

**BEST PRACTICES OF C-EDGE COLLEGE**

**Title of the Best Practice**

PERSPECTIVE CLASS

**Objectives of the Practice**

From the time of its inception, it was envisaged to offer something different, a value added knowledge for our students, and one of the College *“Best Practices”*. The objective is to equip the student to learn to do their own perspective studies and understanding.

This is a unique form of class lecture in an interactive format, designed by the College based on the following concepts:

1. The talks would not be based on the text book or syllabus per se, but it would generally be on the scope and concept of the subject matter, to provide a broader view by presenting ideas and materials from outside the scope of the text book or syllabus.
2. The topics are open and wide ranging.
3. The Talks shall be on any subject matter as a specific text book or the syllabus may not able to cover all different perspectives due to the nature of limited academic time available.

**The Context**

Perspective Class in C-Edge College has been introduced since 2013-14, within a year from the start of the College itself. The idea is to look at the subject matter from a different perspective by presenting a broader picture of the subject matter which will give a deeper and better understanding of the subject to the students, and enables them to better master the same. It will also teach them the applicability of the subject and its impact in the real world.

The Perspective Class would teach students how to make a connection between the theory and the practical. Students who already have a good academic grade, the Perspective Class challenges the students to a higher level of understanding. For those who are struggling, it helps them to get a better grasp of the subject. For those who think that the subject has little or no relevance in life, the Perspective Class challenges them with a motivation to think otherwise.

Furthermore, Perspective class conducted by the faculty concern requires intensive research thus; it will guide the faculty members to use the topic as a base of reference for their future research papers. This clearly shows the benefits for both faculty and students.

**The Practice**

Ever since its inception, the team of faculty takes up the Perspective Class at least twice a semester bringing about more qualitative and productive sessions with the students related to the subjects. The presenter makes use of Power Point Presentation, Audio Visual, etc.to make the session more interactive and interesting and also inculcate E-learning.

In order to track the understanding or knowledge gained and response of the students, feedbacks are prepared and collected after every Perspective Classes.

**Evidence of Success**

The table below shows the evidence of success as responded in the form of feedback provided by the students after attending Perspective Classes:

|  |  |  |
| --- | --- | --- |
| Name of the Student | Class | Feedback |
| Kamso Yimchunger | BA V Semester | Perspective classes have helped me to see the world from a different point of view. Apart from bookish knowledge, perspective classes are very much enjoyable and needed. I like everything related to it. |
| Moainla | BA III Semester | I find perspective classes to be really interesting and useful. We learnt so much outside the syllabus. I enjoyed it as we get so much idea on the related subject. |
| Ayeka Aye | BBA V Semester | Perspective Classes are interesting because it can be boring to learn only from the syllabus. The best part is that perspective classes broaden my mind-set. It helps me to think outside the box and become more curious then before.  |
| Nyimang Mong S | BBA III Semester | Perspective classes are very educative and fun because I get to learn something new. It has also helped me to do more research on it and shared in the community event. |
| Tokingla  | BA V Semester | According to me, perspective classes are useful and educative. It refreshes our mind and help to think critically too.  |

**Problems Encountered and Resources Required**

The concerned faculty to give Perspective Class requires research and materials such as references and books which sometimes may not be readily available.

**Title of the Best Practice**

KATHARIZO

**Objectives of the Practice**

* To take learning outside of the classroom, the objectives of the college has, since its inception focused on inculcating a strong culture of work ethics and cleanliness in all aspects of the environment, the body and the mind.
* The first step towards this is creating a sense of responsibility for the classrooms they learn in, for the washrooms they use and for the campus that belongs to them.
* Keeping this focus on cleanliness of the body, mind and environment as the foundation to healthy living, the college encourages its students to participate in keeping their classrooms, toilets and environment clean.
* To realise this vision, various activities have been taken up. One of the most important activities in this step is the regular social work every Saturday, where each House work on rotation basis to clean their classrooms, toilets and the campus premises.

