BEST PRACTICES OF P.K.R

Best Practice 1:

CURRICULUM WITH CHOICE BASED CREDIT SYSTEM

Major Objectives:
- Shift from teacher-centric to learner centric education by kindling learner interest with an array of options in courses.
- Enhance earning additional credit(s) for enhancement of Knowledge, Ability and Skill.

The Context:

P.K.R was granted autonomy in 2017-2018 by UGC and it paved way for the introduction of CBCS curriculum. Efforts were invested to design a curriculum catering to the growing needs of knowledge, ability and skill development to make lives better, for the learner as well as her stakeholders.

The Practice:

CBCS is introduced in Part I: Language, Part III: Core (Discipline specific) Electives, Open Electives, Part IV: Skill Enhancement courses - Electives, Part V: Co-Curricular activities, and extra-credit courses as well. Learners can choose from the prescribed set of courses under each category as mentioned above and pursue her passion.

Evidence of Success:

Learners have showcased their interest in choosing courses. Learners from a conventional educational system seem it a privilege in having choice for the courses in her curriculum. Language electives allows students with linguistic differences to cope up with others, Core electives offer an area of specialisation, Open electives from other disciplines help learners to demonstrate their might and passion, extra-credit courses help to earn additional credits for students with multiple intelligence / varied interests. Enhanced knowledge, ability and skill are the outcome.

Problems encountered:
- Difficulties encountered in curriculum design.
- Opportunity cost in choosing one elective over the other.
- Faculty empowerment for each of the specialisation.
- Data management at the office of the controller of examinations.

Resources required:

Faculty were envisioned with the benefits of introducing CBCS in the curriculum, especially, under the status of autonomy. They were trained through FDPs, PDPs and capacity building programmes to design an Outcome based CBCS curriculum catering to the local, regional, national and international needs. College management rendered all possible support and resources to handle the difficulties that arouse in the course of time.

Notes:

Other institutions of the region, who are autonomous or who work to attain autonomy may make this adept attempt to deliver a learner centric curriculum.

Best Practice 2:
DEPLOYMENT OF ICT IN ALL ACTIVITIES
Major Objectives:
- Establish ICT task force to support teaching and learning in the new normal.
- Bridge the gap for – Baby Boomers, Gen Y and Millenials.

The Context:

Teaching-learning as in the conventional model does not pay but supplementing ICT tools have depicted good results. Predominant usage of ICT in teaching-learning is the new normal and (Gen Z) Millenials) seem to be more engaged in a techified learning environment. Synchronous and Asynchronous learning methods complemented with ICT tools and learning beyond the classrooms (including co-curricular and extra-curricular activities) was the order of the day.

The Practice:

Increased screen time is a COVID gift and to make it more alluring a task force was set up and experts from each department have collectively worked to orient our learners for effective online engagement. Faculty worked round the clock to equip themselves with ICT enabled tools for teaching-learning in different disciplines, e-content development, especially in teaching practical courses and problem-solving courses. Lecture sessions were demonstrated with expert videos from TedEx speeches, youtube videos, e-content developed by practitioners, used resources of IITs, IIMs, virtual labs. More of blended learning and hybrid learning were possible. Google tools for education was our primary resort but our facilitators used extensive tools and made it a happy learning for our students.

Evidence of Success:
- We were just a click away on gmeet, zoom, youtube, cisco webex, teachmint and google tools for education. Gen X, Gen Y and Gen Z played in a levelled field.
- All meetings and college functions were held online with not much of technical glitches.
- Students learnt to use mobile phones for educational purposes: simulation, app based learning, video resources, expert lectures, NPTEL, SWAYAM, MOOC courses, online courses and many others. They also attended many webinars, workshops and have hosted many.
- Most of our programmes – academic and non-academic, were held online. **We haven't missed any of our routine activities.**
- Virtual connect reduced preparatory man hours, cost involved in staging programmes, reduced travel time for resource persons and they connected from anywhere and anytime, thus, optimising resource utilisation.
- The Faculty team organised and attended many programmes from institutions and universities of high repute/national importance.

