



Key Indicator - 2.3 Teaching - Learning Process

2.3.2 The institution adopts effective Mentor-Mentee Schemes to address academics and student-psychological issues.

Outcomes

EXPLORING EFFECTIVE STUDY HABITS: INSIGHTS FROM MENTEES



SUBMITTED TO

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INTRODUCTION

College students face a myriad of academic challenges, from managing assignments, seminar, quiz to preparing for exams. At the heart of academic success lies the cultivation of effective study habits, which serve as the foundation for learning, retention, and critical thinking.

Components of Effective Study Habits:

Time Management: Effective study habits hinge on the ability to manage time efficiently. College students must allocate sufficient time for studying, attending classes, completing assignments, and engaging in extracurricular activities. Establishing a structured schedule and prioritizing tasks can help students optimize their time and minimize procrastination.

Active Engagement: Passive learning methods, such as re-reading notes or textbooks, yield limited results compared to active learning strategies. Students should engage actively with course material through practices like summarizing key concepts, creating flashcards, and participating in discussions. Active engagement enhances comprehension, retention, and critical thinking skills.

Organization: Organizational skills play a vital role in effective studying. Students should maintain well-organized notes, materials, and study spaces to minimize distractions and facilitate efficient studying. Utilizing digital tools, such as calendars, task managers, and note-taking apps, can aid in organizing study materials and deadlines.

Self-Regulation: Successful students exhibit self-regulatory behaviors, such as setting goals, monitoring progress, and adjusting study strategies accordingly. They should cultivate self-awareness and reflection to identify strengths, weaknesses, and areas for improvement. Implementing strategies like self-testing and spaced repetition can enhance long-term retention and learning outcomes.

Common Pitfalls in Study Habits:

Procrastination: Procrastination is a common challenge among college students, often fueled by distractions, perfectionism, and lack of motivation. Delaying study sessions until the last minute can lead to increased stress, subpar performance, and compromised learning



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outcomes. Overcoming procrastination requires self-discipline, time management skills, and proactive planning.

Passive Learning: Relying solely on passive learning methods, such as rote memorization or passive reading, can hinder students' ability to grasp complex concepts and apply knowledge effectively. Active engagement with course material, through practices like problem-solving and concept mapping, fosters deeper understanding and critical thinking skills.

Ineffective Note-Taking: Poor note-taking habits, such as copying verbatim from lectures or failing to organize notes coherently, can impede students' ability to review and retain information. Students should adopt effective note-taking strategies, such as summarizing key points, using abbreviations, and incorporating visual aids, to enhance comprehension and recall.

Practical Strategies for Improvement:

Set Clear Goals: Establishing specific, measurable goals can provide direction and motivation for studying. Students should identify academic objectives, break them down into manageable tasks, and track progress regularly to stay focused and accountable.

Create a Productive Study Environment: Designate a dedicated study space that is free from distractions and conducive to concentration. Minimize interruptions, such as noise or electronic devices, and ensure access to essential study materials and resources.

Employ Active Learning Techniques: Experiment with a variety of active learning techniques, such as practice quizzes, group discussions, and problem-solving exercises, to deepen understanding and reinforce key concepts.

Practice Self-Care: Prioritize self-care practices, such as adequate sleep, regular exercise, and healthy nutrition, to optimize cognitive function and well-being. Taking breaks, practicing mindfulness, and seeking support from peers or academic advisors can also alleviate stress and enhance productivity.

The outbreak of COVID-19 in early 2020 marked a pivotal moment in modern history, causing widespread disruption across various sectors, with education being significantly affected. College students already passing a crucial phase of their academic journey, found themselves grappling with unprecedented challenges as traditional learning environments

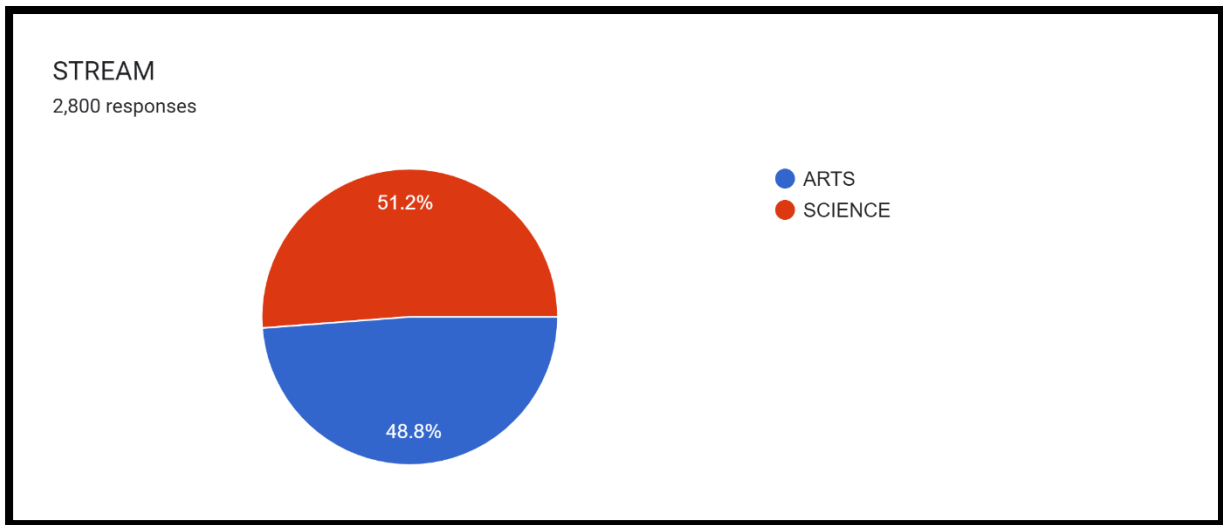


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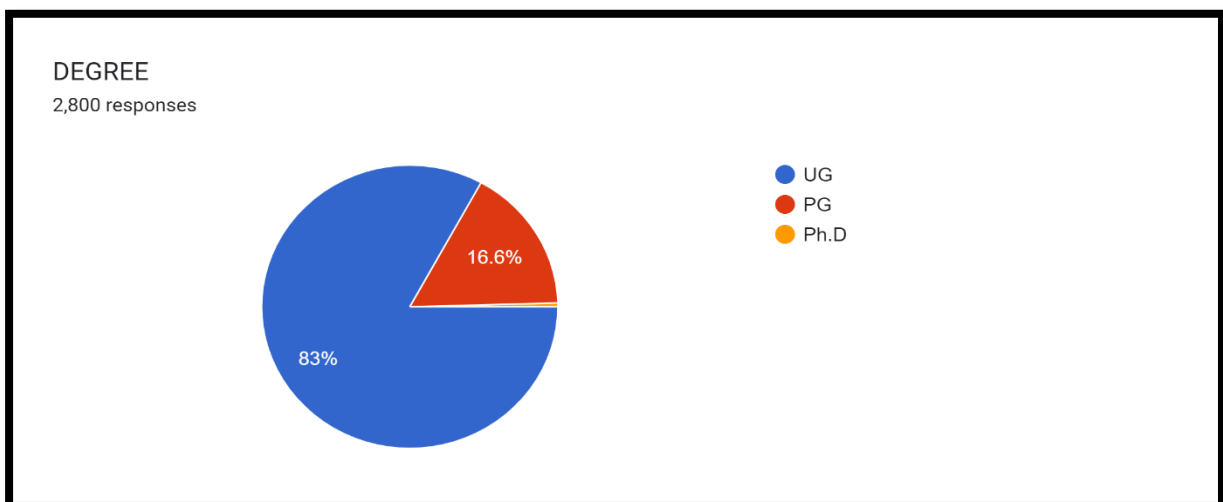
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underwent drastic transformations. There was a shift to remote learning made the students depend upon electronic gadgets and they have mastered operating different applications in their mobiles and become addicted to electronic gadgets. It is the need of the hour to study the study habit of mentees and the counseling centre made a survey among the mentees.

ANALYSIS AND INTERPRETATION



More than half of the mentees (51.2 percent) from arts stream and nearly half of the mentees (48.8 percent) took part in the survey on study habits of mentees.

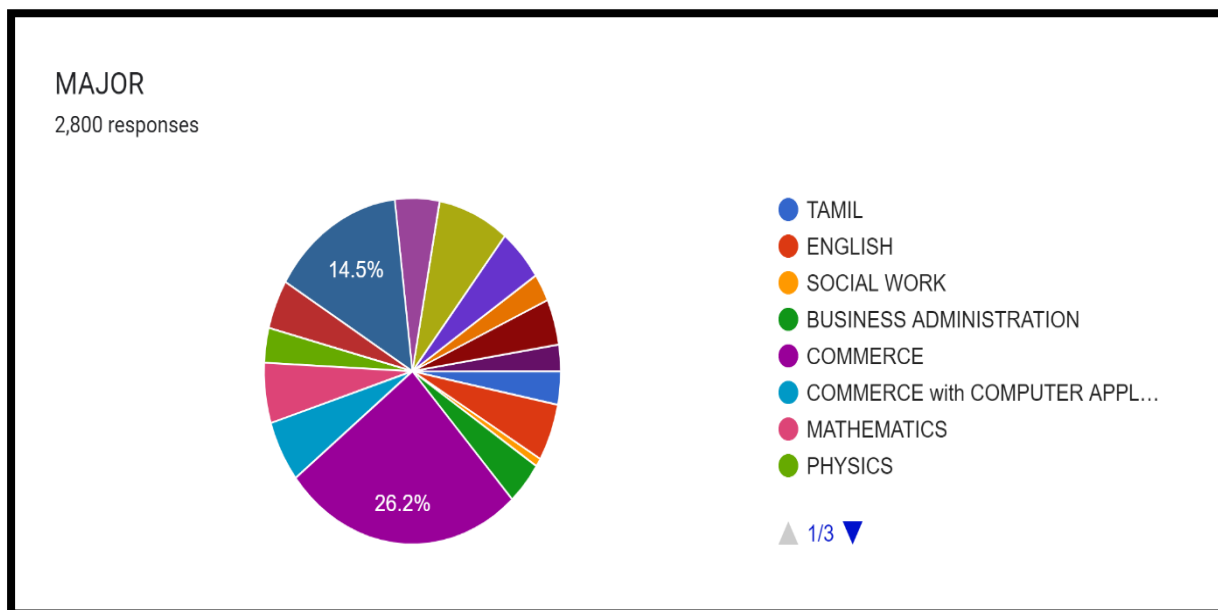


A vast majority (83 percent) of the studnets belonged to undergraduataion while nearly one fifth (16.6 percent) were post graduate mentees.

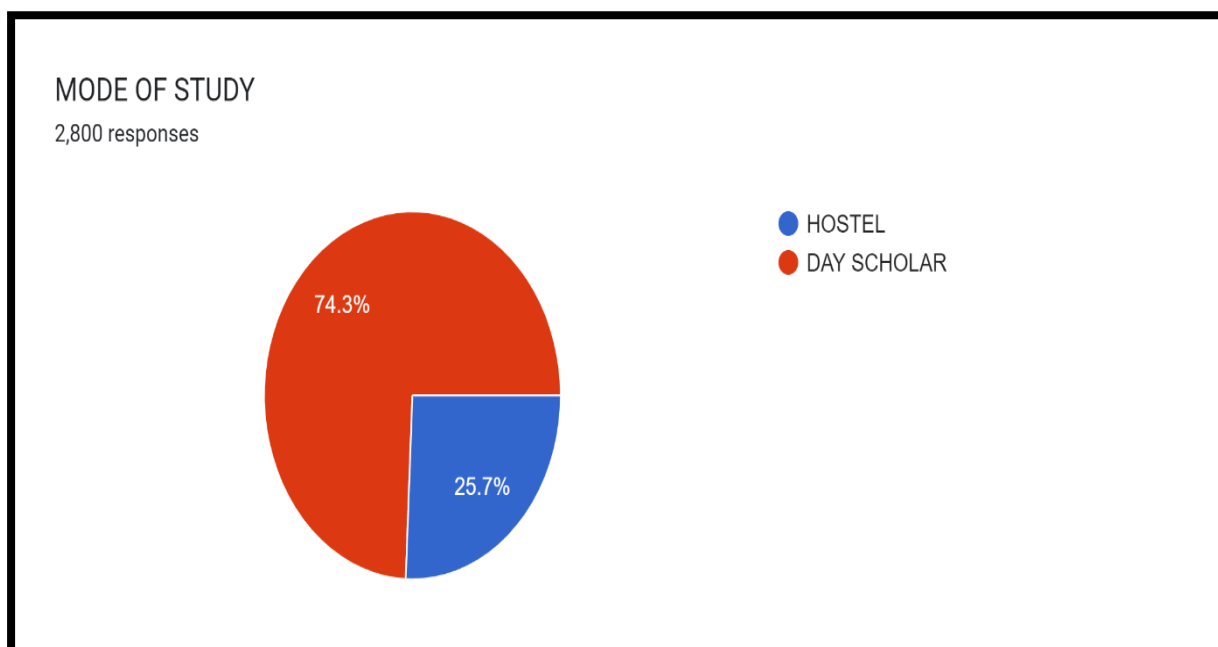


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Nearly one third of the mentees(26.2 percent) were from commerce discipline while less than one fifth of them (14.5 percent) were from Tamil and meagre proportion of the mentees were from other disciplines.

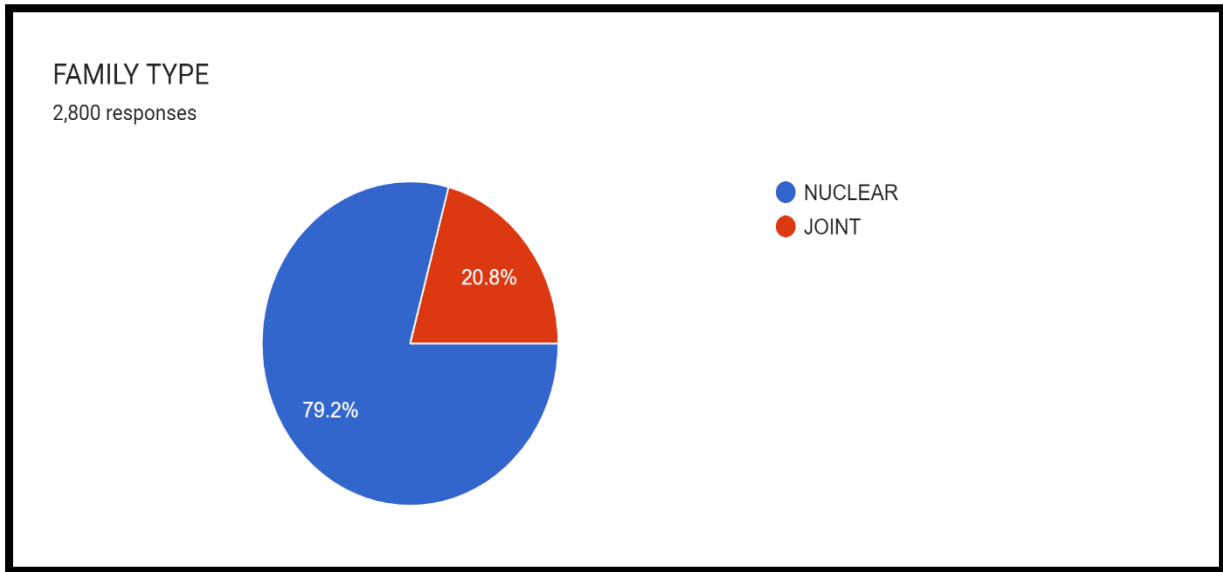


Majority of the mentees(74.3 percent) were days scholars and more than one fourth of the mentees (25.7 percent) were staying in hostels.

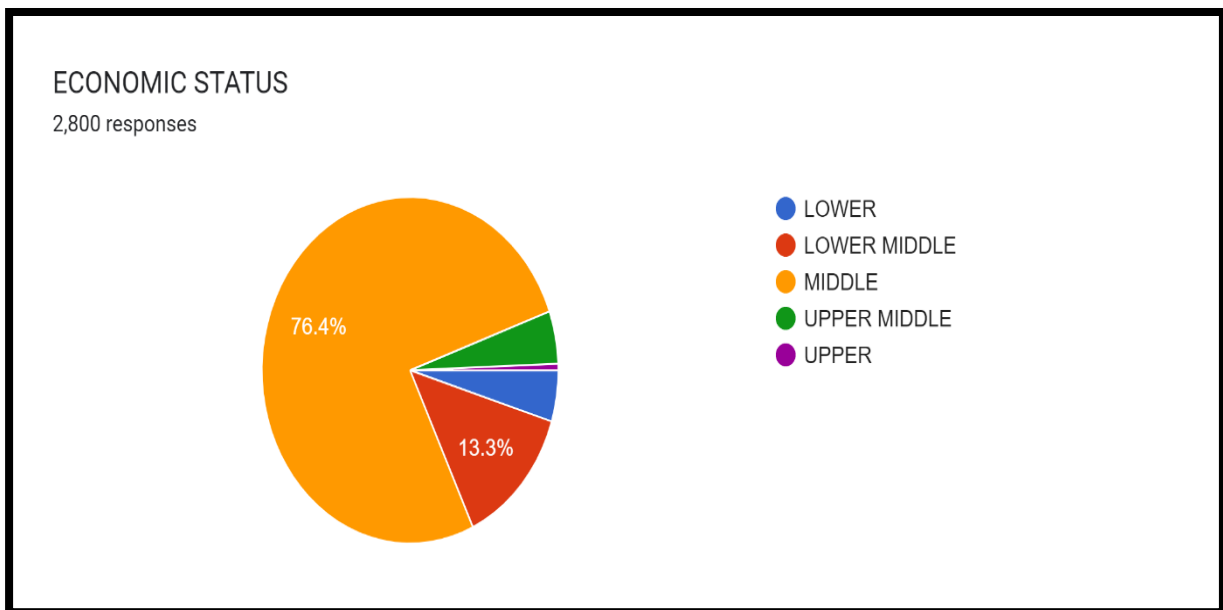


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Majority of the mentees (79.2 percent) were from joint families while more than one fifth of the mentees (20.8 percent) were from nuclear families.

