



SEETHALAKSHMI RAMASWAMI COLLEGE

(Autonomous)

Affiliated to Bharathidasan University
Tiruchirappalli

Accredited with A+ by NAAC (4th Cycle)



Best Practice 1

Title of the Practice

UNNATI - Social Progress Drive

Objectives

- To build students' skill sets for employability, entrepreneurship and self-employment
- To use the acquired skills for knowledge sharing for community and nation building

The Context

Imbibing skills for students' empowerment and involving them in knowledge sharing initiatives conducted on campus and off campus (i.e. neighbouring community and adopted villages) for contributing to sustainable rural development.

The Practice

Skill training offered to students equips them for

Employability

- Obtain Soft skills
- Training for competitive examinations
- Learn AI & Robotic tools
- Implementing energy conservation techniques
- Master interview skills
- Placement in various sectors

Entrepreneurship

- Workshops for entrepreneurship ventures
- Learn regenerative agriculture methods
- Techniques for enriching bio-diversity
- Learning the art of deciphering temple inscriptions
- Develop fluency in communication skills

Self-employment

- Assess self-employment avenues

- Explore the art of creative writing
- Obtain insights of health and wellness industry
- Acquaint with microfinance services

Skill Training offered to community

For Women

- Preparation of herbal self-care products
- Preparation of house-hold cleaning products
- Recycle waste paper
- Surface enrichment of textiles
- Rearing silkworms
- Training in vermicomposting
- Making millet-based products

For young children and adolescent students

- Demonstration of Science experiments
- Career guidance
- Preparatory techniques for facing competitive exams and qualifying exams
- Conducting competitions and activities

Evidence of Success

The social progress drive - Unnati, created positive impact at two levels.

- Holistic skill development of students led to placement, entrepreneurship and self-employment.
- The skill training offered, resulted in imbibing the practice of knowledge sharing among students, which has helped create sustainable practices for livelihood and healthy living among rural women and children.

Problems encountered and resources required

Offering skill training to the students and women in the community required financial and logistics support. These twin needs were facilitated by the college management.

Notes

After having crossed two years and surviving the post-pandemic impact, the challenge of exploring livelihood options in the rural communities has become crucial. The entrepreneurial and self-employment skill training have given our students and the beneficiaries from the rural sections a definite edge over others to meet the challenges of income generation and self-sustenance.



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Best Practice 2

Title of the Practice

ANUBHAV - Experiential Learning

Objectives

- To expand domain-specific and inter-disciplinary knowledge in the light of recent developments in the current fields of study in order to equip students for placement, higher studies and research

The Context

Experiential learning components

- Knowledge for real-world application
- Critical thinking, problem-solving skills and reasoning
- Communication skill acquisition
- Collaborative learning
- Self-confidence and leadership skills
- Career readiness
- Personal growth
- Community outreach
- Producing value-added products
- Exhibition
- Internship
- Field Visit
- Insights into moral and ethical values

The Practice

The experiential components

- Knowledge for real-world application is imparted through the dynamic components which introduce the current contours in the syllabi of all programmes.
- Training in critical thinking, problem-solving skills and reasoning abilities are the focus of the experiential learning components in the curriculum and beyond the curriculum

- Communication skill acquisition is facilitated by conducting the bridge course, language lab sessions, General English courses spanning across 4 semesters and training by experts
- Collaborative learning is achieved through the involvement of students in all curricular programmes like conferences, seminars, co-curricular through projects, internships and also through the extra-curricular activities like participation in competitions, social outreach and community developmental ventures on campus and beyond.
- Confidence building activities are conducted on a daily basis in the daily prayer, and periodically by the students' union, association, club and extension activities.
- Career readiness is achieved through the focus on continuous training in experiential learning activities and placement training.
- The overall training culminates in imbibing leadership skills.
- Community outreach activities such as Exnora, Unnath Bharath Abhiyan and Swachh, NSS and YRC develop a deep sense of responsibility and appreciation in students for their local community and the adopted villages and they are able to contribute to their community passionately.
- Institution's cornerstones of moral and ethical values are imbibed regularly beginning with the daily prayer, orientation in code of conduct, professional and ethical behaviour and participation in activities organised by the centre for ethics and human values, students' union etc.,

Evidence of Success

The success of the experiential learning drive is seen through the increase in the confidence of our students and is also amply reflected in the positive feedback the recruiters give about the academics and skills instilled in our students.

Problems encountered and resources required

As many students hail from socially and economically challenged background, the ice-breaking sessions are generally quite time consuming and challenging.

Notes

Experiential learning drive has drastically improved the acquisition of the skills mandatory for life, profession, social and behavioural skills among the students.