Problems encountered:
- User interfaces of the platforms for virtual meeting were new and self-directed learning with youtube videos and online tutorials helped us to manage the situation. All of us missed the personal interaction of the real-time, virtual classes were challenging, attention-retention couldn't be assessed and the exams conducted online did not help us in assessing the real academic performance of the students. We had difficulties in differentiating slow and advanced learners based on academics, but a different mergent approach was adopted.
- Internet usage, network traffic, some students were unable to connect from remote villages

- Other than the initial hiccups, the task force had no issues in helping the faculty team to incorporate ICT for enhanced teaching-learning. Skype was the only resort earlier, but all of a sudden, we learnt to meet virtually on Gmeet that connected many dots from varied geographies at any time.
- Youtube channel was started and now has more than 75 videos, 4k+ subscriber base with 10,000+ views.
- Zoom account subscription was renewed based on need.
- Bootstrapping was required for a while, and then we moved on.

Resources required:

Management, faculty team and students were envisioned with the benefits of online teaching and learning with ICT tools and pedagogies. They were trained through Short-term training Programmes, workshops, FDPs, PDPs and skill building programmes to equip themselves.

Sim card from government

College management rendered all possible support and resources to handle the difficulties that arouse in the course of time.

Best Practice 3:

CYBERCRIME AWARENESS PROGRAMMES FOR THE PROTECTION OF ADOLOSCENT GIRLS AS A PRACTICE OF EXTENSION SERVICE

Major Objectives:
- Creating awareness about threat in the cyber space against adoloscent girls/women.
- Educating safety measures to ensure physical and mental well-being.

The Context:

Crime against adoloscent girls was identified as a threat after so many cases surfaced from girls in schools, colleges and at workplace. It has been a strategic intent for P.K.R to work for the empowerment of rural women and ensure their inclusion by all means. Increased use of mobile phones, unsupervised access to internet, unprotected sharing of personal information on social media, and many other reasons have necessitated this endeavour.

The Practice:

A training module "cybercrime and women safety" was developed in response to the identified threat and a crisis response team with faculty and student participation was deployed for action. Team was oriented for community engagement and to support women folk in protecting themsselves from crime in the cyber space. Capacity building and skill development initiatives were rolled on. The team conducted gmeet sessions and also visited schools to disseminate knowkledge required for safer cyber space and internet time. Self defense skills were imparted through workshops in tie-up with our NGO partner – MANAS foundation. Kaavalan app was installed in the mobile phones of participants and tested.

Evidence of Success:

Technical competence improved.

Self-reliant individuals seemed to develop.

"Protected" atleast 10 to 15 adoloscent girls from risk in every group we were able to reach

Prevention is better than cure strategy helped us to stop cyber crimes against individuals.

Girls were equipped to apply critical thinking and problem-solving skills for secured survival.

Problems encountered:
- Innocent girls fell easy prey in unwanted trap.
- Seeking permission for during COVID restrictions was a herculean task.
- Mobile phone addiction was not an easy menace to curb.
- Illiterate parents could not be taught to supervise young girls.

Resources required:

Core team with technical competence and strong value system with orientation for community engagement was the primary resource required. Our faculty and students were self-motivated and volunteered to serve the needy on time. Increased internet time, education happening through digital media, negative impact of social media warranted more and more of programmes and our team had an overwhelming welcome. College management rendered all possible support and resources to handle the difficulties that arouse in the course of time.

Notes:

Being an institution committed to the empowerment of women, it becomes imperative to safe guard their interest. Other institutions of the region, also shall commit to uplift and protect women in all walks of life.

Best Practice 4:

SOLAR POWER PLANT – A MILESTONE OF OUR INFRA-STRUCTURE

Major Objectives:

- To implement efficient and effective use of renewable energy
- To install solar power plant on the roof top and generate solar
- To utilize the power generated for institutional purpose
- To explore and optimally develop renewable energy resources
- Being a college in a remote area and students generally belonging to middle class, a solar power plant is an immediate help to the institution if the most of the energy requirement of the institution is provided by the solar Power plant

The Context:

Renewable energy solutions are becoming cheaper, more reliable and more efficient every day. This project has been initiated at the college premises to meet the massive energy requirement of the college to smoothly run the institution.

