

## Best Practices: 2023-24

### Practice 1

## Enhancing Life Skills among Students

### Enhancing Soft Skills among Students

#### Context

Soft skills refer to personal attributes, communication abilities, and interpersonal qualities that enable individuals to interact effectively with others. These skills encompass various traits such as communication skills, teamwork, adaptability, problem-solving, leadership, time management, and emotional intelligence. In higher education institutions, soft skills are crucial for students as they prepare for their future careers. While technical knowledge and academic qualifications are essential, soft skills often determine an individual's success in the workplace. Employers value candidates who can communicate effectively, collaborate in teams, think critically, and adapt to changing environments. Soft skills enable students to navigate complex social and professional situations, enhance their employability, and contribute positively to their organizations. Moreover, these skills foster personal growth, resilience, and empathy, enriching students' overall educational experience and preparing them for the challenges of the modern workforce. Thus, higher education institutions play a vital role in developing students' soft skills alongside their academic pursuits.

#### Objectives

##### Overall objective

To empower students with a comprehensive set of soft skills essential for personal, academic, and professional success in today's dynamic world.

##### General Objectives

1. To empower undergraduate students with essential soft skills to enhance their academic performance, including effective time management, problem-solving, communication, and collaboration, thereby fostering success in their studies and future academic pursuits.
2. To equip undergraduate students with the necessary soft skills and competencies required for success in the professional world, such as interview skills, resume writing, leadership, and teamwork, preparing them for internships, part-time jobs, and eventual full-time employment upon graduation.
3. To foster a culture of lifelong learning and personal development among undergraduate students, encouraging them to continuously refine and expand their soft skills beyond

simulations were integrated into the sessions to encourage active participation and practical application of concepts.

#### Step 4

**Promotion and Participation:** The workshops were promoted across all disciplines within the college, ensuring maximum participation.

#### Step 5

##### Workshop and Feedback

Interactive sessions were conducted on following themes: Team Management, Emotional Intelligence, Adaptability, Leadership, Problem Solving, Interview Skills, Resume Writing, Listening Skills, and Decision Making, Time Management Skills. Nearly 60 students from diverse academic backgrounds attended the sessions, fostering cross-disciplinary learning and collaboration. A feedback-cum-follow up session was also conducted.

#### **Evidence of success**

- The Department of English organized a feedback and follow-up session after the completion of the workshop series.
- Students delivered presentations on their key learnings during this session.
- Students reported gaining practical tips from the ideas and insights shared during the workshops.
- While acknowledging that skill enhancement takes time, they expressed satisfaction in understanding both functional and dysfunctional behaviors associated with the skills discussed.
- Participants expressed increased confidence in navigating interpersonal interactions within and beyond academic settings.
- Sessions focusing on employability skills, such as interview techniques and resume writing, were particularly valued for their immediate applicability.
- Feedback from participants was overwhelmingly positive, with many expressing appreciation for the workshops' practical relevance and interactive learning approach.
- Several students expressed a desire for additional workshops of similar nature in the future.

#### **Problem encountered**

- **Resource Constraints:** Securing experienced trainers and arranging for interactive learning materials required significant financial resources. Limited budgets posed a challenge in ensuring the quality and effectiveness of the workshops.
- **Scheduling Conflicts:** Coordinating the schedules of trainers and participants across diverse disciplines proved to be a logistical challenge. Ensuring optimal attendance and participation necessitated careful planning and coordination.
- **Sustainability:** While the initial workshops were well-received, ensuring the long-term

sustainability of such initiatives poses a challenge. Continued investment in resources and ongoing evaluation of outcomes are essential to sustain the impact of life skill development workshops in the higher education curriculum.

#### **Resources required**

- Qualified facilitators with expertise in soft skills are essential.
- Interactive resources like presentations, handouts, and activity materials facilitate effective learning.
- Equipped spaces with audiovisual facilities and comfortable seating are necessary.
- Posters, flyers, emails, and social media posts help attract participants.
- Adequate funding covers trainer fees, venue rental, materials, and promotion costs.
- Administrative assistance ensures smooth workshop execution.
- Methods for assessing workshop effectiveness and participant learning outcomes are crucial.
- Access to digital tools like computers and projectors may be necessary.
- Systems for collecting participant feedback aid in continuous improvement.

