



CRITERION-7  
AQAR  
2021-2022

**BEST  
PRACTICE 1  
Peer Tutoring  
Program**



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AQAR  
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# REPORT



# NEW HORIZON COLLEGE MARATHALLI

Permanently Affiliated to Bangalore North University, Recognized by the Govt. of Karnataka  
Recognized under section 2 (f) of the UGC Act, 1956  
Accredited by NAAC with 'A' Grade

The Peer Tutoring Program is an integral initiative at our educational institution aimed at providing personalized support and guidance to incoming students. The program pairs experienced peer mentors with new students to facilitate a smooth transition to college life, foster a sense of belonging, and enhance student success. This report outlines the objectives, implementation, outcomes, and challenges of the Peer Tutoring Program.

## Objectives:

**Smooth Transition:** The primary objective of the program is to ease the transition of incoming students into college life by offering them a support system of experienced mentors.

**Sense of Belonging:** The program aims to create a welcoming and inclusive environment for new students, reducing feelings of isolation and promoting a sense of belonging within the college community.

**Student Success:** By providing academic and social support, the program seeks to improve student success, academic performance, and retention rates.

**Implementation:** The Peer Tutoring Program was launched at the beginning of the academic year and was open to all incoming students. Trained peer mentors were selected based on their academic achievements, leadership skills, and willingness to support others. New students were matched with mentors based on shared interests or academic disciplines.

Tutoring sessions were conducted regularly throughout the academic year, with mentors guiding their mentees on various aspects of college life, including course selection, time management, and campus resources. The program also organized group activities and events to facilitate interaction among mentors and mentees.

## Outcomes:

**Smooth Transition:** The program successfully assisted incoming students in adjusting to college life, as evidenced by reduced feelings of anxiety and increased comfort in navigating campus resources.

**Sense of Belonging:** New students reported feeling more connected to the college community and developed meaningful relationships with their mentors and peers.

**Student Success:** Participants in the Peer Tutoring Program demonstrated improved academic performance and higher retention rates compared to non-participants.

## Challenges:

**Mentor Recruitment:** Identifying and recruiting suitable peer mentors required a rigorous selection process to ensure the availability of committed and responsible mentors.

**Mentee Engagement:** Encouraging active participation from new students, especially during the initial stages of the program, demanded proactive communication and follow-ups.



**Resource Allocation:** The program required dedicated resources for training, organizing activities, and facilitating mentor-mentee interactions.

**Recommendations:**

**Ongoing Training:** Continuous training and support for peer mentors will enhance their effectiveness in guiding and supporting their mentees effectively.

**Outreach and Communication:** Improved outreach and communication strategies will ensure higher mentee engagement and participation.

**Collaboration with Faculty:** Collaborating with faculty members to integrate tutoring sessions within the academic curriculum can enhance the impact of the program.

**Conclusion:** The Peer Tutoring Program has proven to be a valuable and impactful initiative in fostering a supportive and inclusive college environment. By providing personalized support to incoming students, the program contributes to their successful transition and overall academic and personal growth. The continued success of the program depends on addressing challenges and incorporating feedback to further improve its effectiveness and reach.



  
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