



## **KASTHURBA COLLEGE FOR WOMEN, VILLIANUR**

(Run by the Pondicherry Society for Higher Education & Fully Funded by the Government of Puducherry )  
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### **AQAR – 2019-2020**

#### **Best Practice – 1**

##### **1. Title: Admission of Students to the Programme under CENTAC**

**2. Goal** To ensure maximum enrollment of students in all the programmes offered across the four districts (Pondicherry, Karaikal, Mahe and Yanam).

**3. The Context** The Government of Puducherry in the year 2016-2017, decided to bring the admission process for all its Government and Government run Society Colleges in the U.T of Puducherry, viz., Professional, Arts and Science, Fine Arts, Education, Hotel Management and Diploma courses as well as “Government Quota Seats” in Private and Unaided Professional Colleges, including minority colleges, under one umbrella ([www.centacpuducherry.in](http://www.centacpuducherry.in)). This decision to centralise the admissions under the banner of the Centralised Admission Committee (CENTAC) was taken so that all the students belonging to the U.T of Puducherry could obtain an authentic and comprehensive list of all the colleges and courses offered by the colleges listed within. It provides greater awareness of the different courses that are available to which a particular student might be eligible. It makes the admission procedure much simpler, saves resources in terms of capital, travel and manpower and discounts human error.

**4. The Practice** The U.T. of Puducherry comprising Puducherry, Karaikal, Mahe and Yanam, runs six government and four government aided Society Arts and Science Colleges that are situated in both, urban and rural areas. Together, in one academic year, they admit students to 28 different courses leading to three year B.A., B.Sc., B.Com., B.B.A. and B.C.A. degrees. All the courses are affiliated to Pondicherry University and have been accredited by NAAC. These colleges aim to reach out to diverse sections of the society to provide equal opportunities for education and offer an excellent platform for the students to strive towards rewarding experiences and opportunities.

The Principal of Kasthurba College for Women holds the additional charge of the City Centre Office of CENTAC in Pondicherry.

Admission to Arts and Science Colleges is made in two modes as below:

1. Regular Mode-Direct Entry based on H.Sc.(+2) or its equivalent qualification with additional eligibility conditions where applicable.

2. Lateral Entry Mode-to 2nd Year based on Diploma in Polytechnic as qualification with additional eligibility conditions where applicable - Number of vacancies might be subject to change.

### **5. Evidence of Success**

- Higher rate of enrolment of students
- The number of students enrolled in each department increased from 40 to 60 (sanctioned strength)

### **6. Problems Encountered and Resources Required**

- Long process delay in allotment
- Student from rural area need to be given more awareness about the online process to minimise the number of errors while entering data.
- Help desk centre in government schools and colleges at free of cost need to be established.
- Wider publicity of the establishment of the help desk to be made.

## **Best Practice – 2**

### **1. Title: Mentoring System for the Students**

**2.Goal** The aim of the System is to guide the students and to optimize their academic, social, personal and psychological well being during their course of study.

**3. The Context** Students enter higher education during their post adolescent stage of life. Changing social dynamics, technological development, difficult and disadvantaged family backgrounds, have a great impact on the students thus, increasing the challenges in personal and academic life coping abilities. Hence, students need someone to guide and mentor them in decision making and problem solving skills.

**4. The Practice** Each teaching faculty has to mentor 10-14 students throughout their course of study in the college. The teacher after analyzing the students' family background, personal and academic skills, guides, supports, motivates the students to increase their learning potential. The teacher meets the parent and explains the mentoring process to them, thus explaining the importance of a family's responsibility and cooperation in mentoring of the students.

## **5. Evidence of Success**

- The teachers being mentors gained more understanding of the psychosocial background of the students, thus increasing the scope of identifying the areas which need, to be strengthened for the overall well being of the students.
- Mentoring decreased the drop-out rate especially among the students who are vulnerable towards discontinuing higher education. The teachers make home visits whenever there is absenteeism for a period of more than a week and when there is no response when contacted telephonically.
- Mentoring developed coping strategies to deal with personal, social and academic challenges of the student during their study period as well as for the future.
- During COVID-19, the teaching faculty were able to continue in rendering the same support through the mentoring system

## **6. Problems Encountered and Resources Required**

- Gender barrier: Women students find it easier to communicate with the same gender teacher rather than with the opposite gender.
- A few students find it difficult to express their difficulties despite the teacher being open to accommodate individual differences.
- A training session on professional Counselling and Guidance will boost the capacity of all the teachers, and thus, increase the standard of individual care and attention

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Principal