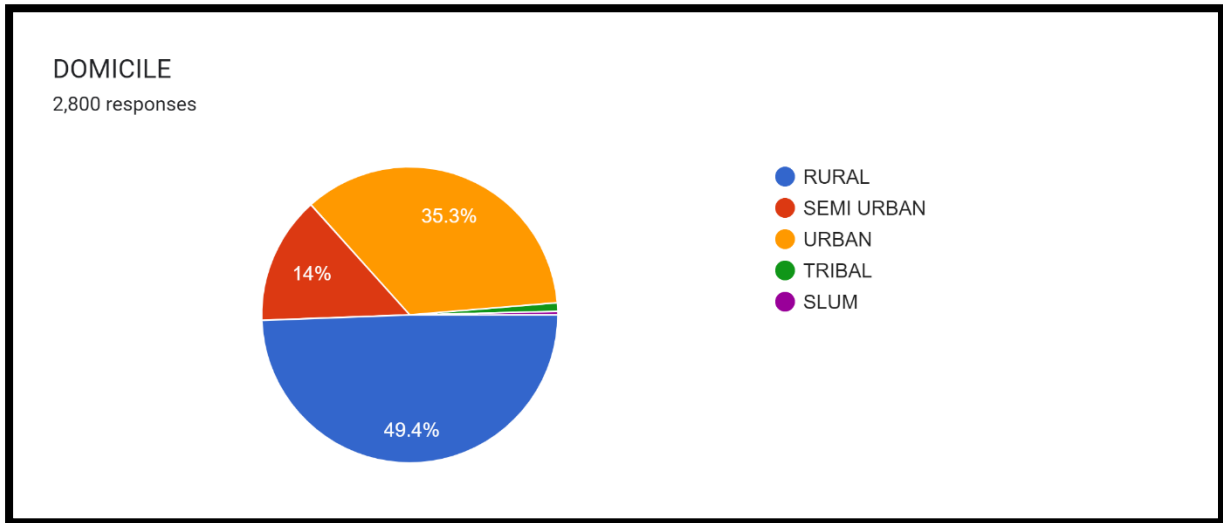


With regard to the economic status of the mentees, majority of the mentees (76.4 percent) were from middle class families while less than one fifth of the mentees (20.8 percent) were from lower middle class families and the remaining few mentees were from lower, upper middle and upper class families.

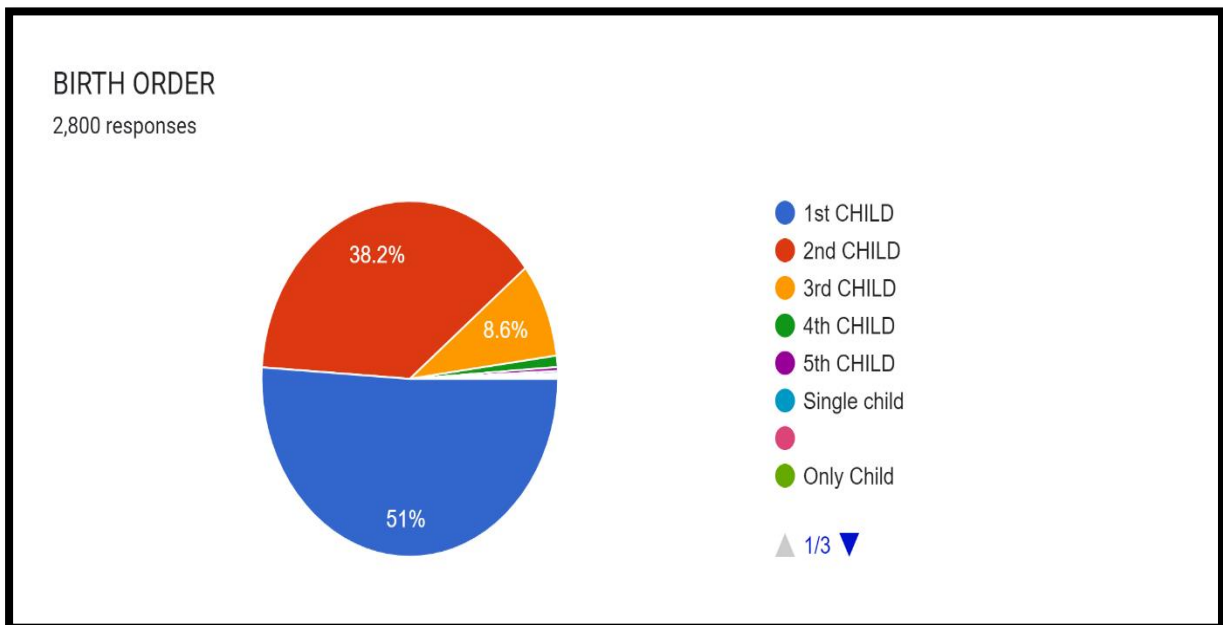


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While looking into the domicile of the mentees, nearly half of the mentees (49.4 percent) were from rural areas while more than one third of the mentees (35.3 percent) were from urban areas and less than one fifth of the mentees (14 percent) were from semi urban areas. Meagre proportion of them were from tribal and slum areas.



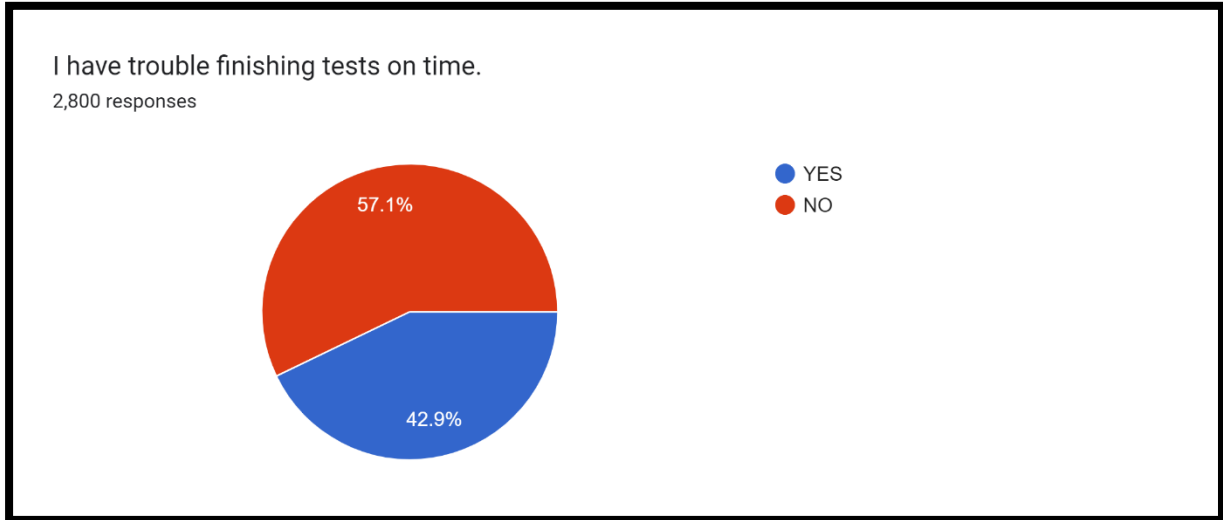
Birth order determines the behaviour of the mentees, the mentees in the academic year 2023-2024, more than half of the mentees (51 percent) were first born in their families while more than one third of the mentees (38.2 percent) were second child in their families and few proportion of them were third child in their families.



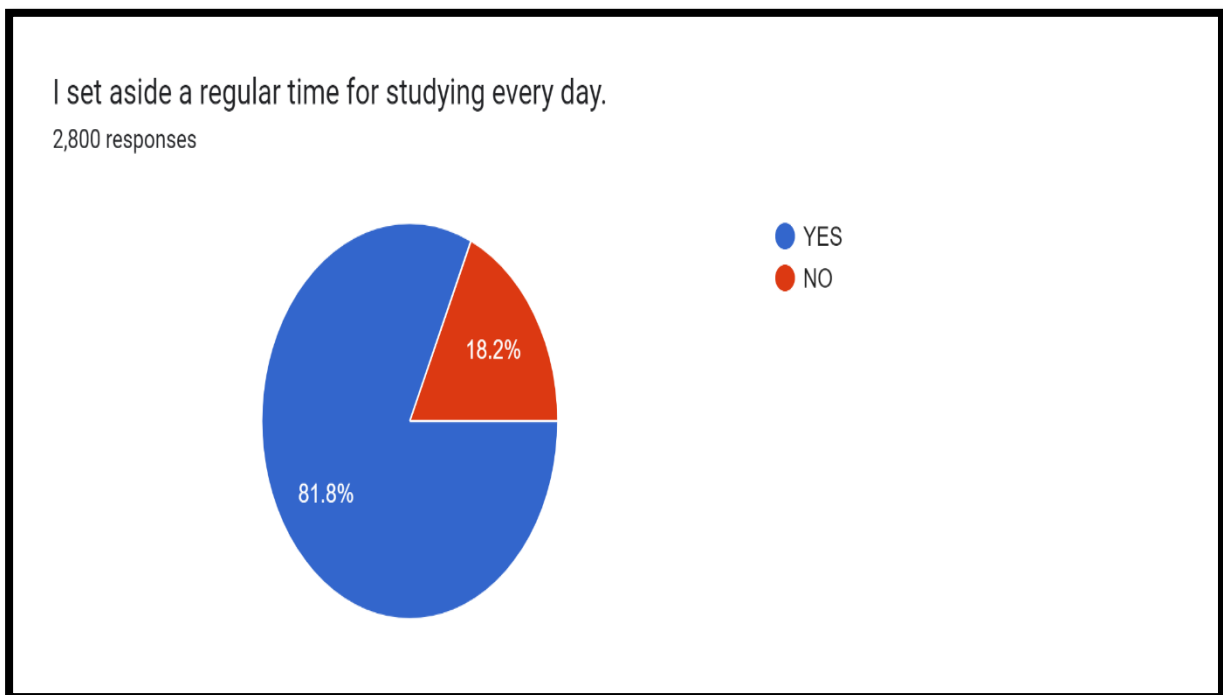
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ACADEMIC ASPECTS OF THE MENTEES



More than half of the mentees (57.1 percent) had trouble in finishing their testes on time while less than one half of the mentees (42.9 percent) mentees did not face such problems.

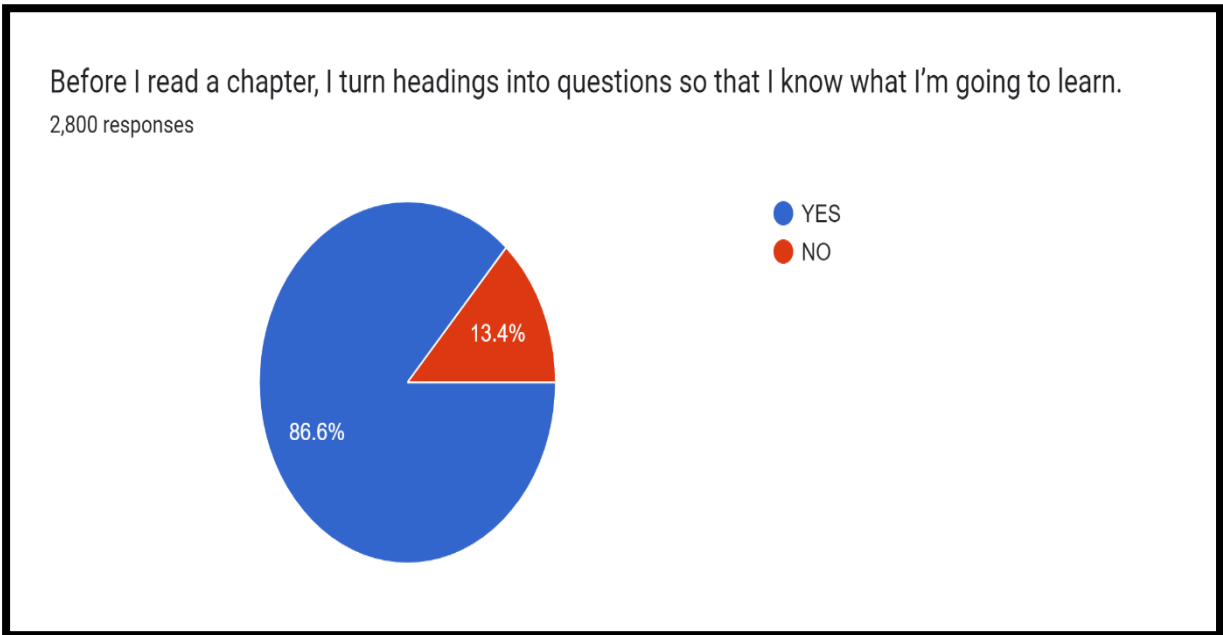


A vast majority of the mentees (81.8 percent) had the habit of planning their study hours regularly while nearly one fifth of the mentees (18.2 percent) were not having the habit of planning and studying regularly.

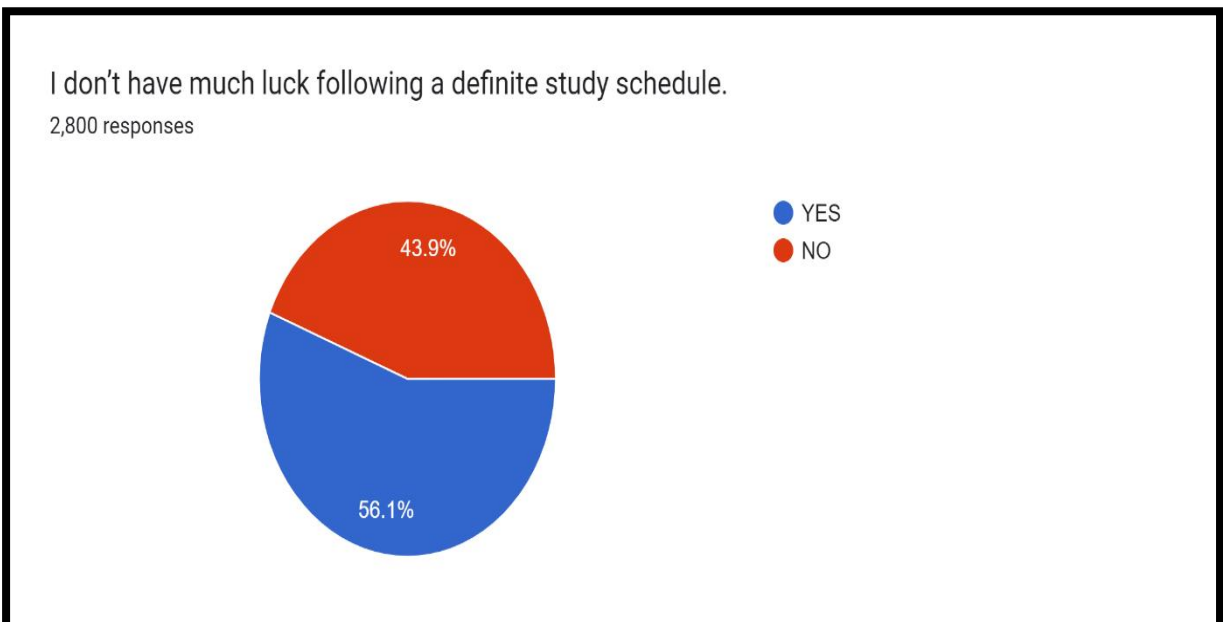


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A vast majority of the mentees (86.6 percent) were having clear cut ideas about learning outcomes while less than one fifth of the mentees (13.4 percent) were not following above mentioned technique of learning.

