

Criteria 7 (2020-21)

7.2 - Best Practices 7.2.1 - Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.

1) Title of the practice: Gender Equity for an Egalitarian Campus.

The context that required the initiation of the practice (100 – 120 words):

The College has established a Women Empowerment Cell in the college campus to empower and safeguard the rights of female members, faculty, staff and students of the College. The WEC works to promote gender sensitivity in the college and conduct diverse programmes to educate, sensitize both male and female members and produce harmonious atmosphere on the campus. The college is situated in a rural area and about 70 percent of the students are women students from financially and socially challenging backgrounds. Thus the women's cell of this college clearly functions as a main source of influence which can make a positive change in the society as well.

Objectives of the practice (50 – 60 words):

The main objective of this practice is to promote inclusive education to all and promising the welfare of the students and faculty towards preparing them into competent professionals to take up greater challenges in the academic sphere and also to improve women's conditions with regard to education and health, to build a literate environment at home and in the society.

The Practice (250 – 300 words).

An Egalitarian campus should be the ultimate goal of our development. All are equal – Uniform for all students. A dress code brings about unity and eliminates discrimination. By insisting on a uniform for both girls and boys, the institution is establishing social justice and eliminates discrimination. This creates a feeling of oneness, which can be promoted by removing the messages of social and economic status carried by clothing. Safety of students is a major concern of the institution. Other practices we accomplished for the students is to practise meditation for 15 minutes daily in which a person sits calmly and silently and tries to erase all hatred or ill feelings about everyone. The student thinks that his soul and body are different and his soul has no attachment with any person and no person has put any harm to his soul. It removes all ill feelings from the mind of the person and creates an egalitarian society.

Gender equality in the classroom can play a huge part in learning, and will encourage students to achieve their life goals. The best way to promote gender equality in the classroom is by simply encouraging everyone to work together. Teamwork is a valuable life skill, but letting students of all genders work together free from stereotypes will teach them that gender really don't matter at all. We conduct team work programmes among students with faculty on weekly basis like campus cleaning, Quiz competitions, youth enhancement programs, environment enrichment programs like tree planting, plastic awareness campaigns, anti-drug campaigns, rallies especially at nationally important days like Independence Day and republic day, unity day etc.



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Obstacles faced if any and strategies adopted to overcome them (150 – 200 words)

The major challenge faced by girls living in rural and remote areas is often violence and higher rates of poverty, limited access to health-care services, information and communications technology, infrastructure, financial services. The institution recognizing their cultural, social, economic, political and environmental conditions have taken steps to mitigate their woes. Being a rural area, the economic stability of the family of most of the students of this college depends on agriculture and small scale cottage industries. So most of the students couldn't afford costly dresses, tuition fees, books etc. We have taken this as a major challenge and integrated a gender perspective into the design, implementation and evaluation and follow-up to development policies, plans and programmes, including budget policies, subsidies through cooperative societies for uniforms, providing scholarships from government and public sectors and paying increased attention to the needs of rural students a to ensure that they benefit from policies and programmes adopted in all spheres and that the number of rural girls living in poverty is reduced.

Impact of the practice (100 – 120 words).

The major impact of this practice benefitted to the students by their socio economic, cultural and attitudinal development towards the society, family and college. Girls who receive an education are less likely to marry young and more likely to lead healthy, productive lives. They earn higher incomes, participate in the decisions that most affect them, and build better futures for themselves and their families. Also this strengthened the economic level and reduced inequality. It contributed to more stable, resilient societies that give all individuals – including boys and men – the opportunity to fulfil their potential. It's also given the girls a feeling of safety, freedom and unity in classrooms and inside the campus and supported in the subjects and careers they choose to pursue – including those in which they are often under-represented.

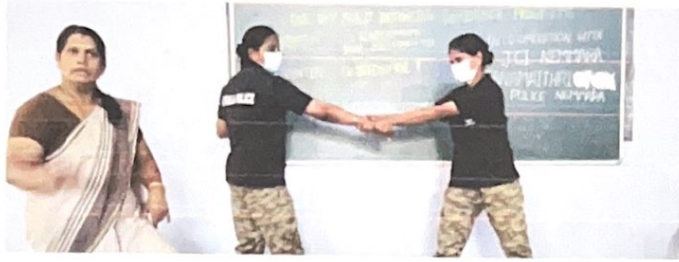
Resources required: The major resources required for this practise are Women club, Cooperative society, National service Scheme, National cadet corps, IQAC.



