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Institutional Best Practices

BEST PRACTICE -1

1. Title of the Practice: “Skill Development of Students”

2. Goal

The objectives of this best practice are to enhance the skills of student to improve their employability and organize training programs to motivate students for higher education and entrepreneurship. So as to empower them with current Industry job requirements.

3. The Context

The industry needs are frequently changing and technologies are rapidly updating. Students must be aware of these changes and update their skill sets. Though the students are good in academics, some of them are lacking in presentation and required level of skills. They are needed to be groomed in skill development as well as presentation aspects so that they can fulfil soft skill requirements in industry as well as self employability. Hence, IQAC, Heads of respective departments, Science Club, Literary Club given the role and have been actively working to achieve the objectives.

4. The Practice

Enhancing out of box thinking of students is a noteworthy point of this practice. Efforts taken for the same are mentioned as follows:

(a) The institution has been encouraging teaching faculty to participate in professional skill development programmes in the areas of their specialization so as to transfer the knowledge to the students.

(b) Students enthusiastically participate in skill development programmes through better interaction with their guide and can publish their ideas in National/International Conferences and Journals.

(c) Expert/Guest lectures are frequently conducted for students by Professionals to impart knowledge of the latest trends in Industries.



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(d) Technical events are organized to improve the professional and technical skills of students to enhance their employability.

(e) Various student associations are formed. Technical and non - technical events are organized under the dynamic leadership of student co-ordinators of each student association.

(f) Industrial visits/Field visits are organized to understand the professional work culture of Industries.

5. Evidence of success

(a) There were 24 students enrolled in the skill development course in Sanskrit. They were rigorously trained and 6 of them get admitted in Masters Programme and five of them self employed.

(b) There were 5 students enrolled in the skill development course in Computer Applications. They were rigorously trained and two of them get admitted in Masters Programme and two of them self employed.

(c) There were about 180 students enrolled in the skill development course in EVS and 10 of them get admitted in Masters Programme and 21 get chance in B.Ed course and 23 self employed.

(d) There were 19 students enrolled in the skill development course in English and 5 of them get admitted in Masters Programme and 6 get chance in B.Ed course and 3 self employed.

6. Problems Encountered and Resources required

It is difficult to find the right person from the Industry who can deliver sessions on the latest technologies at such a far off place in district Kathua of J&K UT. It is challenging to maintain a balance between academic activities and skill development courses.



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BEST PRACTICE -2

1. Title of the Practice: “Women Empowerment”

2. Goal

Women constitute 60% of the total student strength of the college. The majority of them come from rural areas, where conditions of poverty, illiteracy, ill-health and superstition take hold of their lives. They are doubly affected by the backwardness and discrimination. So, the college has resolved to take up the cause of Women Empowerment for the female students of the college with the objectives given as under:

- (a) To mentor women students on women specific issues with one women teacher as mentor for every 25 women mentoree.
- (b) To create an environment through awareness programmes to enable the students realize their full potential for learning and solving their problems independently
- (c) To arrange special sessions with the police and social activists for enabling the female students to be aware of several types of evil designs by professional criminals for the worst type of exploitation taking the advantage of their innocence and gullibility.
- (d) To involve social activists and Government officials to enlighten the students on human rights and fundamental freedom for equal rights and opportunities.
- (e) To organise debates and discussions on gender equality to enable the students to realize gender sensitization, thus leading to more equality and harmony in family and society.
- (f) To conduct seminars and special sessions on ragging, eve-teasing and dowry system to expose the ill-effects of the evils.
- (g) To develop vocational and technical skills among the women students by providing special training to enable them to become independent earners of their living.
- (h) To organise the exclusive health camps for women students by women doctors for free treatment of women-related health problems and conducting awareness programmes on the importance of sanitation, personal hygiene and prevention of seasonal diseases.