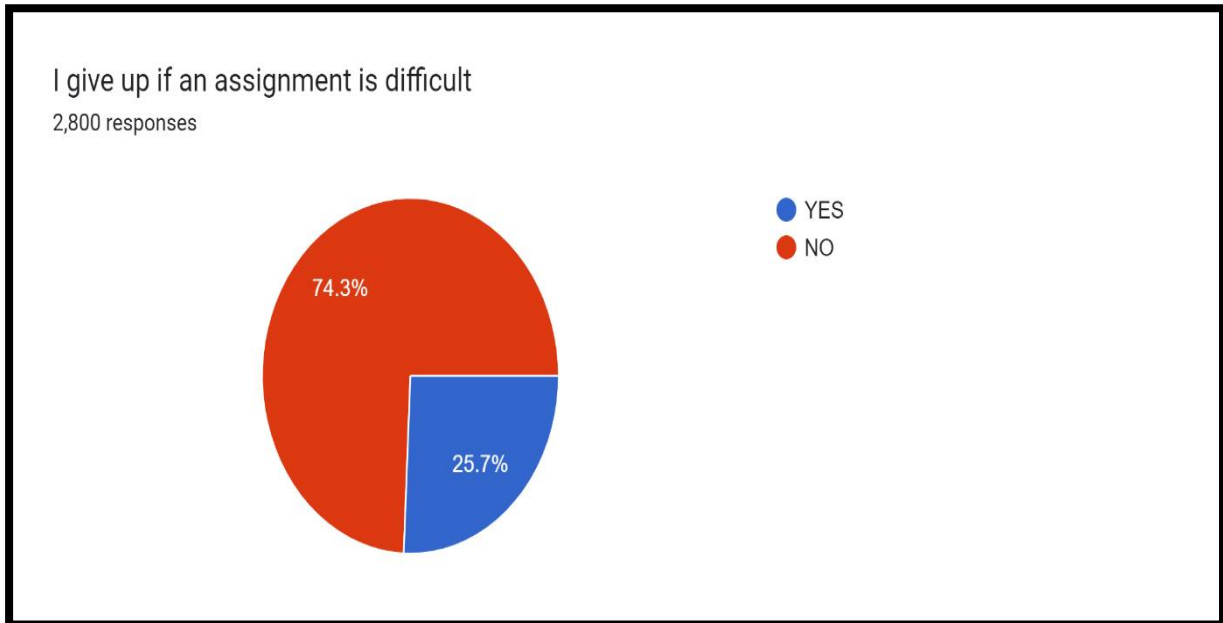


More than half of the mentee (56.1 percent) felt that they were not lucky in the following definite study schedule while the remaining did not have such feelings.

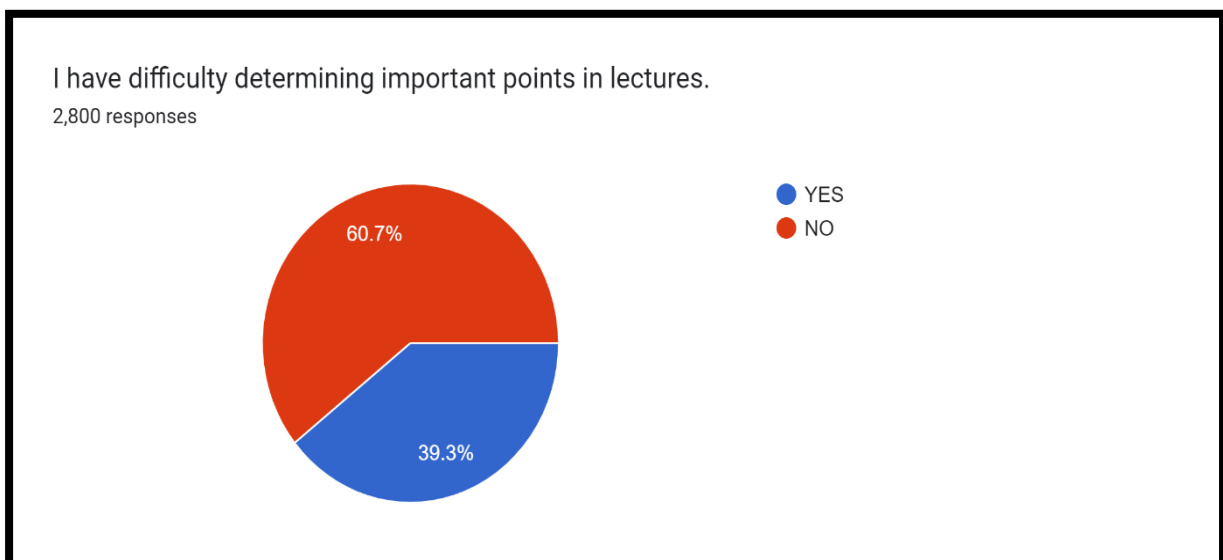


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Majority of the mentees (74.3 percent) attempted to complete difficult assignments without giving it up while more than one fourth of the mentees (25.7 percent) used to give up difficult assignments without trying to complete.

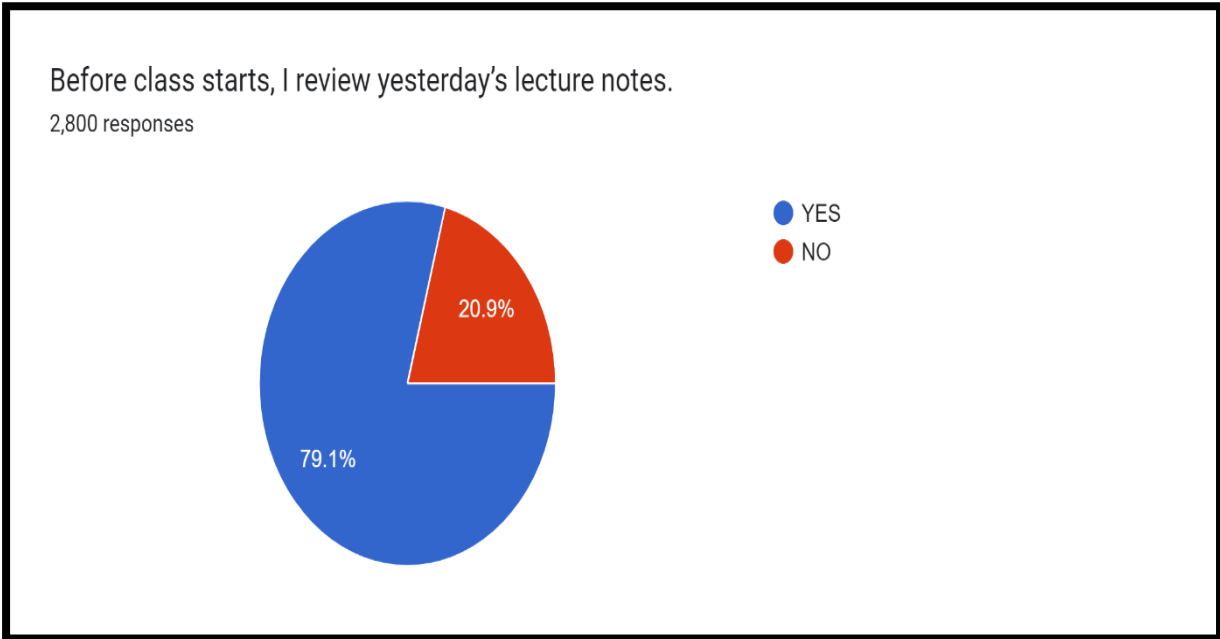


Majority of the mentees (60.7 percent) had the habit of taking notes during lectures and they had not find it difficult to note the important points while less than half of the mentees (39.3 percent) found it difficult to note the important points during class lectures.

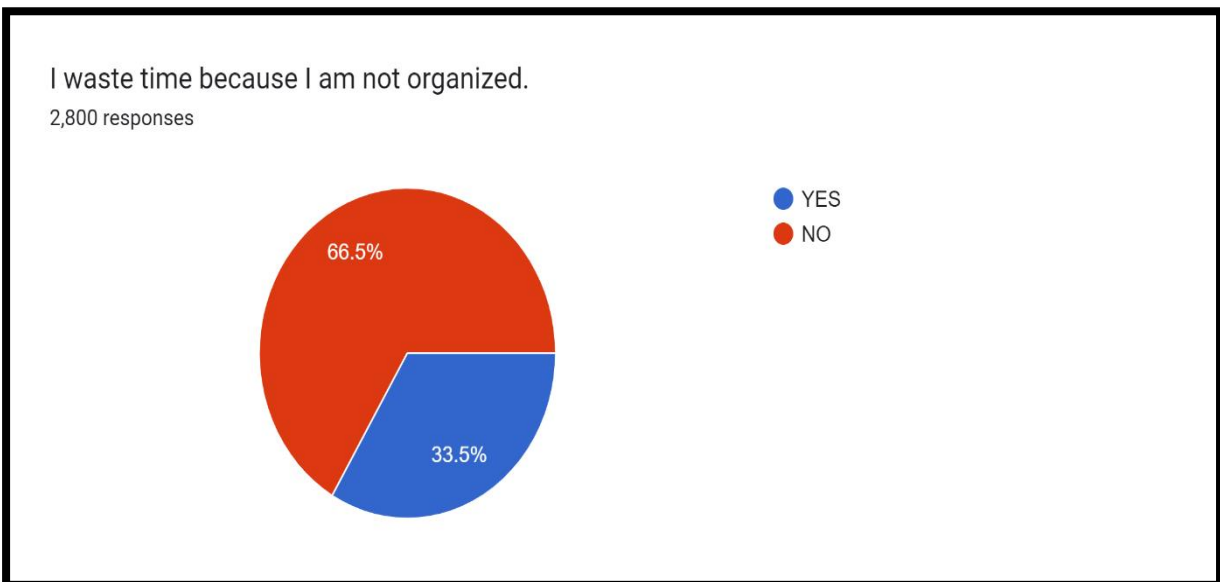


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Majority of the mentees (79.1 percent) had the habit of reviewing the notes of the previous classes before their class started while more than one fifth of the mentees (20.9 percent) did not have the habit of reviewing the previous class notes.

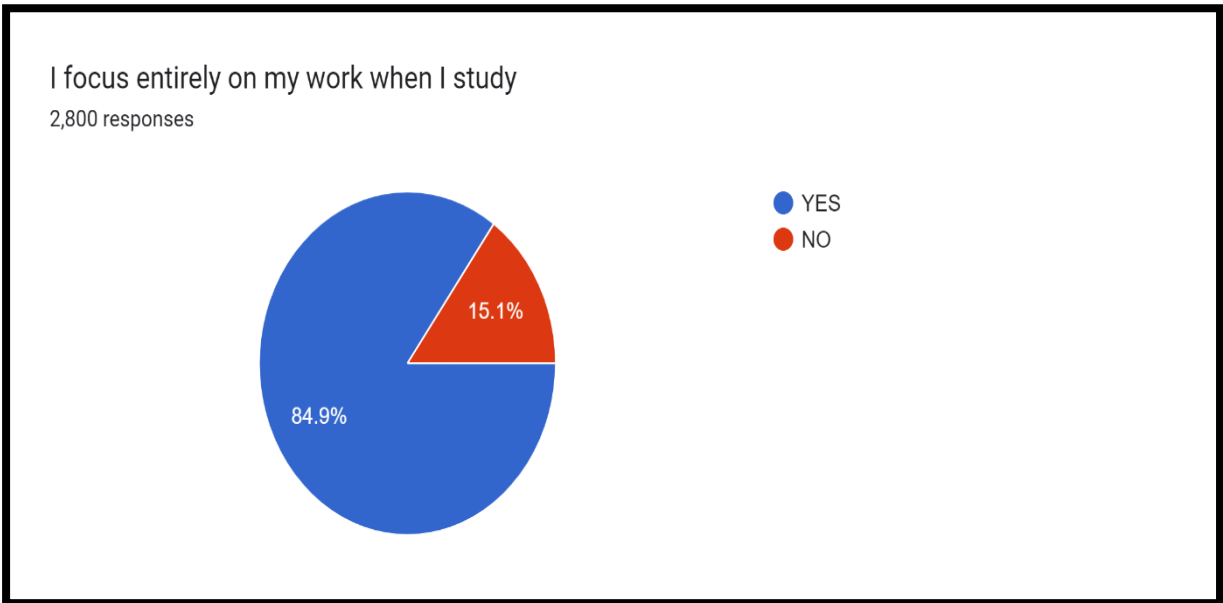


Majority of the mentees (66.5 percent) were not wasting their time since they felt that they were organized while more than one third of the mentees (33.5 percent) were wasting their time and they had the feeling that they were not organized.

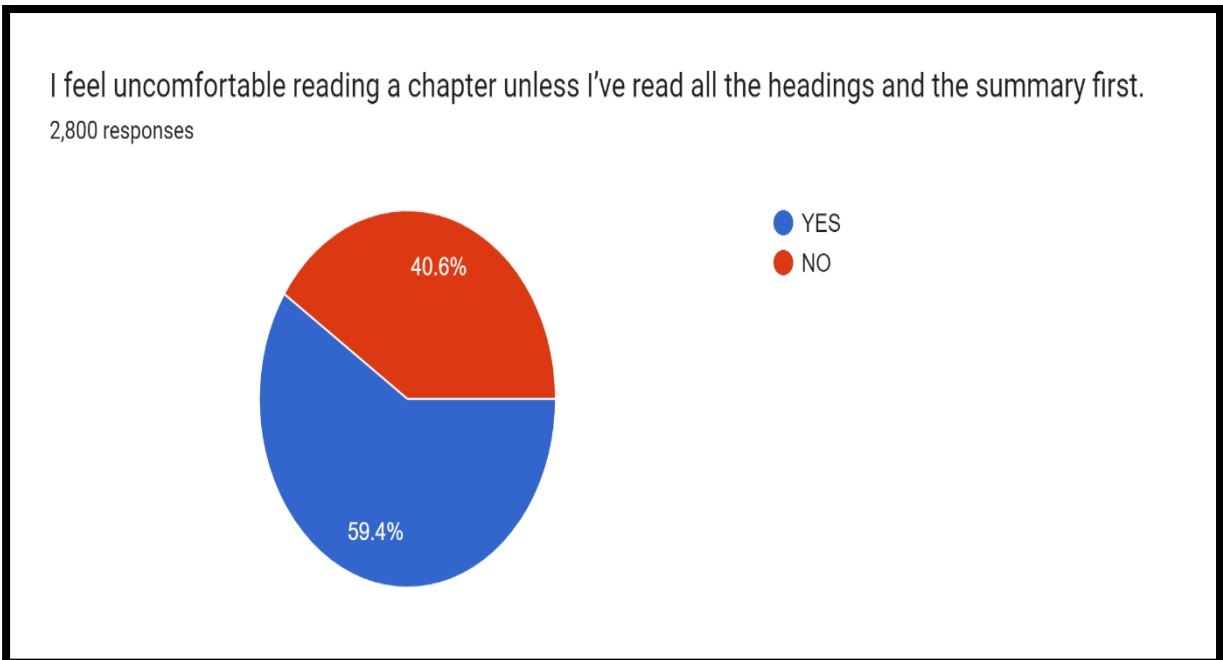


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A vast majority of the mentees (84.9 percent) had complete concentration while they study and less than one fifth of the mentees (15.1 percent) lacked concentration while they study.

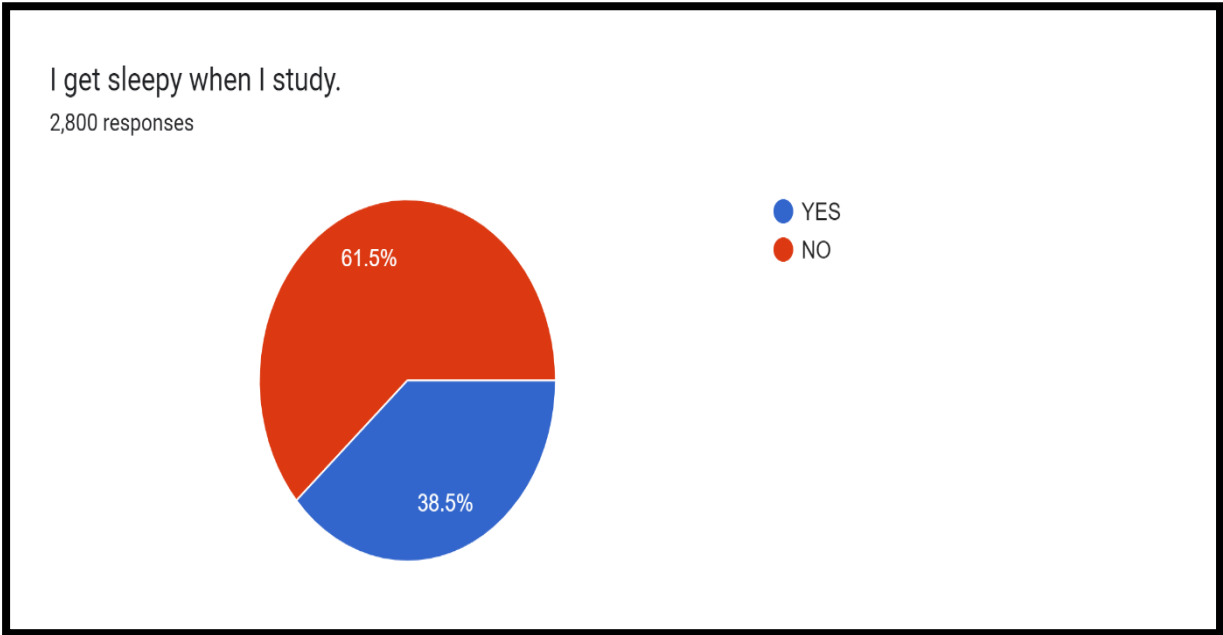


More than half of the mentees (59.7 percent) had the habit of reading the summary of chapter first while less than half of the mentees (40.6 percent) were not having the habit of reading summary.

