

### **7.2.1: Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual**

#### **Practice-I**

##### **Title of the practice: Compulsory Spoken English and Personality Development Course**

**The Objective (100 words):** Every year, many students who are admitted to our college for various courses come from rural/ semi-urban background where medium of instruction is often in the vernacular. Also, with deteriorating standards of teaching at the secondary level in public schools in rural areas, the students usually have poor communication skills particularly in English which is the language of the market as well as the medium of instruction in many of our courses, particularly those that are professionally inclined. Hence, it was felt that their English language skills be enhanced at the very beginning, so that they can be more at ease in the college academic environment and be better equipped to face market forces.

**The Context (150 words):** The challenging issue in formulating this practice was reluctance on the part of the teachers on one hand and stiff resistance from a section of students who opposed it as it entailed a slight increase in fee. To make the programme compulsory for all students was a big challenge in itself. Teachers were disinclined to embark on this journey because of their wholesale absorption in teaching regular courses, for which the time-table was too tight to leave any room for additional skill enhancement courses. Then, arranging classes for around 800 students annually was a mighty challenge in itself.

**The Practice (400 words):** The college believes that there is an additional need of soft skills course for our students to enhance their employability, i.e., for them to be able to chart their growth stories/ trajectories specifically in the booming service sector. The Compulsory Spoken English and Personality Development Course, in our estimation, meets the requirement of the service industry. We ensure that in the very first semester of their joining the students learn the nuances of the English language which includes the four skills of listening, reading, writing, and speaking. It aims at making students fluent in English, and enabling them through soft-skills, ready for corporate and other employment avenues.

**Evidence of Success (200 words):** This programme proved to be an instant success, as students thronged in large numbers to get registered for the course. Student feedback has been very encouraging in favour of this programme. The coll that we are the only college in Prayagraj which has been able to address this big problem faced by deprived students by arranging successful organisation of this skill development programme for its students without any external help and is sustaining it as an essential component of the college academic programme.

**Problems Encountered and Resources Required (150 words):** Some challenges faced by us in the introduction of this programme were as follows: Shortage of qualified staff. Lack of

infrastructure. Shortage of funds. The college recruited a number of Spoken English trainers to impart the programme. The Programme was made compulsory for all the newly admitted students and adequate funds were arranged for the running of the course. A separate space was created so that the trainers and trainees could participate in the teaching-learning activity without hassles.

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## **Practice – II**

### **Title of the Practice: Compulsory Computer Awareness Programme**

**Objectives of the Practice (100 words):** The objective behind adopting this as a practice was to help our students coming from diverse backgrounds and mostly on the wrong side of the digital divide to become comfortable with the basics of Information Technology.

**The Context (150 words):** To access digital data which has become an important part of the knowledge ecosystem computer literacy has been understood by us as a necessary academic achievement to make our students better prepared for the digital world.

**The Practice (400 words):** We teach components of computer systems, Basics of Operating Systems, File and Directory management, Word Processing Basics, Formatting text & table manipulation, elements of electronic spreadsheet, making presentations with PowerPoint, basics of Computer Networks & Internet, Information Security, and how to use email.

**Evidence of Success (200 Words):** Computer literacy classes opened up a new world for all the students to access and acquire information and knowledge. One of the first signs was the way they presented lectures arranged on various topics by different departments. Many departments acknowledged the palpable shift in the quality of their presentations. Naturally, an avenue opened up for students to attain knowledge from alternative sources other than classroom teaching and books from the library. Another sign of success was the ease with which information was being shared by final year students searching for options after graduation. Ease in handling the computer and using internet for search, students are able to acquire information about various options and get registered in the entrance level exams in time and prepare adequately for them by downloading previous years' questions papers and other content related to preparation. This has resulted in a fairly good number of students securing admission in prestigious institutions. Some of these graduates have informally shared that computers classes did place them in a better position as compared to their counterparts.

**Problems Encountered and Resources Required (150 words):** To introduce the programme as a compulsory component of educational programme was a big challenge, because of the sheer number of students to be covered under this scheme. The target group was the senior students, and their number was around 600. Then, it was difficult again to economise on the fee front as this programme was capital intensive. Another problem was to design the programme in such a way

that it is just sufficient to initiate the student in the use of the relevant technology in a limited time frame, and then leaving the students hungry to satisfy their curiosity on their own.