

MAHARAJA BIJLI PASI GOVERNMENT P.G. COLLEGE,
AASHIYANA, LUCKNOW

BEST PRACTICES

SESSION 2020-21

PRACTICE 1: THE DEPARTMENTAL COUNCIL ACTIVITIES

Objectives of the Practice

The college aims to create a centre of academic excellence in education and other extra-curricular activities by imparting knowledge, skills and ethical values to our students. To fulfil this, all the departments of the college, organise various ability-enhancing activities like debates, Elocutions, PPT presentations, theatrical acts, essay writing, poster and slogan competitions and academic project presentations, etc. Through these activities we aim to provide leadership training to students, enhance their all-round personality and to promote aesthetic development, character building and organizing capacity.

The Context

The Departmental Councils are formed at the departmental level. Diverse academic and co-curricular activities conducted like debates, Elocutions, PPT presentations, departmental seminars, theatrical acts, group discussions, essay writing, poster and slogan competitions and academic project presentations, etc., are carried out. The council constitutes of the teaching faculty as well as few student representatives from each class.

Each department plans activities to develop students' academic potentials as well as other aspects of their personality such as self-esteem, self-confidence, social cooperation and leadership skills. This ensures a holistic development of the students by shaping their personality and enhancing their capacities. As most of our students come from diverse socio-economic background, so these activities are designed in a way to facilitate a platform for students to showcase their talents and skills and also boost their self-confidence so that they feel free to share their thoughts and ideas.

The Practice

All the departments organise academic and co-curricular activities, through the departmental council for the mental development and augmentation of various cognitive faculties of our students. Debates, group discussion, quiz, speech, declamation, elocutions and essay/story writing, aim to enhance the linguistic and oral skills and reasoning aspect of our students. These along with poster making, slogan writing, theatrical acts, Rangoli making, PPT presentation enhance, supplement and compliment their academic skills as well as function towards their

aesthetic development. It helps in developing features like speech fluency, creativity and organizing skills and is a good platform to excel. Leadership skills are enhanced by selection of President, Vice-president, secretary, and class representatives who function as leaders of students of the department for the whole year and help in organising various events of the department and college. Some departments like History and Geography organise occasional study tours to enlighten students about varied and rich heritage of the city. To encourage the students, the winner students are awarded in the Annual function at the end of every academic year.

However, the current academic year witnessed a grave pandemic situation due to COVID-19. This disturbed the whole session. The session started late in August, 2020, and the classes were to be conducted online for II- and III-year students. The session for the freshers started in November. Offline classes also commenced from then onwards. As a result, all the departments were not able to conduct their council activities in this session. Only the departments of English, History, Sanskrit and Commerce conducted their council activities, through both offline and online mode. However, activities like essay writing, PPT presentations, poster making and slogan writing, speech and debate competitions were regularly organised throughout the session in the college. This, to some extent, fulfilled the aims and objectives of the departmental councils, as students were continuously involved in some or other co-curricular activities which enhanced and supplemented their overall aptitude and potential.

By the end of January, 2021, the II- and III-year students had to appear for their semester exams which stretched till the first week of March. After that due to the second deadly wave of COVID-19, the college was again directed to resolve to online mode of teaching from April, 2021 onwards till 30, April. The state government directed to suspend all kinds of offline/online academic activities from 01 May, 2021 to 15 May, 2021.

5. Evidence of Success

Departmental council activities not only engage the students actively in extra-curricular activities by harnessing their potential but also enhances their realm of knowledge in various streams. It provides them with ample opportunity to, enhance their creative, communication, and leadership skills; co-ordinate and co-operate; build comradeship; overcome their hesitations and fear of performing; develop their cognitive skills along with developing in them an appreciation of beauty of form and expression. This year, elocution, extempore, debate and story-writing competitions were organised by the Department of English, which aimed to enhance the imaginative and communicative capacities of our students. The department of Commerce organised a poster competition on the theme of 'One District, One

Product’, which apart from augmenting the artistic capacity of the students, also made them aware of the diverse trades and products of our state. The department also organised poster competition to facilitate practical learning on the topics like ATM, Black money, diff types of business communication, E-commerce, Digital marketing and E-payments, Income tax, GST, Labour Welfare, etc. The department of Sanskrit organised *Shlok Gayan* competition, poster and quiz competitions. The department of History organised a series of activities along with a heritage walk to Sikandar Bagh, to provide better knowledge and understanding of our rich cultural heritage.

6. Problems Encountered and Resources Required

Please identify the problems encountered and resources required to implement the practice (in about 150 words).

The current academic year witnessed a grave pandemic situation due to COVID-19. This disturbed the whole session. As a result, most of the departments were not able to conduct their council activities in this session. Also, student participation could not be maximised as most of the students do not have ample resources to participate in online competitions that were organised by some of the departments. Also due to pandemic, the attendance was not as satisfactory as was required, hence, the offline competitions also witnessed poor attendance. Fund for giving prizes is also limited, especially for the departments that offer PG courses.

