

Best Practices

This year we have taken efforts for various activities out of which some of the practices are as follows:

- Teacher- Guardian- Student cluster (Weekly meeting)
- Heartfulness: Stress management meditation programme
- Additional subject tutorials (Remedial Classes)
- Boosting the Scientific Inquiry through Project based Learning
- Computer Awareness programmes for all freshers
- Facilitating Language lab for english communications
- Social Responsibilities through NSS, NCC activities
- Awareness programmes
- Mentoring the sister institute Bajaj Science Center
- Visit to ZP school with UG and PG students to promote scientific learning
- Free coaching and guidance to students for various competitive exams like JAM, NGPE, GATE, etc.
- Fabrication of low cost experimental set-ups by undergraduate students.

The two best practices of the institution are as follows:

Best Practice 1

1. Title of the practice: Teacher- Guardian Student Cluster

1. Goal:

Personal attention to each student is not feasible due to the large volume of classes (100-120 students per class). A process of working with small target groups is found to be convenient and gives better results. This is the main goal of the formation of clusters. Considering this need, we have divided the students of each class in small interactive groups in order to solve their personal difficulties related to academics and other all-round development. We have introduced the idea of a teacher-guardian-student cluster especially for the entrants (B.Sc. Part I) students. The aim of this programme is as follows :

- To look after the personal academic difficulties of students in each subject
- To provide them the required educational inputs by the teachers in their subjects
- To solve their difficulties at educational front
- To inculcate confidence in students with one to one interaction
- To motivate them to participate in co-curricular activities
- To motivate them to participate in extracurricular activities/sports and games.
- To encourage them for participation in extension programs/add on courses
- To provide exposure for their all round development

3. Context:

The institute has observed many challenges with the students of B.Sc. I. Moreover, the participation of these students in co-curricular and extra-curricular activities is also not encouraging.

1. B.Sc. I students are not acquainted with the writing of descriptive answers.
2. They are very poor in English writing
3. Very few students select the course by their choice. Science education is still struggling to catch the attention of good students in this part of the country.
4. We get the enrollment also from the rural and there is a lot more to work upon.
5. Last but not the least the other socio-economic factors adhered to by the students affect their personality and thereby all-round development.

In order to overcome these difficulties of students, we have formed the smaller groups of students to create interest in studies and active involvement in co-curricular activities leading towards their all-round development.

4. The Practice: The practice and implementation of Teacher Guardian Student cluster in our institute is as follows:

- The students enrolled in B.Sc. I are divided into small groups called clusters of about 10-15 students each.
- In each cluster, almost all students have at least one common subject.
- The formed clusters are assigned to the teachers teaching the particular common subject.
- Cluster students and teachers have a regular meeting on a specific day and time (mostly on Saturday, 9.30 am).
- In cluster meetings, students report about their academic difficulties.
- The guardian teacher of the cluster guides the students in solving his/her subject difficulties and communicate to the other concerned teachers (if needed) for their subject difficulties
- The teacher also helps in resolving difficulties related to the issues related to infrastructure facilities (Library, ICT, washroom, parking, etc.) with the consultation of concerned administrative authorities.
- The guardian teacher motivates his/her cluster students for participating in co-curricular, extra-curricular and extension activities as well as for enrolment in career oriented programmes.
- The guardian Teacher encourages the students to participate in various competitions (including cluster competition). Students sometimes also use this platform to discuss their other difficulties faced during learning.
- The guardian teacher periodically reviews the academic and all round performance of students and guides them for their improvement.
- The guardian teacher also nurtures the attendance of the students and also maintains the

- cluster diary in which the current information is shared with the parents.
- Thus, the guardian teacher forms the personal relationship with his/her students which helps them in solving their educational and even personal problems related to adolescent age.

5. Evidence of Success:

This practice has helped the students in:

- Uplifting their self-confidence
- Bringing them in a common mass
- Helping in curbing the irregularities
- Overall personality development
- In bridging the gap between teachers and students
- Improving the academic performance

6. Problems encountered and resources required:

The clusters (mentoring the students) are formed to encounter the various problems of the students through face to face interaction, which otherwise is not possible.

