



New Initiatives



Government Brennen College

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Additional Skill Acquisition Programme (ASAP)

Additional Skill Acquisition Programme (ASAP) , a joint initiative of General and Higher Education Departments, was launched with an objective to impart quality skill education to the higher secondary / undergraduate students alongside their regular curriculum.

ASAP's inclusive skilling approach has paved way to innovative initiatives in the skilling arena. Funded by ADB, ASAP has now spread out its contour to 1210 educational institutions across the state. The very philosophy of ASAP as a skill development agency is to accentuate the employability of the youth. ASAP gives special edge to those students who are in need of immediate employment. For the needy, ASAP lays out a way to fend a living by ideally placing them in an organisation.

Thrust areas...

1. Train and develop a highly competent pool of expert personnel and skill trainers.
2. Design and develop NSQF aligned skill courses.
3. Standardize the Assessment and Certification protocols for skill training programmes.
4. Offer consultancy services for skill training and course development.
5. Establish a highly potential Quality Assurance mechanism for skill training.

Regular Training

ASAP offers varied skill sets to the first year higher secondary/ vocational higher secondary/ undergraduate students through its foundation module and skill training program.

Regular mode of training delivers soft skill and industrial skill training to the students. Students for this mode are admitted through a selection process. A maximum of 35 students can be enrolled from each institution. Allotment of skill course is strictly based on the aptitude test.

Foundation Module

ASAP trainees shall undergo a mandatory soft skill training programme of 180 hours. The module includes 100 hrs of Communication module and basic IT module of 80 hours. Foundation module help students improve their presentation skills, rise their confidence level, groom them to be a better individual by inculcating moral values etc. Students can attend foundation course training at their own institutions before or after their regular class timing as fixed by the institution.

Skill Training

Advanced skill modules of about 120-250 hours supplement the Foundation Module and upgrade cutting-edge practical knowledge and skill in the students, in an area of specialization of their choice. Skill training is delivered by ASAP in tie-up with industry experts and trainers after

undergoing skill training, thereby offering quality delivery of the Skill modules, with the added benefit of internship at the concerned industries offering an opportunity for hands-on experience.

Our college has been recognised as a training partner institution for ASAP in the year 2013. During the period 2013- 2019 more than 200 students were benefited as part of this program. At present two batches - 2018-19 batch (30 students) and 2019-20 batch (22 students) are going on successfully. The trainer (called Skill Development Executives) appointed by the ASAP is handling classes on foundation module. The course is implemented in a way that students from all categories, except APL- General category get fee subsidy from the Government of Kerala. In fact students are getting an opportunity to acquire an additional course at free of cost.

Coordinator: Dr. Kalidas M.G., Assistant Professor of commerce.

For More Details Click Here: <http://asapkerala.gov.in/>

FLAIR – Fostering Linkages in Academic Innovation and Research

FLAIR – Fostering Linkages in Academic Innovation and Research is a programme under the new initiatives of Govt of Kerala. Raising the quality of Teaching-learning and Research through capacity building, is the motto of the programme and FLAIR aims at setting new standards in quality. It is aimed to embed a quality consciousness in the young faculty members through the various initiatives of the programme. The programme which started in 2013-14 academic year has now over 600 members who have benefitted from the different capacity building programmes. The scheme is anchored on academic innovation, research excellence and expert linkages.

The members of FLAIR are selected through many stages of Orientation programme, Induction Training, Evaluation of Portfolios and Proposals by the expert committee as well as Internship Interview. In addition to Internship programmes, Personality Development programmes, MOODLE Training, Short term training in National Institutions, assistance for foreign travel and Flair research Awards are introduced to promote Research among the FLAIR faculty members. This year FLAIR introduces a new programme called LEAD – Induction training for selected student representatives in Cardiff University.

