

BEST PRACTICES

1. Welfare services to support underprivileged students to complete higher education

1. Title of the practice

Welfare services to support underprivileged students to complete higher education.

2. Goal

Since its inception, the college has worked determinedly in the spheres of women's education and welfare activities, especially for needy, underprivileged by providing them access to free/subsidised education. The motto of the college is to assist the students' complete higher education by providing them physical, psychological and financial support.

3. The Context

Majority of our students are from socio-economically challenged segments of the society. Personal interaction with students has revealed that familial and financial constraints prevent them from completing higher education. Because of this background our students face number of hurdles while completing their education and achieve goals. In addition to financial help like subsidized fees, scholarships and interest free loans, college also provides various welfare services. We strengthen their confidence and determination by giving them a helping hand and leading them towards the fulfilment of their dreams.

It was felt that the student support services extended by the management have been expanded to meet the growing requirements of needy and deserving students, especially during the ongoing Covid-19 pandemic to include:

- i. Financial support to enable course completion in the form of various loans and scholarships,
- ii. nutritional support in the form of providing home rations by the Rotaract Club of the college during the lockdown (in addition to the mini-meal in the pre-Covid period),
- iii. Technological support to facilitate online learning by subscribing to MS-TEAMS & ZOOM
- iv. Mentoring support to students by extending telecounseling services by the Dept of Psychology during the lockdown period

4. The Practice

Book Bank

Under Book Bank scheme a set of textbooks is provided to needy and bright students for one academic year against a refundable deposit. Students have to fill up an application form to avail this facility. Students are shortlisted on the basis of information provided in the form, personal interaction and recommendation from teachers.

Food for soul

Many of our students cannot afford two meals a day, which affects their studies and overall health. We have launched the Mini Meal programme, where needy students are given a balanced meal including a fruit on every working day. This programme has resulted in better health and improved academic performance of the beneficiaries. Students are selected on the recommendation from teachers and are given a card to avail this facility.

Medical Centre

A medical center is established in the college where a doctor comes twice a week. Students are given regular check-ups, follow-up treatment and medicines at nominal charges. Medicines are given free.

Sanchetana

This center provides personal counseling services to students and staff with the help of qualified professionals, who offer guidance for personal, educational and career problems. The center also conducts regular workshops on personality development and leadership training.

5. Evidence of success

Every scheme has helped students in some way in shaping their career. While Food for Soul (Approx. 200 beneficiaries per day for 150 days in a year) has seen the improvement in attention span as well as attendance, Book Bank (Approx. 300 beneficiaries per year), Medical Centre (Approx. 175 beneficiaries per year) and counselling service has been used by many students. Add-on courses have improved students' chances of employment whereas Employability Skill Training which is aimed at final year students has facilitated placement of more than 100 students every year. It has also helped in improving their self-confidence.

Following is the evidence of the practice:

- i. Offering the Value-Added Course on Research Methodology by the Faculty of Home Science which will be extended to include students across faculties
- ii. Research paper presentation competitions conducted across faculties; TRISHOOL, URJITA, INTERNATIONAL ECONOMIC CONVENTION, JIGYASA, etc
- iii. Encouraging students to participate in similar competitions organized by other colleges
- iv. Encouraging student Research Paper Publications

6. Problems encountered

- Raising funds to sustain these programmes is difficult. The Trust works very hard in raising resources.
- Identifying and Reaching to needy students.
- Co-ordinating with corporate partners for availability of slots in timetable and space.

2. Super Thirty Empowerment Programme (STEP)

1. Title of the Practice

Super Thirty Empowerment Programme (STEP)

2. Objectives of the Practice

The focus of this programme is to empower students to redefine themselves and use their talents, passion and interest to influence their **inclination** and transform their lives. The objectives are as follows:

- To develop self-awareness
- To build self-confidence, enhance self-esteem and the overall change in personality of an individual.
- To enhance communication skills and leadership skills

3. The Context

Human beings are born with unlimited potentials, but there is a need of a mentor who can discover the potentials of the individual and help to systematically develop it. This program aims to enhance and groom student's outer and inner self to bring about positive change in their life. This program also provides the participants with the guidance and the empowerments they need to set their goals correctly and achieve them.

4. The Practice

Super Thirty Empowerment Programme (STEP) was implemented for First Year students of BA, B.Sc, BMS, BMM, BCA and BAF. Five rankers were selected from each faculty. The duration of this programme was 30 hrs. This programme included boosting the individual's confidence, improving communication skills (verbal and non verbal) and speaking abilities, and learning skills like critical thinking, problem solving, work ethics etc. This program started in January 2020. The first six sessions were conducted in college till March 2020. Due to the pandemic remaining sessions were conducted online through Zoom. Each session had many different activities like role plays, one-minute test, different games, group discussions, guest lecture etc.

5. Evidence of Success

In today's competitive world, an educational institute is not only responsible for providing education of highest standards, but it is also responsible for all round development of its students. All participants took interest in this program and attended sessions regularly.

We had conducted a pre and post test with these students. Communication Scale, Susan Barkman and Krisanna Machtmes,2002 and Motivation – Goal-Setting Questionnaire, Ed E. Emory,2000 were used to study the difference if any in communication skills score and motivational levels and goal setting skills in students. T test was used to find the significance. The results for Communication Scale concluded that there is significant difference in communication skills of students after intervention. The results for motivational levels and goal setting skills also indicate that their significant difference in motivational levels and goal setting skills of students before and after intervention.

The impact of this practice is tremendous and it has improved academic performance of students' in their FY Examinations. These students have participated in co - curricular and extra - curricular activities and won accolades.

6. Problems Encountered and Resources Required

The problems faced in the initial phase are as follows

- Sessions were conducted on Saturdays and a few students were reluctant to attend.
- Some students faced network issues during the online sessions.