

CAMPUS BUZZ

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JAIN College Repositions Future-Ready Humanities Programme

The humanities are part of an interconnected world that yields a broad, deep education preparing 21st-century career readiness. The humanities is vast by design and its scope in education is equally capacious.

With a need to understand, experience, facilitate, integrate and reflect upon human existence, its evolution, intellectual hereditament, life transitions, and universal calling, JAIN College introduced and inaugurated the pre-university humanities programme at its V V Puram campus on 30 June 2022.

Powered by Knowledgeum, the humanities programme is a fine blend of learner-centred curriculum and pedagogy. The highly engaging and intellectually stimulating 2-year programme is planned by expert researchers and industry practitioners with an exhaustive course structure and 'competency pathways' such as the Speechcraft programme, life skills education, and digital badging. These pathways help students lay a solid academic foundation with enriching skills that are beneficial for a lifetime.

Dr. Chenraj Roychand, Founder Chairman, JAIN Group graced the inaugural event of the humanities along with Ms. Aparna Prasad, Founder, Knowledgeum as chief guests. At the commencement of the event, Dr. Roychand addressed the students and stated, "It's not college life, it's an ecosystem. You get 24 hours and you have to organize the same." He urged the students to collect, learn, understand and articulate the information to succeed in their endeavours.

Expressing her vision to reposition the humanities programme as one of the most demanding and future-ready programmes in the education sector Ms. Aparna Prasad said, "We all are co-creators of a new beginning. Let us dream big, shape our aspirations, and give wings to our imagination to set our goals in the right direction. It's time to break the mould about the humanities programme, and prepare for a bold new future of study and work!"



Following the exciting inaugural day, various sessions on topics such as 'relevance and dimension of humanities,' 'grooming and etiquette', 'research literacy', 'importance of life skills', were held, wherein the experts and faculty members motivated and guided students on various aspects.

The week-long orientation programme concluded with āvṛtti, where students showcased their oratory, singing, and dancing skills and had a model exhibition. The models included Shakespeare's global theatre, Piaget's theory of cognitive development, Nationalists of India, Separation of Powers: Legislative Oversight, Acclimatization, Bobo doll experiment, Inspirations from Konark, left brain-right brain theory and many engaging topics.



English by Mr. Jagadish Chandra

English Literature in JAIN College's humanities programme aims to complement the overall curricular intent. The curriculum intends to develop critical thinking and analytical strategies. In the first stage of the English curriculum, students explored critical reading of a literary text. One of the important focus points was to respond to texts personally rather than being distant and 'official' about it; we also created a reading list to pursue as one of the core components of the programme. Apart from the aforementioned, our focus was also on language accuracy, writing skills and text-based exercises.



Sociology by Ms. Anamika Deb

Stage 1 of sociology is theoretically dense and pertains to relevant analogies and case studies. For instance, students were encouraged to examine a key sociological thought of 'three stages of society' by Comte through a recommended case study on the US policy on stem-cell research. Various works of Indian sociologists were analysed through significant models of 'integration' and 'assimilation'. The sessions were designed to promote inter-disciplinary interaction among students in developing an algorithm that reflects the sociological conditions; or looking at literary pieces as a reflection of a section of society.



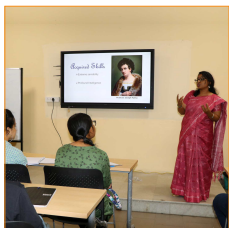
Psychology by Ms. Chandana

As the PU Humanities students were introduced to the subject for the first time, their prior knowledge was assessed in the initial classes. While the students' doubts were clarified with absolute attention, they also engaged in quizzes and presentations that helped retain their interest and curiosity. The self assessment of personalities helped the students understand the experimental methods of the subject. Instilling inquisitiveness and alertness, the frequent question-answer sessions prompted students toward a persistent thought process. The emphasis was on additional reading, repetition and reflection.



