

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

**BEST PRACTICES**

**SESSION 2021- 22**

**PRACTICE 1: FEEDBACK SYSTEM**

**Objectives of the Practice**

In the 2021-22 session, feedback forms were filled with the objective of improving the academic and administrative performance of the college. The feedback form regarding teachers' performance, pedagogy and the college was designed and developed by the NAAC committee. The feedback forms provide valuable responses from the key stakeholders, i.e., the students, the institute, and the teachers, to introspect about their facilities, environment, and pedagogical and behavioral approach. We have designed four feedback forms for this session, viz., for teachers, students, alumni, and the parents of college students.

**The Context**

A feedback form is necessary for any educational institute in the current scenario. More than its contribution to the structural and organizational modification of an organization, it helps in promoting a healthy and candid dialogue between the taught and the teacher. It helps inspect a teacher's *modus operandi* and how they can improvise it to optimize the benefit of the students.

With this vision, the NAAC committee undertook this essential component of the teaching-learning process and prepared feedback forms to assess its faculty members and the infrastructure and facilities of the college.

**The Practice**

Feedback, whether negative or positive, is always crucial and effective in improving the performance of an institution or a person. Thus, 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 the 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 the session 2021-22 covered major areas of curriculum, classroom teaching, extra-curricular activities and infrastructural facilities, and general administration of the college, all in one form. It included questions related to infrastructural facilities available in the college, the teaching pedagogy, the 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.

### **Evidence of Success:**

The review and analysis of students' feedback help provide them with a better learning environment. Therefore, to maximize the participation of students and to enhance their accessibility, the feedback form was also translated into Hindi and distributed amongst students.

The data from the feedback form was collected at the departmental level. After that, the complete data was scrutinized and interpreted, and a summary report was submitted to the NAAC committee with interpretations and suggestions. The NAAC committee compiled and analyzed the data from the various departments and put together the data from the four stakeholders, i.e., students, teachers, alumni, and parents. The summary report of the feedback forms is uploaded on the college website.

### **Problems Encountered and Resources Required**

One of the most common problems in feedback collection is the low response rate from stakeholders. Many students, faculty, alumni, and parents were not motivated to participate in the feedback process due to a lack of awareness, time constraints, and other factors. Incomplete feedback is another challenge, where stakeholders do not provide comprehensive feedback on all aspects of the institution's performance, which may lead to an incomplete or inaccurate assessment.

However, the college shall strive hard to streamline and maximize the feedback system through online and offline modes from the next session onwards. Also, the NAAC committee shall try to motivate the teachers to make special efforts to achieve this target.

## **Practice 2: Promoting Gender Sensitivity, Awareness, and National Consciousness through Mission Shakti, Cyber Crime Awareness, Ek Bharat Shreshtha Bharat, & Azadi Ka Amrit Mahotsav.**

### **Objectives of the Practice**

The college continued to organize programs under **MISSION SHAKTI** initiative in the session 2021-22 as well, in response to the directions issued by the U.P. State government and in accordance to the directions issued by the Directorate, Higher Education, Prayagraj, U.P. The N.S.S. units of the college and other departments contributed to the *Mission Shakti initiative* of the state government to empower women and girls and create awareness regarding laws related to women's security and dignity. The activities of the mission were carried out with the vision of implanting gender equality among students and ensuring an inclusive, gender-responsive learning environment.

To cement the national consciousness, **EK BHARAT SHRESHTHA BHARAT** was launched by the Government of India in 2015 to promote cultural exchanges and national integration among the people of different states and regions of India. The main objective of *Ek Bharat Shreshtha Bharat* is to strengthen the unity and integrity of India by celebrating its diversity and promoting the spirit of national integration. The initiative aims to achieve this objective by pairing with the state of Meghalaya to create a cultural and linguistic exchange program. The college organizes various events and activities such as webinars, screening of short films, important national days, and tours to promote cultural understanding and social harmony.

**AZADI KA AMRIT MAHOTSAV** is a government initiative launched in India in 2021 to commemorate the 75th year of India's independence. The initiative aims to celebrate the country's rich cultural heritage, history, and achievements since independence while promoting national consciousness among its citizens. The main objective of this celebration is to promote national consciousness, remember the sacrifices made by our freedom fighters, and pay tribute to them. The celebration aims to unite the people of India to celebrate their unity in diversity and create awareness about the glorious history of India's freedom struggle.

## **The Context**

In building an inclusive and progressive human society, gender equality plays a catalytic effect. This was the stimulus for adopting 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 counseling, information on special women helpline numbers, to make them aware of various schemes of 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, organized from time to time. Though this was a government initiative, considering the gravity of the issue of women empowerment, socially, professionally, legally, mentally, and physically, the college intends to adopt and continue these practices in the future, too, aiming to maximize the participation of its students for the maximum benefit of the society at large.