Dr. Jasmine Maria Joseph, Dept of Chemistry got selected for collaborative visit to Southampton University, UK as part of FLAIR programme in February 2015. Muhammad Niyas K V, of Dept of Chemistry got selected for Advanced Nanofabrication Technologies at IISc Bangaluru in 2013

For More Details Click Here:

http://www.collegiateedu.kerala.gov.in/index.php?option=com_content&view=article&id=103&Itemid=123

**GOVERNMENT BRENNEN COLLEGE
THALASSERRY**

**SCHOLAR SUPPORT PROGRAMME
(SSP)
2019-2020**

Under

NEW INITIATIVES IN HIGHER EDUCATION

By

Directorate of Collegiate Education Government of Kerala

College Level Co-Ordinator

Dr Sabu Thomas

Assistant Professor in Politics

Government Brennen College

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VISION STATEMENT

The Scholar Support Programme envisions to provide continuous support to needy students of the Undergraduate courses. The annual plan envisages extending support to scholars in the Under Graduate programme with timely assistance in terms of tutorials, additional lectures, interactive sessions, question banks and study materials. Students who have obtained less than 60% marks in the qualifying examination or in any subject for each semester can join for the SSP

Mission

The program envisages to identify students who are unable to perform well in examinations due to various reasons. The SSP is designed in a manner so as to identify the areas in which each student requires additional support related to academic performance. This process will eventually uplift the needy students in various aspects and decrease the drop-out rate in the colleges.

OUTCOMES

GENERAL

1. Improvement in academic performance of low scoring students (Increase the marks in semester exams)
2. Increase in pass percentage of the identified papers and courses
3. Decrease in number of drop-outs from the college

THE OUTCOMES AT STUDENT LEVEL

- ❖ Improvement in academic performance, especially in terms of examination marks
 - ❖ Increase in perceived support in college
 - ❖ Increase in self-confidence and self-esteem

SELECTION OF STUDENTS TO SSP

The **neediest Students of each year from selected departments (5 only)** are to be enrolled in each college.

Criterion for selecting the Departments:

• Departments with the **highest number of students with need for additional support** are to be selected. Ensure that **teachers are available** for providing additional support in the selected departments. The monitoring committee has to identify the beneficiary departments. The Departments and the list of selected students might vary each year. Student selection is based on both academic performance and other aspects of student functioning. The criteria for student selection are given hereunder.

Criteria for student selection

I. Primary criteria

1. Students who scored the lowest total marks in the examination (I year students: Total marks in +2 examination; II and III years: Previous semester's Cumulative ESA or tutor's report on students' academic performance)

2. Students who scored the lowest marks in English examination (I year: English marks in +2 examination; II and III years: Previous semester's ESA of English or tutor's report on students' academic performance) Apart from low marks, there can be some additional conditions that make students require additional support. Such students who fulfill the following additional criteria also can be selected.

II. Additional criteria include the following:

3. Students who did not appear their previous examination/s (II and III years)

4. Students with low attendance in the previous semester (II and III years)

5. Students who suffer from chronic illness/ health problems/ accidents

6. Students who are differently abled

7. Students who are inmates of special homes

8. Students in sports, arts and similar engagements who find it difficult to attend sufficient number of classes

9. Students from disadvantaged communities

10. Students from remote areas

11. Students from other states

12. Students from foreign countries
13. Students from linguistic minorities
14. Married students
15. Students on maternity leave
16. Students who are working on part time jobs
17. Students who need special attention or additional support in any other manner

PS: Serial numbers of all relevant criteria (from 1 to 17) are to be entered in the student enrolment form with the help of the internal trainer/ tutor.

