

HEMWATI NANDAN
BAHUGUNA
POSTGRADUATE COLLEGE
KHATIMA

(Affiliated to Kumaun University, Nainital)

NAAC Accredited with Grade "C"

INSTITUTIONAL BEST PRACTICES
2018-19

INSTITUTIONAL BEST PRACTICES (BEST PRACTICE- I)

1. TITLE OF THE PRACTICE: INNOVATIONS IN THE TEACHING-LEARNING PROCESS

2. Objectives

- I. To prepare students for positions of significant leadership in business, government, and professions by offering excellent education in strategic disciplines.
- II. To teach students how to learn, how to think for themselves, and how to speak and write clearly and effectively.
- III. To give students significant opportunities to serve society and to help them develop a lifetime habit of such service.
- IV. To develop respect for traditional family values, the sanctity of life, compassion for the poor, personal freedom, free markets, natural law, and the original intent of the Constitution.

3. The Context

HEIs are increasingly expected to become more systematic and reflective in their approaches to transforming and assessing teaching and learning. One of the major challenges that they face is to develop a richer understanding of learning. As a result of the current educational environment, College had identified the following areas to improve teaching and learning:

- A. Hazards in creating an atmosphere for E-learning.
- B. Developing teaching-learning tools for growing student expectations.
- C. Addressing emerging ethical challenges.

- D. Understanding the evolving role of ICT.
- E. Designing a curriculum that meets the demands of the present century.
- F. Attendance of students in classes.
- G. Availability of learning resources.

4. The Practice

In the Indian higher education context, the major problem is the few working days available and subjectivity in the evaluation. College follows an academic calendar. To ensure the active participation of students all the activities in the institution directly or indirectly are designed in such a manner that they are student-centric. The practical sessions, interactive teaching, group discussions, internal assessment tests, preparation of assignments and projects, academic tours, and involvement of students in teaching slow learners are some of the activities adopted by the college for making learning student-centric and which contribute to self-management of knowledge development and skill-formation. The students and faculty keep conducting and attending seminars, conferences, workshops, orientation programs, refresher courses, and faculty improvement programs organized both by the college and other higher education institutions.

5. Innovation Best Practices

Focus is given to instructional learning through the delivery of classroom lectures which is dependent upon the subject being taught and the teaching-learning process is supplemented using Information, Communication, and Technology. There is provision for smart classes, LMS, Computer Centre, projectors; Wi-Fi enabled Campus for each faculty of the department depending on their requirement and usage. • group projects • through group discussion and brainstorming • Internship, Fieldwork, Dissertation • Class tests, • quizzes, • assignment, • class performance assessment • handwritten

notes • laboratory exercises • The college has a systematic Library and it helps students in reading and learning. The college has tried to become a rich database of e-journals as well.

6. Evidence of Success:

1. Have a Course/Lesson Plan according to the allotted syllabus.
2. Specific Program Objective, Program Specific Objective, and Course Objective have been designed by each faculty which makes the teaching-learning process more outcomes-based and result-oriented.
3. Regular Student Feedback is undertaken.
4. Teaching classes focused on problem-based sessions.
5. Mentoring of students class-wise.
6. Career Counseling Cell works regularly for students' betterment.
7. Free coaching for students for competitive examinations.

7. Problems Encountered and Resources Required:

1. The implementation of the innovative practices in the teaching-learning process has been a big challenge for the college as the change is not easily accepted by the conventional stakeholders.
2. It has been, and is still, a herculean task to have a transparent evaluation system that is objective and bias-free in internal assessment.
3. Human resource is another challenge in the field of higher education. Getting qualified teachers and being able to retain them became another challenge for the HR team.
4. It is a challenge to train and implement technology-based teaching-learning methodologies as it has low adaptability. There is a lack of internet resources too amongst students.

INSTITUTIONAL BEST PRACTICES (BEST PRACTICE- II)

1. Title of the Practice: WOMEN EMPOWERMENT AND GENDER JUSTICE

2. Goal:

- 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) A one-day workshop on “Gender Equality in Education” by the collaboration of the Arts Faculty.
- (ii) A special program on “Gender Equality and Women Empowerment” by the women’s redressal cell of the college.
- (iii) A special lecture on “Women's Economic Power and Gender Equality” by the Economic Department of the college.
- (iv) Organize a program on “Gender Equality and Human Rights” by the B.Ed department of the college.
- (v) Organize a program on “Equal Rights to Men and Women” by the Commerce department of the college.

The Women's 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. 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 last year.

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.