



Acharya Pathasala Evening College of Arts & Commerce



Affiliated to Bengaluru City University

Narasimharaja Colony, Bangalore-560 019, India.

NAAC RE-ACCREDITED With "B" GRADE

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7.2 Best Practices

Practice 01

INTERNALIZATION OF VALUES THROUGH CURRICULUM

Objectives of the Practice

1. Internalizing values is the main spirit of imparting education.
2. Institutional accountability towards society.
3. It intensifies the mobility of ideas and people in the education field.
4. Helps the students in achieving their dreams and goals of life in an appropriate way.
5. Adds value to human life and support the cause of an institution.
6. It helps in development of an institution-a means to comprehend its vision and mission.

The Context

- The institution has an history of more than five decades. It was started by the founder Sri. N. Ananthachar with a sole aim of providing education to the socially and economically weaker section of the society. It also catered to the needs of those who had discontinued education due to various reasons. Mere imparting curriculum to students considered as artificial and stereotyped exercise. Students come from all walks of life particularly from lower strata of society. Many would be first generation learners in their families. It was and is a challenge for the institution to instill values in the students who were raw and learnt everything for a specific purpose of either getting jobs or for promotion. So the institution came up with a vision of integrating value oriented education through varied practices using their curriculum. This context initiated the institution adopt a practice of internalizing values through curriculum.

The Practice

- The college has around 280 to 300 students in the degree programme on an average with slight fluctuation. Most of the students are employed in small firms or run small business of their own. Internalisation of curriculum is an easy task as life had already taken on these students on the emotional and other experiences in their life. They would have experienced all the peevishness, relationship and social issues in their respective lives. Direct method of curriculum delivery which is followed in the class room through teaching helps them directly comprehend and respond to these issues very easily.
- Values essential for democratic citizenship are required to be implemented through internalised internal curricular practices such as celebrations of national festivals, promotion of national integration through seasonal festivals a programme of celebrating ethnic day, arranging lectures and other cultural events like debates, essay writing, fashion shows, cooking and rangoli competition. Discussion of social values and issues at the meetings and lectures of health camps and NSS meet help the students internalise the prescribed values in them. Activities such as internships complement this curricular aspect. Feedback from students and teachers on curriculum is always taken and most of the times it is found favourable. Organising programmes of greater importance like talents day and other national festivals are subjected to experience with greater organising skills for the students. Lectures on important issues of value system are frequently organised by the concerned departments too. NSS which is self-financed is run by the college, organises various programmes like camps, special lectures and health camps which exposes students involve in external activities which also forms the part of curriculum. Many of the text books in literature deal with the essence of humanism, integrity, social conscience and human love. These are in the form of stories, poetry, novels and essays. The literature classes help student internalise the essence of these values, quest for excellence and love towards life. The Non-core subjects help directly to discuss the issues and interact with them of social importance.
- When it comes to testing and evaluation, the same cannot be expressed in English which is lacuna of many of the students. Teacher training in this regard should be provided in a comprehensive way so as to achieve success

in this practice. Lest this practice only remains with one or two teachers in the lot and doesn't serve the purpose in attaining the prescribed objectives.

Evidence of Success

There is a significant change among the students towards open-mindedness and egalitarianism.

Evidence of success is seen in the amount of indiscipline in the college has almost come to nil which is a sound proof for the internalization of the basic values in the curriculum.

No cases of sexual harassment and ragging have been reported from the past several years which also are a strong evidence of success.

This practice brings a kind of spiritual values to face the challenges of life for many of the students who has internalized the values of the curriculum.

One example I would like to mention is about-

YOGESH- yogabandhu prashanth-Founder and director of OJAS YOGA ACADEMY. International Yoga teacher, laughter therapist, marmatherapist, sound healer, masseur, acupresurerist. www.ojasyogaacademy.com/ For his video on you tube click- <https://youtu.be/kCa-PeFwSK0>

A large number of students get admitted from Vidyapeetha which gives degrees and post-graduate degrees in Sanskrit. Such students join evening college for their regular degree who easily internalize the curriculum in an easy manner and also inspire others to inculcate values in them. Girls have shown greater interest in post graduate studies and also aspire to taking up teaching as their profession.

Problems Encountered and Resources Required

The problems encountered are many but not without solutions. Recruitments happen from time to time but there is no proper guidance on this method of teaching. This is basically a philosophy in which a teacher has to adopt the art of internalization of the curriculum in the students. Mere degree of the teachers wouldn't be sufficient to cater to the real needs of the students.

