



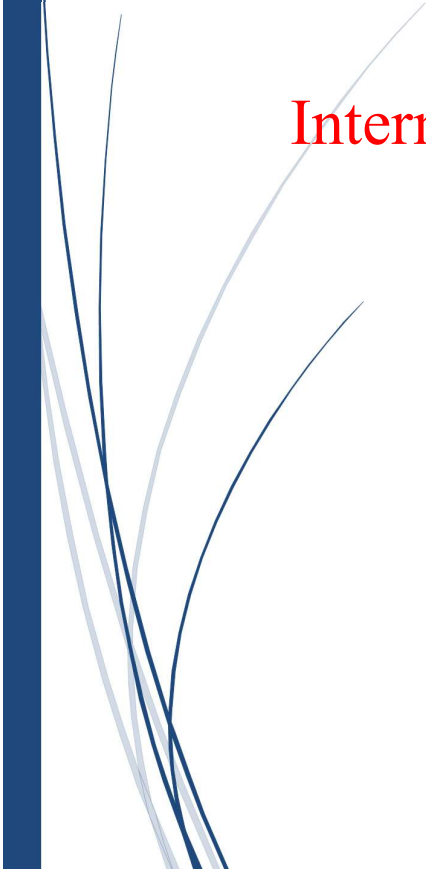
BABU JAGJIVAN RAM GOVERNMENT DEGREE COLLEGE

Narayanaguda, Hyderabad.



Internal Quality Assurance Cell

Best Practices



Best Practices

Sl.No.	Best Practices
1.	<u>Best Practice 1</u>
2.	<u>Best Practice 2</u>

Title of Practice: 'Unnathi': Coaching for PG Entrance & Competitive Exams

Objectives of the Practice:

- To provide academic and other support in order to enable the students to appear for various State/Central Services examinations
- To educate the students on various career opportunities in public sector and private sector
- To motivate the students to go for higher education
- To offer P.G. Coaching in all the subjects to various Central Universities, State Universities and reputed Deemed Universities.
- To enrich and widen the intellectual horizons of the students
- **To foster global competencies among students - the second core value of NAAC**

The Context:

One of the major concerns of the institution was in the area of student progression, since the percentage of students who have progressed to higher education and/or employment, was very low. As the institution is committed to facilitating student progression to higher studies and/or to employment, it was decided to identify the reasons for the poor attainment. Accordingly, the following reasons were found:

- Socio-economic disadvantages as most of the students hail from diverse under-privileged backgrounds/rural areas of Telangana
- Low awareness levels regarding higher education/career opportunities as most of them are first-generation learners
- Low levels of competence in communication skills
- Lack of awareness about how to prepare for competitive exams and the strategies to be followed, even though most of them are meritorious

In this context, the faculty of Social Sciences, decided to take up the task of providing coaching for PG Entrance and other competitive exams.

The Practice:

WHAT?

Today's competitive world is full of opportunities but lacks a level playing field. Almost every student has the dream of becoming a civil servant – a dream that would fulfil their personal ambition, their family's expectations; and society's dictates about a 'proper job.' However, not many have the access to the means to this end, which is, taking expensive special coaching

classes from a reputed coaching institute. Though some students prefer self-study, coaching classes have proved to be more successful, with a few exceptions, because they enforce a strict timetable and have the advantage of experienced and trained faculty to guide, motivate and train the students.

WHY?

Our students who come from underprivileged families cannot afford the huge amount that is collected as fees towards these classes. Therefore, the Faculty of Social Sciences decided to take up the mantle of providing the required coaching. These teachers are highly qualified and also experienced in dealing with the Core Subjects necessary for General Studies as well as other subjects relevant to the specific examinations. Moreover, they are even more motivated and dedicated to the cause, as they are working with an altruistic motive and not for any pecuniary reasons, as it is our own students who are the beneficiaries.

HOW?

Though the institution had been offering coaching for various examinations over the years, it was in 2018-19, that the present group of teachers took it up with seriousness and a purpose. They started coaching for various competitive examinations like Civil Services; Group I and Group II State Services; Teacher Training; S.I.; and defence services.

The coaching adheres to a schedule and the students are motivated to manage their time and focus both on pursuing higher education and also writing competitive examinations. Along with the regular academic curriculum transaction, the students are given rigorous training in the subjects for the competitive examinations. A Road Map for Cracking Competitive exams was prepared, with a schedule for studying. In 2020, in view of the pandemic, a Google class room was created exclusively, for the students who were interested in writing competitive exams. Students were also trained in soft skills and other employability skills.

Though the explicit aim of the programme was to provide coaching for competitive examinations, the implicit aim was to train them in global competencies, and thereby to help them make the transition from the world of learning to the world of work.

Evidence of Success:

The hard work paid off and the institution is proud to claim that there are many achievements in this area. A few of them are as follows:

- Secured P. G. seats in various Central Universities in Haryana, Karnataka, Kerala, Gujarat & Bihar.

- Secured P.G. seats in State universities like Osmania University and Kakatiya University.
- Selected for state government jobs and many reputed private companies.
- Selected in Border Security Forces.

The success of the students is proof that the institution is on the right track and is moving slowly, but inexorably, towards the goal of producing empowered and responsible citizens of the nation. The pedagogic requirements were met by the well-trained and highly dedicated faculty and the students benefited from the in-house training/coaching with almost no need for funds or budget.

Though the practice began with the immediate local context - to help the interested students who were unable to join coaching classes - it soon became more broad-based with the realization that the students need to be given specialized training to crack other exams. Ultimately, the practice gained momentum and today, it is planned to extend it to the students of the other streams also.