Political Science by Ms. Ipsita Banerjee

The Political Science discipline is vast and requires practical understanding. Considering the same, the students were involved in various collaborative and student-centric lectures. Inculcating a better and deeper understanding of the subject, the mock tests not only helped students solve their doubts but also helped them assess their knowledge. Moreover, the tests and engaging classroom discussions helped students gain the essential confidence to study Political Science. The variety of quiz sessions, case studies and PPTs helped students understand the different concepts. The overall constructive approach to teaching also involved the lab activities that helped the students analyse and understand different topics of the subject. The other stimulating activities involved asking questions based on high-order thinking skills and focused reading skills.



History by Ms. Vandana

The general pedagogical method applied in these classes was an amalgamation of teacher-centric and student-centric methodologies. Upholding points of observation, the students were given reading assignments. The collaborative lectures with PPTs helped create interest and better understand our history. The invigorating lab activities and case studies inspired students to share their perspectives. The stimulating teacher-student discussions not only aided in gaining a better grip on the different topics but also ensured their focus in the classroom.



Economics by Dr. Abhishek Venkateshwar

Economics is the study of scarcity and choice. In order to lay the foundation, students were given scarce resources and instructed to create a model in 1 hour. This activity ensured students understood the importance of choice and managed to develop a model with scarce resources and time. Economics was introduced to them through real-life situations. The theory was further drawn from such illustrations and experience. Students also got a teaser about statistics and were encouraged to represent the data graphically. It also emphasised that Economic Times serves as the de facto textbook in real life while the course textbooks always help understand the basics.

Skills And Competency Enhancement Through The Speechcraft Programme

The Speechcraft Programme arranged for the PU Humanities students acted as a confidence booster dose for inculcating public speaking and communication skills. Listening to the expert Speechcraft Toastmasters, the students got motivated to acquire efficient communication skills to succeed as communicators and speakers. The Speechcraft Programme was a unique experience for all the students. The toastmasters revealed many vital tips on how to be a better listener, speak on stage, appear confident through body language and hold the audience's attention. The students' incredible involvement and excitement indicated that they were keen on attending the upcoming sessions of the Speechcraft Programme!

Student Experiences – The Beginning of a Memorable Learning Journey



Swara Sushmi Rao

From the exciting Freshers' Day – 'āvr̥tti' to the absorbing classroom Lectures, cooperative and amicable teachers, everything has been smooth and a wonderful experience for me so far! While the engaging orientation sessions helped us break the ice with our new fellows and friends, they also enriched us with knowledge and insights about our institute and activities.



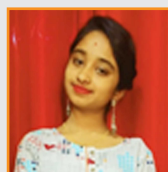
Hita Jayakumari K S

While 'ādi' the orientation programme helped me feel comfortable with my new academic environment, the Freshers' Day 'āvr̥tti' helped me make friends! Soon the classes began and I realized the utmost effort of my mentors and teachers who encourage us to interact, clarify concepts and study the subject with absolute interest and focus. The Speechcraft Programme was a unique experience!



Mrinal Satish

I really want to thank all my mentors who made every student feel comfortable and encouraged them to get involved in various types of activities. 'āvr̥tti', our Freshers' Day was full of excitement and active participation. The presentations, interesting lectures and interaction with my teachers have shone a new light on Humanities.



Harshitha G

It's just been a month and I can envisage what studying Humanities at JAIN College would be like! The interesting teaching methods, student-centric approach, interesting lectures complemented with PPTs and a variety of quizzes and quick question-answers have sparked more curiosity and interest in me to study and understand Humanities. Also, the enriching academics and the diverse activities offered by the institute are absolutely amazing!



Neha H N

All of us were introduced to the Humanities Programme in a very exciting way through the week-long Orientation Programme- 'ādi'. While I was a little nervous in the beginning, the constant support and encouragement of our mentors helped me gain confidence soon. Be it the interesting lectures delivered by our teachers or the various activities held from time to time, I feel connected and inspired every moment.