

BEST PRACTICES

2019-20

- **BOOK DISCUSSION**

Objectives of the Practice:

- Promoting the habit of reading books among students
- Promoting sharing of learning through discussion

Expected outcome:

Habit of reading books would help students in

- Enhancing communication skills
- Building confidence
- Generating more ideas about a topic/issue
- Inspiring group participation
- Exploring potentialities of self

The context:

It is a known fact that reading books is immensely helpful in developing one's personality. Books are a storehouse of knowledge and experiences of life. Research has shown that reading books is good for one's physical and mental health. Reading books help in building vocabulary, reducing stress, preventing age-related cognitive decline and increasing one's ability to empathize. However, it is observed that today Millennials learn more from the e-content and while chatting on social media, rather than reading the book and discussing with/among friends. So it becomes all the more relevant to revive the dying interest of book reading amongst the youth. It was felt that story telling is an interesting way to generate interest in a book. If the story of the book - its subject matter, insight; the major lessons it brings out are discussed in the form of a presentation and a verbal talk, it might leave a few students hungry for more and encourage them to read the book. Thus, this practice was initiated to talk about the books, attract the attention of the students towards it and introduce them to the wonderful world of books.

The practice:

Book discussion sessions were organized for each class over the semester. Three books were selected for the semester July 2019- Nov 2019 viz. Wings of Fire: An Autobiography by Dr. A.P.J. Abdul Kalam with Arjun Tiwari, The Gita For Children by Roopa Pai and Walking with Nanak by Haroon Khalid. PPTs were made to brief the participants about the theme and contents of the book. A few interesting excerpts reflecting the major life lessons brought forth by these books were also related. The participants were encouraged to share their views on the philosophy of life touched by all the books. The responses of the students as listeners in all such sessions had been very good. The interaction over the story of each book showed that the students liked such activities where they get engaged in deep discussions about the bigger issues of life.

Each session led to developing a strong connection amongst all participants which will surely help in building a knowledgeable and empathetic community over time.

The constraints/ limitations are as follows:

- More time is needed to bring out the true magic of the book in a large group.
- Regular sessions needed to be held for each class to keep them connected.

Evidence of success:

- The report from the librarian showed an increase in the number of students in the reading section.
- ‘The Gita For Children’ has been issued several times over a year.
- The inspirational messages and lessons brought forth by each of these books were received well by the students and enhanced their vision of the world.
- **MOOC LEARNING SKILLS OF TOMMORROW**

Objectives of the Practice:

- To help the students to enhance their employment potential
- To provide a platform to students to facilitate them for digital courses
- To encourage the students to pursue online courses according to their learning goals, prior knowledge and skills
- To promote the IT literacy among students
- To inculcate the habit of self-study

Expected outcome: With the self-paced course students would be able to pursue the course of their choice and widen the horizon of knowledge.

The context: Education is formally provided to the students within class-room. However, knowledge explosion and access to the internet has changed the strategies of learning. Massive Open Online Course (MOOC) provides a valuable platform especially for skill based programs which can enhance the competence of students and help them build their academic profile. These short duration self-paced courses are easier to access and complete. The onus of learning is on student provided the student has access to the mobile phone/computer and the internet. However, as most of the students of the College belong to the lower economic background, not all the students have access to the technology. Considering the need of the day and for supporting the students, especially those who lack the required facilities, the College provides the platform for the MOOC courses. The students are encouraged to get them enrolled to the MOOC courses of their choice and complete the course within stipulated time period under the guidance of the experienced teachers.

The practice: Teachers helped students to enroll themselves in the Massive Open Online Courses (MOOCs) which were part of the Spoken Tutorial Project of IIT Bombay. Students were further guided and instructed regarding how to carry out the self-study. Teachers clarified the doubts of students. On getting the information regarding the completion of their respective courses, students appeared in the test to get the certification.

The constraints/ limitations are as follows:

- Not all students report for the course
- Due to lack of determination and self-discipline still course completion ratio is less than 100 percent

Evidence of success: Records of the Computer Science department indicate that number of students enrolling in these courses is increasing. During the 2018-2019 session, the number of students passed the course was 27 and in the 2019-2020 session the number of the students raised to 190.

