HEMWATI NANDAN BAHUGUNA

POSTGRADUATE COLLEGE KHATIMA

(Affiliated to Kumaun University, Nainital)

NAAC Accredited with Grade "B"

INSTITUTIONAL BEST PRACTICES

2023-24

INSTITUTIONAL BEST PRACTICES (BEST PRACTICE- I)

TITLE OF THE PRACTICE: *Professional Skill Development among Students*

OBJECTIVES:

In the changing world scenario with regard to industry and the job market, there is now an overpowering need for skilled workers. However, the definition of 'skill' in India, and the world in general, has also changed over recent years. About 90 per cent of employment opportunities require professional skills. Only 20 per cent of our graduates get employed. The rest are unable to get suitable employment due to the lack of employable skills. In the present context of globalization, the demand for skilled and multi skilled workers has increased. Therefore, in the context of developing countries, such as India, there is a critical need for quality skill development and training.

So, the noble objectives of the practice are:

- ❖ To provide special assistance to the students to opt for professional courses, this would develop their professional skill for Job Market.

The expected outcome is that students should be able to know what the skill needed for in Job Market

THE CONTEXT:

The noble objective heads its teething as well as challenging troubles in its designing and implementation.

- ❖ There was a tough task to pooling up of the required resources.
- ❖ After so many efforts, our college set up a program on Professional Skills since 2023.

THE PRACTICE:

It is very relevant to clarify here that there are many types of students available in our college. All have different family backgrounds. Some students are those, who are very poor and their economic position is very pitiable. In such condition, it was a tough task to impart the special training on professional skill other than college campus.

The Principal and Teacher in Charge of the skill development of the college decided that we should arrange the program in college and arrange some refreshment items to the trainee. With the help of *Mahindra Pride Class Room (Nandi Foundation)* and *Dev Bhoomi UdhamitaYojna (DUY)* which is governed by Higher Education Department, Uttarakhand the college has started skill development program for the students for their professional skills. Government As a result, mostly students of the college agreed to take part in program on professional skill.

EVIDENCE OF SUCCESS:

Among so many trainees, 10-20%, became very serious and shows their interest for further training and implementation of courses based on professional skill development.

PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED:

It is very important for The Teacher in Charge to check all the activities created by the trainees and supervised by the experts. He should focus and decide to provide better and advance teaching practices to the trainees with the help of more trained faculties.

INSTITUTIONAL BEST PRACTICES (BEST PRACTICE- II)

TITLE OF THE PRACTICE: *Digital learning by Students and Staff*

Digital learning involves using technology or instructional practices that effectively integrate technology to enhance the learning experience, complementing traditional methods rather than replacing them.

OBJECTIVES

- ❖ To enable learning without restrictions of time, place, path, or pace.
- ❖ To encourage students to become self-directed learners.
- ❖ To stay updated with the latest trends and technologies.
- ❖ To learn from faculty of prestigious institutions, fostering global competence.
- ❖ To engage in research in thrust areas.

THE CONTEXT

Digital learning leverages technology to provide students with flexibility in controlling their time, place, path, and pace of learning. Strategies like online learning, blended learning, flipped learning, e-learning, and mobile learning or a combination of these are employed.

Digital learning is a cornerstone of the college's mission to excel as a center of excellence. Students from diverse backgrounds require skill enhancement in addition to traditional classroom teaching. To address these needs, the institute encourages both students and staff to pursue online or blended courses offered by esteemed institutions.

THE PRACTICE

❖ **Online Learning**

Online learning allows students to study anytime, anywhere, and on any subject using ICT tools. The college's provide e-granthalay platform For students. Beside this Affiliating University also provide central library access. According to NEP the 40 percent of syllabus should be completed by online teaching. In this reference digital learning become important role play.

❖ **Blended Learning**

Blended learning combines' in-person interactions with online activities. HNB Govt. P.G. College is providing live lectures for its students. The institute facilitates its departmental YouTube lecture channel for their students.

❖ **E-Learning**

HNB Govt. PG College embraces e-learning to enhance educational access and quality for its students. Through digital platforms, the college provides interactive lectures, recorded sessions, e-books, and online assessments, fostering a modern learning environment. Virtual classrooms and discussion forums encourage engagement and collaboration among students and faculty. This initiative ensures flexibility, allowing students to learn at their own pace and revisit concepts as needed. E-learning also supports skill development, bridging the gap between traditional methods and contemporary demands. By integrating technology into education, HNB Govt. PG College aims to empower students, making education more inclusive, accessible, and future-ready.

EVIDENCE OF SUCCESS:

1. **Increased Student Engagement**: Digital learning platforms have enabled students to actively participate in virtual classrooms, discussions, and assignments, improving overall academic involvement.

2. **Higher Pass Rates**: A notable improvement in student performance and pass percentages has been observed, attributed to the flexibility and accessibility of e-learning resources.

3. **Wide Resource Accessibility**: Students now access a variety of learning materials like recorded lectures, e-books, and online assessments, enriching their educational experience.

4. **Skill Development**: The integration of digital tools has enhanced students' technological proficiency, preparing them for modern workplace demands.

5. **Inclusive Learning**: Remote access to educational content ensures that students from diverse backgrounds, including those in rural areas, can participate without geographic barriers.

6. **Faculty Adaptation**: Teachers have successfully adopted digital tools for interactive teaching, fostering innovative methods and improved teacher-student collaboration.

7. **Positive Student Feedback**: Surveys and feedback indicate satisfaction with the convenience, flexibility, and effectiveness of the digital learning approach.

6. PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED:

1. Difficulty in allocating lab slots for additional online training hours.
2. Challenges in incorporating training sessions into the regular timetable.
3. Motivating students to participate beyond regular working hours.

Resources Required:

- Transportation for students attending sessions beyond regular hours.
- Hardware and software for seamless face-to-face interactions.

Solutions:

The college management provided the necessary resources, and the challenges were addressed through the cooperation of staff and students. Suitable time slots were allocated, and additional hours were managed effectively by extending working hours when required.