The teaching staff needs to be motivated toward NAAC necessity. The college can excel and raise the bar of excellence only when the teachers have a strong conviction in the ideology of NAAC. The utility and benefits of NAAC like improvisation in the method of documentation, report-writing, event-management, foresightedness, identification of problem areas and adopting a methodical approach in removing that problem need to be recognized.

7. Notes (Optional)

Please add any other information that may be relevant for adopting/ implementing the Best Practice in other Institutions (in about 150 words).

- A proper timetable for the Departmental Council Activities must be designed and mentioned in the annual academic calendar of the college. This shall help in maintaining parity in the conduction of departmental activities of various faculties. Students will also be well aware of the time and events beforehand. This kind of time management shall ensure that academics is not hindered because of the departmental activities and shall help to maximize student participation.

TITLE OF THE BEST PRACTICE (II): FEEDBACK SYSTEM

Objectives of the Practice

With the objective of improving the academic and administrative performance of the college, we initiated online feedback system in the current session, along with the existing system of collecting feedbacks offline. The feedback form regarding teachers' performance and pedagogy and the college was designed and developed by the NAAC committee for the session 2020-21. The feedback forms provide valuable responses of the key stakeholders, i.e., the students, that help the institute and the teachers to introspect their facilities, environment, pedagogical and behavioural approach. Currently, we have designed three feedback forms for this session, viz., for teachers, for the institution and for the parent teacher association of the college.

The Context

Feedback form is a necessary requisite for any educational institute in the current scenario. More than its contribution in the structural and organisational modification of an organisation, it helps in promoting a healthy and candid dialogue between the taught and the teacher. It helps in inspecting a teacher's *modus operandi* and how he/she can improvise it, in order to optimise the benefit of the students.

With this vision, the NAAC committee, undertook this essential component of teaching-learning process, and prepared feedback forms- one for the assessment of its faculty members and the other, regarding the infrastructure and the facilities of the college.

The practice of collecting feedback of the students has been there in this college but it lacked regularity and was confined to only a few of the departments. Hence, arose the need for a systematic system of obtaining the responses of the students, in order to identify our strengths and weaknesses, from the learner's point of view. Also, the English Department faculty, that is common in both NAAC and IQAC committees, has been consistently inspiring and manoeuvring the IQAC, spreading awareness and assisting in recognising the relevance of AQAR-filling for better results.

The Practice

Feedback, whether negative or positive, is always crucial and effective in improving the performance of an institution or a person. Thus, in the field of higher education also, it helps to evaluate, improve and professionalize teaching at the higher education level. It also serves as a mechanism for students to pursue grievances and learning related issues as required. As a result of student feedback mechanism, the institution continues to appraise, develop and implement policies and practices regarding curriculum; effective and meaningful teaching pedagogy; students'

academic assessments; holistic development of the students, and infrastructural requirements.

The feedback form of Dec, 2020, targeting the students of second and third year, covered major areas of curriculum, classroom teaching, extra-curricular activities and infrastructural facilities and general administration of the college, all in one form. The feedback forms were uploaded on the website and were also filled in hard copies by the students. It included questions related to infrastructural facilities availability in the college, the teaching pedagogy, teacher's ability to co-relate the subject, online classes, opportunities made available for co-curricular activities, library, teaching aids, practical sessions, sports facility and learning experience/opportunities available through extension activities of NSS/NCC/Rovers-Rangers, etc.

The feedback form of April, 2020, targeting the students of first year, was divided in to two different forms: Student feedback form and the Institutional feedback form. The first form covered major thrust areas of curriculum, classroom teaching, extra-curricular activities, online teaching, e-content uploaded by teachers, availability and accessibility of other learning resources, efficacy of teachers in promoting an all-inclusive learning environment. The second form catered to the facilities provided by the college to its students, like, water, library, internet facility, security and proctorial services, sports facility, cleanliness and maintenance of the college, college grievance redressal system, office, college website, laboratory, smart class, etc.

The data of the feedback form was analysed with the help of the excel file, which is autogenerated and extracted from the online google form. After that the complete data was scrutinized and interpreted and a summary report was submitted to the NAAC committee along with interpretations, and suggestions. However, only the hard copies of the feedback forms of Dec, 2020, filled by the students of the English department could be collected and analysed. This data was manually examined and the summary report was submitted to the NAAC committee.

Evidence of Success:

The review and analysis of students' feedback, helps to provide them a better learning environment. Therefor to maximise the participation of students and to enhance their accessibility in the times of pandemic when they could not attend classes regularly, for the 2020-21 session, the NAAC committee, took the initiative to digitalize the feedback system. The forms were created with the help of Google forms and were uploaded on the college website. The forms for the second- and third-year students was uploaded in Dec, 2020 and for the first-year students, it was uploaded in April, 2021. The feedback which was taken in Dec, 2020, was also

collected in hard copies by the students. This feedback form was also translated in Hindi, and distributed amongst students, to maximise its reach. **112** students filled this online form.

Still, only some departments like English, History, Sociology, Science and Commerce, could manage to get the data in hard copy as well. However, when we uploaded the forms for the first semester students, in April, 2021, we could not circulate the hard copies of the same, as the college was closed due to Covid-19 pandemic. Only online feedback form could be issued this time. **375** students filled the Student feedback form for April, 2021 and **214** filled the Institutional form.