3. The Context



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The women students, in the beginning were not enthusiastic to participate in the deliberations. The coordinator, mentors and the members of the groups had to persuade the students that all the programmes were meant for the betterment and empowerment of the female students. As the gender sensitization programmes designed revealed several disparities and inequalities, that we might not have noticed earlier, people especially the other gender, argued discussing gender and gender roles would break up families and destroy society. The various legal protective provisions for women were misunderstood as undue favour meant to belittle men. Even some students supporting the argument often opined that the change was difficult to be accepted as the ideas emanated from these seminars/workshops/debates on gender inequalities appeared new and startling. Some parents even found fault with the college that their children were working hours for unconnected and counterproductive programmes. Under these circumstances, the college has thought it appropriate to forge ahead with the implementations the objective for which an exclusive plan was created.

4. The Practice

Discrimination against women even in the 21st century is a devastating reality. That is why 'gender inequality' has been a matter of serious concern across the globe and within the countries. India still has a long way to go before achieving gender equity and empowerment of women. The rural areas are especially ravaged by the conditions of poverty, illiteracy, ill-health and superstition. The college girls account for 60% of the total strength and most of them come from rural areas. The majority of these girls belong to the weaker sections including scheduled caste, scheduled tribes, other backward classes and minorities without proper access to education, health and other productive resources. Joining a degree college in the town and acquiring higher education involve money and higher things. Being the most vibrant and dynamic segment, the youth including girls, is our most valuable human resource. We cannot afford to neglect our female force to be the victims of discrimination, exploitation and segregation. So the college resolved to empower female students to face the vicissitudes of life boldly and successfully for a life of peace, harmony and dignity. To achieve success, college established a Women Empowerment Group with a senior faculty as its Coordinator and other female faculty as its members. All female students are eligible to take membership of the Group irrespective of their semester class. There are 210 girl student members in the group. The Coordinator and the members of the group meet twice a month and decide the conduct of awareness sessions during leisure hours sensitizing the girls to know why and how they are given subservient role in spite of their equal or even more abilities than their counterparts. They also draw an annual action plan for organizing various awareness programmes / seminars /workshops and interactive sessions. The Principal along with the Coordinator monitors the implementation of the plan. The Coordinator and the members are responsible for the implementation of the programmes in consultation with Government officials from the Department of Social Welfare and Medical and Health Departments. The Women Empowerment Group is working for the protection of women's rights and actively



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empowers women creating conditions for gaining confidence in their abilities. It aims at curbing the social evils like eve-teasing, molestation and dowry system providing necessary counselling and guidance by professional women counsellors, social and rights activists, enlightened academics and professional psychologists so that the women students become aware of unjust gender discrimination, the human rights, the legal provisions available for their protection, importance of higher education for higher enlightenment, mental and physical fitness. The College has organized several productive programmes by utilizing the services of other agencies with deep insight into women's concerns contributing to the inspiring initiatives for the empowerment of women.

5. Evidence of Success

Ms. Sheetal Bhagat who is a successful NSS volunteer, she was inspired by various awareness and gender sensitization programmes of the Women Empowerment Group. She sensitized the present women students on gender issues to relieve them of their negative feelings of inequality, diffidence and shyness in varied socio-cultural contexts and successfully led a team of students to further create awareness of women's rights in the rural hamlets. The Women Empowerment Group under the leadership of Ms. Muskan Modeel (a dedicated NSS Volunteer) has taken a responsible role to rehabilitate the alcoholics and stop this bad habit of alcohol consumption in their families. The Women Empowerment Group has also taken up a role to create awareness against dowry system in the area in a way that the women are encouraged to take equal part in household earnings. WEG also taken up a responsible and sympathetic view of the girls who were misled to involve in love affairs throwing the families of the both sides into turmoil without mentioning the names of victims or anyone else.

6. Problems Encountered

The modest and diffident students were reluctant to cross their academic borders affecting the successful conduct of awareness programmes. Ensuring all-round support and participation of resource persons in all programmes is also a tough task. Women students' impulsiveness in the matter of love in the adolescent age is a sensitive issue to be dealt by mentors. Organizing various programmes during working hours, sometimes, has led to sacrificing the class work.

Dr. P.K.Rao

Principal

GDC Basohli, J&K UT