

1. Title of the Practice: STEP – (Strategised Target Excellence Programme)

Objectives of the practice: To prepare students for the challenges of the modern world and guide them to suitable career choices and institutions of higher education

Context: We have a heterogeneous group of youngsters with varying academic performances and socioeconomic backgrounds. The real challenge is to lift up these diverse categories of students from their existing positions.

The Practice

At the initial stage, goals and vision are introduced to the first-year students through a comprehensive induction programme. Later Career Guidance Cell encourages them to set SMART goals through orientation programmes by experts. As the third step, training programmes extending from two to five days for enhancing the employability of students are conducted every year. To enhance the competencies for the labour market short term courses and courses to inculcate additional skills are also offered. Entrance preparations to reputed institutions are arranged at the department level making use of the resources within and outside the college. Other than the notice boards, a career portal is active on the college website and a career corner in the central library. Online registrations for PSC, bank jobs and other competitive examinations are facilitated by Career Guidance and Placement Cell.

Evaluative step: The parents are brought into the stream for exchange of feedback through PSTA meetings. Inter-Department Quality Cell (IDQC) monitors and evaluates the teaching and learning activities to ensure the attainments of the benchmarks while the College Council coordinates the semester-wise result evaluation.

The meritorious students are duly honoured on the merit day.

Evidence of Success

- The increase in the number of students qualifying the entrance examinations conducted by top-ranking institutions
- A good number of students from our institution are getting placement in campus recruitments.
- The university examination results during the last five years show an upward trend. Our PG students as well as recent alumni of UG departments are qualifying national and state level competitive examinations like JRF/NET/SET etc.

- The demand ratio of the college in connection with the admissions is a good indicator of the success of STEP.

Problems encountered and resource required:

- The late publication of exam results by the university
- The available working hours for the completion of the courses are in most cases, much less than the stipulated, which affects the performance adversely.
- Shortage of eminent resource persons in the region.

2. WE: Women Empowerment

Objectives of the practice

To empower the girls and women of different strata of the society and to integrate them with the social, economic and political mainstream.

The context

The girls who are socially marginalized and are lagging behind need constant guidance and support. The challenge is to bring in them a clear idea regarding the social roles they can take up in different walks of life.

The Practice

1. Confidence is built up in students, particularly among the girls of weaker social backgrounds, through monitoring, counselling, PTAs and PSTs
2. Career goal setting and focused attention on upward mobility.
3. Empowering through self-reliance: free classes on driving, fashion designing, stitching, embroidery, glass painting etc. are provided with this aim
4. Orientation for life skills and successful family life.
5. Follow up through PSC coaching, WWS, SSP etc.
6. Evaluation, corrective steps and honouring exemplary talents.
7. Social extension - self-help groups, consultation, classes by the home science department.

Evidence of success

- Increased number of students (girls) opting for higher education and non-traditional courses.

- Contribution toward socio-political leadership
- The upward mobility of women in society in many respect - political, social, and economic - is a testimonial to the functioning of the LADDER in the right direction.

Problems faced

- Breaking of the inhibitions and preconceived notions of the youngsters.
- Orthodox views of the community
- The hectic workload and semester-based class system limit the space for interaction with resource persons outside the campus.

3. Best Practice: NEST (Nurturing and Educating for Social Transformation)

Objectives of the practice:

To nurture students' innovative skills with teaching and enable them to imbibe the values of social responsibility as envisaged in the vision of the college.

Context

A heterogeneous group of students from varying disciplines with a team of dedicated teachers researched the possibilities to bolster the Kurichya community at Peruva and on 24th September 2017, a team from Nirmalagiri College approached the community.

The Practice

The mission and goals are introduced to the community and entry-level surveys were conducted to determine the available facilities. To familiarise them with the revised university curriculum orientation programmes are organised. Training programs extending to three days are also conducted for enhancing the employability skills of students.

Following are the initiatives started by the college:

- The colony library project
- Spoken English training classes
- Self-employment skills and aptitude training
- Circulation of self-help books
- Classes to build self-esteem
- Career guidance seminars
- Orientation programmes for PSC/UPSC/RRB exams

- 'Each one Mentor one' project (individual mentors for each student from the colony)
- Installation of internet facility for online classes with the help of BSNL

Evidence of success

- The gradual increase in the number of members in our motivational classes and coaching
- The decrease in the number of dropouts in secondary and higher education, and increased interest to join degree courses
- The mini library set up in the region boosted the number of readers

Problems encountered and resources required

- The organization of initial meetings and classes were quite difficult since the students were not interested in studies or related projects.
- There was no proper communication system which made it difficult to conduct classes during lockdown