The related feedback form links and summary report is given in the attached folder.

1. Feedback form links of Dec, 2020 and April 2021 and link of Feedback form of Parent Teacher Association.
2. Feedback Report of Dec, 2020
3. Feedback Report of April, 2021
4. Feedback Report of the Dept. of English (2019 & 2020)

Problems Encountered and Resources Required

The current academic year witnessed a grave pandemic situation due to COVID-19. This disturbed the whole session. The session started with online classes for II- and III-year students in August, 2020. The session for the freshers started in November. Offline classes also commenced from November. By the end of January, 2021, the II- and III-year students had to appear for their semester exams which stretched till the first week of March. After that due to the second deadly wave of COVID-19, teachers had to resolve to online mode of teaching from April, 2021 onwards till 30, April. The state government directed to suspend all kinds of offline/online academic activities from 01 May, 2021 to 15 May, 2021. Due to pandemic and the disarrayed academic calendar, the attendance was not as satisfactory as was required, hence, the percentage of offline feedback forms was only minimal.

However, if and when the situation normalises, the college shall strive hard to streamline and maximise the feedback system both through online and offline mode from the next session onwards. Also, the NAAC committee shall try to motivate the teachers to make special efforts to achieve this target .

PRACTICE 3: PROMOTING GENDER SENSITIVITY THROUGH MISSION SHAKTI

Objectives of the Practice

The college undertook the *Mission Shakti* initiative in response to the directions issued by the U.P. State government and in accordance to the letter, degree vikas /911/2020-21 dated 16/10/2020, issued by the Directorate, Higher Education, Prayagraj, U.P. The NSS units of the college and other departments, contributed in the “*MISSION SHAKTI*” initiative of the state government to empower women and girls and create awareness regarding laws related to women security and dignity. The college organised various activities from 17th October, 2020 till 25th April, 2021. The activities of the mission were carried out with the vision of implanting gender equality amongst students and ensuring an inclusive, gender-responsive learning environment.

The Context

In building an inclusive and progressive human society, gender equality plays a catalytic effect. This was the stimulus for the adoption of our gender sensitizing program, *Mission Shakti*, the guidelines of which, were provided by the state government from time to time and the college adhered to it religiously, to accomplish the desired objectives of the same. The program was designed to address the safety issues of women and girls, their mental and physical well-being, to provide them legal aid, psychological counselling, information of special women help-line numbers, to make them aware of various schemes of the government that would help them both professionally and financially, and to ensure that they are aptly trained in physical combats through martial art training sessions, organised from time to time. Though this was a government initiative, yet considering the gravity of the issue of women empowerment, socially, professionally, legally, mentally and physically, the college proposes to adopt and continue these practices in future too, aiming to maximise the participation of its students for the maximum benefit of the society at large.

The Practice

The intersection of gender inequalities with other socio-economic inequalities, education and health status, often lead to a disoriented and anarchical society. Hence, it is critical that the inequalities faced by women and girls are specifically addressed and monitored by ensuring that they have proper and justifiable access to education, health, nutrition, employment, law and social participation. The empowerment of women is profoundly concerned with both the human rights and sustainable development.

There is a need to raise public consciousness on gender inequality. Being the future of the nation, the younger generation is the most appropriate category to target. With this aim, the college initiated the *Mission Shakti* program.

The main concern was not only to generate awareness amongst our students but also in the society as well. Thus, the students were directed to ensure the participation of their guardians as well. However, as most of our students come from economically weaker section of the society, the participation of the guardians could not be optimized as much, as we desired.

The college ensured gender equality through various webinars/lectures, *Mahila Suraksha Shapath*, poster competitions, guest lectures etc. The activities aimed to make female students aware of their rights, to inculcate awareness about various malpractices against women like sexual harassment and abuse, to create legal awareness, awareness about women helpline numbers, POCSO Act, Child Abuse, psychological and nutritional counselling, government schemes & scholarships for female students and Martial art training. Through these awareness sessions and practical self-defence training, the college aimed to empower its female students and boost their self-confidence.

Evidence of Success:

- *Mahila Suraksha Shapath* conducted online/offline.
- Organised and conducted webinar on legal awareness, POCSO ACT, & Women Help Line numbers
- Legal awareness, & Psychological issues Counselling sessions
- Organised and conducted webinar on Women health and Nutrition
- Organised and conducted Poster Competition on Women and girl's Health and Nutrition.
- Organised online Martial Arts training for female students
- NSS Volunteers organised awareness for women safety issues by going door to door and enlightening the society about various laws related to women safety and dignity and women helpline numbers.
- Conducted speech competition.

Problems Encountered and Resources Required

The current academic year witnessed a grave pandemic situation due to COVID-19. This disturbed the whole session. As a result, student participation could not be maximised as most of the students do not have ample resources to participate in online sessions that were organised as an initiative of *Mission Shakti*. Also due to pandemic, the physical attendance was not as satisfactory as was required, hence, the offline lecture sessions also witnessed poor attendance. Parental participation also

could not be maximised, as majority percentage of our students belong to economically weaker section of the society.