

## **Best Practice I**

### **Title**

Inclusive growth and service to the Underprivileged through ISR, Institutional Social Responsibility

### **Objectives of the Practice**

1. Overall growth of the pupil of Institute
2. Students' sensitization towards the needy section of the society
3. Developing leadership qualities among students and spirit to undertake responsibility for upliftment of the weaker section of society
4. Uplifting the Underprivileged
5. Training the students to identify and meet the emotional, social, physical, and financial needs of the deprived section of through ISR

### **The Context**

For Inclusive growth of the students, an effort is made to sensitize them towards the underprivileged section of society so that our students emerge as a socially responsible citizen of the society in future. They are made an integral part of Institutional Social Responsibility of the College. It inculcates within them a social-emotional feel on one hand and a social responsibility on the other. Hence the practice revolves around involving youth, and guiding them to:

- i. identify the underprivileged, socio-economically, physically, and emotionally disadvantaged groups;
- ii. recognise their needs;
- iii. feel responsible and extend help with respect to health, education, food, and other issues.

### **The Practice**

Institutional Social Responsibility has been introduced at college level for first year undergraduate students of all streams - arts, commerce and science. They are given orientation by teaching staff about the significance and relevance of Institutional Social Responsibility in developing their personality, confidence and leadership skills. Minor social service projects lasting only for limited time span of 60 hours in full academic year are enlisted and allocated to the students in small group of 18 to 20 individuals only. Major area for social service is identified which can be related to awareness towards health, hygiene, education, cleanliness drive in slums, under which a particular issue is addressed by the students under the able guidance of their teachers. Efforts are made to incorporate Non-Government Organizations dedicated to specific cause and students are given opportunity to work with them in the field. The practice plays an important role in contributing towards holistic and multidisciplinary

education/growth by imparting leadership skills, and laying special emphasis on the Socio-Economically Disadvantaged Groups.

### **Evidence of Success**

1. Student Leadership Programs, education drive, skill teaching, interactive programmes conducted by 461 students in 13 schools of weaker section, in 18 slums and orphans, 8 old age homes; imparting computer literacy to senior citizens and housewives under the ISR project entitled 'Skillful Netizen'.
2. Participation of over 90 students in polio vaccine drive.
3. Donation drive initiative for, flood affected area of Maharashtra in mid August 2019, relief material was dispatched to the Collector's Office. Fund of 70,000/00 was raised under 'Patkare' which was given to NGO to extend help to the needy groups.
4. Collaboration with Non-Government Organizations like Indian Development Foundation, Helpage India, Hariyali Foundation.
5. During the academic year 2019-20, a total of 846 students completed ISR work of 60 hours each.

Reflections of personality development and confidence was clearly evident among student participants, and a bond between youth and underprivileged developed.

### **Problems Encountered**

1. Time constraint with demanding academic engagements /examination schedule is the one of the limitations.
2. Students' denying attitude at initial stage, regarding the need of ISR apart from prescribed syllabi is another major problem that was faced while implementing the practice.
3. Safety of students -both genders- is another very serious issue that is faced during implementation, as they themselves are vulnerable and relatively immature to manage themselves.

## Best Practice II

### Title

School-College Complex- An out reach extension Activity for Students

### Objectives of the Practice

1. To extend an outreach platform for the inhouse college UG students.
2. Academic interaction among school and college students.
3. To prepare young aspirant for middle/high school level- Homi Bhabha Bal-Vidyanik- Examination also known as Junior Scientist Examination.
4. To inculcate a strong scientific temperament among both school and college students.

### The Context

School-College Complex is a unique practice continued by our Institute since 2000-2001. It prepares school students for 'Junior Scientist Examination'. The examination is conducted by **Homi Bhabha National Institute, to award certificate and scholarship to the school students of the grade Four and Nine. Also known as Homi Bhabha Bal-Vaidnyanik Examination**, it is conducted in two phases to encourage school students to take keen interest in **science** and its application in daily life. School-College Complex, the outreach extension activity of Patkar-Varde College, imparts hands-on training and clarity in basic concepts of science, theory and practical, to the young aspirants who clear the first phase of the competitive examination. This annual practice of our college helps the aspiring students get through the 'Junior Scientist Competitive Examination' for the award of Scholarship thereby encouraging them to choose science as their career.

### The Practice

1. School college complex is an integration of the College with neighboring schools for imparting scientific temper and creative imagination to kids.
2. College sends letters to schools across the western suburbs of Mumbai (from Vile Parle to Borivali), for inviting aspirants of Junior Scientist Examination to receive hands-on training in science.
3. It requests them to provide the list of science practical/topics specified in the syllabi of Junior Scientist Examination
4. Science faculty imparts training to UG students to undertake sessions for school students.
5. Science practical (Botany, Chemistry, Physics, Zoology) in Marathi and English medium both, are separately arranged on the prescribed Syllabus of Junior Scientist Examination are arranged on a specified date.

6. Feedback of school students and their teachers is recorded.

### **Evidence of Success**

In the academic year 2019-2020, 114 students from 29 schools, across the western suburbs of Mumbai from Vile Parle to Borivali, came to our Institute, visited Science laboratories – Botany, Chemistry, physics and Zoology.

Fifty-eight College students from science streams were trained by the teaching faculty to impart hand-on training, explanation, and conduct interactive session on the topics previously provided by the respective school teachers.

Science laboratories were specifically set up with instruments, glass ware, compound and dissecting microscopes, models, slides, live and preserved specimens of plant and animal samples, and charts to entertain the young aspirants of Homi Bhabha Scholarship. Power point presentations were given by college undergraduates to make session more interesting and interactive.

Demonstration of experiments coupled with hands on training of Physics and Chemistry practical proved instrumental in widening the scientific horizon of the students and extend clarity and understanding of the basic concepts, techniques and methods.

Positive feedback with encouraging remarks were received requesting to arrange more such programs.

This has led to popularization of School College Complex programme of our college in other schools and demand to conduct more of such initiatives.

### **Problems Encountered**

1. Time and Space constraint force us to limit the number of school students visiting our laboratories to less than 150.
2. Lack of funds for extra kits for science practical and working models is another problem faced every year.