#### **Annexure 1**

##### **A Brief Report of the Sessions Conducted**

The IQAC, in collaboration with the Department of English and the Guidance & Counselling Cell of our college, orchestrated a comprehensive series of half-day workshops aimed at enhancing students' skill development. Covering a diverse array of soft skills, 21st Century Skills, and Employability Skills, the workshops delved into crucial areas including Team Management, Emotional Intelligence, Adaptability, Leadership, Problem Solving, Interview Skills, Resume Writing, Listening Skills, and Decision Making.

Employing dynamic and participatory pedagogical methods such as games, role plays, and simulations, each session was designed to be activity-based and learner-centric, ensuring maximum engagement and retention. Nearly 60 students from various academic disciplines actively participated in these enriching sessions, eager to hone their skills and broaden their horizons.

The workshops were expertly facilitated by invited trainers renowned for their expertise in the respective fields, namely Ruchi Rajput, Shikha Vyas, and Anil Kumar Sharma. Their engaging delivery and practical insights provided students with invaluable learning experiences that transcended theoretical knowledge.

#### **Objectives**

##### **General Objective**

To enhance the professional development and knowledge-sharing among faculty members during the students' examination period.

##### **Specific Objectives**

1. Provide a platform for faculty members to share their expertise and insights on various topics.
2. Facilitate discussions and interactions among faculty members to foster a culture of collaborative learning.
3. Address specific areas of interest and relevance to the teaching community, contributing to their continuous growth and improvement.
4. Utilize the available time effectively for productive engagement and skill enhancement.

##### **Steps in Organizing the Series**

1. Identifying Available Time: Assessing the schedule of annual examinations to determine the period when teachers would have comparatively more availability.
2. Planning Topics and Speakers: Collaborating with faculty members and subject experts to identify relevant topics for the lecture series and invite speakers accordingly.
3. Scheduling Sessions: Determining the frequency and timing of sessions to accommodate the availability of both speakers and attendees.
4. Promoting the Series: Informing faculty members about the series through official communication channels and encouraging participation.
5. Facilitating Sessions: Arranging logistical support, such as venues and audio-visual equipment, for smooth conduct of the sessions.
6. Encouraging Interaction: Creating opportunities for active participation and discussion during the sessions to maximize learning outcomes.
7. Soliciting Feedback: Collecting feedback from attendees to evaluate the effectiveness of the series and identify areas for improvement.

##### **Evidence of Success**

1. Robust attendance and enthusiastic engagement among faculty members underscore their keen interest and active involvement with the topics presented, signaling the relevance and impact of the peer lectures.
2. Favorable feedback received directly from attendees through verbal testimonials,



The culminating session, held under the auspices of Principal Shri Rakesh Pathania jee, served as a platform for students to reflect on their learning journey throughout the series. Expressing their newfound insights and personal growth, students articulated how the workshops had equipped them with essential life skills vital for their future endeavors.

In his closing remarks, the principal commended the students for their active participation and encouraged them to continue cultivating these skills beyond the workshop setting. Emphasizing the importance of lifelong learning and personal development, he inspired students to harness their newfound skills to navigate the complexities of the modern world with confidence and resilience.



## Practice 2

### Peer Lecture Series for Teacher Development

#### Context

In an ever-evolving educational landscape, the pursuit of continuous professional development for teachers is paramount. Recognizing this imperative, the Internal Quality Assurance (IQA) cell at our college embarked on a transformative journey by initiating a Peer Lecture Series. This series, tailored specifically for teacher development, aimed to harness the collective expertise of faculty members while promoting peer learning and interdisciplinary understanding. The peer lecture series was strategically organized during the annual examination period when students were immersed in exams, thereby freeing up teachers to engage in professional development activities. Leveraging this window of opportunity, the college administration proactively utilized this period to offer enriching learning experiences targeted towards faculty members.

provides compelling evidence of the peer lectures' efficacy in delivering valuable insights and fostering meaningful learning experiences.

3. Immediate evidence of knowledge transfer is observed as a significant number of faculty members, who had previously not submitted abstracts for conferences, now actively contribute submissions for upcoming events, reflecting the practical application of insights gained from the peer lectures.
4. The consistent and growing demand from faculty members for subsequent series serves as a clear indicator of the peer lectures' effectiveness and value, highlighting their role as a sought-after platform for continuous learning and professional development within the academic community.

