

7.2 Best Practices

INCULCATION OF THE SPIRIT OF NATIONALISM AND PRIDE FOR INDIAN CULTURE

Our college is known for transforming and empowering students from diverse backgrounds, ranging from underprivileged sections to affluent ones. One of the best practices of our college is inculcating the spirit of nationalism and pride for Indian culture among our students. This practice has been well conceived and drafted to achieve our goal of creating socially concerned, intellectually well-informed, nationally awakened, culturally conscious, and empowered women who can contribute significantly to the process of nation-building.

GOALS

To introduce students to the great historical culture and heritage of India.

To inculcate nationalistic and patriotic values among the students.

To motivate the students to follow the path of righteousness shown by our national heroes.

THE CONTEXT

Our college is committed to following the ideals and teachings of Swami Dayanand Saraswati, which are a beacon for everyone who takes pride in Indian culture. Swamiji asseverated that one should apply logic while following rituals and traditions. He also emphasized the need for appropriate rights and opportunities for women and their education, because a woman is responsible for taking care of two families. She can play a pivotal role in character-building and sowing the seeds of social, cultural and national values. It is in this context that it becomes imperative for the college to organize activities to inculcate the spirit of nationalism and pride for Indian culture.

THE PRACTICE

To inculcate patriotic feelings among students, there is an outspread display of our freedom fighters' photographs and quotes on the college campus at different places like seminar hall, main

hall, library, meeting room etc. Besides this, various college building blocks are named after national leaders and freedom fighters.

Swami Shraddhanand Sadan

Guru Virjanand Dandi Sadan

Pandit Lekhram Sadan

Shaheed Ashfaq Ullah Khan Sadan

Pandit Gurudatt Vidyarthi Sabhagar

Pandit Ramprasad Bismil Sadan

Shaheed Bhagat Singh Sadan

Lala Lajpat Rai Sadan

Netaji Subhash Chander Sadan

Rani Lakshmi Bai Sadan

Shaheed Shukraraj Shastri Sabhagar

Sardar Arjun Singh Memorial Library

Guru Virjanand Dandi Reference Library

The three colours of our national flag are reflected in the ambience of our college campus through our different building blocks. Our college organizes and celebrates the National days, festivals, and birth and death anniversaries of great Indians and social reformers.

A FEW PRACTICES/ EXAMPLES

To inspire the students to work for nation-building and social service, different college societies organize extension lectures, inter-college debates and declamation contests, skits, poetical symposia, poster making, story and essay writing, quiz competition, slogan writing, rangoli, and tree plantation etc. Also, there is a regular practice of showing images of national heroes and their biographical sketches through a slide show on LED installed in the main hall.

Our college invites subject experts, resource persons, and counsellors to interact with the students. One-day workshops and Vaidik Chintan programs are organized from time to time. Doubts, problems, and questions of the students are resolved by teachers and experts.

ACTIVITIES

PATRIOTIC AND NATIONAL VALUES

District Youth Parliament (DYP), the brainchild of Prime Minister Shri Narendra Modi, was organized by the college, in which our Alumna Ms. Nidhi won the state position and was an invitee at the national level event organized in the presence of the Prime Minister.

To inculcate patriotic values, we celebrate Sadbhawna Diwas. Besides, every year our students enthusiastically prepare Rakhis, and collect and send them to army personnel to express their sense of gratitude and solidarity.

National days like the Independence Day, Republic Day, Constitution Day, National Unity Day, Kaumi Ekta Diwas, Shaheed Bhagat Singh's Birth and Death Anniversaries, Gandhi Jayanti and death anniversary, Voters Day, National Literacy Day, and National Service Scheme Day are celebrated to inculcate the feeling of love for, devotion to, and pride in, the nation.

To commemorate the 150th birth anniversary of Mahatma Gandhi, our students prepared a skit, and the video of the skit was uploaded on our YouTube channel. On the death anniversary of Mahatma Gandhi, there is a practice of observing silence for two minutes at 11 o'clock, the time when Gandhiji was assassinated. The purpose of this practice is to remember the Father of the Nation and his sacrifice.

CULTURAL VALUES

To inspire our students to cherish our cultural values, we celebrate days like Lohri, Makar Sankranti, Diwali, International Matribhasha Diwas, Hindi Diwas, and Sanskrit Diwas.

Besides, Hawan is performed every Monday under the guidance of Arya Yuvati Parishad, wherein Ved-mantras are recited not only by the girls who perform yajna, but also by others who attend the yajna.

Sanskrit Sambhashan Shivir is organized to promote Devbhasha Sanskrit.

Extension lectures are organized to enlighten the students against blind faith, social evils, taboos, and to enable them to see things in the right perspective, as well as to take pride in their own culture.

Anushasan Updesh in Shikshavalli of Taittiriya Upanishad is inscribed on a stone pillar in the grounds. The college follows the practice of reciting these shlokas at the time of Convocation.

The college has adopted a beautiful Kulgeet which in itself is a veritable charter of code of conduct for the students and inspires them to follow a righteous and virtuous path.

Through all these activities, we endeavour to create ideal citizens armed with knowledge, spiritual strength, love for nation and a quest to contribute to nation building.

EVIDENCE OF SUCCESS

The maximum attendance of students during the activities described above indicates the enthusiastic participation of students. Moreover, they are self-disciplined during these celebrations and activities.

They enthusiastically participate in the awareness campaigns, rallies and extension activities to create awareness against social evils like female foeticide and the use of tobacco etc.

Our NCC cadets are selected for the Republic Day National Parade in New Delhi.

Our students collected funds to help people during natural calamities like floods in different parts of the country.

