



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 PRACTICES IN ST. EDMUND'S COLLEGE, SHILLONG

TITLE:

A TRANSPARENT ADMISSION PROCESS

CONTEXT

Complaints about irregularities in college admissions are nothing new and it is not just students and parents who have been seeking reasons for rejection of applications, but concerned outsiders, too. Transparency in institutional practices is something that can never be underestimated. The character of an educational institution is often measured on the basis of the quality of its students. Transparency, however, is not an all-or-nothing matter, but it requires particular attention at all times. Thus, in St. Edmund's College, emphasis is laid on an open and clear admission process, based on merit. It is aimed at making the prospective students feel free to send in their application without the fear of being rejected for unspecific and undeclared reasons. The Management of the College is also conscious of the fact that there is a Government reservation policy in place and that it does not become a hindrance for the college to maintain its inclusive and diverse, pluralistic identity.

OBJECTIVE:

- To reach out to all parts of the state and the entire North-East India with our vision of sustaining a campus community that thrives in each other's distinctiveness and merge into one common identity, the Edmudian Family.
- To ensure that each student starts on equal footing without harbouring any thought on bias and favouritism.



Dr Sylvanus Lamare
Principal



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PRACTICE

- In the beginning of an academic year, an Admission Committee is constituted to facilitate the process. The Committee, chaired by the Principal, is mainly responsible for outlining the strategy of admission across the departments.
- St. Edmund's being a multi- stream co-educational College, all admission related notifications are prominently displayed on college website (sec.edu.in) and local as well as regional media. An online prospectus has been designed and uploaded on the website for dissemination of information to all the stakeholders. To avoid admission time rush in the counters, the patrons are advised to go online to manage the admission related work. In order that complete transparency is maintained in fee collection, the college has made it mandatory for all students to pay their dues online or in electronic mode.
- The Heads of each department are the ones responsible for admitting students to their respective department, with minimal or no interference from the Management. Departments are also entrusted with the responsibility of finalising the admission criteria that are to be strictly followed.
- There is a system of counselling in place to guide the students through the entire process of admission. Admission seekers and their parents/guardians, in such a situation, feel secured and assured of the choices they make.



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PRACTICE

- Interference from pressure groups: This has been a challenge; but the committee, with support from the Management, take decisions that generally satisfy the interferers.
- Expectations of the society: St. Edmund's being the first and the only choice for a large number of admission seekers, it is but natural that many of the applicants do not secure their admission here. However, our emphasis on merit based admission helps them understand their position vis-a-vis admission.

Impact of the practice

- A vibrant campus
- Healthy competitions among students in both academic and extra academic pursuits
- Gap between quick and slow learners bridged
- Classroom activities have become more purposeful
- Students are empowered to take independent decisions

Resources required

- ✓ Man power
- ✓ Infrastructural support in the form of rooms, ICT, Wi-fi,
- ✓ Refreshment/lunch for manpower involved in the process



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TITLE

PARTNERSHIP FOR LEARNING

CONTEXT:

The IQAC of St. Edmund's College, in consonance with its vision statement, has always recognised outreach programmes and extension services as one of the key areas in quality initiatives.

The initiative of Partnership for Learning was taken in order to offer the students of the College an opportunity to share their knowledge and the skills with young learners, in a rural location. The students chosen, has been from the First Semester, Commerce stream who had just joined the College. They were chosen because they finished their classes by noon. The village of Laitryngew was chosen, since it was a little over an hour's journey from the city and offered two schools in the same vicinity. The subjects that were to be offered were: English, Science and Mathematics to classes: 6 and 7.

OBJECTIVES

The Objectives of the practice:

- To give the College students an opportunity to share their time and knowledge, with others.
- To offer the young learners a chance to be taught the basics of English, Science and Mathematics.
- To make the entire process of teaching-learning highly interactive (being carried out in smaller groups).
- To build up bonds of friendship among all stakeholders.



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THE PRACTICE

An open invitation was given to 300 students from the First Semester of the Commerce Stream to participate in an initiative to travel and teach in village schools for four consecutive Fridays, after their class hours. They were also told that they would need to give an hour on the Wednesday before going out, in order to prepare for the classes. They were also told that they could opt for teaching any of the 3 subjects English, Science or Mathematics. There were about forty students who showed up at the initial meeting.

Small units of the various lessons were printed and shared with these students so that they could share them with the young learners in the two schools in the Village. The English was taught through a lot of language games like: Crosswords, Treasure Hunt, Find the Right Word, etc. Science was taught through hands-on, simple, application based experiments. For Mathematics, teaching was imparted through worksheets, using the method of Worked

Examples.

The teaching-learning process was done by having the learners in small cooperative-learning groups. Before the start and at the end of each module, there were group-action songs which helped greater bonding, and made learning fun.

The logistics of the entire program were taken care of by the College, providing the students with the transport, snacks and the required teaching tools.

OBSTACLES

One of the main obstacles faced was that not all the College students knew the local language. This was overcome by having at least one student in every teaching group, who was conversant with the language.

Although the village was not too far, the traffic congestion added to the travel time. This was overcome, by changing the day of the outreach from Friday (market day), to a Wednesday which saw a sizeable drop in the traffic.



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Impact:

The young learners became more confident in English and were comfortable conversing with the College students. The short evaluation sheets at the end of each lesson, indicated learning.

The impact of the practice was greater, because it was sustained over four weeks. The Managements and young learners looked forward to the College students arriving and expressed their wish to continue the program, even with higher classes.

The most important impact of the practice was that only five of the students who initially volunteered for the program dropped out. The College students really had fun, as indicated by the singing and dancing in the bus. The feedback from the College students unanimously showed a desire to continue the program.

Resources required

- Motivated Volunteers among the College students.
- Teaching-Learning materials
- Transport and Snacks



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