



SHISHURAM DAS COLLEGE

Affiliated By University of Calcutta, Estd.2010

BEST PRACTICE-1

PRACTICE: *Upliftment of the backward class and minority students towards higher education*

OBJECTIVES OF THE PRACTICE

Students from the backward classes and minority section face a variety of limitations, disgrace, and disadvantages in society, including social and economic issues, poverty, illiteracy, poor status, and so on, which they are forced to inherit because of being born into inferior tribes or castes. Poverty, broken homes and divorce between father and mother, the presence of stepfather or mother in the house, or bad company are some social and environmental causes.

1. Knowing our students comprehensively with special reference to their family background enables the institution to identify the specific needs and challenges of the students from the backward class and minority groups. Since most students pertain to socio-economically vulnerable groups, parental educational status is taken in mapping and the first- generation learners receive special priority.

2. Our aim is to help these students to continue their studies and encourage them to pursue higher education. We have also introduced a few professional courses, which can help them to become self-sufficient, after completion of their graduation.

3. Upliftment and empowerment of the female students from the Backward classes and minority section in the neighbourhood areas by extending academic assistance, introducing professional courses with nominal fees, and make them useful and self-dependent citizens.

EVIDENCE OF SUCCESS

1. We have distinguished the specific problems of the students according to their genders and taken necessary actions to solve their problems.

2. The members of the Women's development Cell, in collaboration with the IQAC of the institution organise awareness campaign in the neighbourhood villages, on "*Beti Banchao beti padhao*". Our record shows that we have been successful in inspiring more and more poor girls to join college after completion of their school education.

3. Lack of motivation from the family members and pressure to get married is main causes for discontinuation of education among the girls. The poor economic condition also plays a vital role regarding this issue. The Women's cell of the college, in association with IQAC, organizes regular counseling sessions, which help us to understand the specific problem of each female student from the Backward classes and minority section. The counselors try to identify the specific problem of each student, who is lagging in terms of the peer group.

4. The male students also face difficulties in continuing their studies. As most of them come from a poor economic background, they are under pressure to become an earning member of their families as soon as possible. Many of them come from an agricultural background, they



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are unable to attend classes during the time of harvest. The teachers are always ready to help them with study materials and conduct extra classes during zero periods.

5. The college helps the students to provide scholarships like *Kanyashree*, *Aikyashree*, *Swami Vivekananda merit-cum-means*, *Student credit card scheme*, introduced by the government.

6. As the students cannot afford the additional cost of the books and study materials, each department of the institution helps the students by providing additional books from their departmental libraries and study materials.

7. The poor students are unable to visit good libraries and deprived of getting reference books. The teachers are always there for them with translated study materials from standard reference books.

8. The Department of English organises certificate course in “Public speaking in English” to help the students to develop their skills in English.

9. The college organises field visits every year. These field trips have become an exposure to the students. They can relate the things which they study in their books. They interact with people, and it helps them to develop their personality.

10. Scoring well helps the students to develop positive feelings about their abilities. It also acts as motivation for them to always strive for excellence.

11. Online systems enable them for extensive practice whenever they are free. As they are mobile friendly the preparation can be taken anywhere and anytime.

12. The online portal and mobile phone-based application enables students to develop their knowledge content and become aware of the procedure and modalities of competitive examinations.

13. Some students may not be able to avail themselves of the online facility due to net based restraints and unavailability of computer and mobile phones. They are encouraged to use the college computers specially assigned for student use.

14. We have successfully motivated our backward class and minority students to achieve higher education beyond the barrier of college. Many of our alumni have successfully obtained post-graduation degree from reputed universities. Few of them have also achieved beyond the master’s degree. We feel proud and honoured when the students express their gratitude for motivating them, in alumni meet, every year.


Principal
Shishuram Das College
Bhusna, Kamarpole, S. 24 Pgs.




IQAC Coordinator
Shishuram Das College
Bhusna, Kamarpole, South 24 Pgs



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BEST PRACTICE-2

PRACTICE: *Empowerment of the students through skill development*

OBJECTIVES OF THE PRACTICE

The curriculum that incorporates skill-based learning enhances creativity among the students. Creativity is a characteristic of someone that forms something novel and valuable. Creativity enables the students to solve problems in new or innovative ways. Thus, empowerment of the students through skill development is one of the best practices of our institution.

Every student is born with a Beautiful Mind which is to be unearthed and cultured. The teachers as mentors of their student mentees can play a catalytic role in this regard.

1. The college organises a cultural competition every year and its objective are to carry out programmes and events beyond the narrow domain of regular teaching-learning evaluation and to provide a platform to the students so that they can discover their pent-up skills and latent potential for excellence.
2. The region is full of potentialities in terms of human resources. Shishuram Das College since its establishment in 2010, transmitting smiles in the region by way of spreading the lights of higher education among the thousands of socially deprived students, to reflect their potential and be inclusive in the national mainstream.
3. The college is thus committed to bring out excellence from among those who during their childhood had very little opportunity to be excellent, as three-quarters of the children come from the SC, ST & OBC communities and BPL (Below poverty line) families living in the disadvantaged locations.
4. Teachers as mentors inspire the student mentees to take part in several contesting events that would help them to develop visual skills (photography contest, poster contest, 'alpona' or decorative design competition etc), oratory skills (debate, seminar, youth parliament etc) performing art (dance, singing, recitation, *bratachari* or a comprehensive programme of physical, mental, and intellectual culture, based on folk traditions of physical exercise, art, dance, drama, music, and singing), creative art (art and craft exhibition, creative writing competition, drawing competition) and functional skills (bio-data contest, letter/email writing contest, report writing contest).
5. The college has offered tailoring course, beautician course, and a course on electrical repair works to its students. All these co-curricular activities help the students to be self-sufficient by skill-development.
6. Mentors make concerted efforts to guide the students to develop skills, build mindsets to perform and imbibe the feeling "even I can."
7. During 2018-19 altogether 78 participants participated in 6 intra-college events. 2019-20 a total of 123 students took part in 9 intra-college events. 2021-22 a total of 145 students took



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part in 11 intra-college events. 2022-23 a total of 173 students took part in 12 intra-college events and 18 students had participated in the inter-college competition of Youth Parliament.

8. The uniqueness of this practice is that it is not a cultural programme but in entirety, it addresses the requirements related to the Skill Enhancement Courses of the CBCS and CCF curriculum and makes the students learn to identify skills that are to be acquired, relative strengths and weaknesses in them and brings improvement in them through performances.

9. Another important aspect of this practice is that this cultural competition does not incur a high expenditure. Here, teachers as mentors guide and train the students. As a result, expenditures for training become nil.

Evidence of Success

1. This cultural competition helps in building healthy teacher-student relations and makes the students feel “home in campus.”

2. As the students come from a very poor economic background, they feel motivated after getting the recognition in the form of a certificate and a token gift. They feel so delighted that sometimes they express their feelings and gratitude through personal messages to their beloved teachers.

3. The objective was to encourage the students to participate and perform. Our college has also participated in the youth parliament and the extempore competition in 2017. The college won the first prize for the extempore competition and made us proud.

4. This reflects the success of the best practice as the college becomes able to bring out the students and make them included in the mainstream.

5. We are so inspired by the willingness of participation by our students and planning to invite the students at the neighbourhood colleges in future and try to modify the event as the ‘Inter-college cultural competition.


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