The subject we teach should be practically and relatively disseminated so that the student gets knowledge to use it in real sense. But the present situation is quite different that we see around that student pursue degrees for the sake of certificates.

A proper training in this regard to the teachers is deserved so that the teachers use their skills to work towards internalizing the curriculum with proper tools in the teaching learning process.

This may need resources which is lacking in many institutions for the purpose of using different alternative methods of teaching like field trips and experiential based teaching.

Notes

- In general, the best practices in H.E.I Best are the wide range of individual activities, policies, and programmatic approaches to achieve positive changes in student attitudes or academic behaviours. The NAAC has also brought out publications accordingly with the Peer Team Reports of the select best institutions accredited with higher grading (2004). The best practice benchmarking approach is an inductive approach to quality management in higher education institutions with a focus on practice and continuous improvement.
- The four basic tenets of any best practice are as follows: -
 1. Teacher Clarity.
 2. Classroom Discussion and interaction.
 3. Feedback on curriculum.
 4. Formative Assessments.

The higher education institution should concentrate on these tenets seriously to achieve the desired goals as we at A.P.S Evening College of Arts and Commerce are striving hard for strong implementation.

The University should improvise upon the Assessment and Evaluation of answer scripts of the students which has entirely become fraudulent in its execution. It has to come out with clarity in framing rules and regulations in selecting the valuers and the actual execution of the practice. A seniority list of valuers and reviewers has to be evolved and junior teachers are to be trained in the evaluation process which otherwise the sufferers would be poor students.



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7.2 Best Practices

Practice 02

FINANCIAL ASSIST TO THE DESERVING STUDENTS BY THE INSTITUTION

Objectives of the Practice

- To motivate the students coming from rural background with poor economic background.
- To save the students from discontinuation of their studies owing to poverty.
- To support financially all the deserving poor students without any discrimination of caste, creed and religion.
- To inculcate the values of bounteousness and a sense of belonging among the students.
- The beneficiaries should treat the needy with the principle of providing a helping hand without prejudice.

The Context:

The gracious objective had faced challenging troubles in its designing and implementation. The college struggled a lot in deciding the eligibility criterion for the aid. After comprehensive discussions with students and teachers, it was decided to extend financial help to all the students with poor social and economical background. With this intention, the institution developed a proposal with the initiative to extend various kinds of assistance to the students. Two of them were the financial assistance from the Social Welfare Department of Government of Karnataka and other few are from Non-Government organizations. Students of our institution belong poor economic and social background. Though they are employed, they get a meager amount as salary which doesn't even meet their basic requirements. This reduced in the admission

of the students and the discontinuation of studies in the institution. Hence the institution evolved a strategy for financial assistance to the students.

The Practice:

In and around areas of the college, there have been people into despondent conditions of dismal poverty, illiteracy and ill-health. In a situation sending their children for higher education became a far off thought to many economically and socially poor families. Though sometimes, they do endeavor to admit their children to colleges, they are unable to give sustained financial support due to weak financial condition. So, it is evident that without financial support from an external source, the youth cannot hope to complete their higher studies. So the institution has evolved a practice in the following manner: -

- Government Scholarship from Social Welfare Department to students belonging to Scheduled Caste and Scheduled Tribe.
- Government Scholarship from Social Welfare Department to students belonging to Other Backward Categories.
- Endowment prizes in the form of cash for the meritorious students.
- Tri-decennial cash prizes to encourage the students perform well in their studies.
- Free ships play a major role in admitting the students to the institution.
- Installments to deserving students to clear the fees
- Arpana: - trust which gives financial assistance to deserving students.
- Sarthaka:- awards cash prizes to the students.
- Kuchalambha trust awards cash to the deserving and meritorious students of the institution.

Evidence of success: -

The evidence of success that can be drawn towards this practice are as follows: -

- a. The admission rate of the institution always has a steady growth or hasn't come down drastically.
- b. The parents of the student's express satisfaction over this assistance.
- c. Many such students who have received this kind of assistance have grown to be responsible citizens.
- d. A large number of students have joined master's degrees pursuing either masters in arts or masters in commerce degrees.

e. Student progression has gone up over the years.

Problems Encountered and Resources Required

Students who do not attend classes cannot be given proper information about the dates of scholarship.

Online applications are to be filled with OTP on their mobile which requires the help of the college staff on time. This is a major hurdle in which the student does not attend to it on time and lose the opportunity some times.

Otherwise there are no major problems faced by the institution.