

# 1. Title of the Practice: Innovative Pathways For The Comprehensive Development Of Young Women

## 2. Objectives of the Practice

- To go beyond academic learning and inculcate life skills.
- True education is achieved when all aspects of the personality are developed. The purpose of education is to provide holistic development. An empowered and mature young woman, aware of her rights and responsibilities, becomes a valuable\contributing member of the society.
- This practice gives attention to many aspects of cognitive development, with an enhanced focus on the emotional welfare, spiritual orientation, social consciousness and ethical grounding of women.

## 3. The Context

The institution caters to young women coming from various socio-cultural-economic backgrounds. Students migrate to Bengaluru from small towns/rural areas, looking for a better start in life with access to a comprehensive education. This places an onus on the institution to cater to their needs and aspirations.

JNC caters to the emotional and psychological wellbeing of the students. Holistic development of the young woman is achieved through various programmes. This practice works to fulfil the mission of the college and also ensures a healthy student environment.

## 4. The Practice

There are many segments to this practice. It is an ongoing process, extending throughout the student's stay in the college. All the segments are cohesively linked to enable efficient and systematic delivery.

**The mentor-ward system** is a strong one-to-one interaction between teachers and students in an atmosphere of care and concern. The mentor becomes the go-to person for academic, personal and familial issues. Each teacher is assigned a group of 25 students as wards. This practice was started in recognition of the need for the youth to have a friend, counsellor and confidante on campus.

**Counselling** in JNC is a service area providing a non- judgmental, confidential and supportive atmosphere. This environment helps students to explore their emotional and psychological problems and find solutions. The guidance of a mature adult with extensive life experience, who provides emotional and psychological support, is invaluable.

**Value Education** is built into various activities in the college. The *weekly assembly*, based on a theme, conveys important values. Once a week **value education classes** are held. Each class has a lesson plan, oriented towards instilling core values such as faith in God and Humanity,

Honesty, Truth, Unity. It also enriches the students' personal development, making them responsible, healthy members of the society.

**Outreach programmes** enable students to develop a critical awareness and analysis of our society, to cultivate a deep and genuine concern for the oppressed/marginalised and to commit themselves to the task of building an equitable and just society.

**Short-term courses and certificate programmes** that focus on personality development, personal hygiene, and social consciousness are offered in the institution to ensure all-round development.

All the different segments of this practice are given due importance, time and focus.

## 5. Evidence of Success

Multi-faceted individuals with a strong sense of self, social consciousness and healthy mind are the products of these activities.

Mentors have successfully helped students with problems in the area of relationships, alcoholism and abuse in the family, by developing in them emotional maturity. Counselling services have successfully imbued confidence in students coping with stress from the problems of adaptation to the demands of university level study and an independent life away from family.

A few students have joined the armed forces, some joined programmes on corporate social responsibilities, and human rights organizations. Some have done research on pertinent issues on society and environment, keeping ethical concerns in mind.

All social, emotional skills result in stronger academic performance and are also the orientation we need in the world of work and in life.

## 6. Problems encountered and resources required

Teachers have to be sensitised about the values of the institutions and the need for this inculcation in students. Teachers have to be aware of their own emotions and subjectivities, collaborate with others, balance core academic work with these responsibilities and create good interpersonal relationships with students and colleagues.

Teachers are oriented through various programmes. At the beginning of each academic year workshops are conducted for the staff. We identify what needs to be done to address individual students' needs as well as the needs of whole groups of students.

There has to be a constant and conscious effort to find the time, motivation and necessary energy from both students and teachers to ensure the continued success of this practice.