#### Problems Encountered

1. No specific problem was encountered. However, in future, scheduling conflicts and issues related to engagement and participation may arise.

#### Resources Required

1. Suitable spaces for conducting the sessions, equipped with seating arrangements and audio-visual facilities.
2. Subject matter experts or experienced faculty members willing to share their knowledge and insights.
3. Projectors, screens, microphones, and other necessary equipment for presentations and discussions.

#### Annexure 1

#### Brief Report of Lecture Series

##### 24 April, 2023

The college's IQAC launched a peer lecture series with Shri Sanjeev Kumar, Assistant Professor in Computer Science, speaking on "Managing Your PC and Mobile Part I." He provided valuable insights into PC specifications for personal use, engaging attendees with interactive discussions and addressing queries effectively. Attendees unanimously found the session highly beneficial.

##### 26 April, 2023

Dr. Rajan Sharma's lecture on the "Current State of the Indian Economy" offered a comprehensive analysis spanning historical transitions and comparisons with other nations. Supported by extensive data, he projected India as a potential economic superpower, stressing the need for quality education to capitalize on the demographic dividend. The ensuing discussion was lively and participative.

### **28 April, 2023**

Shri Surinder Kumar, Associate Professor in Commerce, elucidated retirement benefits such as gratuity, leave encashment, and various forms of pension. He updated attendees on recent rule amendments, demonstrated calculation methods with practical examples, and addressed all inquiries.

### **1 May, 2023**

In another lecture, Shree Harish Kumar, Assistant Professor in History, discussed the Ukraine Crisis, exploring its historical and geopolitical roots and implications for India and other stakeholders. Dr. Sanjay, Associate Professor in Botany, highlighted the crisis in alpine pastures, outlining its ecological and economic ramifications.

### **2 May, 2023**

Dr. Satish Thakur, Associate Professor of Music, delivered a captivating lecture on the Time Theory of Ragas in Hindustani Classical Music. Using examples across different ragas and musical genres, he illustrated their association with specific times of day or night, enriching attendees' understanding and appreciation of the subject.

### **3 May, 2023**

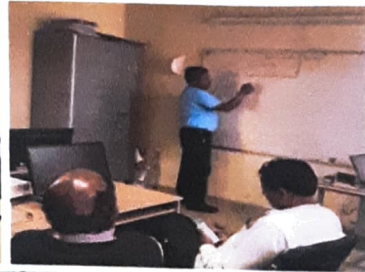
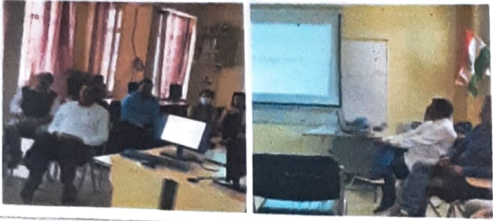
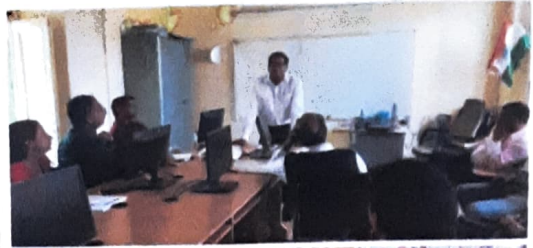
Dr. Sachin Kumar presented on "Choosing Themes, Writing an Abstract, Developing a Presentation," offering practical approaches and real-life illustrations. With an eye on an upcoming conference, he discussed potential themes and methodologies for faculty across disciplines.

### **4 May, 2023**

Dr. Keshav Kaushal delved into "Karmayoga in Shreemadbhagwadgeeta," elucidating Lord Krishna's teachings and their relevance in life. Drawing from the Bhagavad Gita and Mahabharata, he explored concepts such as the purpose of life, types of karma, and the interplay of Dharma and Karma, engaging participants with anecdotes and insights.

