provided free education with essential learning resources. Ramp is laid and wheel chair is arranged to take them to their classes in the first floor.

1. **The Context**: we are aware that physically disabled cannot take care by themselves in all respects. Some others must look after them at all times. If the economic condition of the family of such divyanga children is not bad their needs get satisfy without any delay. But the living condition of divyanga in poor class families is pitiable. That is why, lot of concern should be shown to the them and provide all basic necessities to live with self respect and dignity. In this context, the college adopted all the 05 girls to provide free education and to lay a strong base for their future life.
2. **The Practice**: IQAC informs the convenors of students welfare cell and mentor system to identify economically poor students and differently abled students as well. After receiving report from the convenors, the co-ordinator, IQAC, send a proposal to the governing body through the principal. On the basis of the decision of the chairman the deserving students will be adopted for the period of 03 years or till the completion of the course. About 05 girls are adopted under this scheme to provide free education with books, uniforms, scholarships and made a provision for their inclusion. All the teachers pay special attention for the complete development of differently abled students. The training will be organized by inviting specialized expert faculty to boost their self -confidence. Study material in audio form is supplied according to requirement. The teachers take extra classes to make them understand the subject thoroughly. In such extra classes preferable discussion and quiz learning methods are used for the easy understanding of the subject.
3. **Evidence of Success**: All the exercises addopted in the case of differently abled students gave a very good result. They studied hard and participated actively in curricular and co-curricular activities. The facilities provided at all levels and in each circumstance are utilized properly for the growth and sustenance. Percentage of results in all the previous semesters is always appreciable. The participation of these girls in IAS/ IPS coaching classes is highly remarkable. They listen to the talks of subject experts with a greater interest and record it in their mobiles to listen on other days when they feel it necessary. The level of confidence and performance has improved considerably at the end of the first year. They attend all the classes regularly.
4. **Problems Encountered and Resources Required**: Commutation is a major problem. Secondly, scribes do not come in time for writing the examination. After writing two or three papers they express inability to continue their service as a scribe for unexpected personal assignments. The syllabus is not uniform in all the universities. Because of this reason, Audio visual aids covering the entire syllabus are not available in the market. They need assistants to read out the study material. This method of grasping the subject content does not serve the purpose. Brail script on prescribed syllabus is difficult to get as agencies concerned do not show interest to produce such scripts as only a few purchase them. However, the teachers take care in making them to understand the subject satisfactorily. A separate budget is to be earmarked to provide more learning facilities to the students of this category.

Bridge Course