

HEMWATI NANDAN
BAHUGUNA
POSTGRADUATE COLLEGE
KHATIMA

(Affiliated to Kumaun University, Nainital)

NAAC Accredited with Grade "C"

**INSTITUTIONAL BEST
PRACTICES 2016-17**

Institutional Best Practices (Best Practice- I)

1. TITLE OF THE PRACTICE: Coaching Program for Competitive Exams

2. Objectives of the Practice:

To prepare the college students for various competitive exams, along with their regular studies, it was realized that a proper classroom-coaching environment was needed. Along with good and appropriate study material, which is available in the library as well as personally, proper mentors and/or resource persons are a must for competitive preparations.

3. The Context:

The need for some kind of proper classroom-coaching environment focused on competitive exams had always been felt. This year the college contacted the District Administration (specifically the Sub-District Magistrate) and they decided to lend a helping hand to this cause. The District Administration employed a few resource persons (familiar with Civil Services Exams, Banking Exams, and other similar exams) from their end and started coaching classes for the college students. Some of our faculty members also provided their expertise at times. Moreover, some members from the District Administration (ADM, SDM, Tahsildar) or some other officers (Bank P.O.'s and clerks, etc.) also took some lecture sessions for the students in these classes. These particular sessions were more about mentorship and their own experiences and methods/resources/ tactics during their competitive preparations. These free coaching classes are a boon for aspiring students, most of who hail from the (relatively) low-income groups of society.

4. Obstacles faced/Problems encountered:

One of the major obstacles with the operation was the period for the conduction of these classes. These classes had to be operated without disturbing the normal teaching routine of the college/students. So these classes had to be operated either early morning (before the college starts) or late afternoons (after the college ends). This made it difficult for some of the students to attend these classes as they hailed from the nearby villages and transport facilities (to and fro) become rarer at such odd times (early morning or late evening).

5. Impact of Practice/ Evidence of Success:

The success of an effort to create a learning environment can only be judged after some time. But the enthusiasm of the students towards these classes despite the hardships caused by the odd timings is reason enough to pursue such an effort. Moreover, the students who attended these classes were becoming more and more confident in general. Also, a mindset change in terms of setting definite goals and chalking out a path to reach that goal was seen amongst the attendees.

INSTITUTIONAL BEST PRACTICES (BEST PRACTICE- II)

1. Title of the Practice:

WOMEN EMPOWERMENT AND GENDER JUSTICE

2. Objectives:

- I. To increase access of women to education and ensure gender justice and empowerment.
- II. To create more awareness on the issues of gender sensitization among the students.
- III. To provide women with equal opportunity.

3. The Context:

The College in keeping with the tradition of imparting holistic education emphasizes ethical and moral principles. The college is a coeducational institution that sensitizes its staff and students on issues such as women's empowerment and gender justice. The importance of women's education has been strongly realized for the eradication of backwardness in Eastern Uttarakhand. Being the future caretakers of generations to come, the upgrading of women, in the recent background of violence against them, is the priority of the college.

4. The Practice:

The college is a coeducational institution that sensitizes its staff and students on issues regarding women. The women's Cell of the College is entrusted to look after the specific needs and guidance of female students. Women-related topics

have been in the curriculum of some subjects like English, Political Science, etc. To create more awareness of these issues among the student several Gender Sensitization Programs were regularly conducted by the Women's Cell and various departments as listed below:

- (i) One-day workshop on "Workshop for girls against domestic violence", by B.Ed. Departments.
- (ii) A special lecture on "Gender Discrimination- Universal challenge" by the women's redressal cell of the college.
- (iii) A special lecture on "How to build pathways for gender equity?" by the women's redressal cell of the college.
- (iv) Organize a program on "Gender Equality in education" by the education department of the college.
- (v) Organize a program on "Role of women in Indian History" by the History department of the college.

The Women's redressal cell in collaboration with the Grievance Redressal Cell addresses the issues related to girls. Immediate action is taken on these cases. Continuous vigilance is maintained by the Proctorial Board and also through CCTV cameras.

5. Evidence of Success:

I. The college has been successful in ensuring the safety and dignity of female students on campus. In the few last years, the college has not witnessed any sort of offense against women on campus. Thus the College maintains a harmonious and women-friendly campus.

II. The college has taken on the additional responsibility of ensuring the safety of women students and staff who are coming from faraway places.

III. The percentage share of girls in total registered students was higher than boys in last years.

IV. The girl students of the college actively participated in the various program which is organized by the college and other institutions.

V. The passing percentage of girls in university exams was higher than boys in the last years.

6. Problems Encountered and Resources Required:

I. Mobilizing funding for various activities related to women empowerment and gender justice is a difficult task.

II. Many parents and families have traditional thoughts regarding gender equality.