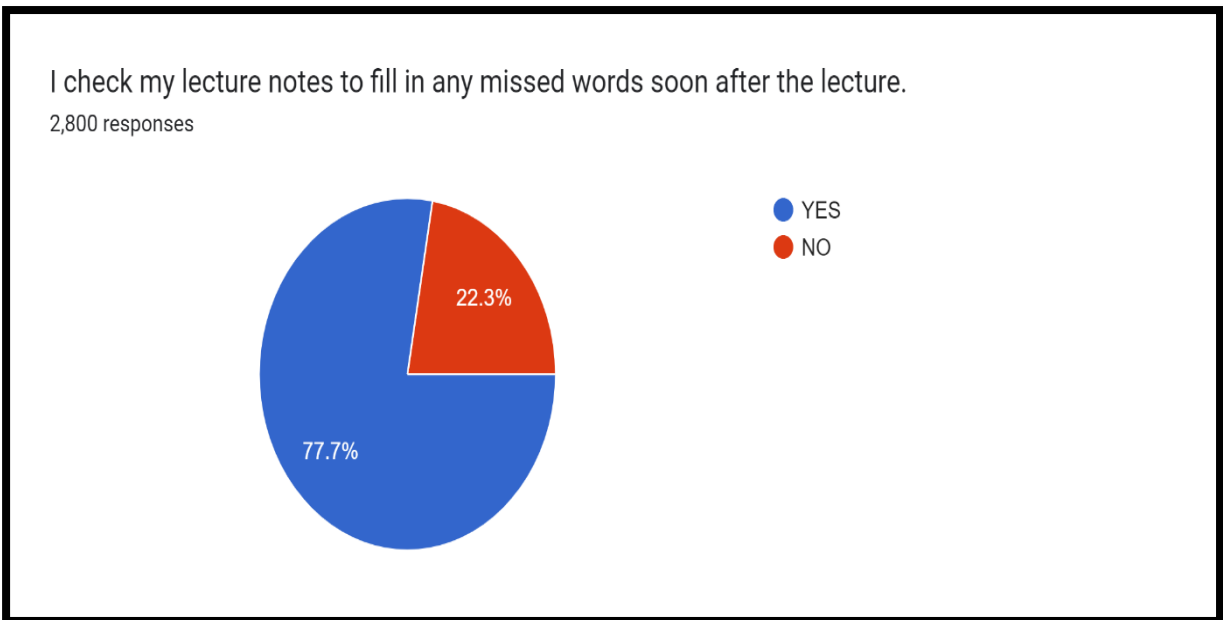


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Majority of the mentees (61.5 percent) were not having the problem of feeling sleepy when they study less than half of the mentees (38.5 percent) were feeling sleepy when they study.

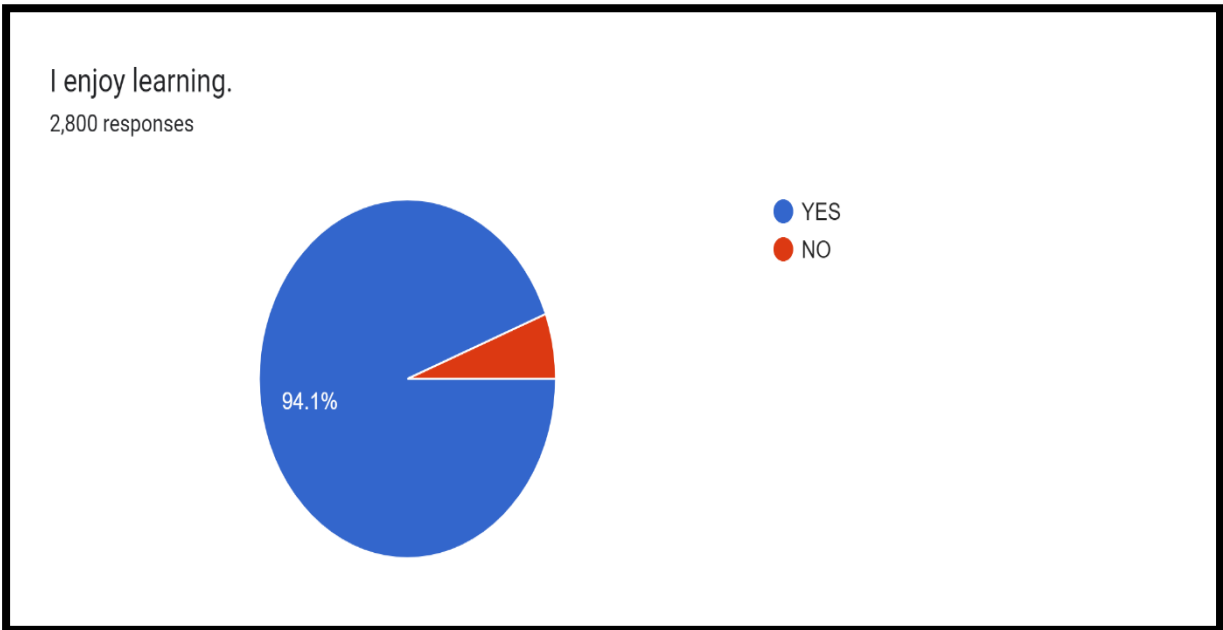


Majority of the mentees (77.7 percent) had the habit of checking their notes soon after the lecture to fill the missed words while the remaining nearly one fourth of the mentees (22.3 percent) did not bother about checking their notes after lecture.

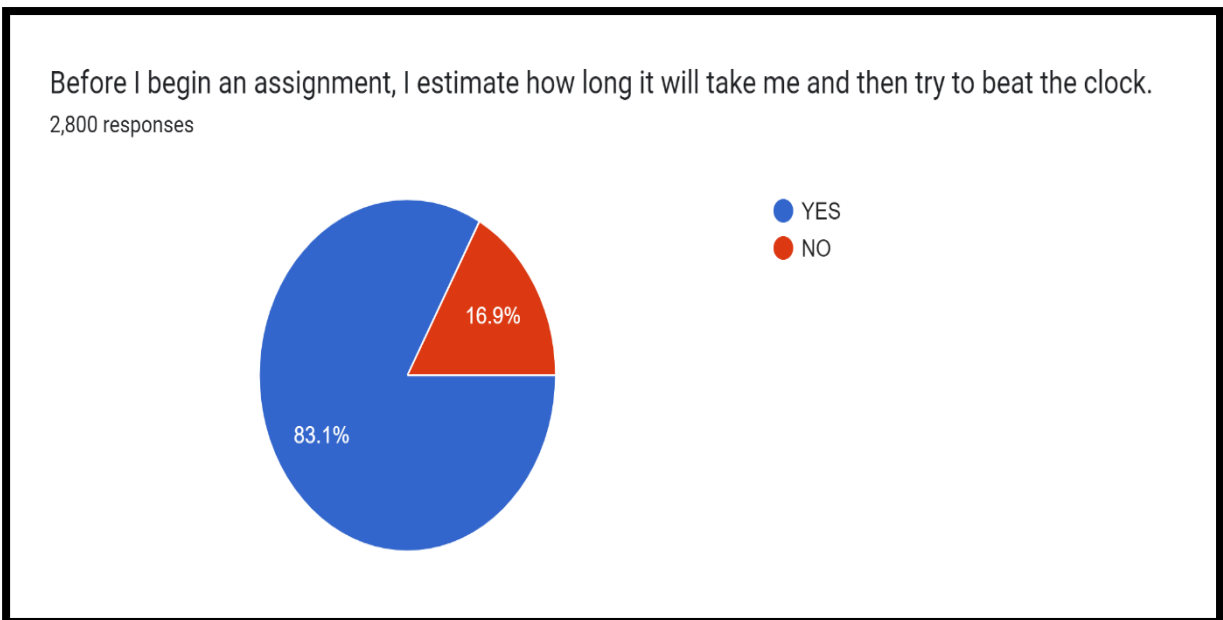


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A vast majority of the mentees (94.1 percent) were enjoying learning while the remaining very few of the mentees (5.9 percent) did not enjoy learning.

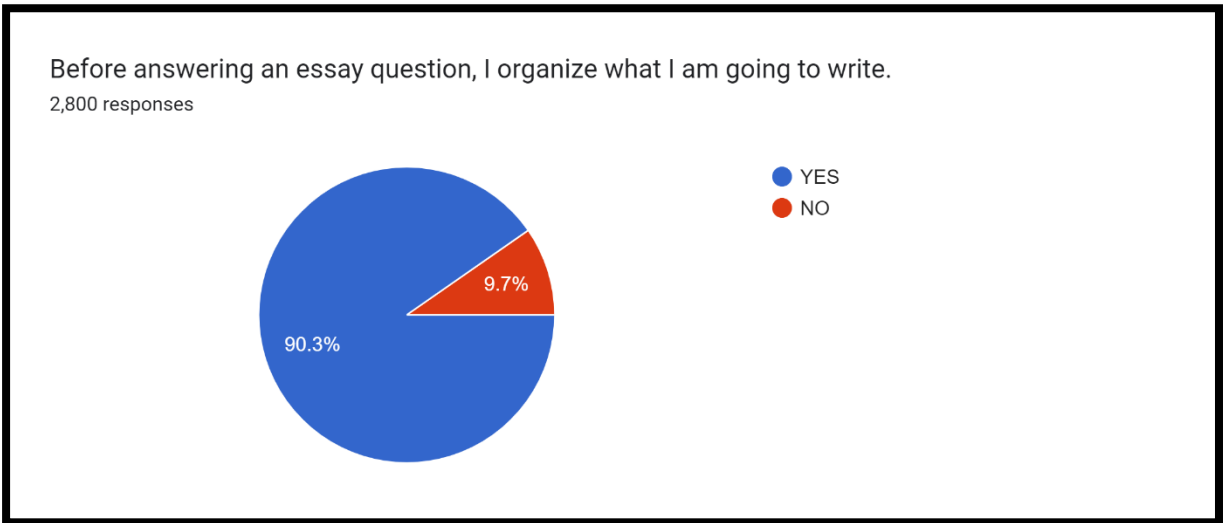


A vast majority of the mentees (83.1 percent) had very good time management of completing their assignment on time while less than one fifth of the mentees (1.9 percent) did not have the habit of planning and completing assignment on time.

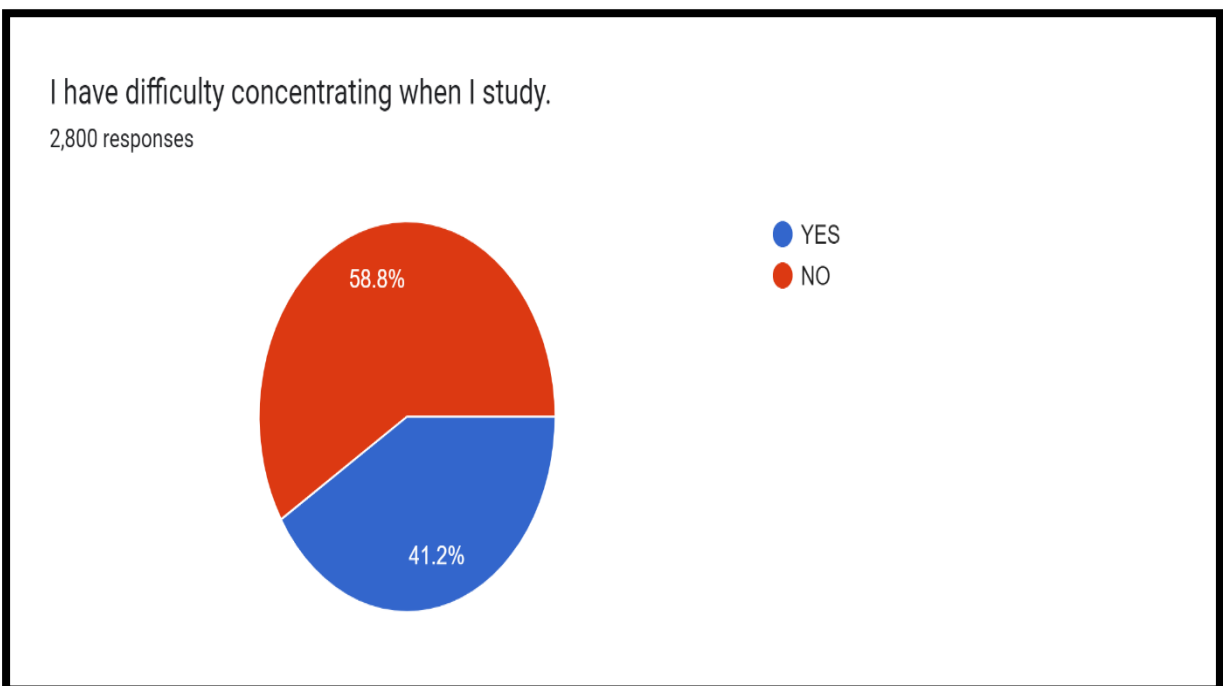


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A vast majority of the mentees (90.3 percent) had the habit of organising their answer before they start writing their essay type questions while the remaining few of the mentees (9.7 percent) did not plan their answers before writing exam.

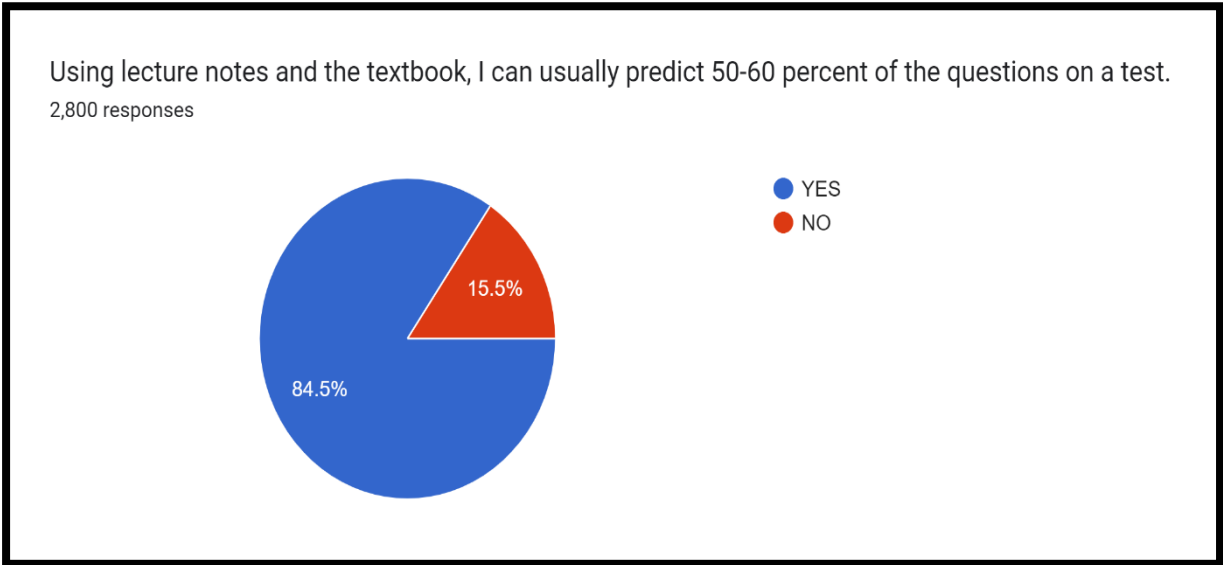


More than half of the mentees (58.8 percent) had difficulty in concentration when they study and less than one fifth of the mentees (15.1 percent) lacked concentration while they study.

