



CHAITANYA ENGINEERING COLLEGE
Approved by AICTE, New Delhi, Affiliated to JNTU, Kakinada
Chaitanya Valley, Kommadi, Madhurawada, Visakhapatnam-48
NBA & NAAC Accredited

1. Title of the Practice: Women Empowerment

2. Goal

Women constitute more than 50 percent of the total student strength of the college. The majority of them come from drought and famine-ravaged rural areas, where miserable conditions of utter poverty, illiteracy, ill-health and superstition take hold of their lives. Thus they are doubly affected by the backwardness and discrimination. So, the college has resolved to take up the cause of Women Empowerment for the women students with the objectives of-

- Mentoring women students on women specific issues with teacher.
- Creating an environment through awareness programmes to enable the students to realize their full potential for learning and solving their problems independently
- Involving social activists and Government officials to enlighten the students on human rights and fundamental freedom for equal rights and opportunities.
- Organizing debates and discussions on gender equality to enable the students to realize gender sensitization, thus leading to more equality and harmony in family and society.
- Conducting seminars and special sessions on ragging, eve-teasing and dowry system to expose the illeffects of the evils.
- Organizing the exclusive health camps for students by doctors for free treatment of health related problems and conducting awareness programmes on the importance of sanitation, personal hygiene and prevention of seasonal diseases.

3. The Context

As the gender sensitization programmes designed revealed several disparities and inequalities, that we might not have noticed earlier, people especially the other gender, argued discussing gender and gender roles would break up families and destroy society. Similarly, the various legal protective provisions for women were misunderstood as undue favour meant to belittle men. Even some teachers supporting the argument often opined that the change was difficult to be accepted as the ideas emanated from these seminars/workshops/debates on gender inequalities appeared new and startling. Some parents even found fault with the college that their children were detained in he college beyond working hours for unconnected and counter productive programmes. Under these circumstances, the college has thought it appropriate to forge ahead with the objective implementations the objective for which an exclusive cell is created.

4. The Practice

Discrimination against women even in the 21st century is a devastating reality. That's why 'gender inequality' has been a matter of serious concern across globe and within the countries. India still has a long way to go before achieving gender equity and empowerment of women. Especially, the rural areas

are ravaged by the miserable conditions of abject poverty, illiteracy, ill-health and superstition. The majority of the girl students belong to the weaker sections including scheduled caste, scheduled tribes, other backward classes and minorities without proper access to education, health and other productive resources. Therefore, they remain largely as the marginalized poor and socially excluded.

Being the most vibrant and dynamic segment, the youth including girls, is our most valuable human resource. We cannot afford to neglect our female force to be the victims of discrimination, exploitation and segregation. So the college resolved to empower female students to face the vicissitudes of life boldly and successfully for a life of peace, harmony and dignity. To achieve the aim, the college established a Women Empowerment Cell (WEC) with a senior woman teacher as its Coordinator. All female students are eligible to take membership of the Cell irrespective of their status. The WEC team meet frequently and decide to the conduct of awareness sessions during leisure hours sensitizing the girls to know why and how they are given subservient role in spite of their equal or even more abilities than their counterparts. They also draw an annual action plan for organizing various awareness programmes / seminars /workshops and interactive sessions. The Principal along with team monitors the implementation of the plan. The WEC members are responsible for implementation of the programmes in consultation with NGOs and Government officials from the Department of Social Welfare, Adult Education, Women and Child Welfare, Judiciary and Medical Departments.

The WEC is working for the protection of women's rights and actively empowers women creating conditions for gaining confidence in their abilities. It aims at curbing social evils like eve-teasing, ragging and dowry system providing necessary counselling and guidance by professional women counsellor, social and rights activists, enlightened academics and professional psychologists and psychiatrists, so that the women students become aware of unjust gender discrimination, the human rights, the legal provisions available for their protection, importance of higher education for higher enlightenment, mental and physical fitness.

5. Evidence of Success

The WEC team sensitizes women students on gender issues to relieve them of their negative feelings of inequality, diffidence and shyness in varied sociocultural contexts and successfully cultural Competitions organized.

6. Problems Encountered and Resources Required

The modest and diffident students were reluctant to cross their academic borders affecting the successful conduct of awareness programmes. Women students' impulsiveness in the matter of love in the adolescent age is a sensitive issue to be dealt with by women teachers. Organizing various programmes during working hours, sometimes, has led to sacrificing the class work. Implementation of the annual plan and its monitoring has become a tough task in view of tight academic schedule in the autonomous ambience.

Best Practice II

1. Title of the Practice: Student Mentoring System

2. Goal: The main purpose of implementing a mentoring system for students is to monitor the academic, extra-curricular and extra-curricular performance of students and, if necessary, to direct and use all available resources in the institution for the overall improvement of students. The system involves consistently monitoring student progress, recognizing traits, weaknesses, behavior and state of mind, and providing warm support and concrete suggestions to improve students in all aspects. The system also aims to instill in students good habits, behavior and human qualities.

3. The Context: The college lies fifteen near kommadi village from visakhapatnam, in the state of Andhra Pradesh, and the bulk of its students are from rural areas. Almost 60 to 70 per cent of students come from low-income families, and the government assists them through the Fee Reimbursement Scheme. As a result of their circumstances, many of the students receive no appropriate guidance at home. Although students may disagree with their parents counsel or ideas, they virtually always appreciate a teachers positive remarks, especially when personal care is provided. As a result, the organization has devised a Student Mentoring System to assist students.

4. The Practice: As part of the Student Mentoring System, around 15 students are assigned with a faculty member who serves as their mentor. Before the start of the academic year, the mentors are briefed on the mentoring system by senior faculty and/or HoDs.

- Mentor preparation: To appropriately support a student, mentors determine/understand the following details about the student. • Parental status: The vast majority of students come from low-income families. • Academic performance, co-curricular and extracurricular interests, past accomplishments, hobbies, specialties, strengths, weaknesses, future ambitions, and so on are all documented. • All students have a Student Record kept by the school to keep track of their personal information, attendance, and academic performance.

- Methodology for Mentoring: Each class will have one weekly counselling hour to enable a brief 1:1 engagement between professor and student. Faculty assesses students attendance, performance in exams/tests, and classroom behavior prior to 1:1 meetings with students. Specifics about attendance and performance are discussed during the 1:1 meeting. The student's opinion on the institution and the challenges he or she is encountering are also discussed during the meeting. The importance of participating in such activities for personal and professional growth is stressed throughout treatment sessions.

- Remedial sessions are set up in consultation with the department head if some students are identified as slow learners. The problem is escalated by phone to the students' parents if the student's attendance and/or performance continue to be unsatisfactory.

- Limitations / Constraints: Many students come from low-income families that rely on government subsidies to pay for their education. Some students work part-time in the evenings to help support their families. Some students are unable to devote sufficient attention to their academics and personal development in such conditions. Furthermore, the university is unable to spend more time due to the colleges tight academic timetable.

5. Evidence of Success: The guides have noticed changes in the student's attire, attitudes, academic performance, accent, and interpersonal ability as they advance through their courses. As a result of mentoring, some students consistently improved their grades. According to the statistics, the Mentoring System is a fundamental need that greatly benefits students.

6. Problems: However, have continued to fail due to skepticism, doubt, apathy, and other issues. Even parents, in some cases, are unable to assist or persuade their children to perform better. According to reports, some students enrol in the course against their will due to parental or family pressure. Despite the persistent hesitation and inaction with ramifications, the mentors persist in their efforts to have any kind of impact on the lives of these youngsters.