

BEST PRACTICE I

Title of the Practice

- Collaborative Governance

Objectives of the Practice

- a) Foster a sense of ownership and accountability among faculty members for the overall advancement of the college through participative management.
- b) Orient and motivate faculty to plan, organize, and execute activities related to specific institutional needs, such as examinations, procurement, and infrastructural development.

The Context

The success of any organization hinges on its employees feeling a sense of belonging and assuming responsibility for its effective operation. In many institutions, employees are assigned responsibilities and expected to fulfil them to some extent. However, they often lack significant input into how these responsibilities contribute to the organization's development. Organizations that can inspire their staff to take responsibility for the entire functioning of the institution can achieve exceptional results through coordinated efforts rather than individual excellence.

The Practice

At Poompuhar College, faculty members are actively engaged in various administrative roles to ensure that each member takes responsibility for the institution's success. Faculty is organized into different committees, each led by a senior faculty member serving as the committee's convenor. Major committees include the Examination Cell, Training and Placement Cell, Library Committee, Maintenance Committee, Disciplinary Cell, Women's Cell, and Students Exnora Cell.

Committee members meet regularly to plan, coordinate, and implement developmental activities within their purview. The challenge lies in aligning all faculty members to appreciate the institution's overall vision and identify improvements within their respective domains to enhance the institution's performance.

Evidence of Success

Decisions related to specific portfolios are thoroughly discussed within each committee, and resolutions are presented to the central administrative team for final approval. For instance,

major financial investments, such as purchasing laboratory equipment, are managed by the Purchase Committee. This committee solicits quotations, conducts a comprehensive comparative study of the offers, negotiates with suppliers, and selects the best option based on cost and quality. The purchase order is then placed with the chosen supplier, and payments are disbursed accordingly.

BEST PRACTICE II

Title of the Practice

- Student Mentoring System

Objectives of the Practice

Mitigate dropouts, enhance performance, and alleviate student stress through personalized counselling.

The Context

Students often grapple with various stressors, including personal, academic, physical, and mental challenges, especially as they adapt to college life. Those from educationally disadvantaged backgrounds may face inhibitions and complexities in class, leading to performance issues. The rising dropout rates underscore the need for a solution that goes beyond the constraints of the student-teacher ratio. Implementing a 'Mentor' system helps establish genuine connections with students, fostering emotional stability, clarity in thinking, and overall progress.

The Practice

Each teacher is assigned approximately 10 to 15 students for the entirety of their academic journey. Regular monthly meetings between mentors and students provide a platform to discuss and address personal or academic concerns. Mentors encourage students to engage in co-curricular, extracurricular activities, and sports. Continuous communication with parents keeps them informed about attendance, test performance, fee payment, and examinations.

Mentors offer emotional counselling when students face challenges. Addressing departmental issues, mentors act as intermediaries, facilitating communication between students and staff. Special attention is given to academically weak students, guiding them on study habits, time management, and providing additional study materials. Student problems are discussed with department heads and other faculty members, leading to collaborative solutions.

Evidence of Success

The success of the practice is evident in university rankings, improved examination results, increased attendance, reduced dropouts, heightened participation in co-curricular and extracurricular activities, enhanced campus discipline, and the development of respectful relationships between teachers and students. The mentored students exhibit a more relaxed demeanour and foster healthy relationships with faculty members.