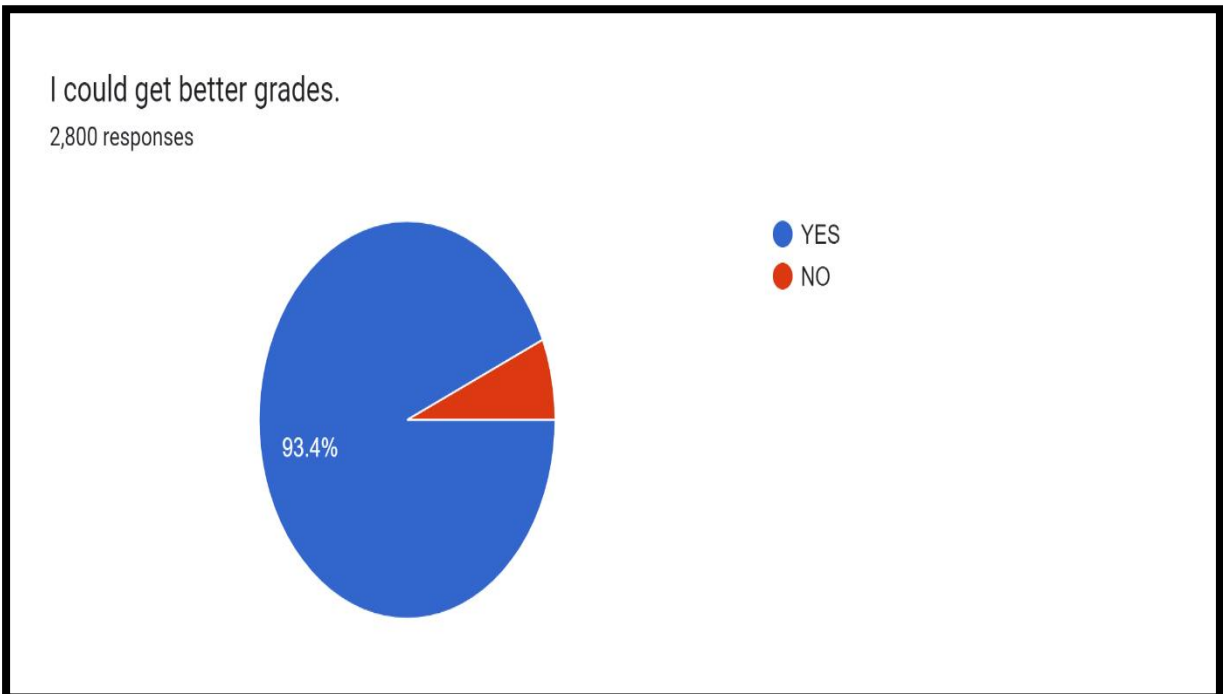


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A vast majority of the mentees (84.5 percent) had the ability to predict major proportion of the expected questions based on the notes and text books given to them less than one fifth of the mentees (15.5 percent) did not think about it.

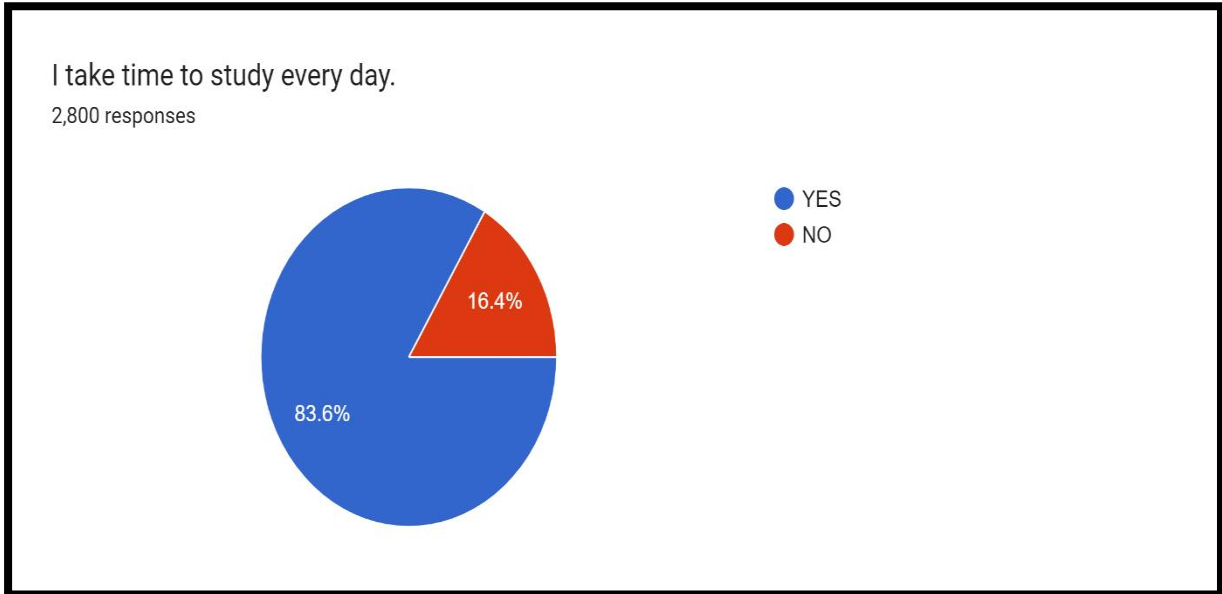


A vast majority of the mentees (93.4 percent) had the belief that they would get better grades in their exams while the remaining few were not having faith in them about getting better grades.

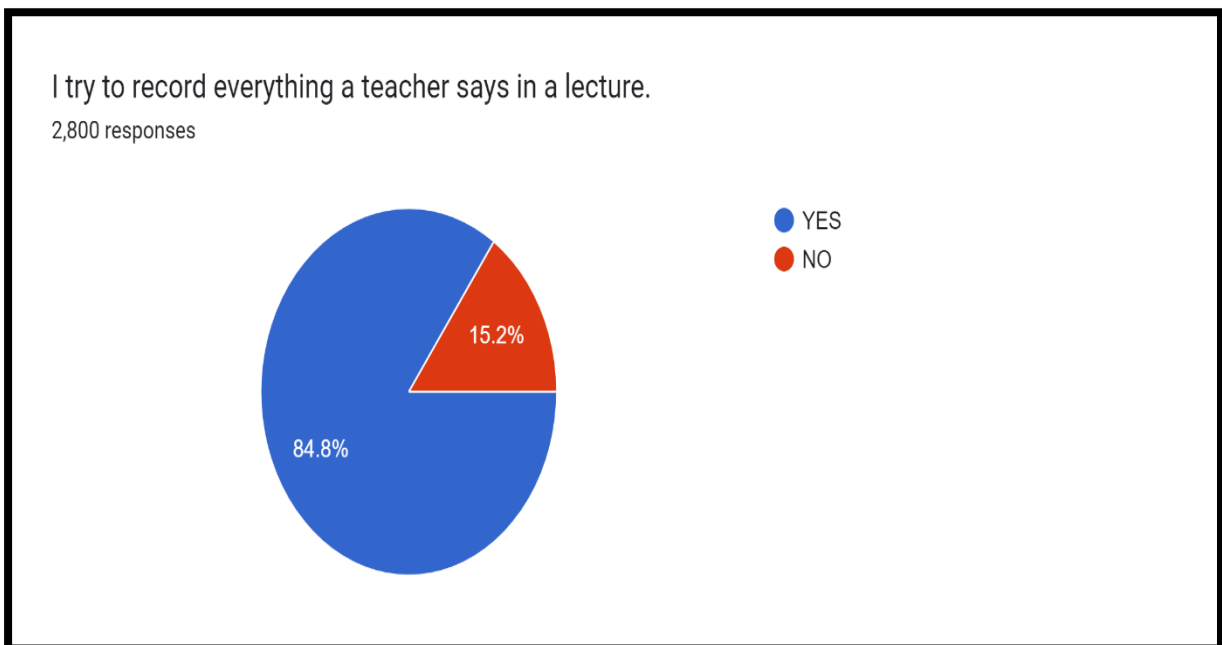


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A vast majority of the mentees (83.6 percent) had the habit of allocating time for study every day while the remaining (16.4 percent) less than one fifth of them did not have the habit of studying every day.

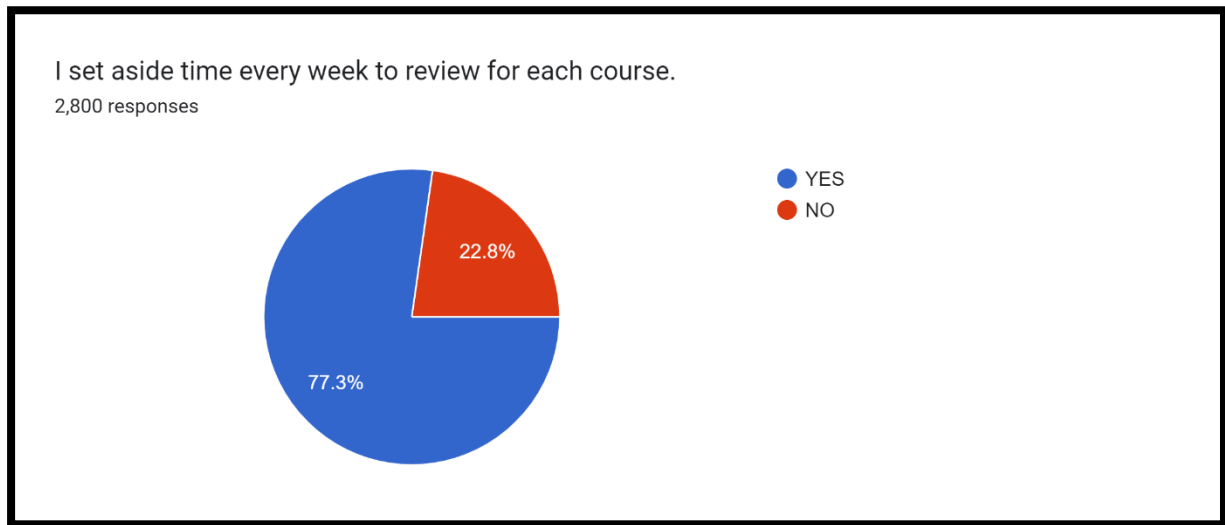


A vast majority of the mentees (84.8 percent) had the habit recording what ever the teachers teach in the class while less than one fifth of the mentees (15.2 percent) did not have the habit of recording eveythig taught in the class.

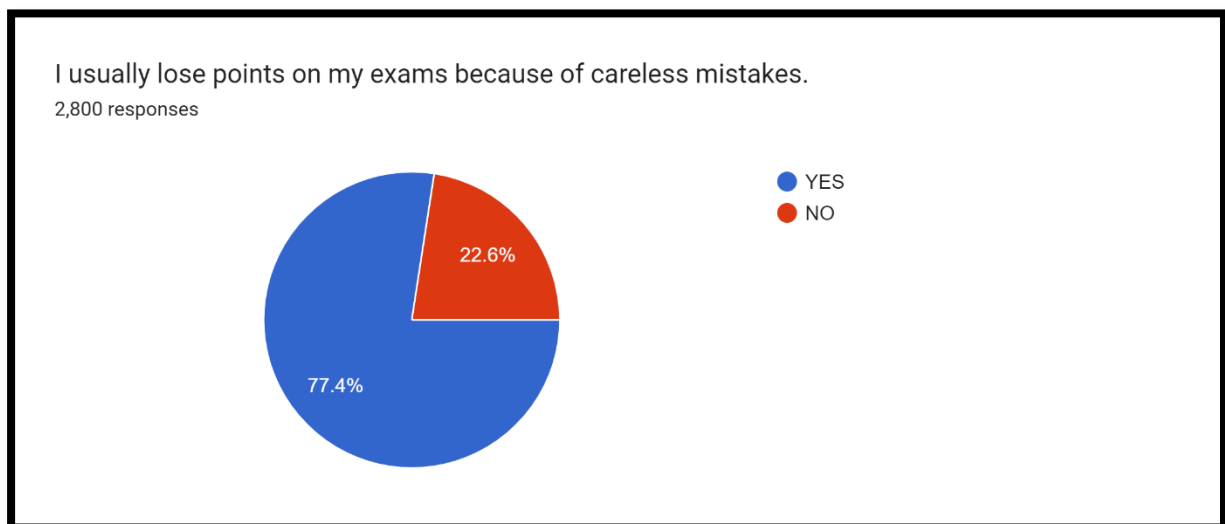


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Majority of the mentees (77.3 percent) had the habit of reserving time for reviewing their lessons once in a week while nearly one fourth of the mentees (22.8 percent) did not allot time for reviewing their lesson one in a week.

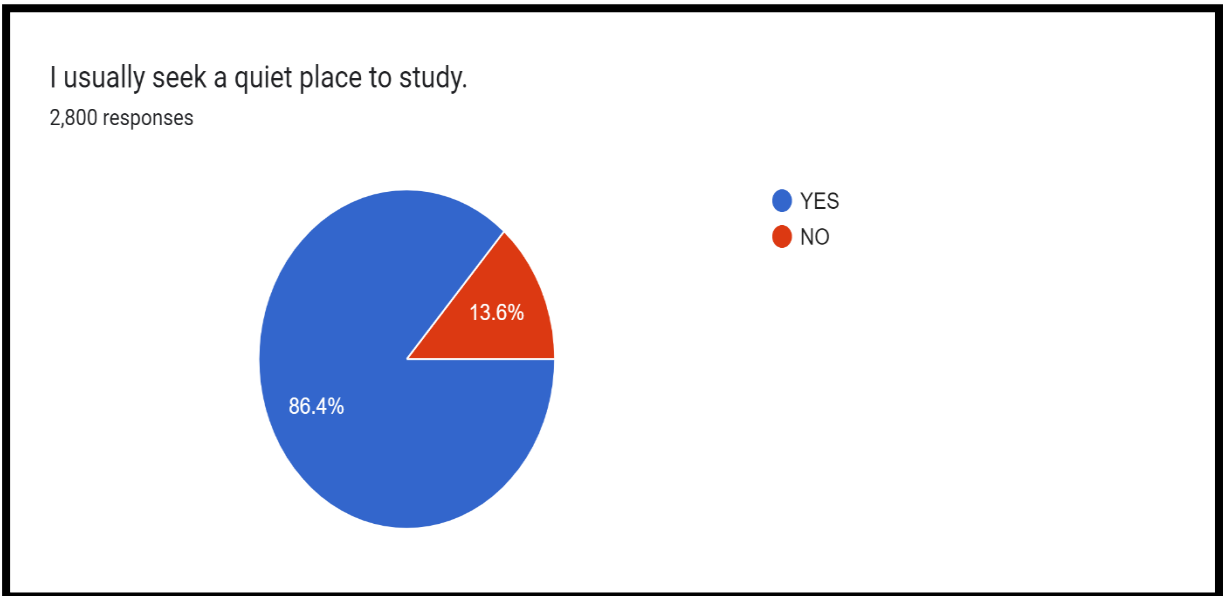


Majority of the mentees (77.4 percent) stated that they lost points in the exam due to careless mistakes while less than one fourth of the mentees (22.6 percent) did not have this problem.

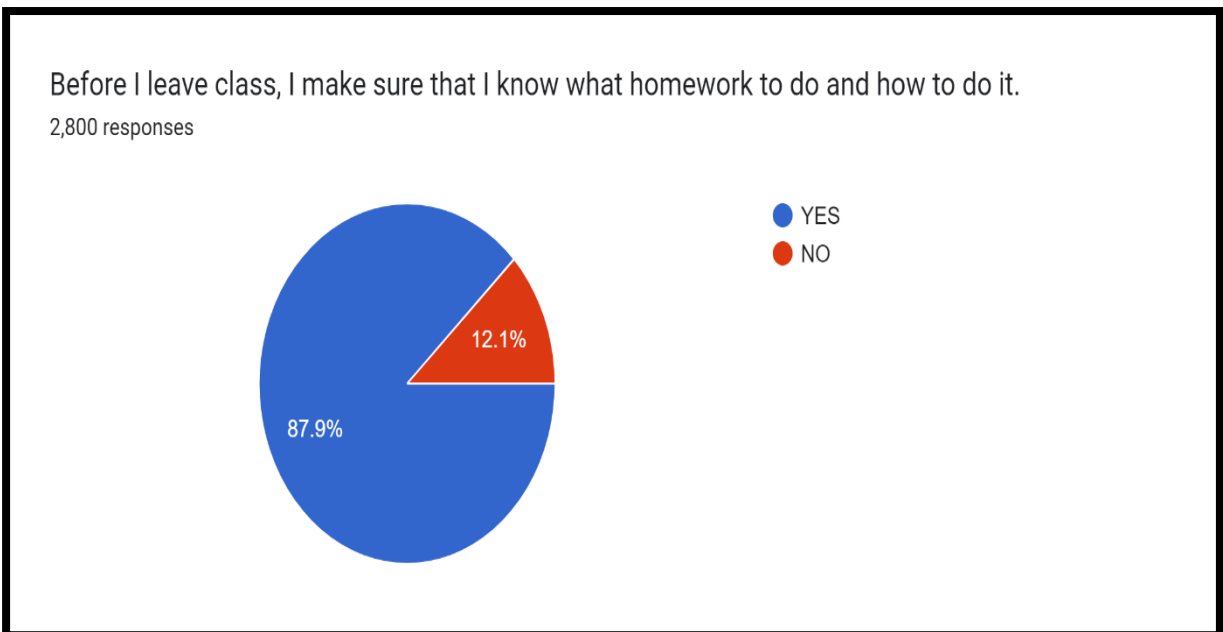


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A vast majority of the mentees (86.4 percent) preferred quiet place to study while less than one fifth of the mentees (13.6 percent) had no preferences for studying.