Year-wise Selection

I year: Enroll students with the lowest marks in 12th and the need identified by the respective tutor and/or HoD, recommended by the college level coordinator, and approved by the college council

II year: Review semester results, remove students who do not need additional support from the existing list, and enroll afresh based on semester results and other needs identified by the respective tutor and/or HoD, recommended by the college level coordinator and approved by the college council

III year: Review semester results, remove students who do not need additional support from the existing list, and enroll afresh based on semester results and other needs identified by the respective tutor and/or HoD, recommended by the college level coordinator and approved by the college council

DUTIES OF INTERNAL TRAINERS

Internal trainers have to assist the coordinator in maintaining a close contact with the enrolled students and in arranging the internal classes (subject coaching). Ideally, the tutor of the selected students from a Department is the person most suitable to function as the internal trainer. Their duties are:

1. **Identify the papers in which the students need subject coaching** and the areas in which they need additional support. Help the coordinator fill in the form in this regard.
2. **Engage internal classes** (subject coaching or special/remedial classes) as resource person outside the class hours, preferably on Saturdays. (Retired professors or M.Phil / Research Scholars too can be brought in by the internal trainer to handle a few sessions; however they cannot

function as the internal trainer.) If the internal trainer is not taking all the allotted classes, s/he can allot the classes to other teachers who can be the suitable resource persons to that particular paper.

3. **Support** the student in his/her area of academic need.

4. **Support** the student in the additional areas of need.

5. **Motivate** the student.

6. **Help** the students in preparing a bio-data containing their personal and academic details and goals and hand them over to the college level coordinator

7. Internal trainers should keep a **proper attendance** of his/her sessions and meetings with his/her scholars including date and time. Photos of the subject coaching sessions can also be kept.

8. **Evaluate** the progress of the scholars in consultation with the college level coordinator and other teachers at regular intervals and take necessary corrective measures so as to meet the desired objectives.

9. Internal trainers are requested to participate in the Scholar Support Programme as part of their **tutorial duties**. Internal trainers and other internal resource persons like other teachers,

External sessions- Content

I. Language Skills Modules for Scholar Support Programme by ASAP

Sl. No	Content	Hours
1	Listening skills -Guided and free listening	3
2	Speaking skills - Self introduction, Mock Interview, Instant speech	5
3	Language practice	2
	Total hours	10

II. Effective Learning Skills- 3 Hours

The objective of the learning skills training are (A) to make the student capable of identifying the reasons of one's own difficulties in learning, (B) to empower the student with skills to learn efficiently and (C) to write the examinations effectively.

The sessions on learning skills can cover the following areas broadly. The trainers/ teachers are requested to make the sessions activity-oriented, reflective and reassuring.

1. Common reasons of low academic achievement: (For facilitating student's own self reflection): A. Learner's difficulties: (Poor memory and attention, Low motivation and low purpose, Learning style differences, Low efficiency, Low exam preparedness); B. Other difficulties like Teaching / Institution problems, Social, Familial, Health-related aspects etc.
2. Practicing 'Adult learning': Self- motivated and self-regulated learning. Being aware of the purpose of

studies and regulating oneself

3. Learning strategies inside the classroom: Notes taking (Major advantages of note taking: learning core ideas, recording, better memory, getting extra ideas from the teacher, learning to write and think at the same time)
4. Learning strategies at home: Study hygiene: (Comfortable Environment, Regular place, Personal best time to study, Scheduling, Avoiding distraction)
5. SQ4R method for easy learning
6. Multi-sensory inputs for efficient learning: Reading aloud, making a concept map etc.
7. Memory techniques (Elaborate rehearsal, Depth processing, Overlearning, Acronyms, Graphical cues, Concept map, Personal stories, Sufficient sleep for memory consolidation)
8. Improving concentration: Avoiding distraction, concentration exercises (Counting words, Counting backwards, Imagining, Describing). Educate the students that individuals differ in distractibility. Some are more distractible; hence they might have to take extra effort.
9. Overcoming boredom: Spaced learning, Breaking into pieces, Scheduled breaks, Taking down notes in the class room, Using other resources such as library and internet
10. Time management and overcoming procrastination: Set goals, Prioritize, Organize, Concentrate on the task at hand, Prioritize and plan, Prepare 'To- Do list'
11. Procrastination: The act of denying or postponing one's activities-Identify the reasons behind procrastination / being non-enthusiastic (Fear of embarrassment, Fear of failure, Perfectionism/ perfect timing/ Escapism)- Actions taken to avoid procrastination: (Divide into sub tasks, Start with the most enjoyable part, Keep off the distractions)
12. Exam preparation: Plan, Schedule, Prepare summaries in points, Solve previous question papers
13. Exam day preparations: Study the maximum two days before the exam, Sleep well the day before, Have food in the morning, Stop reading 10 minutes before exam, Relaxing and deep breathing before the exam
14. Exam writing: Five minutes for reading questions, Plan according to the time available, Attend easy questions first, Attend all questions, Do rough work on a separate answer sheet if necessary
15. Exam writing hygiene: Put question numbers inside the margins, No unnecessary elaborations
16. Seek support: Maintain healthy relationship with at least one teacher, Seek support
17. Keep up the self esteem

