Best Practice I

1. Title of the practice: **Learning with Purpose: A Need-Based Approach**

Aim:

The aim of our need and skill-based add-on courses is to provide targeted, practical training that addresses specific industry needs and enhances participants' professional skills, enabling them to excel in their careers and stay current with evolving trends.

Objectives:

- To address specific skills as emerging needs

- To make aware with current trends and demands

- To promote professional development

- To equip them for self-employment

- To foster a culture of Lifelong learning

The Context

Students from rural areas often feel uncertain about their career options due to a lack of practical and professional knowledge. Many show little interest in entrepreneurship, often influenced by their family or social background. In feedback, students expressed a desire for practical knowledge that aligns with real-world demands. While regular courses provide foundational knowledge, they may not fully meet the requirements of the Skill India initiative. To address this gap and better prepare students for the job market, we aim to introduce need-based and skill-oriented add-on courses that enhance their employability and encourage entrepreneurial thinking.

The practice:

Initially, we were conducting COP (Career Oriented Programme) courses that lasted a year, which many found to be quite lengthy. To address this, the IQAC (Internal Quality Assurance Cell) encouraged all faculty members to design 30-contact hour add-on courses in their respective subjects. Faculty members were advised to create these courses without repeating the existing syllabus. The response from the faculty was enthusiastic, and many departments submitted their course proposals to the IQAC through the Principal. These proposals included details like the course objectives, target group, timetable, evaluation process, and more.

The IQAC carefully evaluated these proposals and, once approved, they were presented to the College Development Committee (CDC). Upon final approval, the departments informed students about the course content and commencement details. Students enrolled in the courses through the proper channels, and the classes began soon after. Since these add-on courses were a new initiative, the faculty volunteered to teach them, allowing us to keep the fees minimal.

When the pandemic struck, we quickly adapted to online teaching methods. Some of the courses were interdisciplinary, necessitating a revised timetable. However, the courses ran smoothly without disrupting the regular college schedule. This shift to online learning proved particularly beneficial for girls from rural areas, who could comfortably attend classes from their homes. Parents also appreciated the initiative as it provided accessible learning opportunities. Some courses were conducted in a blended mode, where practical sessions required in-person attendance for hands-on training.

Evaluation was conducted either online or offline upon course completion, and the results were submitted to the IQAC. During the pandemic, we also developed specific add-on courses to address the challenges of the time, such as "Understanding Covid" and "Using Online Modes." These courses were made compulsory for all students, ensuring that everyone had the necessary knowledge to navigate the pandemic's difficulties.

Certificates of successful completion with grades were issued to students, who greatly benefited from the courses. The initiative not only allowed students to gain practical knowledge and skills but also aligned with our goal of providing relevant education that meets the needs of today's world. Through these courses, students are better prepared for future challenges, equipped with both traditional knowledge and the practical skills needed to succeed in their chosen fields.

The evidence of success:

- In last five years the number of Add on courses reached to 55
- Enthusiastic Participation
- More than 50% of students participate in these courses
- Increasing participation of girls
- Assured Skill development through first-hand experience
- After completion of one course students demand to enter another course

- Some students wish to take up 2-3 courses simultaneously.

- The experience gained is shared by students with new comers so the enrollment is increasing.

- For almost everyone online mode is convenient

Problems encountered:

- Few students do not have android mobile some have internet connectivity problem

- Teachers get overloaded by this additional work

- Time constrain.

Notes (Optional): Nil

Best Practice I

2. Title of the practice- "United for Good: Enhancing Community Welfare"

Aim:

To improve community well-being by fostering collaboration among stakeholders, leveraging resources effectively, and implementing targeted initiatives that address key social and economic challenges.

Objectives:

- To aware student regarding social, economic, environmental issues

- Facilitate partnerships between NGO and college to create a united effort towards addressing community needs and implementing welfare initiatives.

- Optimize the use of available resources and support services to effectively address critical areas such as education, health, and awareness within the community.

- Encourage active participation and involvement from community members to ensure that welfare initiatives are inclusive, relevant, and responsive to the needs of diverse groups within the community

The Context

An NGO Saad foundation has been working for students, women and economically weaker section people by reaching out to them. They use to approach our students to be volunteers at certain events. So as an institution working with same goal to reach to deprived through education even we felt to enhance our extension work approach. So we mutually signed an MOU with Saad Foundation. It is Saad who designs the activity, approaches the resources while we participate with our students in such activity either as volunteer, resource person, care taker.

The practice:

The Saad Foundation is committed to enhancing community welfare through a diverse range of initiatives. The foundation's committee regularly surveys the community to identify areas that need attention and support. Based on these findings, the committee, in collaboration with community members and our college, decides on various activities to be organized, including workshops, seminars, lectures, and the distribution of aid or relief. These activities are carefully

selected to address pressing community needs while fostering a sense of social responsibility among participants.

To maximize participation, the foundation schedules most of these activities on holidays or after college hours. This timing ensures that students, who are a significant focus of the foundation's initiatives, do not face any time constraints and can fully engage in the events. The foundation actively promotes these activities among students, creating awareness and encouraging them to take part in meaningful community service. This approach helps students develop a deeper understanding of social issues and the importance of contributing to the welfare of their community.

Moreover, the foundation benefits from the generous support of teachers, some of whom contribute financially to help fund these activities. This financial support is crucial for the successful execution of events such as distributing relief materials or organizing awareness drives. In addition to monetary contributions, the foundation sometimes utilizes the campus for these activities, providing a familiar and accessible venue for both organizers and participants. This in-house approach allows for a greater sense of community and shared purpose among students, teachers, and other participants.

The collaborative efforts of the foundation are not only beneficial for the immediate community but also play a significant role in inculcating a strong value system among students. Through active participation, students learn about empathy, teamwork, and the importance of civic engagement. This experiential learning fosters a sense of responsibility and encourages students to become proactive citizens who are committed to the well-being of society.

Several successful initiatives illustrate the impact of the foundation's work. For example, the "Author at Your Step" program brings writers and poets to interact with students and community members, promoting literacy and a love for reading. The "Rahat Fund Distribution" provides essential financial support to those in need, while the "Constitution Awareness Drive" educates citizens about their rights and responsibilities. Additionally, the "Heritage Walk" encourages

cultural appreciation and historical awareness, and the "Women Awareness About Menstrual Cycle" workshop addresses crucial health and hygiene issues.

The evidence of success:

- Awareness has created recognition so the needy approach the foundation

- Increased Student Participation and Engagement

- Feedback from the community members who benefited from these activities has been overwhelmingly positive for example, after the "Constitution Awareness Drive," 85% of the participants expressed that they gained valuable knowledge about their rights and responsibilities as citizens. Similarly, during the "Women Awareness About Menstrual Cycle" workshop, many attendees reported that they felt more comfortable discussing menstrual health openly.

- Teachers and parents have observed a significant change in students' attitudes toward social responsibility.

Problems encountered:

- Limited Availability of Participants

- Financial Constraints

- Collaborating with different stakeholders, such as community members, teachers, and external experts, can present coordination challenges

- Even though efforts are made to inform students about upcoming activities, ensuring that the information reaches everyone and is taken seriously can be difficult.

Notes (Optional): Nil