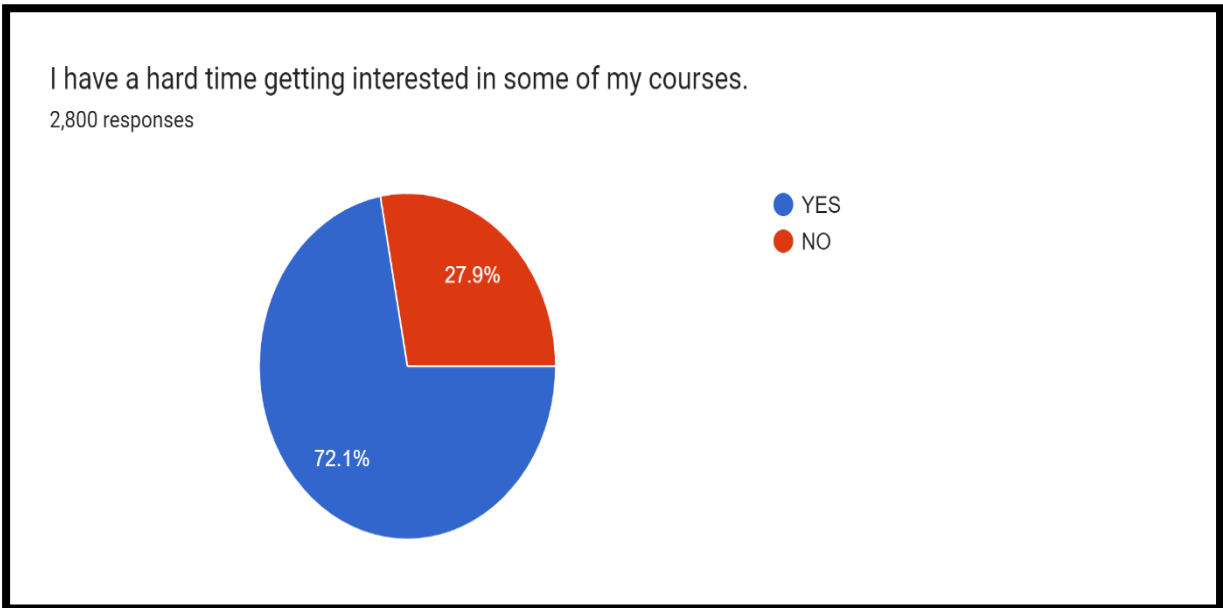


A vast majority of the mentees (87.9 percent) had the concern about doing their home work while less than one fifth of the mentees (12.1 percent) did not think about it.

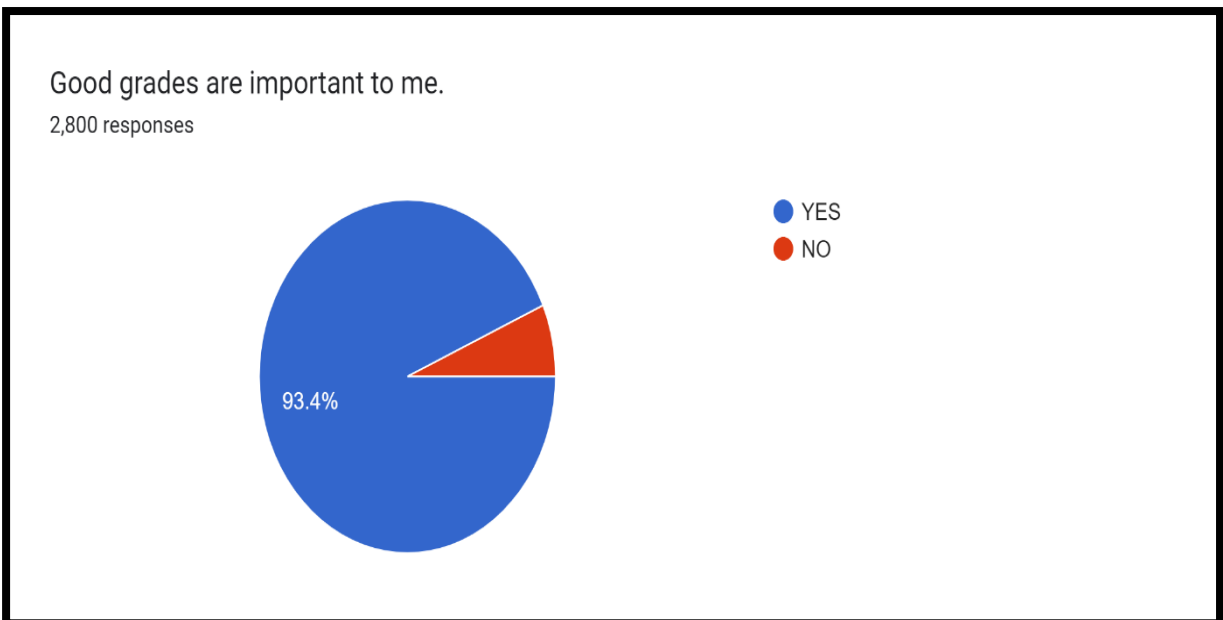


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Majority of the mentees (72.1 percent) found it difficult to develop interest in some of their subjects while nearly one third of the mentees (27.9 percent) did not face such problems.

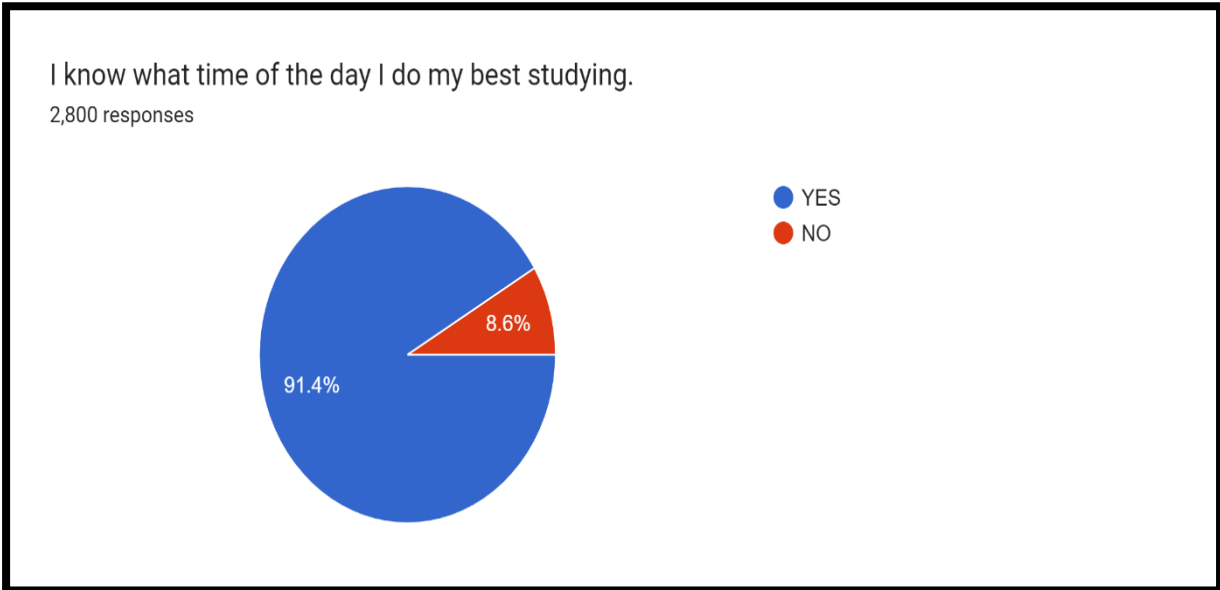


A vast majority of the mentees (93.4 percent) considered grades are important for them while very few of the mentees not bothered about grades.

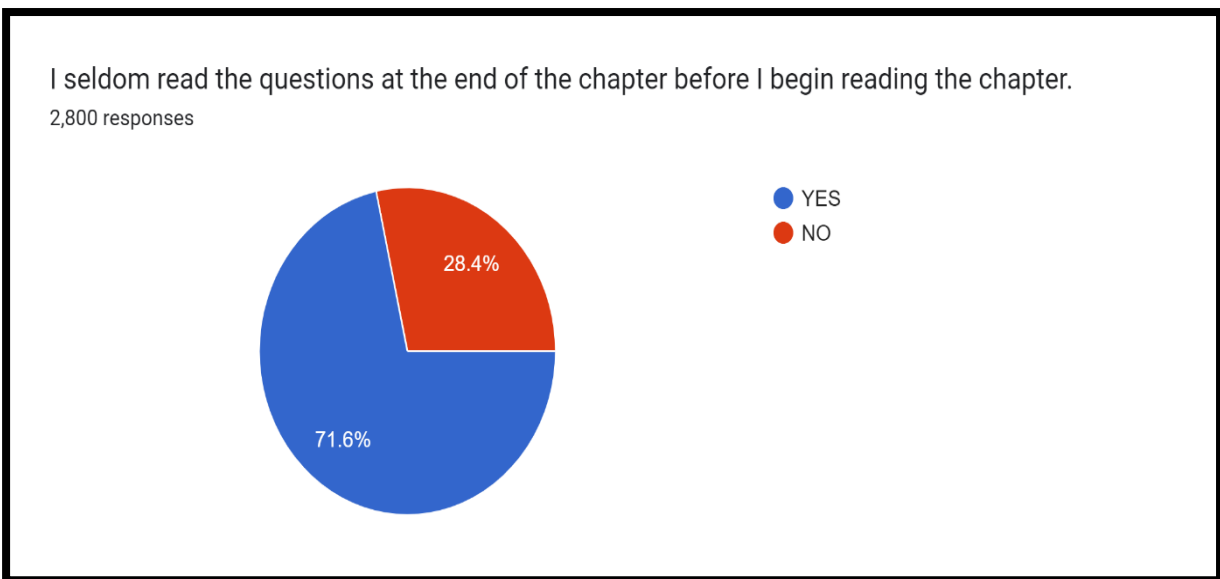


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A vast majority of the mentees (91.4 percent) were aware of the best time for them to study in a day while vvery few of the mentees (8.6 percent) did not think about it.

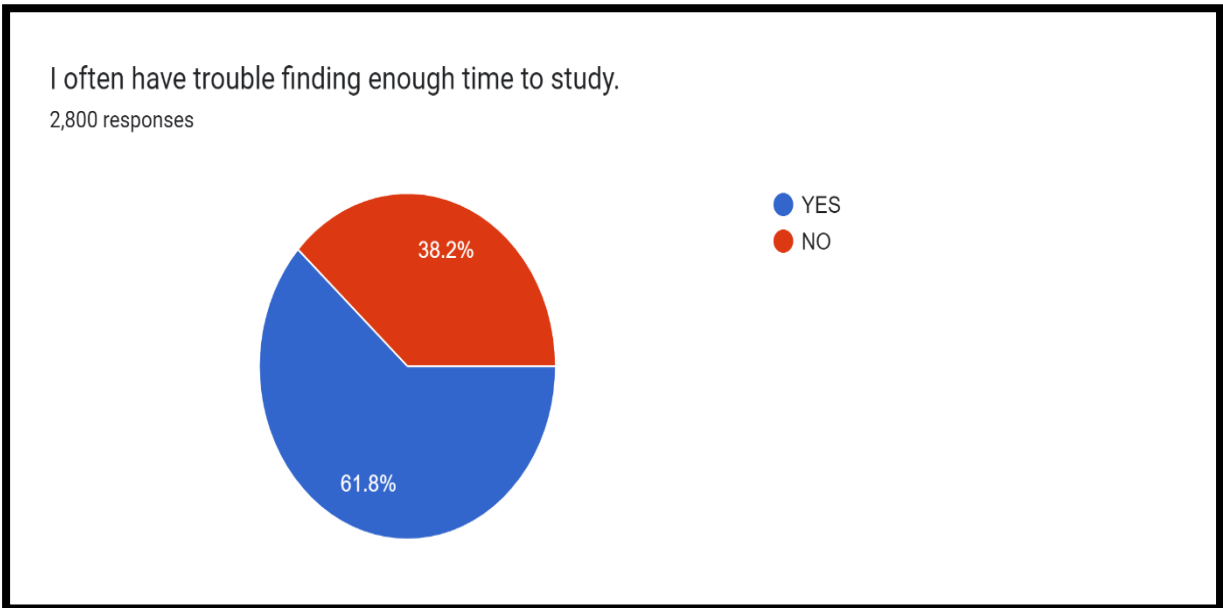


Majority of the mentees (71.6 percent) rarely read the questions at the end of the chapter before they start reading the chapter while nearly one third of the mentees (28.4 percent) had the habit of reading the questions at the end of the chapter before they start reading the chapter.

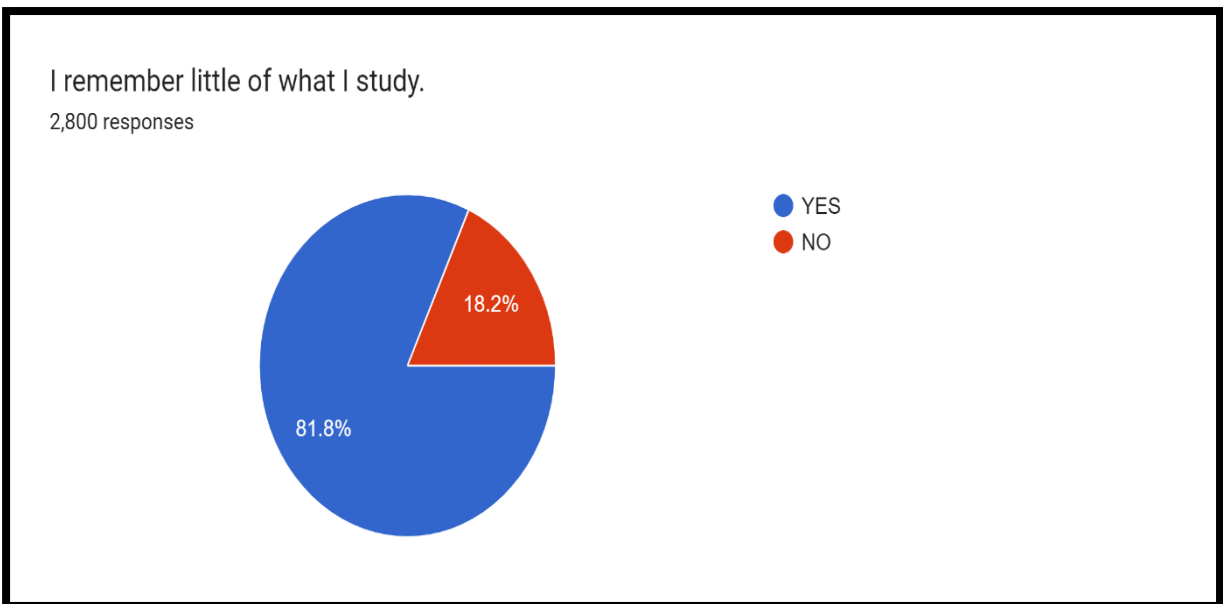


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Majority of the mentees (61.8 percent) found short of time to study while more than one third of the mentees (38.2 percent) had enough time to study.

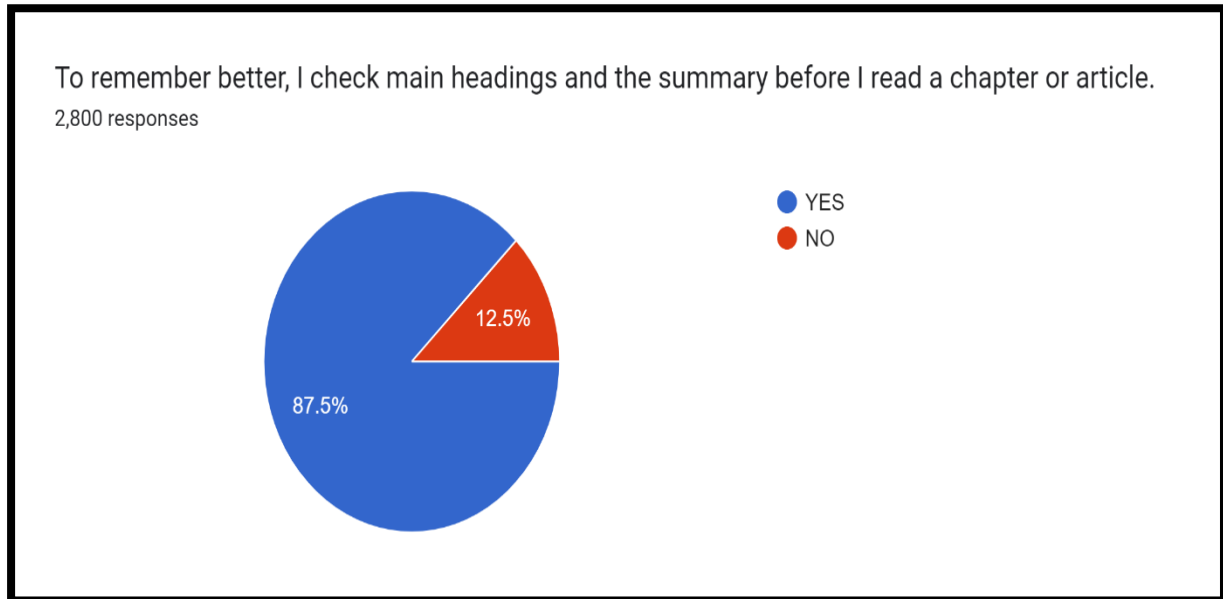


A vast majority of the mentees (81.8 percent) had trouble in remembering what they study while nearly one fifth of the mentees (18.2 percent) did not face such problems.