The Practice:

P.K.R. College is very much concerned about energy conservation and minimal wastage of the same. The college installed roof top ON-Grid solar power plant at the cost of 1.5 crores producing 500 KWH of electricity per day saves energy. In order to reduce the sustainable and operating cost, the Tubular Fluorescent Lamp (TFL) is replaced by LED lamps thereby conserving 17% of energy.

Evidence of Success:

Energy conservation is given highest priority and solar energy and LED bulbs are used to minimize its consumption. Installation of the solar station has helped in cutting down the electricity bill to a great extent. Along with this, the replacement of LEDs has also contributed in reducing energy wastage. Energy conservation is given highest priority and solar energy and LED bulbs are used to minimize its consumption.

Problems encountered and Resources Required:

The capacity of the solar plant that can be installed in a college may be constrained by lack of sufficient shadow-free rooftop space. Solar power is only available when the sun shines. Therefore night time applications for hostels will require power from batteries charged through solar. Daily cleaning of panels is necessary to improve the efficient power generation .We have to take care of obstacles falling on the panels like tree shadows. Man power is required for daily maintenance.

Notes:

Other institues may adopt the practice of imparting value education based on needs that change time to time.

Best Practice 5:

VALUE EDUCATION FOR STUDENT SUPPORT AND PROGRESSION

Major Objectives:
- Highlight the importance of value based education,
- Identify the human values like sisterhood, friendship, empathy, compassion, love, openness, listening, welcoming, acceptance, recognition, appreciation, honesty, fairness, loyalty, sharing, solidarity, civility, respect, consideration and the like
- Suggest means to develop such values
- Understand the impediments while attempting to uphold values
- Suggest measures/methods to overcome impediments
- Create an impact in the young minds that life based on certain values never fails by elucidating number of live cases
- Highlight the role of the family/society in inculcating values

The underlying principle behind the objectives cited is the teachers who preach values to practice as role models.

The Context:

Ignorance of traditional values and beliefs, Fading national and patriotic spirits, Diversified cultures and cultural mismatches, Increasing social evils, Family disintegration, Religious controversies, Ailing interpersonal relationship, Gender inequity, Education is yet to empower women , Issues concerning women's health, Wealth related disputes between members of families, Fading reading and writing habits, Declining values in politics, Lack of interest in politics, Need for gender sensitization, Lack of knowledge concerning grooming habits, Misuse of mobile phones and Influence of western culture have arouse the need.

The Practice:

The student strength of the college is divided into groups of 20-30 each and each group has a staff advisor. Every week, value education sessions are organised on Saturdays for an hour. Cultural eroticism and its influence on the younger generation assist the coordinator of value education to identify the 'value' to be discussed in a session. A brief outline about the chosen 'value' to be deliberated in the forthcoming session is prepared and circulated among all staff members in advance to make the session as an oriented dialogue. As the staff advisor never indulges in monologue and ever encourages the students to speak in the language in which they are comfortable, students come out openly and make these sessions an outlet to release their inner feelings freely and understand that 'disciplined way of life' is not something enforced on them but it is inherent.

Mentoring is yet another channel for value education. Here a brief note about mentoring mechanism assists one to understand the inseparable relationship between values and mentors' attitude. The 'mentor' is the second layer in the counseling process (the first layer being the class-in-charge who has comprehensive information about her wards) under whom a batch of 20-30 students is allotted. Most of the personal problems and the academic impediments are taken care of by the mentor. As the mentor is maintaining a close rapport with the wards, even the unrepresented problems of learners could also be identified by mentors to resolve. Mentoring is a mutual effort wherein student' feedback assumes greater significance as mentors encourage students to react. The UNIQUENESS of this practice is the mutual involvement of both learners and teachers to the core. Learners geared up through value education and mentoring sessions have shown their vigour in their academic pursuits. Eventually teachers feel happy as their efforts yielded good results. In short, this practice results in a win-win situation.

