

Engaging in Exam Prep:

Major part of February involved preparation for the exams. It began with a preparatory exam that involved the full length question paper on the patterns of the board. Evaluation criteria followed the board pattern and the feedback was shared with the students. We are happy to note that students showed substantial progress in their scores and also in their ability to write lengthy answers. Many students have shown marked improvement in their arguments in the essay type answers. We also note significant improvement in their composition skills. Overall it was one of the routines of preparation and we are happy to make the best out of it. It was a good exercise for the students who are undergoing their first board exams after Covid.



Nurturing Learners For Success:

Teachers were involved in a continuous mentoring process during the 20 days of preparation in February. One group involved students attending 8 hours of special classes that were completely focused on preparing them for the exams. They not only underwent clarifications on certain topics but also wrote length model paper answers. This was an initiative taken by the teachers to ensure that the students are thorough before they appear for the exams. Another group interacted with the faculty virtually to optimise their time management and learning experience. Their preparation involved responding to the model answers while they prepared for the exams. They had to submit the same for their hall-tickets. We are happy to note that our students responded maturely to these challenges.



Continuous Professional Development Programme:

Continuous Professional Development Programme: The demands of the Humanities Programme are such that it requires a lot of preparation. This preparation is not only at the level of mental and intellectual involvement with the subject being taught; it majorly involves philosophical inquiry into the subjects we teach. The week-long interaction between February 13th to 17th inquired into the philosophical concepts of 'objectivity', 'what is knowledge?', 'how do we know what we know' etc. These concepts make up a major part of the special course that students undergo called 'Perspectives'. The inquiry essay that students are expected to write in any one chosen area of knowledge through these classes will become an important part of their profile and portfolio. This will certainly benefit them in their application process to top universities. This week long continuous professional development was involved in this.





Annual Reflection:

Annual Reflection: At JAIN College, the academic programme doesn't add a full-stop immediately after the exam. We consider the vacation a very important component of a student's progress. The vacation is a potential time for adding a few credits to the student portfolio. Towards this, we have a planned Reflection Days dedicated to excellence in the field of humanities. It will involve planning for digital badges, internships, and also reflecting on the year gone by. It's also a unique opportunity for students to interact with founders of the institute and share their views, thoughts and ideas.

