

BEST PRACTICE: 1

TITLE OF THE PRACTICE:

“Distinct Support and Empowerment for Migrant Students at St. Aloysius Institution”

OBJECTIVES:

1. To provide comprehensive academic, emotional, and financial support to students from Manipur, ensuring a smooth transition into college life.
2. To foster cultural integration and inclusivity by celebrating the heritage of students from Manipur while promoting a diverse campus community.
3. To empower Manipur students by encouraging participation in extracurricular activities and leadership roles.
4. To maintain the institutional commitment to student welfare, ensuring that financial constraints do not hinder the students' development.

CONTEXT:

St. Aloysius Degree College has made a proactive effort to support migrant students, specifically those from Manipur, who arrived following tragic events in their home state. Led by the Archdiocesan Board of Education (ABE), this initiative aims to provide a nurturing environment, addressing both the academic and personal needs of these students. The college's approach highlights the institution's dedication to inclusivity, emotional well-being, and holistic development, fostering a sense of security and belonging for migrant students.

PRACTICE:

The support for migrant students from Manipur at St. Aloysius Degree College, initiated and managed by the Arch Diocesan Board of Education (ABE), was implemented through a series of well-structured and holistic measures that addressed both the academic and personal needs of the students. The following steps outline how this best practice was effectively carried out:

- **Tailored Academic Assistance:** The college ensured that the students received academic support through additional tutoring, mentorship, and individualized attention. Faculty members worked closely with students to help them adjust to the academic environment, addressing any gaps in their understanding and offering guidance where needed.
- **Classroom Integration:** Students were encouraged to actively participate in classes, and efforts were made to create an inclusive classroom environment where their voices and



perspectives were valued. Regular follow-ups were conducted to monitor their progress.

- **Counselling Services:** Recognizing the trauma caused by the violent events in Manipur, counselling services were made available to help students manage their emotional and psychological well-being. A dedicated space for emotional healing was created, where students could speak openly about their experiences and receive professional support.
- **Safe and Supportive Environment:** The institution created an atmosphere of trust and security, ensuring that students felt safe and understood. Faculty, staff, and peers were sensitized to the students' needs, fostering an inclusive and non-judgmental community.
- **Hostel Facilities:** The students from Manipur were provided with safe and secure accommodation in both hostels run by ABE. These hostels were equipped to meet their living and personal needs, ensuring that they had a comfortable place to stay while focusing on their studies.
- **Meals and Daily Essentials:** In addition to housing, ABE took full responsibility for providing meals especially from Canteen College students have been provided lunch, clothing, and other essential needs, eliminating any financial barriers that could distract the students from their academic and emotional recovery.
- **Cultural Engagement:** The students were encouraged to share their cultural heritage with the college community. Cultural programs, festivals, and performances were organized where students from Manipur showcased their traditions, promoting intercultural understanding and respect among the broader student body in all the Institutional Events.
- **Extracurricular Activities:** The students were actively involved in various extracurricular activities such as sports, arts, painting, music, and leadership roles within student clubs. Their participation in these activities helped them build connections with their peers, develop leadership skills, and gain a sense of belonging.
- **Leadership Roles:** The institution provided opportunities for the students to take on leadership roles in Student Council, Association Heads and Class Representatives of the college events and activities. By empowering them to lead initiatives and projects, the college helped build their confidence and leadership abilities, contributing to their personal growth and future success.
- **Regular Follow-ups:** Regular meetings were conducted with the students to monitor their academic progress and emotional well-being. Weekly once College Principal, Dr. Sr. Sagyamary B meet them in to provide further support where necessary, ensuring that the students never felt isolated or unsupported.
- **Community Building:** Initiatives were undertaken to create a sense of community among the migrant students, fostering peer support networks and encouraging collaboration in both academic and extracurricular endeavors.



- **Unwavering Support:** The Arch Diocesan Board of Education (ABE) took full responsibility for the students' welfare, ensuring that they had all the resources they needed for a successful and fulfilling college experience. This unwavering commitment went beyond financial support, emphasizing a long-term vision for the students' growth and well-being.
- **Holistic Approach:** The practice was grounded in a holistic approach to student development, focusing on not just academic success but also emotional, social, and cultural well-being. By addressing the full spectrum of the students' needs, the institution demonstrated its dedication to nurturing well-rounded individuals.