**The Context**

A peaceful and progressive society is possible when its members are hard-working and possess the right attitudes. Believing and understanding that a clean mind in a clean body flourishes in a clean environment, the college has reasserted this belief that there is great benefit in developing good and healthy work ethics and cleanliness.

**“**Katharizo**”** which comes from a Greek Word, a verb, meaning to cleanse, purge, purify, and wash away. These action words have been applied to mould diligent and cleanliness conscious citizens who can learn these initiatives and take it with them and contribute such qualities to the communities they live in.

Katharizo, thus, aims not only to encourage the growth of hard-working and responsible students, but also to create a community of students who will take these values back to their respective communities

**The Practice**

Katharizo is an on-going and continuous process that is practiced by all the stakeholders of the College:

Students: House Wise Katharizo is conducted every Saturday by the students. Each House (four houses) on rotation basis take turn to clean the campus as well as social work outside the college campus. All members present in the college on Fridays also clean up their own classrooms after the last class under the in-charge of Class Representative (CR).

Faculty & Staff: Every faculty and staff also conducts Katharizo once a month where they clean their office and surroundings.

**Evidence of Success**

The success in the conduct of Katharizo among the students, staff and faculty can be seen in cleaner, tidier classrooms, office, and college campus. It also inculcates aesthetic values in the mind of every member.

**Problems Encountered and Resources Required**

One issue in conducting Katharizo is non-cooperation from some members who fail to turn up on certain days.

**Title of the Best Practice**

CANAAN PROGRAMME

**Objectives of the Practice**

* To put in practise one mission goal of the College that stands as ‘Values and Life Skills Education’.
* To instil values of sustainability.
* To encourage and re-learn dignity of labour.

**The Context**

Canaan Programme was inaugurated on 14 October 2015 in the College. The principle of work and work ethics are taught under Canaan Programme. The concept is an inspiration of and borrowed from the Canaan Farmer’s School South Korea, where the Canaan spirit of work turned wastelands into lush and abundant farms.

At the core of the Canaan Programme lies the principle of dignity of labour, self-sufficiency and sustainability. The hard working and discipline members in the Canaan Programme will be known as Canaan Hands. The principle spirit of Canaan Hands “If any man would not work, neither should he eat”.

The programme trains and builds local leadership at various levels for social empowerment and poverty alleviation by inculcating the spirit of “Work, Service and Sacrifice” as taught at Canaan Farmers’ School Korea.

**The Practice**

The members of Canaan Programme – the ‘Canaan Hands’ take short term projects of six months approximately, synchronizing with the academic semester. The activities conducted will be under the Spring Project that includes:

* Revive and maintain existing flower beds
* Kitchen garden- Coriander, Celery, Chilly, Lady’s finger
* Bi-weekly sales

It is the responsibility of the Canaan Hands is to:

* Devote three hours of work in a week.
* To enter details in the Canaan log as and when working in the garden.
* To either clear the weed, tend the plants, water, plant or harvest in consultation with the Principal or the Faculty Co-ordinator of the Canaan Programme.

**Evidence of Success**

As part of the Canaan Programme, the following activities have been successfully executed:

* Green House, the Gerbera Unit was inaugurated on 26 October 2015, sponsored by the sponsored by the Department of Horticulture, Government of Nagaland.
* The Spring Project 2017 (May-November): Planting of lady’s finger, chilly, basil, bitter gourd, succulents, flower sapling and maintenance of the existing Gerbera plants.
* Canaan Sales 2017: A batch of lady’s fingers, basil, bitter gourd, succulents and few saplings made to the first sales on 1st September 2017. The income generated was to split in a ratio of 30:70 (College: Student Volunteer)
* A training programme for the Canaan Hands volunteers was conducted by experts from the Farmer’s Cell, SASRD, Nagaland University Medziphema campus on 7th June 2017.
* Sales Day in Collaboration Canaan Hands was organised on 5th April 2022.

All these activities have helped the Canaan Hands to instil the values of sustainability, to gain knowledge on values, learnt life skill education and develop the spirit of dignity of labour.

