

Two institutional best practices.

i. Mentoring

It is mandatory for the college to reserve 40% of seats of the first year Bachelor's program for students passing out from Government Higher Secondary schools within Kohima district, with a minimum of 40% aggregate marks obtained in their qualifying exam. Another 40% of seats, for students passing out from Private Higher Secondary schools within Kohima district, with a minimum of 45% aggregate marks.

Due to this unique admission policy most of the students admitted in the college have poor academic background or come from rural areas, economically disadvantaged, illiterate backgrounds while there are some students that come from non adaptive homes.

An analysis have shown that students from disadvantaged economic backgrounds usually exhibit less developed cognitive skills, experience academic challenges and risks, face social isolation, all of which can potentially affect the psychological well-being of the individual.

The college with such high proportions of disadvantaged students is at a higher risk of challenges that can result in low performance, derailing the trajectories of educational attainment, thereby affecting educational system as a whole.

Therefore, keeping in focus the noble vision and mission of the college, a systematic mentoring program was conceptualized in 2012 to address this pertinently serious issue. Since inception, innovative ideas are added to enhance and define the developmental focus of the Student mentoring program.

Key Aspects.

To provide emotional, psychological and academic support to the students.

To help students strike a balance between academic excellence and personal growth.

To identify their potentials and provide appropriate information, guidance and encouragement.

To retain and engage students productively to minimize drop outs.

To encourage participation in co curricular activities.

To strengthen student- teacher relationship.

To establish a support system to which the students can rely on at anytime.

To help them develop their own vision for the future and streamline their efforts to realizing their goals.

To help them prepare to live dynamic lives as contributing agents to family and society.

The practice.

1. The Mentoring cell of the college supervises the entire operation of the program.

2. Each faculty member is a mentor to an assigned number of student- mentees.

3. The Mentoring cell devices a common mentoring format which is used by the mentors to record details of their respective mentees and keep track of the student's progress through the system.

4. The formal mentoring sessions are held on Saturdays and free periods.

5. The Mentoring cell is tied up with the Student Counseling Cell. Problematic mentees needing special attention are referred to this cell.

6. The Principal of the college also plays a role to erring students individually.

7. The college organizes annual talks on mental health with psychiatrists invited from the State Government Mental Hospital to address the students. To further enhance the functioning of the

Mentoring program, two faculty members of the college have undergone Mental Health Awareness cum Training at the State Government Mental Hospital.

8. In the final semester, the mentees are required to fill up an Alumni form furnishing all contact details. This mechanism has been developed to support a network of former graduates of the college.

Assessment indicators.

Mentoring program is having a positive impact on students. It helps in boosting the confidence of de-motivated students and has helped them become more open and expressive.

Mentoring program has also improved self esteem and confidence in drop outs.

Significant improvement in class attendance and involvement in co-curricular activities is also noted.

Mentoring has helped students engage and connect on campus. It has increased their institutional knowledge and understanding of how the campus works.

Mentoring has helped mentees to hone their vocational, academic and learning skills and to make wise and realistic choices based on their inbuilt talent and financial means.

Mentoring program has created a homely environment in the college and this has helped build up student-teacher relationship which is maintained well beyond their graduation through various social media platforms.

Career support as a part of mentoring program has helped identify emerging talents and assess the strengths and weaknesses of the students and find opportunities and guide and encourage them to improve.

The mentoring program has helped many students of the college to participate in different fields of sports, music, art etc. and to win laurels to the State in general and the college in particular. Thus, opportunities to experience diversity are enhanced.

Mentoring program is an ongoing process in the form of counseling, consultation and discussion and is proving to be a natural support system for both the mentor and mentee to develop to their fullest capacity.

ii. Inter departmental seminar

With an intend to foster collaborative experiences in program from different fields of expertise, the Inter departmental seminar was initiated by the Research Cell of the college in 2014 and since then has become one of the best practices of the college.

Key Aspects.

To provide a platform to teachers of all departments to share expertise and resources.

To foment research culture among both students and teachers.

To enable teachers to venture into subject matters such as local politics, economics, literature, history etc. and topics outside of the existing structure of syllabi which can be effectively used as a source of reference in future.

The practice.

The Research Cell is the parent cell of the Inter departmental seminar and has taken responsibility for creating the roster of the program for all the departments presenting papers. Inter departmental seminar is an annual cycle and is conducting on every third Saturday of the month.

The topics of the seminar are inter-disciplinary and wide ranging which have relevance and is of common interest to all departments.

It is the endeavor of the college that such practices will encourage and motivate more faculty members to take up research in inter-disciplinary areas.

The success of the inter departmental seminar amongst the faculty has led to its introduction among the students as part of their internal assessment process.

This practice is proving very beneficial for the students as it is giving them the experience of researching and it is hoped that such experience will definitely empower them to tackle their research works with more confidence as they go for higher studies.

Assessment indicators.

Since it was started, the inter departmental seminars have evolved as a dynamic force, yielding more innovative with faculty members collaborating on topics of mutual interest.

Such activities are helping foster better intellectual as also social relationships between teachers.

Paper presentations in national seminars, successful publication of books and participation as resource persons in district level seminars are indicators of the stimulating seminar series of the college.

All these achievements have encouraged more faculty members to register for Ph.D.