7.2.1: Describe two best practices successfully implemented by the institution as per NAAC format provided in the Manual.

Best Practice-I

1. Title of the Practice:

Women Empowerment and social awareness

2. Goal:

- To create healthy atmosphere to facilitate the women empowerment.
- To sensitize the students about various dimensions of gender discrimination to bring equality.
- To engage the students in activities that would empower them to work towards a gender just society.
- To Promote awareness about women's rights and gender equality through educational campaigns, workshops, and Seminars.

3. The Context:

In India, the movement of education and empowerment of weaker section including women is originated by Mahatma Jotirao Phule and Kranti Jyoti Savatribai Phule. Both of these are from Satara district. To continue this movement is our passion. As woman is considered to be inferior and secondary to man in the male dominated society, she is marginalized by society, religion and patriarchy intentionally. We are living in the Republic State, yet the situation of woman has not changed to the desired level. Though the preamble of the Indian constitution focuses on the equal treatment to men and women, the condition of women is not much different than that in the earlier days. As citizens of India it is our primary duty to uphold the values of equality, liberty, justice and fraternity enshrined in our constitution.

4. The Practice:

While going on the pathway of women empowerment, the college undertakes various activities. It conducts gender audit. We take feedback from girl students, faculty and staff. Through this we come to know their emotional as well as other problems, needs, priorities and demands. Taking all these things into consideration the institute runs various programmes and organizes various activities such as lectures, trainings regarding their health, hygiene, self defence, skill development, awareness rallies, legal awareness campaign, etc.

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➤ **Awareness Programs**

This college is devoted to the women empowerment to bring gender equality continuously. The women's day is celebrated by inviting great revolutionary social workers to talk to the students to make them think andwork for the society. The guest lectures are organized to create awareness about the laws and rights of the women. They are also given the equal opportunity in the activities like youth festival, elocution competitions, sports, military recruitment etc. Suggestion boxes are providedin the campus to collect the suggestions and complaints of the girls.

➤ **Self-defense:**

The college periodically provide self-defense training to girl students and faculties.

➤ **Skill development and Career opportunities:**

The college provides various short-term courses. Through these courses the girls are given opportunity to start their own business. The girls are also encouraged to participate in sports competitions. The college organizes zonal and inter-zonal games to offer these girls an opportunity to participate in such competitions on the home ground.

➤ **Training by GOs and NGOs, Leadership Development Programs:**

The girls are encouraged to speak in the various speech, debate, and spontaneous elocution competitions to increase their confidence, stage daring and develop leadership qualities among them. The girls participate in employment and leadership development programs organized by GOs, NGOs and University.

➤ **Catering Special Needs of Minority and Backward Caste Girls:**

This college takes the special care of marginalized girls. It provides scholarship facility to these girls as per the government rules and regulations. Apart from this, some girls do not receive the government facilities due to lack of documents. This happens because of lack of past record of girls due to migration, natural calamity and wards of the forlorn women. They are given special fee concession and brought to the mainstream of education. In some communities there is lack of awareness of education. The parents of such needygirls are given counselingso that the girls could continue their education.

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5. Evidence of Success:

As a result of the various activities organized by the college, the girls have become self-confident and are able to express their views without fear.

Due to the continuous vigilance, there is no complaint registered of sexual harassment either in campus or off the campus.

Year	Function/ Programmes	Type of Activity	No. of beneficiaries
2018-2019	Mahila and bal vibhag seminar	Mahila and bal vibhag Jamnagar,miss sonal, head of department, speaker -prexa bhatt	20
2019-2020	Women and child awareness	Women law, pocso act awareness program by DLSA Jamnagar court Speaker- miss prexa bhutt	15
2020-2021	Self defense	self defence program done by Maityee trust for girls.	25
2021-2022	Blood Group and blood check up camp	Miss Priya Bhimani, department of microbiology.	15
	Mahila and bal vibhag seminar	Mahila and bal vibhag Jamnagar,miss sonal, head of department, speaker -prexa bhatt	20
2022-2023	Self defense	self defence program done by Maityee trust for girls.	20

6. Problems Encountered and Resources Required

➤ The orthodox attitudes of the parents and their illiteracy have contributed to the marginalization of the girls which resulted in the lack of confidence among them. Due to the patriarchal system, society is against the empowerment of the girls.

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> Though the college helps economically poor students from reservation wholack caste documents, still all the cases are not registered to the college authority.

> College gets the support from various NGOs to a certain limit only. It needs to be increased.