**Problems Encountered and Resources Required**

As the activities also include a vegetable garden, it is prone to be attack by pests and insects and also seasonal changes that can have a destructive impact on their project. This can distraught the members however all these will help the Canaan Hands to be resilient against unforeseen situation.

**Title of the Best Practice**

 MENTORSHIP PROGRAMME

**Objectives of the Practice**

* To enrich the students in multi ways.
* To help develop character and personality building.
* To provides academic and non- academic support.
* To provide extra space to the students for their all-round development under watchful direction of a mentor.

**The Context**

The practice of Mentor/Mentee relation is another area of attraction thus forming another layer of college best practices. Mentor-Mentee relation can best be defined as an extra space provided to the students for their all-round development under watchful direction of a mentor. Each student is under the direct guidance of a Mentor. This relationship goes beyond strict academic discipline benefiting the students in their character building, talent identification, moral support, value advice etc.

There has been a lot of advantages that the students have derived from the professional advice and guidance of their mentors but some key areas where the students had derived maximum benefit can be seen in areas such as career guidance, character and personality building. It provides academic and non- academic support to the mentees by the mentor

**The Practice**

The success of the Mentoring program requires both the parties to be equally responsible to each other.

* The mentor takes the responsibility for monitoring and supervising a mentee’s overall progress and be a natural source of reference for the mentee involving both academic and non-academic support.
* The mentee takes responsibility to be responsive to the initiatives of the mentor and be cooperative in making the program functional with the full awareness that the mentee is the ultimate beneficiary.
* The mentor-mentee must share a very close and cordial relation maintaining a constant touch
* It is the duty of every mentor to see that his/her mentee is properly behaved and without disciplinary problems
* The mentor must evaluate at regular intervals about his/her mentees academic performance and achievement
* The mentor must check that his attendance in class is not neglected
* It is the duty of the mentor to see that the desired change he wished on his mentee is affected
* Every mentor submits the Mentorship Logbook to the head of the institution after the end of session.
* Mentorship is conducted at least 2-3 meetings in a session.

**Evidence of Success**

There has been a lot of advantages that the students have derived from the professional advice and guidance of their mentors but some key areas where the students had derived maximum benefit can be seen in areas such as career guidance, character and personality building**.** There is also improved performance in both the academic and non-academic because of constant monitoring by Mentors.In addition,there is better understanding of mentees personal issues affecting his academic performance.

The activation of this close mentor-mentee relation is made possible because of the proper guidelines laid down by the college recommending regular meeting between the two whether in group or in individual person as the case may be depending on the situation and need. Here is a reproduction copy of mentor-mentee meeting record.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Date &Time | Mentees attendance | Place | Issues Discussed | Outcome and resolution | Remark |
| 7-06-201511:30 am | All the mentees present | G-14 | A brief orientation on the value of mentor/mentee relationship was introduced and explained in particular to new mentees. | Mentees present were inspired by the aims and objectives behind the introduction of this practice.  | Very satisfactory |
| 12-08-1512:15 pm | Mentee A and MenteeB *(names have not been given for confidentiality reasons)* | G-14 | Meeting was immediately arranged on receiver of complains in regard to bunking of classes and misbehavior in the class by the two mentees. After making an inquiry about their behavior and attitude certain advises were given. Besides disciplinary issues of the two mentees the meeting mainly concentrated on how to control habitual consumption of tobacco, as both the mentees confessed their tobacco addiction.  | After explaining the ill effects of tobacco and the benefits of tobacco free life certain ways and means were shared and discussed to help keep off the bad habit and the mentee promised to keep a try on the suggestion. | Very satisfactory |

**Problems Encountered and Resources Required**

* There is lack of response from insincere mentees sometimes.
* Since the Mentors (faculty) who are also engaged in taking up classes and also the Mentee (student) who have to attend classes at the same time faces difficulty in time management failing to set a particular time and day for mentorship session.

