



St. Edmund's College

(Affiliated to North Eastern Hill University, Shillong)
Recognized by the University Grant Commission under 2 (f) and 12 (B) of UGC act 1956
Laitumkhrah, Shillong – 793003, Meghalaya, India

E-mail: stedmundscollege@gmail.com

Website: <http://sec.edu.in>

Best Practice - 1

Title of the practice:

COMMUNITY OUTREACH: ADOPTION OF IDENTIFIED VILLAGES

1. The context that required the initiation of the practice:

Community engagement through field trips and study tours is a curriculum based requirement. However, given the poor educational facilities in the rural areas, it is important that our students and the faculty share their acquired skill with people who require exposure and hands on training. Education scenario in the State of Meghalaya, like in other States, is largely urbanized leaving the rural folks at a disadvantage. Considering these factors, St. Edmund's College has been actively engaged in reaching out to the villages in need of community services. Students, particularly from the Social Work departments (UG and PG), have to make regular field visits to the outskirts of the city limits and in the process identify villages that need support, educational and otherwise. The work becomes easier if the identified villages are officially adopted by the College as per the prevailing norms.

1. Objectives of the practice:

The following objectives have been identified in order to make the practice meaningful:

- To make the students understand the value of volunteering
- To create responsible citizens out of the youths
- To sensitize students and make them identify the gap that exists between the privileged and under privileged
- To contribute significantly in community life
- To bring about an attitudinal change in the students and help them to develop societal consciousness, sensibility, responsibility and accountability
- Experiential learning through community engagement

2. The Practice:

One of the chief tenets of education is learning from first-hand experience. Keeping that in mind, the Management of St. Edmund's College has been awake to the requirements of time. Introduction of socially relevant courses like BSW and MSW has given right kind of impetus to



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organize community outreach programmes. The practice, however, is independent of any particular course or department. Students across departments are engaged to participate in outreach programmes under the care of one or more mentors (faculty members). A particular village is identified considering its proximity, commuting facility, literacy level, socio-economic status of the people.

Having made the choice of the village, the mentors, teachers in this case, authorized by the principal, would approach the elders of the village, led by the Dorbar Shnong or Headman, to obtain permission to organize various programmes. Once that is done, the process of the work begins under the supervision of the designated mentors/guides.

First, the students would conduct a survey of the habitation, if necessary, in terms of their own domain or subject area. For ex., a student of Arts could focus on socio-economic conditions, social survey and about the Government's social security schemes. A student of Sciences could take up a survey on the health and hygiene conditions of that habitation, similarly, with other subject areas too. Or it can even be a general survey, incorporating all the different areas. A common survey format would then be designed. This should not be viewed as a duplication of work by the Village or Dorbar volunteers; rather, it could be another primary source of data. Secondly, the students could take up a social activity, concerning their domain or subject area. The different areas could be like Health and Hygiene, Alcoholism and Substance Abuse, Teenage Pregnancy, Literacy, Livelihood, Environment issues, Communication & Soft Skills or any other issue peculiar to the chosen village.

The next step is to assimilate and analyse the reports and share the findings with various stakeholders from both the village and the college. Actionable resolutions, if any, is then initiated as a possible solutions.

The College has adopted five identified villages of East Khasi Hills district of Meghalaya after obtaining necessary permission from the District Administration. The student volunteers from various departments and NSS & NCC unit along with faculty visited the villages, interacted with the villagers (elders & young learners) to identify the critical areas that needed to be addressed.



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The feedback obtained is analysed. The details of the College participation and different activities for rural development that includes basic amenities, livelihood, education and environmental issues are available in the following link:

http://sec.edu.in/uba/2022UBAActivities2021_22.pdf

3. Obstacles faced, if any, and strategies adopted to overcome them:

Commuting through difficult roads and at times communicating with the villagers have been the only obstacles that are worth referring to. However, sturdy vehicles and an enthusiastic group of students took care of the former and the latter was handled expertly by the interpreters from either side.

