

## **BEST PRACTICE - 01**

### **1. Title of the Practice:**

**“COMMUNITY SERVICE AND INCLUSIVE POLICY UNDER INSTITUTIONAL SOCIAL RESPONSIBILITY (ISR)”**

### **2. Context that required the initiation of the practice:**

The policy of inclusiveness in the society for holistic human development, overall personality evolution and emergent responsible citizen, is the thrust area of the best practice intended in the ambit of institutional social responsibility (ISR). Despite the several government policies of inclusiveness for the upliftment of socially & economically deprived strata of the society in education, is still a mirage. This big lacunae needs impetus, due to the obstacles at the implementation level by the government agencies. The reality of inclusive policy must be experimented and proved at the primary education system in order to institutionalize at the higher education level. Therefore internalization of the inclusiveness for upliftment of the downtrodden communities of the society can only be achieved by following it as a best practice in HEI & by stake holders.

### **3. Objectives:**

To focus on the pupils of 4<sup>th</sup> to 7<sup>th</sup> standard from deprived strata of the society (SC/ST, OBC, Minorities, BPL & Girls), as target population for the inculcation of Core values of human, Scientific temperments, Historical ethos, Literary and moral education. To support psychologically, financially and morally in fulfilling their aspiration at higher education, adhering to inclusiveness policy and bring them to main stream by the time of graduation.

### **4. Practice:**

The model govt. school of Harige village in the vicinity of Shimoga city is chosen for inculcation of best practice. 10 students (4<sup>th</sup> to 7<sup>th</sup> standard) from cross section of down trodden strata of the society viz., sons and daughters of artisans like bamboo basket weaver, Cobbler, Carpenter, Washerman, Shepherd, Farm-labourer, Farmer, tribes and etc., are chosen. 10 groups of 3 students each headed by one senior staff member from HEI visit once in week to interact with them. The team attempts to explore their talents, potential, intelligence & aspirations. Boys and girls are inspired and motivated for active participation during the discourses on great scientists, literary personalities, statesmen, artists, sports luminary, great patriots and etc., This is to impress upon the young minds and kindle to emulate any such personalities, eventually to pick their roles models. Frequent meetings would also focus on social problems faced by them and to resolve in association with their parents. This helps in building confidence & acquaintance. Repeated such visit facilitates to establish informal relationship and instill faith and trust. This is a continuous practice till these students pass out from the 7<sup>th</sup> standard.

Further successful 10 students are given admission to our DVS High school and they are tracked and monitored individually as followed earlier. During their study period at high school they are given special attention to learn communication and soft skills. During vacation they are

attached to campus to learn universal human value and ethics at centers such as Gandhi Bhavan, Bangalore, Spoorthidham, Bangalore and Muragha mutt Chitrdurga.

On completion of SSLC (high school), HEI shoulders the responsibility of providing free higher education in Arts, Pure science and Commerce abreast with Universal human values and ethics(as followed earlier) till the completion of graduation. We make them stake holders in future as alumni. This is the triangular functional mechanism built between the student volunteers, staff, management of HEI and adoptees.

#### **5. Obstacles:**

Although this proves as the unique best practices for community development and inclusive policy, the factors such as dropouts, migration, habitual discouragement from parents, forceful community occupation, Inhibition, low dignity-social stigma and reluctance to keep pace with changing society. However we were able overcome by adopting the policy of strong assurance, that our management is capable of shouldering the responsibility of adoptees till graduation. As we have our own the educational institutions from schooling till Undergraduation , we ensured them that this practice in principle is ISR and not a burden.

#### **6. Impact of the practice:**

The probable impact is evident at every three years. The first would be at the pass out stage of 7<sup>th</sup> standard. If all the 10 students succeeds to make an entry to high school it is encouraging. In the second stage completion of high school and PUC with out any drop outs is again promoting. The impact would be significant even if 90% of the students make an entry to HEI under our guidance. The predicted impact would be high as per designed model, a triangular functional mechanism built between the student volunteers, staff management of HEI and adoptees. It is a continuous best practice programme, where in every year 10 students becomes beneficiaries and each chain delivers 10 students as alumni , a stake holder. The unique feature is that each year 30 to 50 student volunteers of HEI inculcate the universal human values and inclusiveness in the chain link, who works in process. Even these volunteers continue to be stake holders as an Alumni.

