



# SIKH NATIONAL COLLEGE

QADIAN (DISTT- GURDASPUR)

(RE-ACCREDITED WITH 'B' GRADE BY NAAC , BANGALORE)

(AFFILIATED TO GURU NANAK DEV UNIVERSITY ,AMRITSAR)

(MANAGED BY SIKH EDUCATIONAL SOCIETY,CHANDIGARH)

## Best Practice 1: Mentoring Programme

**Title of the practice:** *Mentoring Programme*

- 1. Objectives of the practice:** The goal of the mentoring program is to help students from different socio-economic backgrounds. These students often face challenges that they may not want to talk about in the open. Mentors have the most important roles, as they are the ones who advise, guide, and motivate. On top of that, a trusting and confident relationship is formed between the mentors and their mentees. Mentors are required to show empathy and patience in order to understand the kids' problems. Besides, they also provide information on student empowerment like scholarships and job opportunities that can support them.
- 2. Context:** The normal issues with students are personal, financial, academic, health-related, and domestic problems that the mentors may meet. They maybe have the reasons for not sharing their problems, so they are most likely to have emotional distress and get frustrated. The goal of the mentoring programme is to promote the creation of a safe surrounding where students can easily get advice from their counselors. The program also refers students to the college's professional counselors as the need arises.
- 3. Practice:** Our institution has appointed a committee that is responsible for the mentoring program, with the convener as the head. Each mentor is paired with 20 to 25 students as mentees. This committee is in charge of the division of the students to the different mentors. Frequent meetings are held between the mentor and the mentees to foster communication and support. The mentor gets the necessary details from the student participants such as their contacts, their goals, and the challenges along the way. Moreover, talks can also include key elements of education, such as behavior, punctuality, attendance, and exam rules. Mentors play a key role in motivating students and providing guidelines in various areas such as time management, stress management, and distraction elimination. During the interaction, Mentors

document their observations and also develop a shared action plan to guide the students to enhance their professional growth. Teachers always remind students to participate in sports and extracurricular activities, to increase the sense of responsibility, and to adhere to personal hygiene. In addition, mentors suggest students certain career choices to help them make educated decisions about their future paths.

- 4. Evidence of success:** The scheme has served as an essential bridge between students and the college through this academic session 2023-24. It has offered crucial support to students during times filled with uncertainty. The college has made students aware of various scholarship programs available from both internal and external sources, providing them with the necessary guidance to apply. In addition, students have been motivated to engage in a range of co-curricular and academic activities, fostering a more holistic educational experience. Furthermore, students are now involved in election-related activities through the Systematic Voters' Education and Electoral Participation (SVEEP) initiative. This involvement not only raises their awareness of civic responsibilities but also helps develop their leadership and organizational skills. Overall, the scheme has proven to be a strong support system for students during these unprecedented times, ensuring they remain connected and engaged with their college community.

- 5. Problems encountered and resources required:**

During the process of assigning student mentees to their mentors, challenges arose due to uneven student-teacher ratios across departments. While efforts were made to match students with mentors within their respective departments, this was not always possible. As a result, some students were assigned to teachers from different departments. This led to varied mentorship experiences and potential gaps in subject-specific guidance. Additionally, the tight lecture schedule created significant time and space constraints. These limitations made it hard to organize formal mentorship sessions that could run simultaneously for all students. Each mentor conducted their meetings based on their individual timetables. Since students often came from different subject combinations, the scheduling complexity increased. Each mentee had to attend various sessions with different mentors, which could create confusion and reduce the effectiveness of mentorship.

## **Best Practice-II:**

### **Title of the practice: College Property for Public Service:**

#### **1. Objective of the Practice:**

The objective of this practice is to utilize the college's playgrounds for the betterment of the local community by promoting physical fitness, healthy lifestyles, and sportsmanship. The initiative aims to provide a free and accessible space for individuals of all ages to engage in physical activities, ranging from jogging and yoga to competitive sports, thus fostering overall well-being and creating opportunities for talent development in various sports.

#### **2. Context of the Practice**

This practice takes place at a college that has decided to open its playgrounds to the public during non-college hours. The initiative is designed to serve as a community resource, allowing individuals from the surrounding area to engage in fitness routines, practice sports, and participate in social and religious events. The college provides these facilities at no cost to promote health and fitness among local residents, while simultaneously addressing the challenge of utilizing idle resources when not in use for academic activities. The practice operates in the morning (4:00 am to 8:30 am) and again after college hours (4:00 pm to 8:30 pm), giving flexibility to people of various schedules, from early risers to those with evening commitments.

#### **3. Practice**

The practice involves opening the college grounds to the public before and after regular college hours. Individuals from the community, including men, women, and children, are encouraged to use the college's track, sports fields, and gymnasium. Activities range from jogging and walking to sports like football, cricket, volleyball, badminton, Kabaddi, and track events like racing, high jump, long jump, and hammer throw. Yoga enthusiasts also practice in the open spaces, incorporating breathing exercises (Pranayama) and body postures (Asanas). The facilities are available for free and include the provision of water, electricity, and separate restroom facilities for men and women. The college also hosts social and religious programs in the evenings, using the grounds for gatherings and rallies, thereby fostering community engagement.

#### 4. **Evidence of Success:**

The success of this practice is demonstrated through high and consistent attendance at the college grounds during the open hours. The initiative has successfully encouraged physical fitness, with a wide demographic of the community—children, adults, and seniors—participating in various activities. Regular use of the facilities by athletes and sports enthusiasts has led to the development of a new generation of talent, with several individuals achieving success at district, state, national, and international levels.

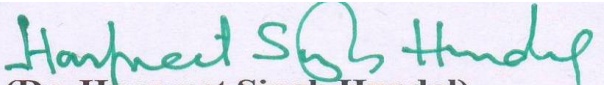
The overall impact of the practice is evident in the improvement of local health outcomes, the fostering of sports talent, and the social integration of community members through shared physical activities. The constant flow of people into and out of the college grounds further validates the program's popularity and sustainability.

#### 5. **Problems Encountered During the Practice:**

While the practice has proven successful, it has not been without its challenges:

- **Maintenance of Grounds and Facilities:** There were concerns regarding the wear and tear of the facilities due to high usage. Ensuring the college grounds remained in good condition required regular maintenance and the allocation of resources.
- **Security Concerns:** There was an initial risk of damage to the college's buildings and equipment by unauthorized individuals, especially children and teenagers who might not be fully aware of the rules of usage. There was also the potential for antisocial elements to misuse the open spaces.
- **Logistical Issues:** The provision of essential facilities like water, electricity, and clean restrooms posed logistical challenges, requiring careful planning to ensure that adequate services were available during the open hours.
- **Funding for Sustainability:** Ensuring that the practice could continue in the long term involved securing sustainable funding for the maintenance of the grounds and facilities. Some community members were sceptical about the use of resources for a public service that might not provide direct financial returns.
- **Community Perception:** Initially, some members of the community questioned the utility of this initiative, believing it would not be appreciated or would lead to misuse of resources. Overcoming this scepticism required time and persistence in proving the benefits of the practice.

Despite these hurdles, the determination of the college management, community leaders, and other stakeholders helped in overcoming these challenges and successfully establishing the practice as a community asset.

  
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