The various factors causing difficulties to the students in their studies and all round development are as follows:

(a) Socio-economic background of students: Majority of students in our institute are from remote and mofussil areas where the educational environment is not as desired. Family background does not provide requisite facilities due to poor economic conditions and put a hindrance in their mobility. Collectively this issue affects their confidence, communication skills which in turn demotivates them for education. These problems cannot be solved at once. This requires a very long attention towards them which is possible every time. However, our small practice of clustering opens the window for them which helps to overcome this.

(b) Resources required: In order to make them confident, students are required to be exposed to such an environment where they can see, listen and learn with no burden. This could be possible by arranging residential camps in vacations. These camps should have programmed exposing the students to various extra-curricular and co-curricular activities, computer learning and some visits to places from where they can elevate themselves academic and all-round development.

Best Practice 2

1. Title of the Programme:

Heartfulness Meditation: From Stress to Self-realization

2. Goal:

- Students value character awareness and become good human beings (affective)
- Students develop correct thinking, right understanding and an honest approach to life. (Cognitive)
- Students learn to meditate and understand the same as a comprehensive practice to navigate their lives (psychomotor)
- Practice! Experience!

3. Context:

The current education ecosystem lacks in providing students with opportunities to solve real-world problems and acquire relevant practical and soft skills. When we shift our focus to the global stage in education, a revolution is underway, as a result of strengths like Emotional Intelligence, Social Intelligence and communication being valued more highly than IQ in the workplace. In fact, research by Daniel Goleman and others shows that success in a career requires Emotional Intelligence more than anything else. As he says, “If you look at IQ alone, it predicts about 6 to 10 percent of career success.”

During the last 70 years, there have been many scientific and medical studies that show both relaxation and meditation having a significant impact on Emotional Intelligence, Social Intelligence, overall well-being, neuroplasticity, brain development and hence heightened learning ability. One recent reference that summarizes many of the key studies is ‘The Science of Meditation’ by Daniel Goleman and Richard Davidson, two of the key researchers in this field of mind-body medicine.

Education, personal character and meditation are important, but independent parts of a person’s life, though they are very much interlinked. Meditation helps build a contemplative mind. Education helps us to act upon such a contemplative mind. Acting upon our decisions and learning from life helps to build our character. Meditation is one of the most effective ways to strengthen a student’s character while they are being educated. Through meditative practice, we tend to accept who we are - and through the experience of meditation - appreciate who we can become. The programme is designed to familiarize students with meditation assuming that such a practice will enthuse them to lead meaningful and contemplative lives.

It is a well-known saying that “Our Children are Our Future”. These children, under the current system of education, are largely being nourished by their lecturers. The result-oriented, examination-based education system puts a lot of pressure on students to focus only on academic results, leading to a stressful life.

While students develop well and become subject-matter experts, most of them lack the basic life skills. There is little time to focus on values and morals. A slow downfall in the moral standards of today's youth is quite visible in our current society.

HELP: 'Heartfulness – Experience of Life's Potential.' imparts the Heartfulness methods to students through a 16- week certificate course.

4. The Practice:

This programme was run compulsorily by the college for the development of the entrants (B.Sc. I students) on Saturday. Sessions were engaged by the team of external experts for 1h. Batch of 50 students were made and was given a fixed window in the time-table. Students were engaged for 16 weeks and some assignments were also given to them to improve their thought process.

Program Outline

- Heartfulness Meditation
- Rejuvenation
- Connecting with the Inner Self
- The Science behind Meditation: Habits and Change
- The Art behind Meditation: Observation and Diary Writing
- The Heart Behind Meditation: Experience and Evolution
- Live Light, Live Right
- The Power of Pause
- Designing your Destiny 1, Designing your Destiny 2

5. Evidence of Success:

The impact of this programme is observed to:

- Improve Concentration and focus on students.
- 'Centred Students': where 'centeredness' is defined as a person who is self-confident, emotionally stable and well balanced.
- Well managed stress, leading to a joyful and happy presence.
- Respect for each other.

6. Problems Encountered and Resources Required:

Most of the students are taking the sessions regularly but few students found it time consuming because of their other interests. Managing 16 weeks is challenging in case of national holidays on Saturdays. Otherwise, this programme has overall a good impact over the students.