Details of MOOCs attended by the students during 2019-20 are as follows:

Date	Class	Course	No. of Passed Students
August 21, 2019	BCA Sem III	Advanced CPP	14
August 26, 2019	BCA Sem V	Advanced Python 3.4.3	8
August 28, 2019	B.Com Sem V(A)	Introduction to Computers	38
August 29, 2019	B.Com Sem V(B)	Introduction to Computers	34
September 09, 2019	BCA Sem V	Introduction to Computers	26
February 03, 2020	B.Sc.(Eco) Sem VI	Introduction to Computers	28
February 03, 2020	M.Com Sem IV	Introduction to Computers	42

BEST PRACTICES

2020-21

• PROVIDING MOBILE PHONES TO NEEDY STUDENTS DURING LOCKDOWN PERIOD UNDER BIBI GUJRI MEMORIAL DIGITAL FACILITATION SCHEME

Objective of the Practice:

- To enable students who cannot afford a smartphone to attend online classes.

Expected Outcomes:

Providing mobile phones to needy students during lockdown period to help students to attend online classes.

- Interact with their teachers.
- Receive notes and as well as submit their assignments on WhatsApp/Google classroom.
- Ensure that their studies are not disrupted.

The Context:

As the Covid-19 crisis caused classes to move completely online, a few students from marginalised backgrounds were left in the lurch due to lack of devices and internet access. These students were unable to attend classes online because of the unavailability of smartphone.

These students were not having smartphone because of poor economic conditions or their siblings were to attend the class at the same time and there was only one smartphone in the family.

Therefore, a proposal to buy smartphones for such student was submitted to the Honorary Secretary of the College Managing Committee which was approved.

The Practice:

A circular was sent to all the classes through class whatsapp groups seeking information regarding such students who could not attend the online classes for want of smartphone. A total of six students were brought to notice by the teacher incharges. Hence, six smartphones (Realme Brand) were bought and entered into the library stock register. The students were called and issued the devices through the library after advising them for the responsible use of smartphones.

The constraints/limitations are as follows:

- Due to limited outreach and possibility of interaction with the students, the message of the college's initiative to buy smartphones for the needy students could not reach all the students and therefore, the request for smartphones was received from six students only.
- The students had to bear the cost of an internet connection themselves.

Evidence of success:

- Six students availed the benefit of the smartphones issued by the college to them from time to time.

• ONLINE COUNSELLING SESSION FOR STUDENTS DURING PANDEMIC

Objective of the Practice:

- Psychosocial tele counselling of the students in order to ensure that they are able to handle social isolation, focus on facts and reject rumours, handle emotional problems and also support their near and dear ones.

Expected Outcomes:

Online Counselling of students was scheduled to help the students cope up with the changes brought about by the COVID-19 pandemic by

- Reducing their stress
- Suggesting ways of dealing with worry
- Generating a sense of hope in them
- Suggesting some appropriate ways to cope up with the emotional and financial challenges.

The Context:

Minding our minds became an important issue during the Covid-19 pandemic. The most common emotion faced by all of us was fear. Fear of social isolation, feeling lonely or sad, angry and irritated, anxious and panicky was the situation faced by all of us. Fears and stress were worsening our mental health condition, social isolation was making us moody and irritable. At this time there was felt a need of a psychosocial counselling session for the students so that they could get rid of their fears and anxiety and to instill in them a new hope for a better life ahead.

The Practice:

Counselling sessions of 150 college students were carried out in order to ensure that the students could interact with their teachers in a warm and nurturing environment and share their deepest fears and worries about what is happening outside and within them without being judged. The college aimed at providing the students a platform where they could express the feeling experienced and the mental, emotional and financial problems encountered by them.

The constraints/limitations are as follows:

- Due to confidentiality issues some students are not able to speak their heart out at phone.

- The understanding of the issue reported was limited to the matter reported by the students vocally. Direct face to face communication could have resulted in a better understanding of the situation and hence resulted into better emotional and moral support.

Evidence of success:

- Most of the students reported that they felt relieved both emotionally and mentally after having a word with their teachers.
- The students suggested that such sessions should frequently happen so that they are able to identify their strengths and overcome their weaknesses.
- It helps the college authorities to design flexible fee payment system and select students for earn while you learn scheme and then adopt and develop a compassionate approach towards them who have been seriously affected by the pandemic situation.

BEST PRACTICES

2021-22

- **BOOK BANK FAIR UNDER THE PROJECT 'SAUGAAT'**

Title: Fostering a Culture of Sharing: "Saugaat" Book Bank Fair

Objective of the Practice:

The "Saugaat" Book Bank Fair aims to instill the spirit of sharing among students and teachers by providing them the opportunity to exchange books. Its objectives include:

1. Offering books to students who cannot afford to purchase them.
2. Ensuring uninterrupted studies by providing textbooks.
3. Easy access to materials related to competitive exams and other study resources.
4. Encouraging the reuse of books by allowing them to be exchanged.
5. Promoting a love for reading among students, reducing screen time.

