

CRITERION VII- GOVERNANCE, LEADERSHIP AND MANAGEMENT

1. **Title of the Practice:** Avenues for sustenance of add on courses
2. **The Context:** Being an autonomous institution, it is pertinent to start utility certificate/ diploma courses to enhance employability of students by assisting them with add-on qualifications in the related fields and also to strengthen financial status of the college.
3. **Objectives:**
 - To help students gain extra knowledge related to employability and self start-ups. -To provide students with an opportunity to get added qualification simultaneously with regular programmes.
 - To strengthen financial status of the institution.
4. **The Practices:** the institution, in collaboration with noted alumni and industry experts frame various short term certificate/ diploma courses that would prove useful in the field of social work. The courses thus framed are placed before the BOS, Academic Council and Governing Body for approval. Subsequently, the same are publicized through the college website and social media for attention of interested students.
5. **Evidence of Success:** The college is effectively running about eight add on certificate/ diploma courses thereby successful in raising much needed additional fund to meet expenses such as honorarium for guest teachers, industry experts and also in terms of meeting other necessary expenses. In the session, the college could gather fund of more the six lacs.
6. **Obstacles Faced / Problems encountered:** The college, already facing dearth of faculty members due to higher number of vacancies , the existing teachers have to bear burden of increased workload.

CRITERION VII - INSTITUTIONAL VALUES AND BEST PRACTICE

1. **The Title of the Practice:** Shiksha Sathi
2. **Objectives of the Practice:**
 - a. Facilitate an environment where students actively engage in teaching and learning from each other to reinforce understanding of key concepts.
 - b. Foster teamwork and collaboration among students by organizing group study sessions, and discussions that encourage sharing diverse perspectives and skills.
 - c. Provide opportunities for students to improve their teaching and communication skills, empowering them to effectively share knowledge with peers.
 - d. Establish a mentorship program where more experienced students guide and support their peers, creating a culture of mutual aid and academic support.

- e. Instill a sense of responsibility and initiative in students to take charge of their learning journey and seek knowledge beyond the classroom setting.

3. The Context:

The idea for such a practice in the college took birth from the **minds of student themselves**. The class of MSW I (2023), comprised of Students coming from diverse backgrounds. Many came from good educational background, having exposure to technologies and resources; while on the other hand, there were also a good number of students who came from rural background with minimum to no exposure to technologies and other resources. Now in the classroom, often the former category of students outperformed the later ones, in classes, exams, and field practices.

When exams approached, many students used to request their fellow peer to explain some concepts, to take some coaching classes, and to prepare them for the coming exam. In such a moment, an idea arose to create such a forum, where students can teach and mentor fellow students. The knowledge gap between students of a same classroom was clearly visible, therefore students themselves sought to have this forum.

4. The Practice:

The idea of sharing and growing knowledge was implemented by the students taking charge of the initiative. Multiple before exam classes were organized and advertized among the class of MSW I which received good appreciation and participation from the students. Later, few trainers among students were identified who would volunteer to train and led the classes and sessions.

This team of trainers then conducted multiple group studies in 3 different locations and environments, i.e. college classroom & library, homes, and open space areas. Even tools like blackboard, whiteboard, PowerPoint presentation & Ms Word were used for increasing the effectiveness of the sessions. Often times, due to tight schedules and limitations, students took online platforms likes Zoom & Google meet to conduct sessions and classes.

The sessions included students raising questions and queries regarding their syllabus, foundational concepts and the trainers answering and facilitating knowledge sharing. At multiple times, the trainers and the team of volunteers were engaged in identifying students in need of personalized coaching and mentoring, and then helping them in gain knowledge.

5. Evidence of Success:

This practice of peer teaching and learning had huge impact on the personal and professional lives of the students, as well as on the college environment.

- ☐ Through these practices, many student trainers were identified and came to limelight. The forum gave opportunity for students to enhance their leadership and teaching skills, and enhance their positive influence in the college.

- ☑ Improved grades and exam performance among participants compared to previous exams & student level assessment show enhanced understanding of course material. For instance, if students involved in peer teaching demonstrate a 15% increase in exam scores over a semester, this suggests effective knowledge sharing.
- ☑ Self-reported improvements in communication and teamwork skills among participants further validate the program's effectiveness.
- ☑ Positive student feedback, with participants reporting satisfaction and perceived value in peer learning sessions, indicates a successful initiative. Qualitative comments may highlight benefits like improved confidence and understanding.
- ☑ For Admission to the specialization required students to achieve good marks to be able to secure their seats. This practice of peer learning and knowledge sharing impacted students academic marks, which enabled them to secure seats in their preferred specialization.
- ☑ This Idea of Peer learning was spread all across the college and students made plans in their respective classes to do the same.

6. Problems Encountered and Resource required:

1. Time Constraints: Students often juggle multiple commitments, making it hard to find time for peer learning activities.
2. Communication Barriers: Differences in communication styles and language proficiency hindered effective collaboration.
3. Resource Limitations: Limited access to study materials, technology, or venues restricted the initiative's effectiveness.

Resource Required:

1. Facilitators and Trainers: Experienced facilitators to guide sessions and provide training on teaching methodologies.
2. Digital Platforms: Online tools (e.g., forums, video conferencing) to facilitate remote collaboration and resource sharing.
3. Marketing and Communication: Resources for promoting the project through posters, social media, and word of mouth to raise awareness and encourage participation.