



C-Edge College

'Aspire'

Affiliated to Nagaland University
UGC Recognised under 2(f) and 12B
NAAC Accredited

BEST PRACTICES

Contents

Sl.	Name of the Best Practices	Page No.
1.	Mentorship Programme	3
2.	Perspective Classes	6
3.	Katharizo	8
4.	Attendance and Contact Hour Deficit (CHD) Make Up Class	10

Title of the Best Practice

MENTORSHIP PROGRAMME (HIERARCHICAL & PEER MENTORING)

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 transition to college presents significant challenges for many students as they navigate new academic and social experiences. Mentoring is seen as a highly impactful strategy for promoting student success especially in higher education. The nature of college student mentoring relationship may vary depending upon who provides the mentoring support. However, the primary goal is to help the students stay in college and complete their degrees in a timely and efficient manner.

Both Hierarchical (e.g. student-faculty) and Peer (e.g. student-student) mentoring are recognised as best-practice strategies for promoting college student success. 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.

Hierarchical Mentorship is a relationship where a more experienced, senior individual (e.g., professor, department head, or faculty) guides a student, providing academic guidance, career development, and research support. Whereas, Peer Mentorship is a relationship between students of similar academic standing or experience (e.g., peers in the same major, department or student organisation), sharing academic knowledge, study habits, research expertise and social support.

Thus, Hierarchical mentorship focuses on guidance, support, and expertise from a more experienced individual. And, Peer mentorship emphasises mutual learning, collaboration, and shared experiences among equals.

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 constant contact.

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.

Problems Encountered and Resources Required

- Lack of response from insincere mentees sometimes.
- Time management between mentor and mentee can be challenging.

HIERARCHICAL MENTORSHIP

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.

PEER MENTORSHIP

The Practice

Role of a Buddy Mentor:

- Mentors may help with study skills, time management, and understanding course material.
- Mentors may provide information about career paths, internships, and job opportunities.
- Mentors may help students feel connected to their college community and provide advice on navigating social situations and building relationships.
- Mentors may offer advice and guidance on any academic related issues.
- Mentors will submit feedback every semester on October (ODD Semester) & April (EVEN Semester).

Process

- The mentor's role is to respond to the mentee's needs and agenda; it is not to impose their own agenda. They should respect the confidential nature of what was discussed as part of the mentoring relationship.
- Mentors and mentees should respect each other's time and other responsibilities, ensuring they do not impose beyond what is reasonable. The mentoring relationship must not be exploitive in any way; neither may it be open to misinterpretation.
- Mentors need to be aware of the limits of their own competence in the practice of mentoring. · The mentor will not intrude areas the mentee wishes to keep private unless invited to do so. However, they should help the mentee to recognise how other issues may relate to these areas.
- Mentors and mentees share the responsibility for the smooth winding down of the relationship when it has achieved its purpose – they must avoid creating dependency.
- The Mentor and the Mentees should meet at their own convenience time and place as long as it is in the vicinity of the college campus and within reasonable hours.
- The Mentor should submit feedback in the given format on the mentorship at the end of the semester.

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 be 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

ATTENDANCE AND CONTACT HOURS DEFICIT (CHD) MAKEUP CLASS

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.

Sl. No	ID. No.		PM			FM			HRM			MM			QT-II		
			21	%	CH	18	%	CH	22	%	CH	22	%	CH	17	%	CH
					.d			.d			.d			.d			.d
1	2102001	Tovito Y Kive	16	76.2	1	17	94.4		18	81.8		17	77.3	1	10	58.8	4
2	2102002	Maneki Pradhan	16	76.2	1	16	88.9		18	81.8		19	86.4		10	58.8	4
3	2102003	Aloka Sumi	15	71.4	2	15	83.3		16	72.7	2	16	72.7	2	8	47.1	6
4	2102004	Nymang Mong S	21	100		18	100		22	100		22	100		16	94.1	

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	To every student in every class reaching 90% or above

	(Citation)	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.