The Context

The college organizes an annual Book Bank Fair under the "Saugaat" project, providing approximately 4500 books across various disciplines to students free of cost.

The Practice:

The fair is widely advertised through notice boards, banners, WhatsApp groups, and the college website. A schedule ensures all classes have equal opportunities for the exchange of books

Constraints

1. Limited Availability: While around 1000 books are made available each time, certain students' specific book requests might not always be met due to limited stock.
2. Time Constraints: The fair can only be organized for one day due to time limitations, but students are provided with opportunities to visit the Book Bank twice a week.

Evidence of Success

1. Approximately 2500 books across various disciplines were made available during the fair.
2. Enthusiasm Among Students: The fair generates excitement among students, fostering a sense of satisfaction through the act of giving and receiving.
3. Interest in Literature: Students show a keen interest in literature and general knowledge books.
4. Reduced Screen Time: The fair successfully shifts students' focus from screens to books, promoting healthy reading habits.

- **LEARNING BEYOND THE CLASSROOM (A wide spectrum of activities are organized by the Sirjana, Spark Committee and 'Niralam'.)**

Title: Expanding Horizons through "Learning Beyond the Classroom"

Objective of the Practice

The "Learning Beyond the Classroom" initiative aims to ignite a sense of selflessness and experiential learning among students. This practice includes a diverse range of dynamic activities and events organized by committees such as Sirjana (Creative Forum), Spark (Speakers' Forum), and the college theatre group Niralam. It seeks to achieve the following objectives:

1. Fostering Values: Encouraging students to appreciate values like equality, peace, and tolerance.
2. Holistic Development: Promoting overall personality development beyond traditional classroom education.
3. Real-Life Learning: Providing students with opportunities to observe, think critically, and experiment in real-life scenarios.
4. Skill Development: Equipping students with skills transferable to their professional careers and daily lives.
5. Community Engagement: Cultivating creativity, time management, and leadership skills while enhancing community involvement.

The Context:

The college conducts special sessions, such as 'Majlis' and intra-college competitions, to allow students from all classes to connect with peers and showcase their talents. Activities encompass various fields like dance, singing, extempore, acting, poetry recitation, poster making, and debates. Outstanding participants often collaborate with the college theatre group and compete in inter-college events and university youth festivals.

The Practice:

- Debut Film: Niralam, the college theatre group, produced "Parda Girta Hai - The Curtain Falls," a debut film depicting the realities of theater, art, and life.
- Cultural Celebrations: The college organized events, including PowerPoint presentations, costume parades, essay writing, and tree planting, to commemorate 75 years of Independent India.
- Women Empowerment: A play dedicated to women spiritual leaders in Indian history was staged, celebrating women's power and liberation.

****Constraints:****

1. Limited Participation: Involvement in extracurricular activities requires time and commitment, limiting the number of participating students.
2. Interest-Based: Participation depends on individual interests, preferences, and capabilities.

Evidence of Success:

The success of this practice is evident through the official selection of Niralam's debut film, "Parda Girta Hai - The Curtain Falls," in the 10th Mumbai Short International Film Festival-21.

Additionally, the enthusiasm and increasing involvement of students in various activities showcase the practice's positive impact on their holistic development.

BEST PRACTICES

2022-23

- **FOSTERING TRANSPARENCY AND ACCOUNTABILITY THROUGH PARTICIPATIVE GOVERNANCE**

Title: Fostering Transparency and Accountability through Participative Governance**

Objective of the Practice

The college administration adopts a participative governance approach, seeking feedback from students, teachers, and stakeholders to enhance its operations. The primary objectives of this practice are:

1. Promoting Transparency: Encouraging an open, honest, and equitable exchange of ideas and viewpoints.
2. Ensuring Accountability: Holding the administration accountable for its policies and services.
3. Responsive Decision-Making: Incorporating feedback into policies and programs to improve college functioning.

The Context

The college believes in participative governance based on mutual trust, open communication, and respect for diverse perspectives. This approach seeks excellence through innovation and integrity.

The Practice

- Feedback Collection: Formal feedback on the teaching-learning process and curriculum is gathered from students, teachers, alumni, employers, and parents through feedback forms and interactive sessions.
- Audits: Regular academic, administrative, green, and financial audits are conducted, providing additional insights.
- Policy Updates: Feedback and suggestions analysis inform policy and program updates, enhancing college functioning.

Constraints

1. Decision-Making Pace: Participatory governance may slow decision-making processes, which may not suit urgent matters.
2. Stakeholder Participation: Effective participation depends on stakeholders' engagement and provision of honest feedback.