**Title of the Best Practice**

ATTENDANCE AND CONTACT HOURS DEFICIT (CHD) MAKEUP

**Objectives of the Practice**

Keeping in tune with recommendations of the National Assessment and Accreditation Council (NAAC), as a starting point the college has initiated a “best practice” in the area of maintaining strict attendance and ensuring that Contact Hours are recovered by absentees so that they are eligible for the specified Credits.

Understanding that excellent attendance will automatically impact the overall performance of the student, recovery of lost contact hours are effectively worked out.

Here, in lieu of fine impositions and simply accepting leave applications, students are assigned comprehensive exercises by the concerned teachers.

With this deficit recovery system in place, there has been marked improvements. The college awards a prize and certificate to the highest attendance scorer every semester, with the condition that they should have a minimum of 90%.

As such, the college has adopted stringent and innovative measures to maintain high attendance as one of its best practices.

**The Context**

With the team of committed faculty members, contact hour deficit has been efficiently worked out each semester allowing each student to write their end semester examinations. The role of both the faculty and the student are involved in this success:

* Firstly, the students writes their exams because of their efforts and hard labour in making up the class deficits,
* Secondly, the faculty member who takes additional responsibility in filling those deficits so that none of the students shall be debarred from writing their end semester exams due to want of attendance requirements.

**The Practice**

To accomplish the objective, the following modalities are being implemented.

* Monthly attendance and cumulative attendance shall be put up in the notice board by the first week of every month.
* Names of students having attendance below 80% shall be shaded. This shall be considered as the first or subsequent warning as the case may be.
* The students having less than the requisite percentage of attendance by the second month of the semester shall be ask to make up during the third month of the semester either through library hours, assignments, unit test, question answer discussion method, project works presentation etc. or other course work. The concern assistant professor shall provide the makeup plan.
* If the makeup is not completed by the end of the third month a written warning shall be issued by the first week of the fourth month of the semester. This shall be the last chance for makeup during the subsequent last month (fifth month) left before end semester exam.
* Students failing to reach the minimum attendance or makeup adequate attendance even after this may not be allowed to sit for the end semester exam.
* The Office will prepare monthly attendance and contact hour’s deficit statement separately.
* Students who have contact hour’s deficit will be required to make up the deficit with imposition of penalty.
* Each student shall have to take clearance from all concerned Departments and clear all dues, if any, before he/she is allowed to sit for the end semester exam.



Mentioned above is the reproduction of June and July 2022 attendance record of Semester III. The record of five subjects has been displayed here:

 \* *Attendance below the min requisite of 80% is shaded. They should improve their attendance.*

 *\* A Certificate will be given to students who attain 90% and above and the topper will be awarded a prize.*

**Evidence of Success**

With this deficit recovery system in place, there has been marked improvements in the academic performance of the students. Most importantly, students does not lose any semester or year which otherwise can be a deterrence in their academic journey.

To accomplish the task of achieving good attendance and to encourage this trend, the College provides the following awards to the best attendance achievers:

|  |  |  |
| --- | --- | --- |
| **Sl.** | **Name of the award** | **Category** |
| 1 | Star Attendance Awards (Citation) | To every student in every class reaching 90% or above in attendance during the semester. |
| 2 | Best Star Attendance Awards (Citation) | To one student during the semester from each class with the highest attendance subject to reaching the minimum of 90%. |
| 3 | Champion Star Attendance Award (Citation + Rs 1000) | Best attendance from combined attendance from I to V semester to be awarded to a VI semester student subject to reaching the minimum of 90% |

Because of the hard labour and effort, there are winners under all categories of awards given as under.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Sl. | Name | Class | Award | Year |
| 1 | Sentibenla  | BA Semester IV | Best Star Attendance Award | 2022 |
| 2 | Chivetalu | BA Semester VI | Champion Star Attendance Award | 2022 |

**Problems Encountered and Resources Required**

Time Management can be challenging because both faculty and students are sometimes required to adjust the class timings to conduct the makeup classes. Furthermore, there are cases of certain students who do not respond immediately which can be a hassle for the faculty concern. However, with proper co-ordination and mentoring, the conduct of make-up classes can be manageable and can have a lasting improvement on the students.