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2) Title of the practice: Student Empowerment through Career Advancement & Soft Skill Programs.

The context that required the initiation of the practice (100 – 120 words):

Our major share of our student community are coming from rural background as our college is situated on most backward area of Palakkad district of Kerala state. So student's perception towards career growth, attitude level, communication skills, futuristic goals to name a few are far different than the students from urban areas. Apart from normal academic education we found that our students need career advancement and soft skill programs to achieve their futuristic goals and career growth contributing to the economic stability of their families. The lack of positive attitude of major share of students towards competitive exams and other challenging tasks was the major challenge we faced to overcome so many hurdles in the student's progress.

Objectives of the practice (50 – 60 words):

The main objective of this practice is to make all the students of this college develop confidence and positive attitude towards their career advancements and higher studies. By developing effective communication skills (spoken and written), presentation skills, interpersonal skills, team management skills, and leadership skills, the students become self-confident individuals to achieve their dreams and family.

The Practice (250 – 300 words)

The focus of this project on successful practices and partnerships for a college career development program was set through several impersonal meetings with soft skill experts. This practice was then divided into three phases. Phase I was a survey of career development programs. Phase II was a literature review of academic and foundational research on career development of students. Phase III focused on synthesizing recommendations from the research gathered in phases I and II.

Phase I had two parts. In the first part, we collected information about various career development programs especially in our district and state. We also searched for programs using internet search engines, we did not limit our search to a particular structure or geographic area to conduct online training programs. In the second part, we conducted a literature review of research together with the college placement cell. We focused our search on studies that provided evidence of success for particular soft skill programs. These studies informed our analysis of the program information we collected.

We arranged practical skill development workshops like Youth enhancement and time management workshops that provides the students to practice team work and leadership qualities. We incorporated opportunities for public speaking in our regular classes in the form of class seminar and project presentations and encouraged students to come up with creative solutions. We also made a systematic syllabus for implementing this practice to achieve and to get results of all areas of soft skills training. We arranged training sessions from external resource persons especially on weekends without affecting their regular academic activities.

We also provided hard skills training sessions which improves technical skills of students that are often job specific like computer hardware and maintenance, network administration and advanced Python Programming.



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Obstacles faced if any and strategies adopted to overcome them (150 – 200 words)

The first challenge we faced in our practise is the “knowing-doing gap” in college education. This gap describes the substantial disconnect between what students know and how skilfully they can apply such knowledge. Another obstacle we faced is the confusion about how to best instruct and measure such personal attributes. Since soft skills competencies aren’t as clearly defined as hard skill competencies, many educators often develop a sentiment about the students from different economic, cultural and social backgrounds.

Also Soft skills tend to be more personality-focused, as opposed to being based on qualifications, technical skills, or vocational experience. That includes things like people skills, social skills, interpersonal skills, and transferable skills. So time constraints and non-availability of specific skilled resource persons were major challenges we faced during the period. Another major challenge we faced was that most of our students lack English communication skills as they are coming from Malayalam medium back ground so we initially we need to concentrate to develop on their basic written and spoken skills before letting them to advanced training programs.

Impact of the practice (100 – 120 words)

The practice encourages students to learn about the different soft skills and how they can incorporate them into their professional life, they should also remember that different periods in their jobs will require them to take on different roles. Students gained Leadership qualities that enables students to guide others while fulfilling the goals and mission of the organization.

Students achieved time management skills to use the work time wisely – plan time as required and allocate it reasonably for various tasks. This benefited students to plan and prepare for their university and practical examinations effectively. Problem solving abilities Critical thinking benefitted the student community to analyse information objectively, assess different perspectives, and reach logical conclusions without being influenced by emotion or personal biases.

Resources required: Placement cell, Department of English, Mathematics and Instrumentation Faculty Resources, IQAC.



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