

BEST PRACTICES 2020-21

1. Title of the Practice: Effective Curriculum Delivery Mechanism for Quality Enhancement in Teaching and learning

2. Goal: To achieve the principles of the teaching / learning process. This best practice was adopted with the goal to develop well-designed mechanisms for effective delivery of curriculum with main focus on holistic teaching, timely evaluation and enhancing quality of education. The college has designed a three phase strategy of Curriculum Delivery - Planning, Implementation and Evaluation. The strategy aims to raise the curiosity of a student in a particular topic, to encourage the students to question, analyse and apply what they learn and to increase their interaction in the class.

3. The Context - Rapid advancement in technology is bringing about many changes in the teaching/learning process. The facilitators have to keep pace with the rapid changes taking place not only in their subject but also in the use of in the teaching-learning process. Keeping the students attentive throughout the lecture is another challenge. The Teachers can now use a variety of tools to keep the learner engaged in the learning process. Today knowledge is just a click away to the learner; a challenge faced by facilitators is to keep pace with the latest news and happenings. The teaching/learning process is given immense importance in the college. The college encourages their facilitators to continuously enhance their teaching abilities and tries to provide ICT.

4. The Practice - The teaching /learning process starts with defining the course outcomes and learning outcomes. This requires a three phase strategy of Curriculum Delivery - Planning, Implementation and Evaluation. Planning includes the admission process - prospectus and student counselling, preparation of the academic calender, chalking out the faculty and

infrastructural requirements, preparation of the main timetable and departmental timetables and finally the IQAC plan of action for the academic session.

Implementation of the curriculum delivery emphasises on use of innovative teaching methodologies, ICT-enabled teaching-learning method, class notes/e-content, group discussion, internal seminars, practical's and field works. Emphasis will be laid on extension activities - NCC, NSS, Rovers Rangers, yoga, Sports, Gym, extra curricular activities, environmental sustainability, gender sensitization, collaborative learning - guest lectures, webinars.

Finally, the policy has been designed to develop a system of continuous internal assessment through methods like - student seminars and assignment, internal tests and quizzes, identification of slow learners, mentoring, feedback, student satisfaction survey and ensuring a smooth conduction of external exams. These activities give students an opportunity to put their knowledge into application. Our teaching /learning process gives freedom to learners to share their views and ideas. A major limitation in the teaching /learning process is the time constraint. The facilitators have various ideas which they would like to implement in their class, however due to paucity of time, many ideas and innovations are not implemented by the teachers and are often postponed to the next session. Yet, quality improvement continues to be the motive behind all initiatives undertaken.

5. Evidence of success - The evidence of success is visible, qualitatively as well as quantitatively. The qualitative indicators are an increasingly positive outlook towards life in students, improvement in their learning behavior and desire to understand things rather than learning by the rote. The quantitative indicators for learners are – good academic performance in all courses offered, active participation of students in co-curricular activities, Outstanding performance of NCC and NSS units. Some students have put their learning into application by

starting their own businesses particularly in students in subjects like Fashion Designing. Focus on holistic development rather than merely academic success contributes in creating socially sensitive individuals.

6. Problems encountered and Resources Required – Situated in the middle of the city in a crowded area, in a small campus, space is often a constraint- particularly in introducing new courses. Being an aided college the resources for expansion of ICT are very limited. Resources, in particular finance, is continuously required to upgrade technology requirements. Dedicated teaching and non-teaching staff are the pillars of strength of the teaching/learning process. Without a dedicated team, success cannot be achieved.

2. Title of the Practice: Skill Initiatives for Women Empowerment

2. Goal: To achieve women empowerment through development of skills in students. This best practice was adopted with the goal to develop some entrepreneurial skills in girls focusing on the Fashion Designing department of the college.

3. The Context – The role of the college is not only to focus on academics but also to develop vocational skills in college suitable for girls. Zari Zardosi is an important handicraft in Bareilly and a large section of the minority section in the old city are employed in this handicraft. A large number of girls in the college, belong to these artisan families and have primary knowledge and skills /have resources to learn the skills at home. The fashion Designing department undertook the task to promote Zari Zardosi- Adda work in girls in various ways.

4. The Practice - The Department used the facilities available in the textile lab for conducting workshops for students in Zari Zardosi. The department is equipped with a lab with different sewing machines, drafting table and tools, adda for zari work, textile table, dummies and mannequins etc. gives a logical, sequential, hands-on experience and enables students to

conceptualize designs, make patterns, drape and make garments. These resources were used for developing the vocational skill.

Besides motivating the girls to acquire the skill, the Fashion Designing department also assisted the students in getting their skills recognition and earn. The department guided them to fill a form for Handicrafts Artisans Comprehensive Welfare Scheme, Ministry of handicrafts, GOI, wherein the handicrafts artisans is issued the identity card under PAHCHAN initiatives, so that he/she may get the benefit of various the schemes of Govt. of India. The cards are provided to artisians skilled in the handicraft .

5. Evidence of success - The evidence of success is visible, qualitatively as well as quantitatively. On 15-1-2020 - 235 students got these Artisian Identity Cards. On 29.07.2021 - “Pehchaan” Registration Camp, 110 students filled their registration foerm and were verified. Some students have put their learning into application by starting their own businesses. Focus on holistic development rather than merely academic success contributes in creating socially sensitive individuals.

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