Under Ek Bharat Shreshtha Bharat, Maharaja Bijli Pasi Government P.G. College, Lucknow, has been paired up with the College of Teacher Education, P.G.T., Shillong, to celebrate the idea of India as a nation with cultural diversity through the manifestation of diverse languages, cuisines, costumes, handicrafts, sports, and literature. In this context, national consciousness refers to the shared sense of identity and belonging that all Indians should have toward their country. In this initiative, national consciousness is developed through various means, such as promoting national symbols, learning multiple languages, promoting cultural exchange programs, and encouraging citizens to visit different parts of the country to learn about its rich history and heritage.

National consciousness imagined as part of Azadi ka Amrit Mahotsav relates to the collective awareness and pride of the people of India in their nation's rich history and cultural diversity. It emphasizes the need for all citizens to recognize and appreciate the sacrifices made by freedom fighters and leaders during the struggle for independence and the contributions made by people from all walks of life in building the country. The initiative encourages citizens to participate in various events and programs to celebrate the country's achievements and to reflect on its past struggles and challenges. These events include cultural programs, exhibitions, lectures, and seminars, among others, aimed at promoting national integration, unity, and harmony.

Through Azadi ka Amrit Mahotsav, the government seeks to strengthen the bond between different communities, regions, and languages while promoting a shared vision of a prosperous and inclusive India. It also aims to inspire the younger generation to contribute towards building a better and brighter future for the country.

### **The Practice**

The intersection of gender inequalities with other socio-economic inequalities, education, and health status, often leads 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. There is a need to raise public consciousness on gender inequality. As the nation's future, 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 society. Thus, the students were directed to ensure the participation of their guardians as well. However, as most of our students come from economically weaker sections of 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, creation of Balika Health Club, 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, information about women helpline numbers, POCSO Act, Child Abuse, psychological and nutritional counseling, government schemes & scholarships for female students and Martial art training. Through these awareness sessions and practical self-defense training, the college aimed to empower its female students, and boost their self-confidence.

Important social awareness campaigns were organized through Agents of Change, which constituted of the male members of the college staff.

At Maharaja Bijli Pasi Government P.G. College, the team of Ek Bharat Shreshtha Bharat is led by our principal and guide, Professor Suman Gupta, and the dynamic teachers team of teachers consists of Dr Sanobar Haider (Nodal Officer), Dr. Sarita Singh, Dr. Shweta Mishra, Dr. Rashmi Yadav, Dr. Madhumita Gupta, Dr. Raghvendra Mishra, and Mr. Manoj Yadav. Cultural programs are organized to showcase the unique traditions, customs, and lifestyles of Meghalaya. These programs allow students to learn about the Meghalayan culture and appreciate its richness. Fashion shows are organized to showcase the sartorial splendor of Meghalaya. Language learning programs are conducted to promote linguistic diversity and encourage people to learn languages spoken in Meghalaya. The aim is to facilitate communication and understanding between people from the two states of Uttar Pradesh and Meghalaya.

Under Azadi ka Amrit Mahotsav, webinars and lectures were organized to commemorate personalities like Birsa Munda, V.D. Savarkar, and others. These are organized to discuss various aspects of India's journey toward independence and its progress since then. These events provide a platform for experts to share their knowledge and insights on India's history, culture, and development.

#### **Evidence of Success:**

- *Mahila Suraksha Shapath* conducted online/offline.
- Organized and conducted a webinar on legal awareness, POCSO ACT, & Women Help Line numbers
- Legal awareness & Psychological issues Counselling sessions like *Chuppi Todo khul kar Bolo* etc.
- Organized and conducted a webinar on Women's Health and Nutrition
- Organized and conducted Poster Competition on Women and girls' Health and Nutrition.
- Organized online Martial Arts training for female students
- N.S.S. Volunteers organized awareness for women's safety issues by going door to door and enlightening society about various laws related to women safety and dignity and women helpline numbers.
- Conducted speech competition.
- Online and offline lectures on freedom fighters like Laxmi Bai and Birsa Munda.
- A seminar on Khasi language learning under Ek Bharat Shreshtha Bharat was organized.
- Celebrating important days like World Heritage Day, Independence Day, and others.
- A cultural program showcasing the customs and traditions of Meghalaya and Uttar Pradesh was organized.
- A heritage walk at the Residency Park, Lucknow, was organized to celebrate World Tourism Day.

### **Problems Encountered and Resources Required**

Still reeling under the COVID pandemic, student participation could not be maximized as most students do not have ample resources to participate in online sessions organized under the initiatives of *Mission Shakti*, Ek Bharat Shreshtha Bharat, and Azadi ka Amrit Mahotsav. Also, due to the pandemic, physical attendance was not as satisfactory as was required, hence, the offline lecture sessions also witnessed poor attendance. Parental participation also could not be maximized, as most of our students belong to economically weaker sections of society.