7. Contact Details:

Name of the Principal : Shriram P. Kevalramani

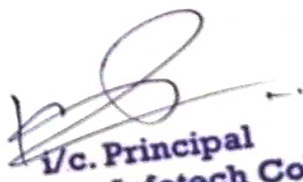College Name & address : **Vidyasagar Infotech College**

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B) Best Practice– II

1) Title of the practice:

Bridging the Gap: Effective Teaching Strategies for Under privileged Students

2) Goals

➢ Foster a supportive learning environment that encourages active participation and engagement.

➢ Provide personalized attention to each student to address their unique learning needs and challenges.

➢ Cultivate a sense of belonging and confidence in students by celebrating their cultural backgrounds and achievements.

➢ Develop strong foundational skills in literacy and numeracy through interactive and experiential learning activities.

➢ Promote critical thinking, problem-solving, and creativity to empower students to overcome obstacles and think innovatively.

➢ Instill a love for learning by making lessons relevant, interesting, and connected to real-life experiences.

➢ Collaborate with families and communities to create a holistic support system for students' academic and personal growth.

➢ Integrate technology effectively to enhance learning opportunities and bridge digital divides.

➢ Provide regular feedback and assessments to track students' progress and tailor instruction accordingly.

➢ Empower students with life skills, such as communication, teamwork, and resilience, to prepare them for future success beyond the classroom.

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3) The Context:

In many communities worldwide, underprivileged children face significant barriers to accessing quality education. These barriers can stem from socioeconomic disparities, limited resources in schools, inadequate infrastructure, and systemic inequalities. In such contexts, educators play a vital role in leveling the playing field and providing equitable learning opportunities for all students. The context for teaching underprivileged children often involves classrooms with diverse backgrounds, varying levels of academic readiness, and a wide range of social and emotional needs. Teachers must navigate these complexities while striving to create an inclusive and supportive learning environment where every child feels valued and empowered to succeed. Moreover, underprivileged students often lack access to educational resources outside of school, making the time spent in the classroom even more critical. Teachers must employ innovative and effective teaching strategies to maximize learning outcomes and ensure that each student reaches their full potential. Collaboration with families, community organizations, and other stakeholders is essential addressing the multifaceted challenges faced by underprivileged children. By working together, educators can leverage collective resources and support networks to provide holistic support for students' academic, social, and emotional development. In this context, the goals for teaching underprivileged children aim to address the specific needs of these students while promoting equity, inclusion, and excellence in education. These goals encompass not only academic achievement but also the cultivation of essential life skills and the nurturing of a positive learning mindset. By focusing on these objectives, educators can make a meaningful difference in the lives of underprivileged children, empowering them to break the cycle of poverty and achieve their dreams.

4). The Practice:

Incorporating culturally responsive pedagogy into teaching underprivileged children involves adapting the curriculum to reflect diverse cultural perspectives, utilizing instructional strategies that resonate with students' backgrounds, building strong relationships based on trust and respect, creating a safe and inclusive classroom environment, addressing personal biases, engaging families and communities in the learning process, providing differentiated instruction, celebrating diversity, and engaging in ongoing professional development. By implementing these practices, educators can create an empowering learning environment where underprivileged children feel valued, supported, and motivated to succeed academically and beyond, ultimately fostering equity and inclusion in education.

5) Evidence of Success:

Evidence of success for implementing culturally responsive pedagogy in teaching underprivileged children can be observed through various indicators, including improved academic achievement demonstrated by increased test scores and reduced achievement gaps, heightened engagement and participation in class activities, higher attendance and retention rates, positive student feedback indicating feelings of respect and empowerment, increased involvement of families and communities in school activities, improved social and emotional well-being, and higher rates of graduation and enrollment in post-secondary education or vocational training programs. These indicators collectively demonstrate that culturally responsive teaching practices are effective in creating a supportive and inclusive learning environment where underprivileged students feel valued, connected, and motivated to succeed academically and beyond.

Participation–

Following graph shows the details of student participation in this events

Year	Function/ Programmes	Type of Activity	No. of beneficiaries
2019-2020	Distributing books	Providing free textbooks and reading materials to underprivileged students ensures they have access to essential resources for learning.	15
2020-21	Free Tuitions	Offering free tutoring sessions or after-school programs can provide additional academic support and guidance, helping students improve their understanding of subjects and excel in their studies.	20
2020-21	Career Guidance	Providing career counseling and guidance services can empower underprivileged students to explore various career paths, set goals, and make informed decisions about their future.	35
2022-23	Scholarshi Opportunitie s	Offering scholarships or financial aid packages can alleviate the financial burden of higher education for underprivileged students, making it more accessible and attainable.	120
2022-23	Life Skills Training	workshops or courses on essential life skills such as communication, problem-solving, and financial literacy can empower underprivileged students to succeed academically and in their future careers.	50

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