

# BEST PRACTICE: 1

## Title: Preparatory Pathway

### OBJECTIVES:

1. To bridge the gap between school and collegiate education.
2. To prepare the students for a classroom atmosphere in which English is the medium of instruction.
3. To help them acquire the basic LEARNING-SPEAKING-READING-WRITING skills.
4. To enhance students' communication skills by developing active listening, presentation delivery, audience engagement, and real-world application in both professional and personal contexts.
5. To help the students understand the vision and mission of the college.
6. To incorporate holistic values and cultural practices influenced by Jesuit traditions among the students

### THE CONTEXT:

St. Xavier's College Burdwan offers "**Preparatory Pathway**" course every year to the undergraduate students before the commencement of the First Semester from the inception of the college (i.e. 2014). It is an innovative and ingenious one-week to 10 days programme opted by the college authority to acquaint the students with the aura of the college life. It is a curriculum offered to college students to prepare them for intellectual challenges that they are about to face. The course act as a buffer for the new entrants with an objective to provide adequate time for the transition to hardcore of degree courses. This gives them a breather, to prepare themselves before the onset of their graduation programme. During this interaction of these days with the faculty members and the classmates, the students will be equipped with the knowledge and the confidence needed to take on bigger challenges in future and get opportunities.

After the end of the **Preparatory Pathway** programme, the students feel more confident in sharing their thoughts and are also oriented with their Departmental and College culture. They also enjoy the warmth of a college classroom environment after the closure of their schools.

## THE PRACTICE:

The **Preparatory Pathway** is conducted every year, at the initiation of the academic session before the inauguration of the honors classes. The syllabus typically covers a range of topics aimed at helping new students acclimate to campus life, academic expectations, and support services available.

### **SYLLABUS FOR PREPARATORY PATHWAY:**

**Introduction:** Induction to the vision and mission of the college, emphasizing on Jesuit values for nurturing holistic development and Campus tour highlighting key locations (Laboratories, Seminar Hall, Library, E-resource Room, Smart Class room, Student Common Room, Canteen etc.).

**Academic Orientation:** Overview of Academic Programmes, Library Services and Resources, University Syllabus Structure and CIA System, Grading system and Attendance procedures.

**Campus Ethos:** Conduct Guidelines and Communication Etiquette of College giving focus on maintaining respectful conduct in all interactions.

**Transition to College Life:** Balancing academics, social life, and self-care and mental health awareness and resources.

**Social Outreach: Extension Services:** Achieving the objectives of Jesuit education especially creating men and women for the Society and incorporating a sense of social justice and social concern among the students through exposure.

### **Specialized workshop on LSRW (LEARNING-SPEAKING-READING-WRITING) Skills**

**Listening:** Making the students listen to audio clippings and question answer session based on it, concerned teacher can read out passages or poem or short story and ask question on them, Students listen to a text and answer in their own words.

**Speaking:** Self Introduction Group Discussion, Extempore/Debate on contemporary issues, creating a story from a sentence, Declamation and summarizing a text.

**Reading:** Newspaper Reading, Poetry Reading with proper emphasis, Dialogue reading from Play text and Reading Comprehension and answering.

**Writing:** Paragraph writing, Formal letters, emails, writing leave applications, letters asking for certain permission, Resume Writing, Summary Writing.

Students are grouped into advanced, average, and slow learners based on evaluation. Professors from English and other departments conduct classes on language skills and organize orientation programme syllabus accordingly to foster a supportive atmosphere for the fresher. Here, the professors mainly tried to set an amiable atmosphere and build a nurturing ambience amongst the first semester students.

Students are also encouraged to participate in group discussions and posed with various interactive sessions so that they feel propelled to come forward and establish their opinion in a forum, shaking off their hesitation and shyness. The professors try their level best to accommodate the students with the aura of college life and get acquainted with how college functions and what is expected from a Xaverian. The students are introduced to various co-curricular activities and were launched and given a taste of what intellectual challenges they are going to face in the upcoming three years.

In a nutshell, the **Preparatory Pathway** is an exquisite event and an avant-garde pursuit to approach an all-round development of the students and build a bridge to connect and fasten an everlasting bond.

**EVIDENCE OF SUCCESS:**

<b>Year</b>	<b>No. of Students</b>
<b>2023-24</b>	<b>174</b>
<b>2022-23</b>	<b>218</b>
<b>2021-22</b>	<b>173</b>
<b>2020-21</b>	<b>256</b>
<b>2019-20</b>	<b>187</b>
<b>2018-19</b>	<b>162</b>

1. Enhanced English language proficiency in LSRW.
2. Cultural and academic orientation to ease transition from school to college.
3. Confidence building through interactive sessions and activities.
4. Individualized learning support based on merit and proficiency levels.
5. Preparation for academic rigor through acquisition of essential skills.
6. Increased confidence to give PowerPoint presentations, student seminars etc.

#### **PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED:**

1. **Variability in English Proficiency Levels:** Students joining the college, come from diverse linguistic backgrounds and educational mediums, leading to a wide range of English proficiency levels.
2. **Limited Access to Multimodal Learning Resources:** Some students may have limited exposure to diverse mediums of learning, hindering their ability to effectively engage with preparatory pathways focused on reading, writing, listening, and speaking in English.
3. **Assessment of Progress and Individualized Support:** It can be challenging to accurately assess the progress of students in developing English language skills within a heterogeneous student population and provide targeted support accordingly.
4. **Late Admission:** Difficulty of the late admitted students in the college who cannot be a part of this preparatory pathway course which takes place in the first seven days of the commencement of college for first Semester, due to their late admission.