Problems Encountered and Resources Required

No problems were encountered in the implementation of the practice, though there were a few hitches with the scheduling of the classes as the college runs in a shift system. Therefore, the faculty decided to ask the students to come early or stay back as per their shift.

The resources required were some important books for competitive exams and P. G. Entrance. Subject experts for certain specialised areas, and eminent persons from professional training institutes were invited to provide additional guidance to the students.

The institution provided the students with the required resources like computers and internet connection, and the students were able to make use of the B.A., Computer Lab situated on the ground floor. They were also provided access to e-resources which would help them in their preparation, through the institutional library.

Title of Practice: ‘Samaja Seva Nirathi’: Build Society and Nation

Objectives:

- To inculcate social awareness and responsibility among the students.
- To enable them to comprehend the problems faced by villages in Telangana
- To motivate them to go to these villages and disseminate awareness of various Government schemes to facilitate rural development
- To help the destitute and needy by visiting orphanages.
- To sensitize the students towards environmentally responsible behavior
- To nurture the students into social, moral, and ethical citizens who are ready to serve society and discharge their obligations towards their fellow-citizens
- *To inculcate a value system among students – the third core value of NAAC*

The Context:

“Education is the tool for the development of consciousness and the reconstitution of society” - Mahatma Gandhi

The institution believes that education is not the mere imparting of knowledge and skills, but the promotion of civic behaviour, nation building and social cohesion among the students through transmission of democratic values and cultural norms. Babu Jagjivan Ram Government Degree College strives to inculcate a social conscience among the students through community engagement. This will, in turn, motivate them to become change agents and social engineers who can solve the multiple problems of the society. There is a need for young graduates to experience the joy of giving back to society. As higher education plays an important role in the society, it is the need of the hour to transform students in such a way that they are sensitive to the needs and problems of the community.

The Practice:

WHAT?

The ISRC was established in 2018-19, inspired by the Gandhian ideal “The best way to find yourself is to lose yourself in the service of others.” The motto of the ISRC is “Build Society and Nation.” All the activities are conducted through the ISRC, the NSS units, Eco Club and various departments of the college.

WHY?

The rationale behind the establishment of the ISRC was the realization that the institution needed to amplify its engagement with the community. The N.S.S. with its two units was

already well-established and the programme officers and volunteers had served society over a long period. However, it was felt the institution and the students would benefit to have a more comprehensive community engagement. Therefore, the ISRC was born with the noble aim of bringing more and more number of students into its ambit as well as the Eco Club, Haritha haaram, Red Ribbon Club, etc., under it.

HOW?

Visits to Orphanages: The staff and students regularly donated in cash and kind to the orphanages like Anadha Vidyarthi Griha and Rainbow Homes, and visited the orphanages to attempt to alleviate the problems of the inmates.

Blood Donations: The students were encouraged to participate in blood donation camps organized by Osmania University.

Health Awareness Programmes: The department of Botany took up Anthropometric measures for pre-school children at Baghlingampally Anganwadi and awareness programmes on anaemia and obesity in Baghlingampally slum area.

Environmental Issues: The ISRC and the department of Botany conducted various awareness programmes on environmental issues and tree plantation in and around the institution, etc.

Personality Development: Students were taken to various programmes like the International Youth Seminar organized by Shri Ram Chandra Mission and Ramakrishna Math, where they rendered voluntary service, while imbibing ethics and values.

Service in rural areas: The staff and students visited Hatnoor village in Sangareddy district to promote community engagement. The students interacted with villagers and educated them about the initiatives / welfare measures of the Government.

Collaboration with local bodies: The department of Botany assisted the officials of the GHMC in tree plantation and bio-composting programmes.

Awareness Rallies: The students participated in a number of activities like rallies to spread awareness about AIDS, Drugs Awareness, environmental protection, etc.

Swachh Bharat: The staff and students participated in Swachh Barath and Swachh Sarvekshan programmes in Hyderabad city.

Evidence of Success:

The Institutional Social Responsibility Cell initiated by the institution has been a successful practice as it achieved almost all of its objectives. The students involved themselves in all the activities, which is what it had aimed for – ‘*Samaja Seva Nirathi*’ which means the voluntary and wholehearted involvement in activities of societal engagement. The details are as follows:

Inculcation of values: The activities of the ISRC successfully inculcated values among the students. They understood the importance of nation-building and their role in it as humanistic and social capital.

Engagement with societal problems: The students gained a deeper and more empathetic understanding of society and its problems, thus equipping them with critical thinking skills to try and find solutions to those problems.

Fostering of global competencies: The activities related to community engagement fostered global competencies like acquiring social sensitivity and team work among the students.

Engagement with sustainable practices: It promoted a life-long engagement with sustainable practices which will help the students to be better citizens in the word outside.

Enrichment of life: As education is preparation for life, the activities of the ISRC enriched the life skills of the students and developed their sensitivities towards society and its problems.

Problems encountered and Resources required:

There were a few initial problems when the idea of bringing all the community engagement programmes under one umbrella was not welcomed, as it was felt that the individual identity of each wing would be lost. However, consensus was reached when it was seen that the institution and the students would benefit from a more comprehensive and inclusive approach. Once the initial reluctance was overcome, it was the beginning of a successful collaboration among all the different entities which worked together for the benefit of the institution and the community.

Except for the donations made to the orphanages which were made from contributions from individuals and not the institution, the practice did not require any physical or fiscal resources as the focus was on community work which required time, energy and commitment.