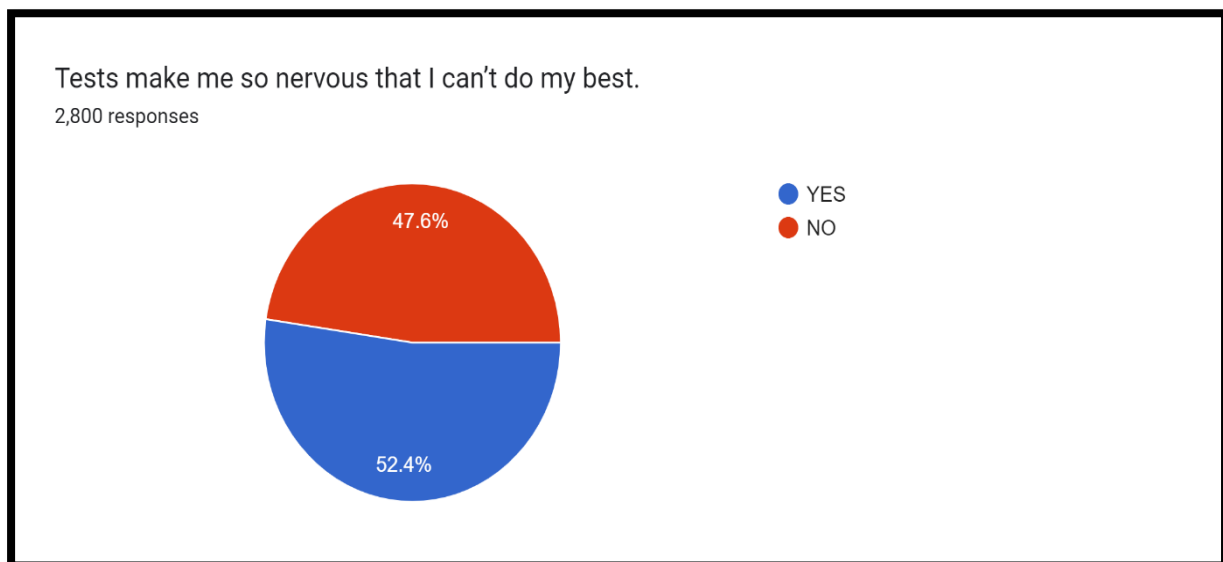


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Majority of the mentees (87.5 percent) could remember better if they checked main headings and the summary of the chapter before they read a chapter while less than one fifth of the mentees (12.5 percent) had not tried any technique of remembering..

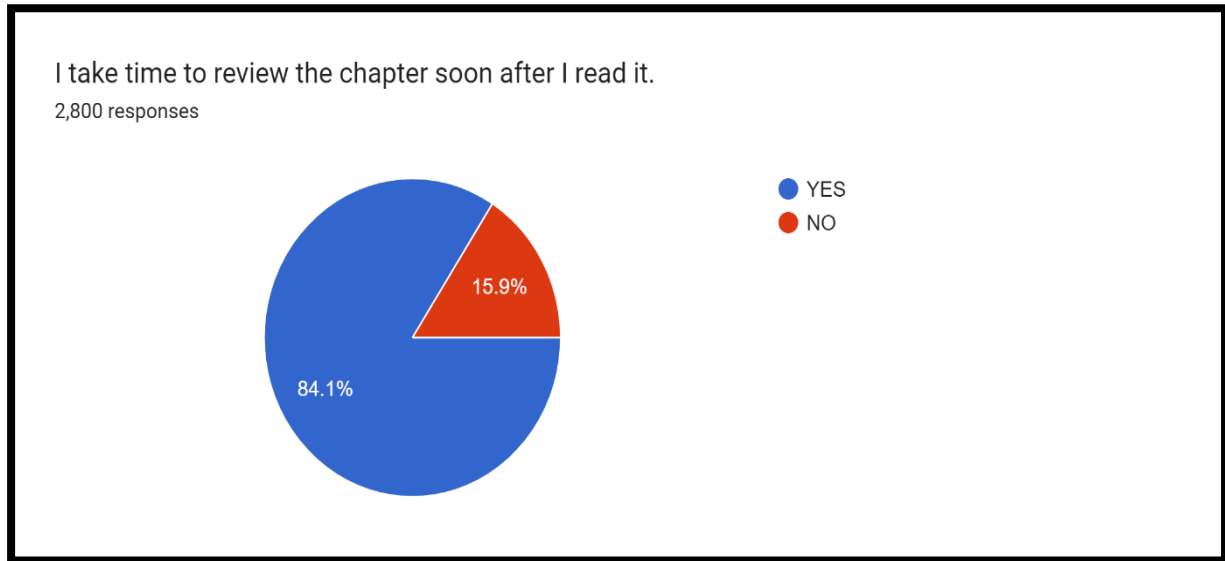


More than half of the mentees (52.4 percent) had become nervous when writing tests and could not perform better while less than half of the mentees (47.6 percent) did not become nervous while writing tests.

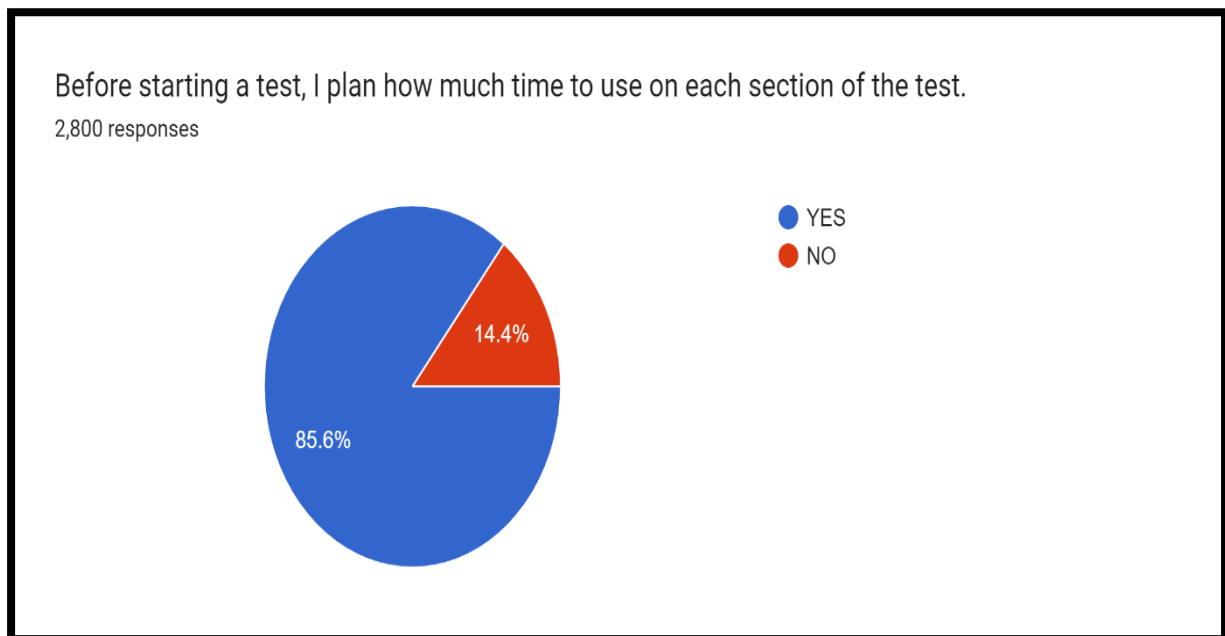


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A vast majority of the mentees (84.1 percent) had the habit of reviewing the chapter soon after they read it while less than one fifth of the mentees (15.9 percent) did not have above mentioned habit..

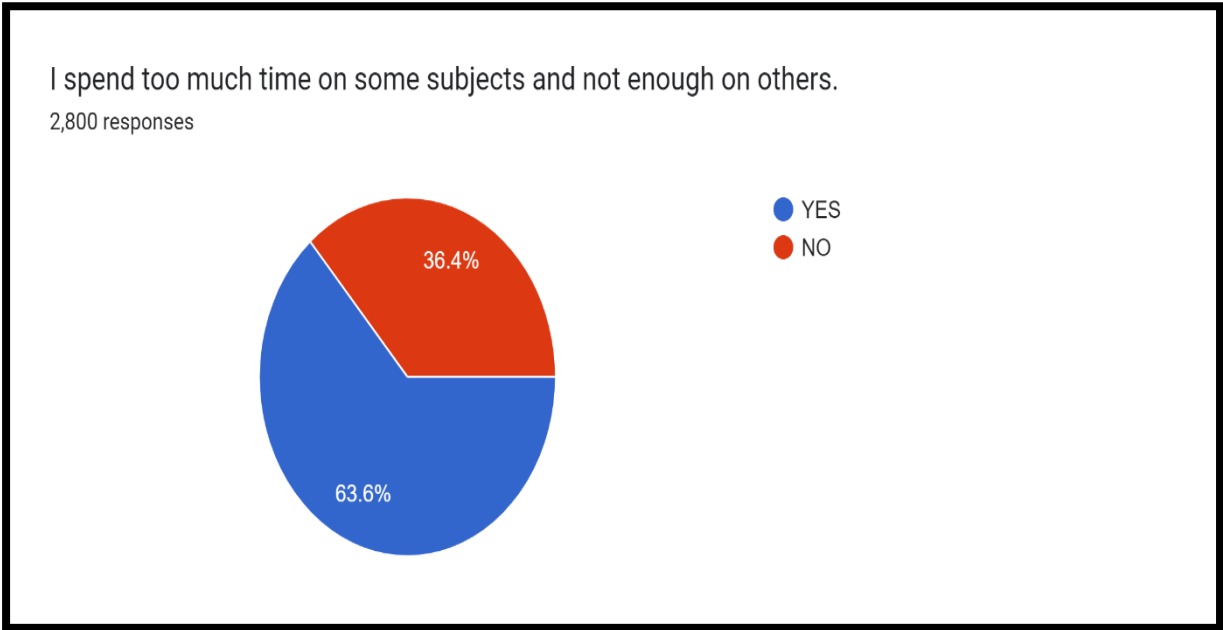


A vast majority of the mentees (85.6 percent) had good time management in writing their exams while less than one fifth of the mentees (14.4 percent) did not have good time management.

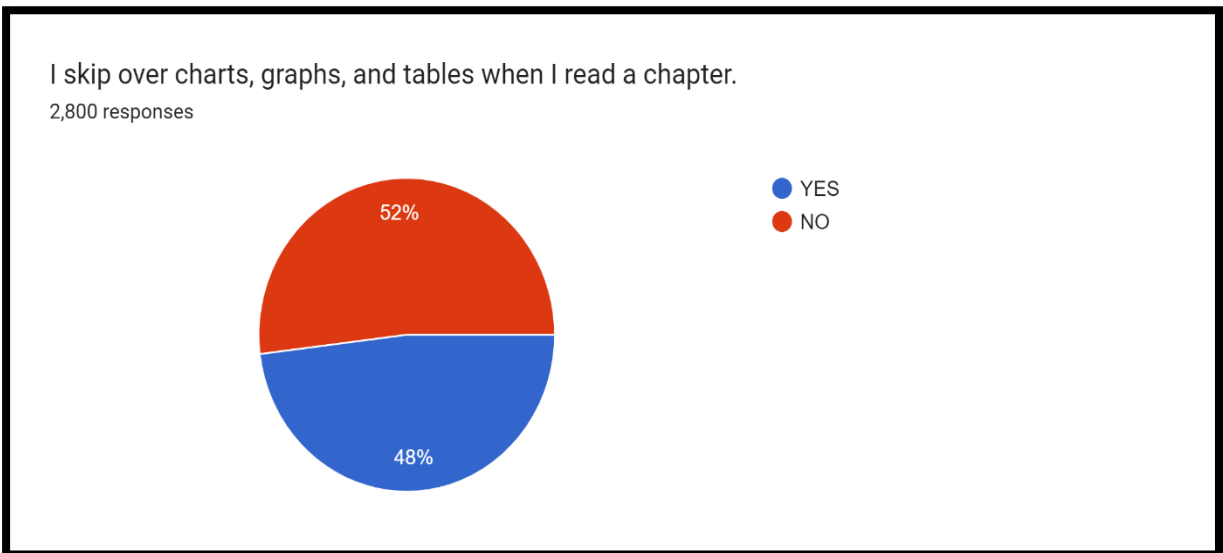


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Majority of the mentees (63.6 percent) were not spending time equally for all the subjects while more than one third of the mentees (36.4 percent) were giving equal importance for all the subjects.

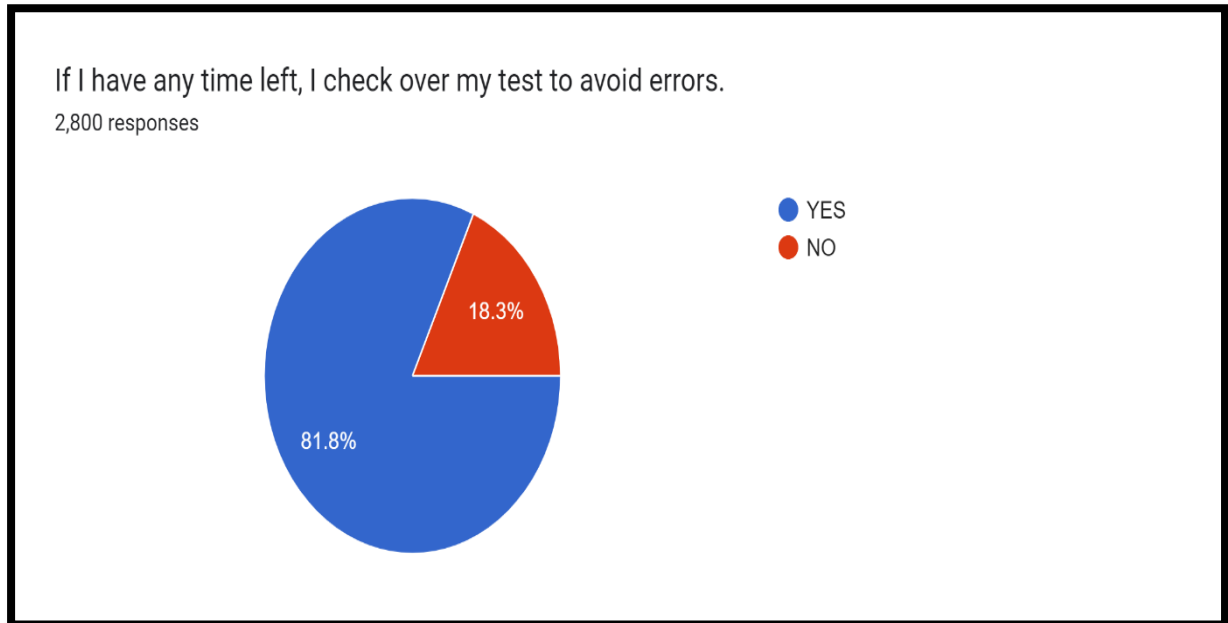


More than half of the mentees (52 percent) had the habit of studying thoroughly all the aspects of a chapter less than half of the mentees (48 percent) used to skip charts, graphs and tables for preparing for their exams.

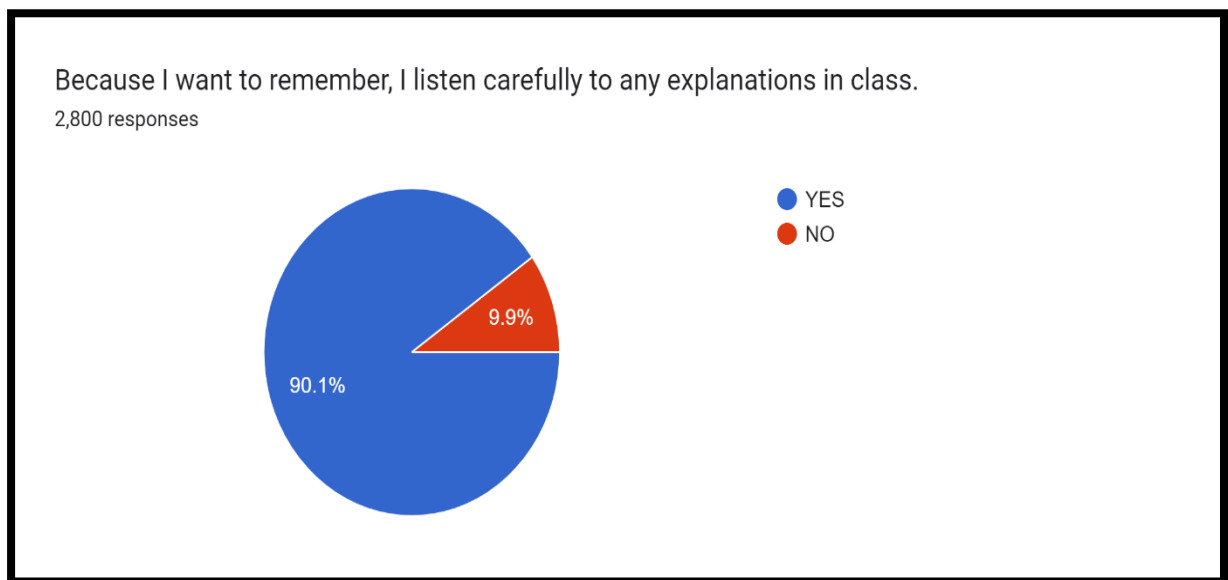


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A vast majority of the mentees (81.8 percent) had the habit of checking the answers in order to avoid errors while nearly one fifth of the mentees (18.3 percent) did not bother about checking the answers.