SSP at Brennen College

The Scholar support program Brennen College is functioning well with 15 internal mentors catering to the needs of the students. There are 80 students enrolled programme in first and second year UG courses. For the third year 50 students are enrolled. The department wise enrollment is given below.

List of Departments selected for SSP 2019-20

SI No	Department	Year/semester	
1	Mathematics	Second Year	
2		First Year	
3	English	First Year	
4		Second Year	
5		Third Year	
6	Commerce	Second Year	
7	Physics	Second Year	
8		Third Year	
9	Politics	First Year	
10	Hindi	First Year	
11	History	Third Year	
12	Sanskrit	First Year	
13	Arabic	Third Year	
14	Malayalam	Third Year	
15	Commerce	Second Year	

SSP Monitoring Committee

- 1, Principal/Vice Principal
- 2, IQAC Coordinator
- 3, SSP Co-Ordinator
- 4, WWS Coordinator
- 5, College Union Representative

For More Details Click Here:

http://www.collegiateedu.kerala.gov.in/index.php?option=com_content&view=article&id=104&Itemid=124

Young Innovators Programme (YIP)

Young Innovators Programme is a specially designed programme under Kerala Development and Innovation Strategic Council (K-DISC). The programme aims to empower future innovators to innovate new products, services or models to meet emerging requirements, unarticulated needs, or existing market needs of the society more effectively through an innovative challenge. YIP 2019 is structured around a philosophy of situated cognition and design-based learning and is envisioned to be a massive, open, inclusive, collaborative, institution-based program aimed at identifying and nurturing young innovators.

The overall design and structure of the YIP 2019 has evolved from the following underlying strategies:

1. To prepare the next generation of Youth of Kerala for the 4th industrial revolution and helping them apply industry 4.0 related skills in addressing Kerala's developmental issues.
2. To innovate embodying the hopes and aspirations for a brave new Kerala.
3. To build a conducive innovation ecosystem.
4. To promote diversity, inclusion and collaboration.

Co-ordinators:

1. Indu P, Assistant professor, Dept. of Commerce
2. Hareesh P, Assistant professor, Dept. of Chemistry

For More Details Click Here: <https://yip.kerala.gov.in>

Walk with A scholar Programme

Walk with A scholar Programme has been designed to arrange specialised mentoring programmes for students in UG programmes including Arts, Commerce and Science streams. It was introduced in the year 2012-13 with a view to achieve academic excellence, personal development and to impart a new social orientation. We have 16 major departments and 15 mentors who act as guide and friend to the students. Along with that we have conducted external mentoring sessions handled by experts on skill development, higher education prospects and career development plans. Moreover, during the last year, we have conducted motivational visit to IIM Bangalore, IT and Christ University with a view to motivate our students to have best options in education and career. We have received a good feed back from the students also.

Click here for More Details:

http://www.collegiateedu.kerala.gov.in/index.php?option=com_content&view=article&id=100&Itemid=120