Evidence of Success

The success of this practice is reflected in the satisfaction and happiness of those associated with the organization. It ensures transparency, accountability, and responsiveness, ultimately leading to improved policies and services.

- **NURTURING INTELLECTUAL GROWTH THROUGH "GOSHTI: AN INTERACTIVE SESSION ON BOOKS"**

Title: Nurturing Intellectual Growth through "Goshti: An Interactive Session on Books"

Objective of the Practice

The "Goshti: An Interactive Session on Books" initiative is designed to promote a culture of reading among faculty members, fostering intellectual growth and expanding horizons. Its key objectives include:

1. Encouraging Reading: Motivating faculty members to engage in more extensive reading beyond textbooks.
2. Knowledge Sharing: Creating a platform for faculty members to share insights and learn from each other's book choices.
3. Diverse Reading: Inculcating a habit of reading a variety of books among faculty.
4. Encouraging Discussion: Facilitating interactive sessions for discussing diverse viewpoints and complex ideas.

The Context

The college hosts "Goshti" as an interactive session on books, aiming to connect faculty members, allowing them to explore new adventures through reading and share their experiences.

The Practice

- Fortnightly Sessions: "Goshti" sessions are conducted every two weeks, inviting all faculty members to

engage in open discussions about books they've read.

- Personal Choice: Faculty members select books based on their interests, ensuring diverse reading experiences.
- Summary Submission: Participants submit written book summaries, enhancing discussion quality.

Constraints:

The effectiveness of the narrative and interactive sessions depends on the level of audience engagement and participation.

Evidence of Success

The success of this practice is evident as initially hesitant faculty members become enthusiastic about presenting books to their colleagues. Increased involvement and engagement during sessions highlight its positive impact on intellectual growth and knowledge.

Best Practices (2023-24)

Title: Enhancing Student Well-being through "Ask Me Anything" Sessions

Objective of the Practice:

The "Ask Me Anything" practice has been introduced with the primary objective of fostering improved communication, trust, and well-being among students in our college. By providing a platform for direct interaction with the Principal, we aim to address students' concerns, guide them in various aspects of life, and strengthen the bond between students and the institution.

Expected Outcomes:

1. Improved Communication: The practice encourages open and honest communication between students and the administration, enabling students to voice their queries, dilemmas, and concerns.
2. Trust Building: "Ask Me Anything" sessions build trust between students and the college administration, making students feel heard and valued.
3. Insightful Guidance: Through these sessions, the Principal gains valuable insights into students' challenges, aspirations, and the support they require for their academic and personal development.

The Context:

In the dynamic and diverse environment of our college, it's essential to provide students with opportunities to express themselves and seek guidance. Many students face uncertainties related to career choices, personal matters, and academic pursuits. These sessions aim to bridge the communication gap and offer a supportive environment.

The Practice:

The "Ask Me Anything" practice involves the Principal visiting classrooms without prior notice. During an hour-long session, students are encouraged to ask any questions anonymously, whether related to academic paths, personal challenges, or social norms. Questions are collected on slips, ensuring anonymity, and read aloud by a student. The Principal then addresses each question diligently, providing valuable guidance and insights.

Constraints:

While the practice has yielded positive results, it has some limitations:

1. Repetition of Questions: Some students ask similar questions about career choices and course options.
2. Frequency: Due to time constraints, these sessions can only be held once per academic session.
3. Confidentiality: A few students hesitate to ask personal questions due to lack of confidence, potentially limiting the scope of the practice.

Evidence of Success:

The success of this practice is evident through:

1. Improved Student-Administrator Relations: Students feel a sense of connection and accessibility to college authorities.
2. Positive Feedback: Anecdotal feedback from students reflects their satisfaction with the practice.
3. Enhanced Trust: Students feel heard on various issues, leading to increased trust in the administration.
4. Useful Insights: The practice provides valuable information for teachers to better support students in shaping their future.

In conclusion, the "Ask Me Anything" practice has become an integral part of our college's efforts to ensure the overall well-being of our students. It promotes a culture of open communication, trust, and support, ultimately contributing to the holistic development of our student community.

MOTHER'S MEET

Title: Assisting Mothers to understand their child's progress through Mother's Meet

Objectives of the Practice: The primary aim of this 'Special Meeting' called the Mother's Meet is to foster a collaborative platform to enrich the students' educational journey.

The Key Objectives are:

1. To provide parents especially mothers with valuable insights into the college's core principles and values.
2. Fostering a collaborative platform for both teachers and parents.
3. To enrich the child's educational journey.

The Context

The college hosts "Mother's Meet" to provide the mothers of first-year students enrolled in various programs a platform to connect with the subject instructors, allowing them to understand their child and share their experiences.

