

**BEST PRACTICE -1**

**Title of the practice: Remedial Teaching and Enrichment class**

About the Institution

Name of the Institution : Smt. Jawala Devi College of Education, Sanghol

Year of Accreditation : 2016

Address : Lord Rana Edu-City, Cordia Group, Sanghol .

Grade awarded by NAAC : B++ (CGPA : 2.84)

E-Mail : [iqacjawaladevi@cordia.edu.in](mailto:iqacjawaladevi@cordia.edu.in)

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**Remedial and Enrichment Programs**

The remedial and enrichment program serves as one of the avenues in achieving excellence. The remedial program provides additional support and instruction in content-area pupils whose academic performance is below what is expected and to provide learning support to pupils who lag far behind their counterparts in academic performance. Referrals for remedial support are usually initiated by the subject teacher. After remediation, the remedial teacher meets with the committee to share observations and instructional support results. At this time, if it is felt further evaluation might be beneficial, the remedial teacher initiates diagnostic testing so that strategies and accommodations may be planned and implemented to benefit the student.

The Enrichment Program aims at identifying the gifted and talented students and provides them with appropriate assistance through different enrichment activities and programs that will cultivate and hone further their special talents and skills. We constantly look for opportunities in the local area to inspire, enrich, and challenge our talented students, for example, taking part in sport tournaments, cultural events, and local and national competitions.

**A. Remedial Program**

The college organizes remedial classes for students who do not perform well in the internal examination. These students are identified on the basis of their understanding and abilities of comprehension and



performance in oral/written tests, assignments and seminars. Additional help to these trainees is rendered through remedial teaching, easier assignments, problem-solving sessions, revisions and interactive discussions and through personal mentoring by the teachers concerned. The students are also given advice after class hours under remedial classes and are motivated by providing simple and direct learning material.

### B. **Enrichment Program**

Enrichment classes are conducted for advance learners as well. These students are encouraged to adopt self-study methods for enrichment and remediation. They are exposed to both digital as well as traditional resources for enrichment. Brainstorming sessions, projects, seminars and discussions are organised to nurture their creative abilities.

Peer group learning, quizzes, essay writing competitions, Decision Making Exercises etc. are some of the activities organised for these students.

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### **BEST PRACTICE - 2**

#### **Title of the practice: Mentor Mentee System**

The distinguishing feature of teaching learning process at SJDCE is Mentor-Mentee System. **Mentorship** is a relationship in which a more experienced or more knowledgeable person helps to guide a less experienced or less knowledgeable person. The mentor may be older or younger than the person being mentored, but she or he must have a certain area of expertise. It is a learning and development partnership between someone with vast experience and someone who wants to learn. Mentorship experience and relationship structure affect the "amount of psychosocial support, career guidance, role modelling, and communication that occurs in the mentoring relationships in which the mentors engaged.

Mentor Mentee programme for B.Ed and D.El.Ed. class was organized by Smt. Jawala Devi College of Education, Sanghol, Fatehgarh Sahib, in order to sort out the academic problems of the students and to counsel them regarding the issues concerned with their studies. Principal Dr. Pinki Rani Kamran



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addressed the students on the subject. During the programme selected mentor from M.Ed. class interacted with the B.Ed and ETT students. To provide the personal attention to B.ED and ETT students, Students were assigned to the small group of 10-11 students and each group was under one M.Ed student. Mentors tried to solve the problems of B.Ed and ETT students by sharing their valuable experience. During the programme Strengths, weaknesses, opportunities and Threats (SWOT) analysis was also conducted to overcome the weaknesses of the students. Students responded in positively and demanded to conduct the next Mentor Mentee programme.

\*\*\*\*\***Thanks**\*\*\*\*\*

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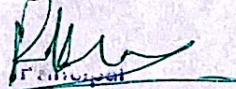
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