

Best Practices (2018-2019)

Best Practice I: STEP (Strategised Target Excellence Programme)

The Goal

To prepare the students to face the challenges of the modern world, to meet the HR requirements and to lead the creamy students to reputed HEI through academic excellence.

Context

We have a heterogeneous group of youngsters with varying academic performance as reflected in their marks at the entry level. Besides, there is a section whose opportunities are hindered by adverse socio-economic milieu. The real challenge is to lift up all the diverse category of students from their existing positions.

The practice

- In the first step the mission, goals and vision are introduced to the freshers. This is attained through a four level process involving (a) comprehensive induction programme in the beginning of the course (b) entry level test and (c) a socioeconomic survey and (d) bridging to the Nirmalgiri academic community.
- The second step' is based on mentoring and activities of the Career Guidance and Placement Cell. The students are encouraged to set SMART goals through orientation programmes by experts and are motivated to achieve them.
- As a third step, training programmes of various natures extending from two to five days aimed at enhancing the employability of students are conducted every year. These sessions provide intensive coaching in group discussion, interview techniques, CV preparation, aptitude tests, competencies in global link language and numeracy.
- To enhance the competencies for the labour market short term courses and courses to inculcate additional skills are offered. Various initiatives to build the proficiency in the IT skills are taken up at this stage.

- Entrance preparations to national 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 in the college website and a career corner is provided in the central library. Dissemination of the information regarding the course and job announcements is done through modern social media also. 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 feedbacks through PSTA meetings. Inter-Department Quality Cell (IDQC) monitors and evaluates the teaching and learning activities to ensure attainments of the benchmarks. 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 goes to prove that this strategy has worked well.
- Among the arts and science colleges under the Kannur University, a good number of students from our institution are getting placement in campus recruitments.
- The University level examination results during the last four 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 results of each semester examinations, if published by the university within one month of the examinations, could further enhance the effectiveness of STEP.
- The available working hours for the completion of the courses are in most cases, much less than the stipulated, due to the peculiar locational socio-political reasons, which has some adverse effects on the performance level.

- Shortage of eminent resource persons in the region.

Best Practice II: WE (Women Empowerment)

The Goal

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

Since rurally located students from different social, political and economic milieu are admitted, their aspirations, inner talents level of academic caliber also differ. The peculiar demographic composition (more than 80 percent girl students) offers us space to communicate with the women leaders of the future from different categories.

The context

All girls are not of equal aspiration level and girls from socially marginalized groups are lagging behind and need constant companionship to track them into the main stream. 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. Building confidence in the students particularly the girls of weaker social background. This is achieved through monitoring, counseling, PTAs and PSTAs
2. Career goal setting and focused attention for upward mobility.
3. Empowering for self dependency and bringing forth extra talents for earning and self employment like driving, fashion designing, stitching, embroidery and glass painting
4. Orientation for life skills and successful family life.
5. Follow ups and companionship - PSC coaching, WWS and SSP
6. Evaluation, corrective steps and honoring exemplary talents.
7. Social extension - self help groups, consultation, classes by home science departments.

Evidence of success

1. Increased number of students (girls) opting higher education and non traditional courses.
2. Contribution towards socio-political leadership
3. The upward mobility of women in society in many respect - political, social, Economic - is a testimonial to the functioning of the **WE** in the right direction.

Problems faced

1. Breaking of the inhibitions and preconceived notions of the youngsters.
2. Communal orthodoxy preventing them from openness.
3. The hectic workload and semester-based class system limits the space for interaction with resource persons outside the campus.