Problems Encountered:
- Junior teachers found it difficult to cope with this practice as many of them did not have this practice in their alma mater.
- Young teachers found it difficult to draw illustrations from their limited exposure to impress upon learners on the chosen issues as the issues are life centered.
- As participation in value education sessions has no say in academic evaluation, some students do not take these efforts seriously.
- Allotting an hour for value education every week in a 5 days week is not possible as the curriculum coverage requires optimum time for academic assignments. Hence the college functions 6 days a week.

Evidence of success:

Quantifying the impact of value education is not possible as the practice aims at qualitative improvement. The qualitative improvement in the chosen endeavour can be gauged only through feedback from the participants. Participants are learners and teachers as the value education/mentoring sessions are initiated first by the learners unlike class room sessions. Setting targets/benchmarks for this effort is not practically possible. But periodical reviews are made by the Principal in association with the secretary, vice-principal and the coordinators of this exercise. Learners enjoy value education sessions as they have an outlet to pour their feelings and to interact with matured minds. Teachers are happy as counseling takes place in these sessions. Observations focusing the evidence of success of value education sessions are given as additional information.

Resources required:

RESOURCES like human power (teachers), infrastructure (class rooms) and print outs of chosen issues for the week. Teachers are willingly undertaking this responsibility and this hour of work every week is addition to the teaching workload. All class rooms are utilized for this purpose. Literature print-outs are made by the college management and the cost is absorbed by them.

Notes:

Other institues may adopt the practice of imparting value education based on needs that change time to time.

Best Practice 6:

PARTICIPATIVE MANAGEMENT AND DECENTRALIZATION FOR FACULTY EMPOWERMENT AND STUDENT DEVELOPMENT

Major Objectives:
- To achieve a harmony in the working of the Principal, college administration, faculty, students and non-teaching staff.
- To develop an efficient and consultative work culture
- To handle the college activities with efficiency, to keep the staff and students self motivated, to get them complete their respective tasks with self responsibility and to create among them a sense of belongingness with the institution.

The Context:

Vision and Mission of the college is to make a centre of excellence in higher education by imparting value based quality education to rural women, to empower and make them economically independent, and socially committed to the task of building a strong nation. The practice of participative management is instrumental in lessening the load on the Principal so that she can concentrate on the general efficiency and effectiveness of college functioning. Moreover, different students' related issues need different solutions and they can best be handled in decentralized manner. There is a need of regular and incremental planning to involve different functionaries according to their inclination and aptitude.

The Practice:

Every week Head of the department and senior Faculty members are called to discuss and finalize the schedule of the week in the departments. HODs are given responsibility to constitute departmental committees by involving faculty and students. The committee is assigned the task to sensitized students and teachers about quality in all areas of teaching, learning, student support services and administration using various means.

The Office Superintendent leads the non teaching staff deputed in office, library and laboratories. He works in close collaboration with the Principal and teaching staff to provide necessary support through the non teaching staff members. He is also the part of staff meetings if any issue related to office is involved. He provides necessary consultation to the

Principal and College Council in official and administrative matters. There is a good practice of the involvement of students through their representatives as office bearers in different college activities. They are at the helm of the organization of co-curricular/extra-curricular and extension activities and work under the overall guidance of the staff secretaries. They are actively involved in planning, arrangement, conduct and reporting of events. They take self initiative in organizing these events and mobilizing students for them.

Evidence of Success:

The impact of observing this practice is healthy and encouraging. The staff and students became quality conscious for college overall development and self improvement. Mindset of the faculty and students has been transformed. The participative management is very significant in providing opportunities for healthy growth to students and staff, ensuring connectivity of them with the institution and achieving quality standards

Problems encountered and Resources Required:

The inclusion of new staff in this culture and develop in them required aptitude needs some extra efforts from the college administration and staff. It is easily managed and the college is able to maintain its legacy of team work in providing quality education to its students.

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