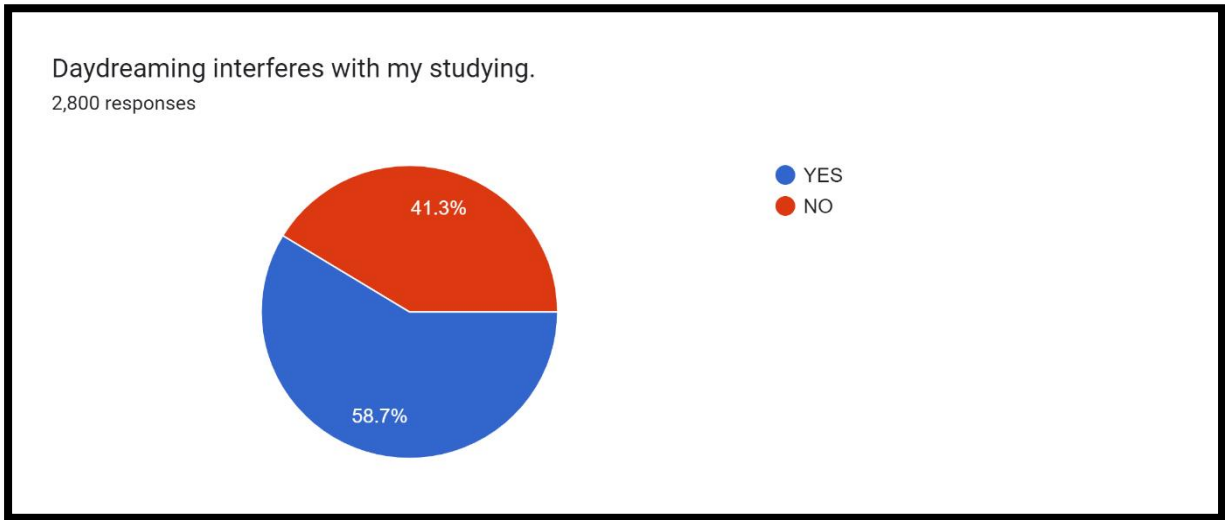


A vast majority of the mentees (90.1 percent) had the habit of listening class explanations carefully while very few of them (9.9 percent) did not bother to listen the classes.



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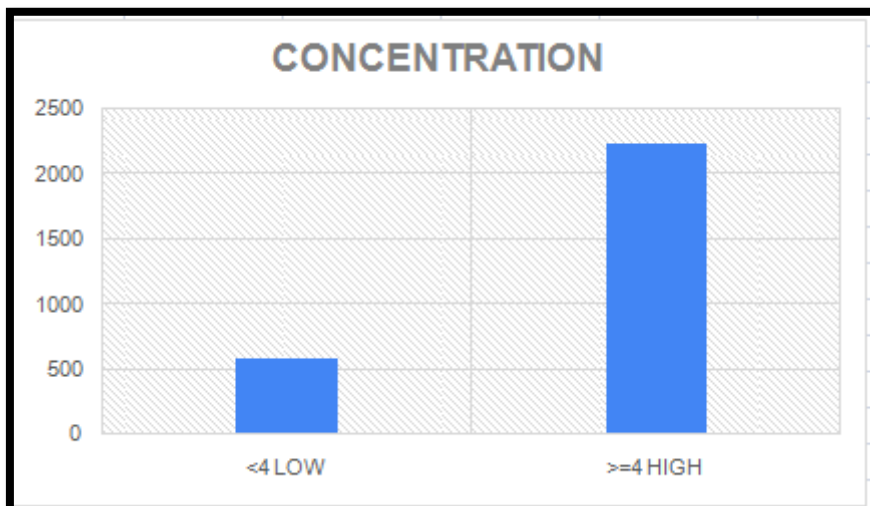
OUTCOME ACHIEVED



More than half of the mentees (58.7 percent) felt that daydreaming interferes in their studies while less than half of the mentees (41.3 percent) did not feel that daydreaming interferes in their studies.

LEVEL OF STUDY HABIT BY THE MENTEES

A study habit inventory was administered to assess the study habit prevailing among Mentees. The sample 2800 mentees participated in the survey. The results are discussed below.

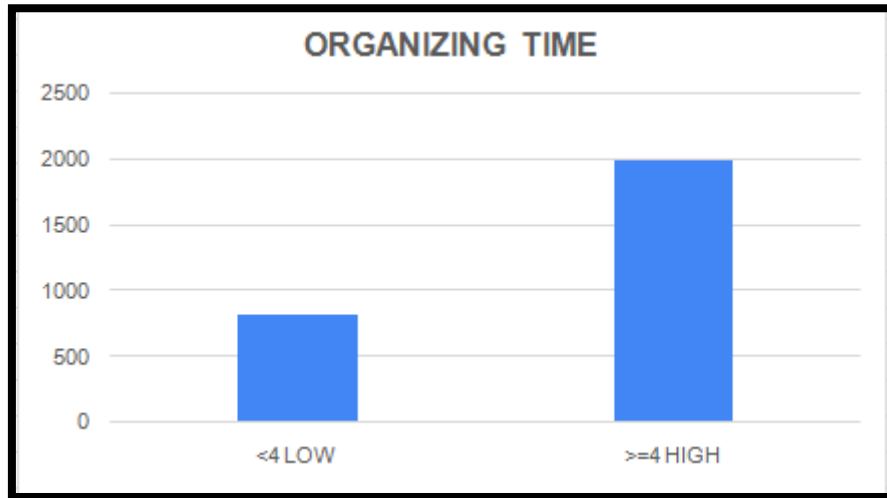


The above diagram depicts majority of the mentees had high level of concentration in their studies however significant proportion of them had difficulty in concentrating in their studies.

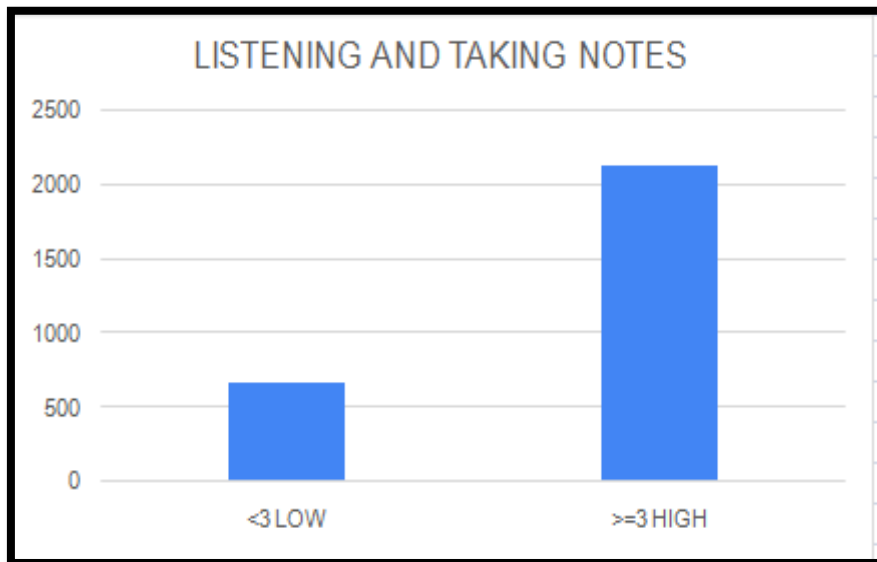


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OUTCOME ACHIEVED



When looking into the time management of mentees, significant proportion of them had difficulty in organizing their time to academic activities while majority had good time management.

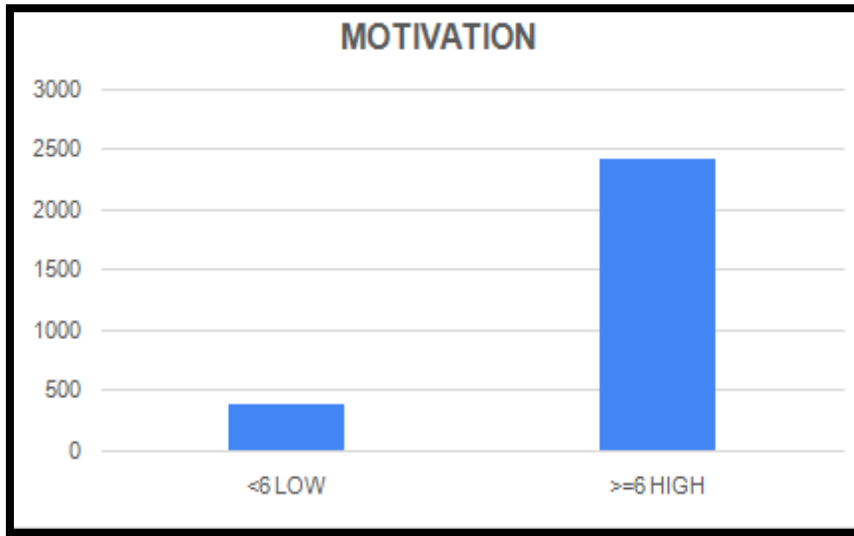


A majority of the mentees had the habit of listening and taking notes during lectures while a significant proportion of them were not having the habit of listening and taking notes during lectures.

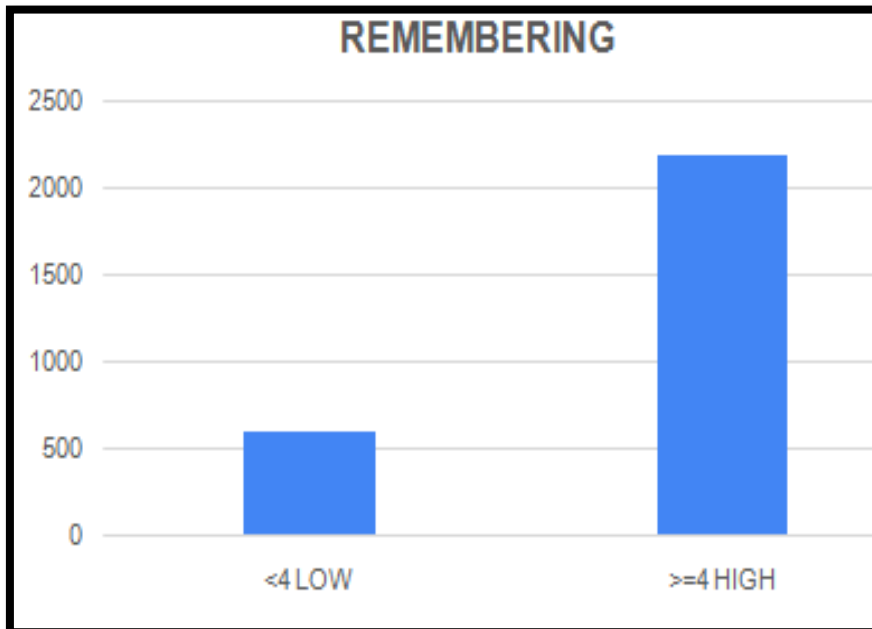


CRITERION II

OUTCOME ACHIEVED



A vast majority of the mentees were motivated to perform well in their studies while a significant proportion of them were lacking motivation in their studies.

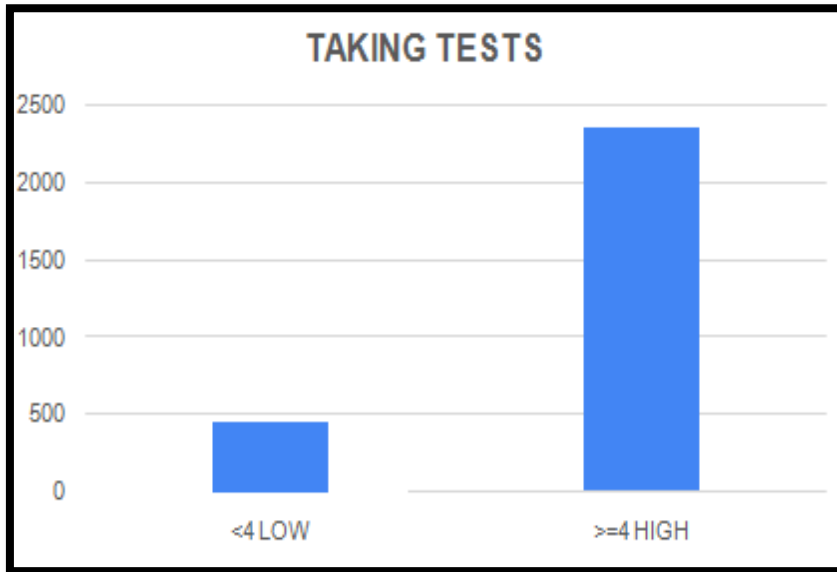


A vast majority of the mentees had good memory power while a significant proportion of them had problem in remembering.

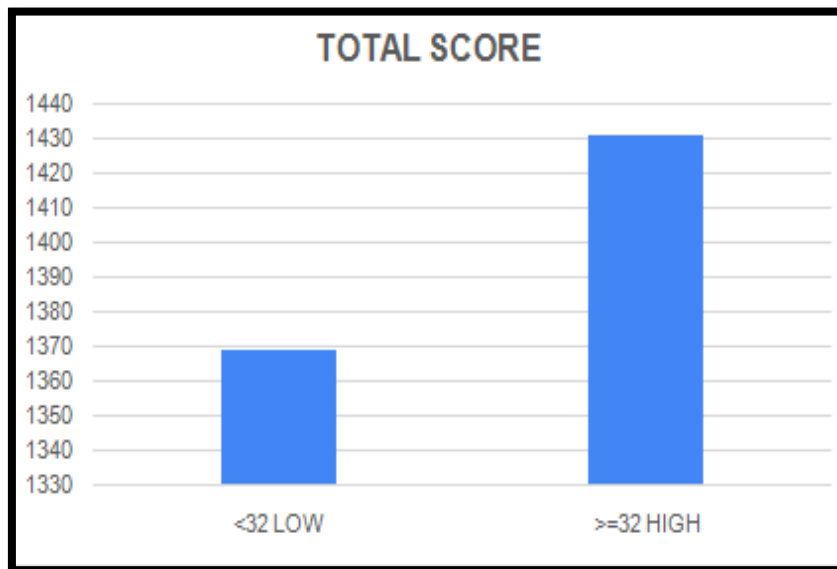


CRITERION II

OUTCOME ACHIEVED



A vast majority of the mentees hashigh level of study habit in taking tests while significant proportion were not having favourable attitude toward taking test.



While analyzing the overall study habit of the mentees, majority of them have good study habit and the remaining significant proportion of the mentees had low level of study habit.



CRITERION II

OUTCOME ACHIEVED

IMPLICATIONS OF THE STUDY

A careful scrutiny of the results of the present study reveals that majority of the mentees had good study habit however a significant proportion of the mentees had faced difficulties in concentration, remembering, taking tests, time management, putting more efforts to make an attempt of difficult assignments etc. Further few had the attitude of not bothering about their grades, taking tests, listening lectures etc. This may be due to their less interest in studies, diversion due to mobile usage, playful nature, less motivation, not much ambitious, indulging in love affairs, poor economic condition, academic backwardness, disorganized and broken families, peer group influence etc.

MEASURES TO ENHANCE THE STUDY HABIT OF MENTEES

- Mentor of each class may identify the students who score lower marks in the tests and who are not showing interest in submitting assignments on time, who are always distracted during lecture hours and may speak to them personally to know the reasons for their academic backwardness
- Mentors may refer students who they consider needs professional assistance to diagnose their real problems and get treated.
- Faculty development programmes may be arranged to orient teachers to make their lectures interesting
- Parent-teachers meeting can be arranged periodically and parents may be well informed about the problems of their wards and seek their support to mend the students positively.

CONCLUSION

The present study reveals majority of the students possessed good study habit except few. All the students can be helped to come out of their problems through appropriate measures by the management, mentors, parents and peer group. Effective study habits are essential for students to thrive academically and achieve their educational goals. By prioritizing time management, active engagement, organization, and self-regulation, students can overcome common pitfalls and cultivate a sustainable approach to learning. By embracing practical strategies for improvement and fostering a culture of continuous growth, students can unlock their full potential and succeed in their academic endeavors.



CRITERION II

OUTCOME ACHIEVED

ACTION TAKEN REPORT

- Mentees who had faced difficulties were referred to the Counselling Centre through HOD and Principal
- Cases were dealt by trained counsellors of **Student Counselling Centre**
- Parent Teachers meetings were conducted and the mentees' problems were discussed
- All the departments organize Capacity Building and Skill Training programs for the students through department associations.
- Students are taken orientation visits to make their learning more interesting
- Skill Development Courses and Value-Added Courses were started so that all the students are given freedom to select the courses of their own interest so that the unique capacity of the students brought out.