The Practice

The mothers of first-year students enrolled in various programs, including B.Com, B.Com(FS), BBA, B.Sc.(Eco), and BCA are invited to the college to attend this 'Special Meeting' which is a regular feature of the college.

Constraints

1. The effectiveness of the meet depends upon the level of engagement and involvement of both the mothers and the subject instructors.
2. Due to time constraints, only the mothers of first-year students enrolled in various programs of the college are invited to the meet.

Evidence of Success

During the meeting, parents actively engaged in discussions on various aspects of their children's holistic development, and subject instructors addressing their queries comprehensively provides the evidence of success of the initiative. Approximately 250 parents attended the event and expressed their gratitude for the college's initiative in maintaining a strong connection with them.



Best Practices (2024-2025)

Title: Empowering Young Professionals: A Finishing School Course

Objective:

The purposes of this practice are

- To equip the students with essential life skills like skills of articulating thoughts, ideas, and opinions clearly and confidently.
- To enable the students to build professional relationships.
- To help students recognize the importance of prioritizing their physical and mental well-being.

Expected Outcomes:

1. Confidence and Self-Assurance: To have confidence in one's ability to handle situations effectively and trusting in their own capabilities.
2. Elegant Professional Presence: To exude sophistication, expertise, and authority, while maintaining a polished, refined, and poised demeanor in professional settings.
3. Holistic Proficiency: To be well-rounded and adaptable in various situations and contexts.

The Context:

In today's fast-paced and competitive world, young females need to develop essential life skills to excel in their professional lives. The young females while navigating multiple responsibilities and challenges need to be equipped with essential life skills. These skills are significant to balance professional life, social commitments and personal well-being with confidence and grace. Learning these skills is also important to manage their time efficiently, prioritise their physical, mental well-being as well as their own needs over the needs of others.

The Practice:

The practice involves a 'Five-Module Program' designed. This program focuses to equip young females with essential life skills catering to personal and professional development. These modules are as follows.

- Module 1: Personal Grooming and Professional Appearance: Focused on personal hygiene, dressing sense and overall aesthetic appeal.
- Module 2: Health and Wellness for a Balanced Life: Emphasizing on topics namely nutrition, exercise, stress management, mindfulness and self-care
- Module 3: Soft Skills and Professional Presence: Focusing on communication, teamwork, time management, leadership and problem-solving
- Module 4: Social Etiquette and Hospitality Skills: Focusing on social grace and etiquette in personal and professional settings including table manners and hosting events.
- Module 5: Home, Wardrobe, and Garment Care: Learning practical skills such as home management, wardrobe planning and garment care.

Constraints:

- Exclusive to BCA final year students
- Mandatory attendance for all five days

Evidence of Success:

Post-course feedback indicates students felt empowered and grateful for the opportunity, with many expressing appreciation for the management's initiative.

Title: Campus Launchpad**Objective:**

The purposes of this practice are

- To provide a platform that empowers students to turn their ideas into reality by creating and running mini businesses.
- To equip the students with the skills to apply theoretical knowledge in areas like marketing, finance and operations to make strategic decisions.
- To provide students with an opportunity to explore entrepreneurship and apply business skills in real-world setting.

Expected Outcomes:

1. Gain hands-on experience in entrepreneurship
2. Develop essential business skills
3. Understand the entrepreneurial mindset
4. Develop problem-solving and critical thinking skills
5. Apply business concepts to real-world scenarios
6. Learn from failures and successes

Context:

Students benefit more from practical skills than theoretical knowledge to become successful entrepreneurs. Practical skills help students apply concepts to real-world scenarios, making them more relatable and memorable. Hands-on experience allows students to experiment, take risks, and learn from mistakes in a safe environment. Hands-on experience boosts confidence and self-efficacy, empowering students to take on entrepreneurial challenges.

The Practice:

- Students set up stalls on campus, selling items like food and bakery goods during recess breaks showcasing their creativity.
- Students finalize the rate list and discounts at their own and hence, develop marketing skills.
- They manage sales, handle customer service, promote their products through social media and word-of-mouth, attracting customers from the campus community and also maintain their stalls during recess breaks.

Constraints:

- Limited time allocation, with stalls operational only during recess breaks.
- Students had to balance academic responsibilities with stall operations.
- Driving sales was tough as the customers could come only from the campus.

Evidence of Success:

- High student enrolment and participation in the program indicate its appeal and effectiveness.
- A large number of students wanting another opportunity to pursue their entrepreneurial venture suggest that the program is inspiring and valuable.