During the spread of the pandemic COVID-19, our students prepared masks and distributed them free of cost among the people.

Many of our students have joined social service groups and reputed NGOs. They provide services to the needy and the poor through these groups.

PROBLEMS ENCOUNTERED

As students join the college, they bring with them the behaviour patterns of different institutions and social backgrounds. It requires special efforts, encouragement, and motivation to ensure their active participation to help them adapt themselves to the new environment of the Institution.

2. MENTOR-MENTEE SYSTEM

Dayanand Mahila Mahavidyalaya, Kurukshetra is a premier educational institution of the area, catering solely to the cause of the education of girls. Teachers are the architects who painstakingly train young girls and strengthen their character and academic competence. Teachers play a decisive role in preparing students to face social, cultural, and global challenges successfully.

GOALS

To equip the students with the ability to play a participatory and partnership role in higher education.

To provide a platform to students where they can freely discuss their problems, complaints, drawbacks, and limitations, along with their suggestions and possible solutions.

To cater to both advantaged and disadvantaged learners and help them to bring out their full potential for the development of their personalities.

Mentoring students regarding social, moral, and cultural values to empower them in such a way as to develop leadership qualities among them.

THE CONTEXT

The objectives mentioned above can only be attained if there exists an efficient system ensuring synergy and dynamism in the vital relationship between the mentors and the mentees. Moreover, a democratic set-up is ideal for the growth and development of the personalities of girls. It is against this background that a mentor-mentee system has been devised and is being successfully practiced in the Institution.

THE PRACTICE

Mentoring process begins early during the first semester course and continues up to the end of the last semester, when a student leaves the Institution. In this endeavour every student and every member of the faculty becomes a part of the dynamics of an all-round growth process. The practice that makes it possible can be outlined as follows:

All the students are divided into small groups and each group is assigned to one teacher in-charge, who acts as the Mentor of the group.

One student is elected/nominated as representative of the group and is called Tutorial Representative (T. R.).

Tutorial Representatives (T.R.s) are associated with the Mentors in their respective committees as members of the committee, thus ensuring their active participation in organising various activities.

From amongst the TRs, office bearers of the Students' Council are elected in a meeting of TRs and Tutorial In charges under the chairmanship of the Principal.

In addition, five students are selected based on outstanding performance at the academic level. Every subject teacher identifies 5 top deserving students at the beginning of every semester based on their previous results and performance in classes. Teachers keep track of their performance so that special and personal attention may be given to them as per requirement. Teachers hold a constant watch on their attendance and academic progress and guide them accordingly throughout the semester. Teachers assist them in their vacant period to solve their problems and make them shine in results and career. Meetings of these students are organized to take the feedback, suggestions, and problems etc. to make improvements in different areas.

A formal and workable channel of communication is established in this way for reporting of grievances, complaints, and suggestions wherein the students of a particular group report their grievances etc. to their T.R., who further reports the matter to the Mentor. Mentors, then, report the same to the Chief Mentor, who further reports them to the Principal:

Student---->TR---->Mentor (Teacher-in-charge) ---->Chief Mentor---->Principal.

However, for grievances or problems which require immediate or quick redressal/solutions, a shorter channel of communication is adopted in which students report to the T.R. and T.R. can directly report to the Principal:

Student--->TR---->Principal.

T.R.s are also entrusted with various duties during the functions. In addition, they perform discipline duty at the weekly assembly as well as other functions.

Regular meetings of T.R.s with the Principal are organized by the Chief Mentor (Tutor) at certain intervals, to address the grievances or problems of students.

HOW IT WORKS

Each Mentor acts with a high level of accountability and efficiency in transforming the students coming from different backgrounds into empowered women capable of facing the challenges of the educational front as well as those of life in general.

Tutorial periods are scheduled on alternate Mondays, as all tutorial groups are divided into two parts. The first half of these groups attend Hawan, while the other half of the groups attend the tutorial period, on every Monday. Next week, the second half of the groups attend Hawan, and so on. In this way, every student meets the Mentor every fortnight.

In tutorial periods Mentors interact with the students in a very comfortable and amiable environment so that the students may speak out without any hesitation, about their academic or personal problems.

Mentors try to offer immediate answers / solutions to their problems, using formal and informal ways of mentoring.

For personal or psychological problems, the Mentor can seek help, if required, from the counselling cell of the College.

Mentors assess the learning levels and personality traits of their mentees to guide and motivate them appropriately.

Mentors provide encouragement and orientation to enthuse mentees for maximum participation in skill development activities including curricular, co-curricular, and extension activities.

Mentees are assigned various duties in organizing different functions and activities. They are also assigned discipline duty in weekly Hawans/ assembly and other functions.

The system also makes it possible to take regular feedback on different aspects like teaching-learning mechanism, as well as curricular and co-curricular aspects. This information is utilized in making plans for the improvement of the Institution.

EVIDENCE OF SUCCESS

Decentralised and participative environment is created where Mentor and Mentee both contribute to solving problems through joint efforts.

Through TRs meeting and direct interaction with TRs, the Principal comes to know the views and suggestions of students and can plan the action accordingly.

There is greater satisfaction among students, as their grievances are heard and redressed at various levels of the channel of communication (Tutor, Chief Tutor, Principal).

The system generates a sense of belongingness among the students and provides them a safe and secure environment for free growth.

All activities and functions are organized in a planned, systematic, and disciplined manner with the active participation of students.

PROBLEMS ENCOUNTERED

Reluctance of some students to disclose all their problems.

Parents' co-operation is a pre-requisite, which is sometimes not available.

RESOURCES REQUIRED

High level of commitment to the cause of students' welfare and development as well as greater motivation on the part of Mentors is required for better results.