4. Impact of the practice:

The impact of the practice is at least twofold:

- a) Students are more aware of their social and human responsibilities. They are more aware of their role as agents of change and are ready to take up responsibilities as community workers through participation, interaction and collaborations.
- b) Much needed bridges are built between the privileged and the not so privileged; space is created for students to learn from real life experience.
- c) The manufacture of Paper Bio fertilizer using waste paper and supplying the same to the villagers for use in their agricultural land for farming has been one of the important initiatives taken up by the College.

Through Partnership for Learning (PFL) scheme, the College responds positively by allowing students from rural background to learn from their counterparts in the College. The experience in identifying the local issues and it's doable solutions are shared by the members of the staff with the local villagers in consultation with the District administration.

Some of the departments that volunteered to work in this area are - Botany, Mathematics, Chemistry and Electronics in association with the Institutional Innovation Council (IIC-SEC) of the College.



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Resources required:

- Transport facility
- Daily allowances for students and faculty
- Learning tools.

5. About the Institution

i. Name of the Institution	St. Edmund's College
ii. Year of Accreditation	2019
iii. Address:	Old Jowai Road, Laitumkhrach, Shillong 793003
iv. Grade awarded by NAAC	B ⁺⁺
v. E-Mail	debsumit65@gmail.com
vi. Contact person for further details:	IQAC Coordinator
vii. Website	: www.sec.edu.in
viii. Coordinator	Ms. Iarisa Anette R. Dorphan Department of Social Work- UG St. Edmund's College, Shillong



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Best Practice - 2

Title of the practice:

NATIONAL INTEGRATION THROUGH MUSIC

1. The context that required the initiation of the practice:

Amongst the core values that St. Edmund's College champions are the values of integration and growth. Music being one of the prime passions of all our students we realized that it had a greater power to unite them. The College Choir, constituted recently by the SEC Music Society represents the diverse cultural character of the College as a whole. It is our effort to ensure a smooth assimilation of the presence of various cultural groups in the College. Also, National Integration is one of the core values of the educational goals of the country and as an institute of higher learning, the onus is on us to make the students aware of the importance of becoming a nationally worthy.

2. Objectives of the practice:

The following objectives have been identified in order to make the practice meaningful:

- To make the students understand the value of Integration
- To create nationally and globally relevant citizens out of the youths
- To sensitize students and make them respect each other's cultural uniqueness
- To display and practice diverse musical programmes across communities
- To make the students aware of the values of Inclusive practices
- To practise National Integration through music



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3. The Practice:

We realize that the educational objective in today's world is to expose students to Indian and international Music and Art, and thereby inspire and motivate them to take up the learning of various types of art and music genre. The Music Society of the College was constituted to open a window of opportunity for the students who were musically inclined. Through the training sessions and performances we aim to expose the students to the various types of musical representations reflecting the diverse cultural identity of our country. The idea is to make the students learn and value the rich repertoire of our national and regional music and art. Music in India has always played a very significant role in promoting national integration. The Indian national anthem is a wonderful song that promotes national integration. Members of the College Choir belonging to different religions, faiths, cultures, states, language sing it together and we know that National Integration has been achieved through their participation. Building of a National Character is of paramount importance and we attempt to use music as the primary resource for that.

Regular demonstration of the musical skills of the students as well as the teachers, participation in state level competitions and cultural festivals, organisation of musical soirees and flash singing during lunch hours are some of the highlights of this unique practice.

4. Obstacles faced, if any, and strategies adopted to overcome them:

Music being in the veins of the students, particularly of the North Eastern States, it was easy for the College to introduce this particular practice. There had been no significant obstacles faced from any quarters that required any attention.



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5. Impact of the practice:

The practice had a visible impact on the eco system of the College. Students across communities and culture came forward to participate in the College Choir under the care of the St. Edmund's Music Society. Even the parents/guardians had joined in to encourage their wards by being part of the audience at the various presentations made by the students. Bond of music transcended the shadow lines that divide humanity in the name of ethnic, linguistic, religious and cultural differences

6. Resources required:

- . A dedicated room for the daily practice
- An Instructor/Choir Master including remuneration
- Sound system
- Fund-provision for refreshment after practice and public performance

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viii. Coordinator	Mr. Rajesh Dutta Department of Economics St. Edmund's College, Shillong