EVIDENCE OF SUCCESS:

1. **Academic Achievement:** Students from Manipur have made remarkable progress in their academic performance, excelling in coursework and actively participating in class discussions, thanks to personalized academic support.
2. **Emotional and Psychological Healing:** With the help of counseling services and a nurturing environment, these students have made significant strides in their emotional recovery, rebuilding confidence and resilience.
3. **Cultural Integration:** The students have embraced opportunities to engage in cultural, extracurricular, and leadership activities, effectively balancing their cultural heritage with the diverse community at the college.
4. **Community Impact:** The inclusion of Manipur students has enriched the college culture, fostering an atmosphere of unity and mutual respect among both students and staff. Moreover, these students have showcased their talents in sports, arts, painting, and music, organizing various programs and contributing to the vibrant cultural life of the campus.
5. **Accommodation and Support:** The students have been accommodated in both hostels run by the Arch Diocesan Board of Education (ABE), which provided them with a safe and supportive living environment.

PROBLEMS ENCOUNTERED:

1. **Financial Challenges:** Providing comprehensive support, including accommodation, food, and education, posed significant financial strain, although the Arch Diocesan Board of Education (ABE) continued to bear the costs without hesitation.
2. **Emotional and Psychological Trauma:** Some students faced difficulties in overcoming the emotional trauma from the violence in their home state, requiring ongoing psychological support.
3. **Cultural Adjustment:** While the students have integrated well, the initial cultural adjustment posed challenges in terms of feeling truly at home and understood in a new environment.



4. **Inconsistent Engagement:** In the beginning, few students faced initial reluctance to engage in extracurricular activities and social events, stemming from past traumatic experiences and the difficulty of adjusting to a new social environment.

RESOURCES REQUIRED:

1. **Financial Resources:** Continued financial support is needed for accommodation, meals, clothes and educational needs, ensuring that students can focus on their studies without financial distractions.
2. **Counseling and Psychosocial Support:** Ongoing access to counselling services and mental health professionals to address the emotional needs of migrant students.
3. **Cultural and Extracurricular Programs:** Resources to facilitate cultural exchange programs, extracurricular activities, and leadership opportunities to ensure the holistic development of the students.
4. **Faculty and Staff Support:** The involvement of faculty and staff in mentoring and providing academic support tailored to the students' needs, ensuring they feel valued and integrated into the college community.

This initiative at St. Aloysius Degree College demonstrates the institution's commitment to the welfare and success of migrant students, setting a model for support and inclusivity in higher education.





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**7.2 BEST PRACTICES -1 – DSITINCT SUPPORT AND EMPOWERMENT FOR
MIGRANT STUDENTS**

ENCLOSED PHOTOS BELOW AS SUPPORTING DOCUMENTS.

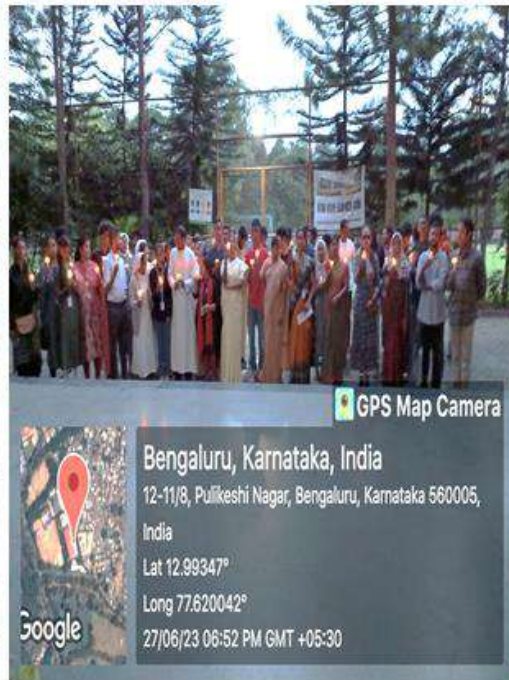


Sr. Sargamary. B.

Principal

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CANDLE LIGHT VIGIL – FOR MANIPUR



MID DAY MEALS DISTRIBUTION



FREE BICYCLE FOR MANIPUR STUDENTS



DISTRIBUTION OF FREE NOTEBOOKS FOR THE STUDENTS



NORTHERN-EAST STUDENTS PERFORMANCE



COLORS OF CLEANLINESS WALL PAINTING @ SMVT STATION



PARTICIPATED AND WON FOOTBALL TOURNAMENTS



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