### **8 May, 2023**

In the final session, Dr. Vishavjeet Singh reflected on his teaching experience, emphasizing the importance of dedication from teachers, parents, and students for optimal learning outcomes. He discussed pedagogical methods like collaborative and cooperative learning, stressing the role of motivation and counseling. Attendees actively participated, concluding the series on a high note with closing remarks from Shree Rakesh Pathania appreciating the initiative and hoping for its continuation.





# Memorandum of Understanding

between

Sri Sai University, Palampur



and



Memorandum of Understanding

Between

SRI SAI UNIVERSITY, PALAMPUR, HIMACHAL PRADESH

&

GOVERNMENT DEGREE COLLEGE, SHAHPUR, (KANGRA) HIMACHAL PRADESH

This Memorandum of Understanding (MOU) is made on 03/02/2024 by SRI SAI UNIVERSITY PALAMPUR, Himachal Pradesh and GOVERNMENT DEGREE COLLEGE SHAHPUR (KANGRA) for academic and research cooperation.

WHEREAS, Sri Sai University is established with the objective for professional and technical value-based education as State Private University vide Act No.3 of 2011 of State Legislature Himachal Pradesh. It has been notified by the U.G.C. under Section 22 of the UGC Act 1956 empowered to award degrees vide letter F.No.8-2/2011(CPP-1/PU) dated 01 June 2011. Evaluate the academic progress, Government of Himachal Pradesh accorded approval through legislative establish SRI SAI UNIVERSITY PALAMPUR in the year 2010. Sri Sai University Palampur multi-disciplinary and world class university located amidst the sylvan surroundings of Kangra Valley. The University provides access to the high-quality education, cutting-edge research development of new technologies in line with preparing successful professionals in various walk of life i.e., Engineering & Technology, Basic & Applied Sciences, Management and Information Technology, Sports and Pharmacy with a close interaction with industry. The University strives aim of "Transforming Dreams into Reality" by developing professional competencies with flexibility and adaptability and passion for learning.

WHEREAS, GOVERNMENT DEGREE COLLEGE SHAHPUR, is surrounded by many educational institutions, having clear view of mighty and snowy Dhauladhar, caters to the needs of more than fifteen hundred students. The notification of the government in 2010 no. EDN-A-Kha(16)-10/95-Part III loose, spread an educational wave which opened the door of higher education to the deprived students. The college has its own commodious campus was given to Central University and at present it is housed in the hostel and newly built Block and a Geography Lab. In this session 1895 students were enrolled in the college Commerce and Science Streams. The institution is affiliated to Himachal Pradesh University. The mission and objective of the institution is to impart knowledge, nurture the student and to face the global challenges, inspire the learners to pursue excellence and embrace diversity and inclusion. The focus of the college is to educate the students and encourage them to become self-aware humans for an integrated and holistic personality.

Principal  
Govt. Degree College  
Shahpur



Memorandum of Understanding


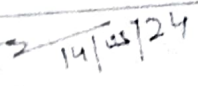
Between  
Government Degree College Shahpur, Distt Kangra(H.P.)  
and  
Government Degree College Lanj, Himachal Pradesh  
On dated 14<sup>th</sup> May, 2024

This Memorandum of Understanding (here after referred to as MoU) is made on the 14<sup>th</sup> May, 2024 between Government Degree College Shahpur, Distt Kangra(H.P.) party of one part and Govt. Degree College Lanj, Kangra H.P, as party on the other part as partner for promoting and enhancing the academic interaction activities and to help to achieve academic excellence of the Govt. Degree College Lanj.



Whereas both Government Degree College Shahpur, Distt Kangra(H.P.) and Govt. Degree College Lanj (here after called parties) desire to carry out programs for promoting the academic interaction activities, herein referred to as "programs", jointly with the diligence and efficiency as desired with this MoU in conformity with appropriate administrative, finance and educational practices and implement all such plans and activities and reforms for the programs.

We hereby agree the terms and conditions mentioned here in under this MoU.

Dated: 14<sup>th</sup> May, 2024

First Party  Director/Principal Govt. Degree College Lanj, Distt Kangra(H.P.)	Second Party 14/5/24  Principal Govt. Degree College Government Degree College Shahpur, Distt Kangra(H.P.)
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Witnesses

1.  (Dr. Brijender Bhushan AP Zoology GDC Lanj)
2.  Asha Sharma AP Hindi GDC Shahpur