#### **7. Resources:**

- 1) Dedicated senior professors.
- 2) Committed student volunteers.
- 3) Vehicles for commuting.
- 4) Assured funding from management for the welfare of adoptees.

#### **8. About the Institution.**

- i. Name of the Institution : DVS COLLEGE OF ARTS AND SCIENCE,
- ii. Year of Accreditation :2014-15
- iii. Address : Sir M.V., P.B.No. 81, Basaveshwara Circle. Shimogga.
- iv. Grade awarded by NAAC : B
- v. E-Mail : principal.dvs@gmail.com
- vi. Contact person for further details :Dr.H.V.Anil Kumar  
Co-Ordinator, IQAC
- vii. Website :www.dvsdegreecollege.org

## **BEST PRACTICES - 2**

### **1. Title of The Practice :**

**“BOOKS AND READERS CLUB”**

### **2. Context that required the initiated of the practice :**

Reading is a very important aspect which must be inculcated among the students. Reading facilitates the learning process and helps the students to develop their individual personality in a better way possible. Therefore the Books and Readers Club is established to practice reading in our college that accommodates the students of all courses and combinations who gather to discuss and review books which they have read recently and also intend to read. The club provides an opportunity for each and every pupil who is the member of this club to present and discuss what they have discovered while reading books. The members of this club are all the faculties of every department, students who are interested in reading classics and new books etc. Few Management Committee members and other stakeholders are also the members of the club. The clubs aims at creating a sense of interest among the students towards reading other than the prescribed syllabus. By reading the students gain additional knowledge as they are exposed to various genres and streams of writings like Science, language, literature, philosophy to History, Economics and Constitution. This club has created a habit of reading and makes them voracious readers. The forum is a great way to introduce to the new authors. This gives students a chance to actually talk about books.

### **3. Objectives :**

The objective is to create opportunity for the students who even in the world of technology to enthrall the aroma of literature. Create opportunity to the students of all streams to share and discuss various subjective knowledge. Allows member to debate and discuss many genres of literature and expose them to the various regional as well as international languages. Aims to improve e reading, listening and speaking skills. The main aim is to encourage reading by providing an environment for enthusiastic readers.

### **4. Practice :**

Various activities in educational development need ability to read and perceive various things. But the present generation has totally imbibed by the technological activities where the social media has become a vital component. In the world of technology, the books and readers club becomes a platform to inculcate core values of human beings and to build a social relationship among the students. The club has taken this as a challenge and started to assess our students reading capabilities .Every week on a particular day members of the group gather and discuss about the books they have recently read. This creates a place for keener learners to know more and to improvise their reading skills. The club considers what they like to read and provides an opportunity to become better readers, writers and better

people. The club has followed the planned schedule to gather on a stipulated day, the meeting has been arranged, the students, faculties, and all the stakeholders are informed to present on a particular time & day. Every month once in a week luminaries are invited to present their resourceful thoughts. These are the routine activities which are continued even during vacations - like in Communicative English Course, the students were exposed to the practice of reading where they were divided into groups and each student was given an opportunity to improve their tone, intonation and reading skills. A series of discussions held before reading any books which builds background knowledge and the comprehensibility of the text and also understand the discourse pattern, organization and chronology of the text. It also benefits all those involved actively and it is exclusively student-centric. This is one of the powerful ways to impact on reading, writing and knowledgeable skills.

#### **5. Obstacles :**

The obstacles faced during the activities of the club are the members are not committed to the practice of reading. No one individual takes up the lead and to drive the conversation. The meetings become more of a social interaction and the members who are really interested to talk about the books fade away. The club may witness personality clashes as the students may not agree on how the time is spent in the group. The students who were not interested may fail to contribute anything. The decision of the choices of the books may not encourage discussion and some may find it boring. It may also lead to disagreement and clashes.

The strategies adopted by the club to overcome these obstacles are the students are made actively involve and develop interest in all the activities, readings and proceedings of the club. The members of the club are supposed to be broad minded and respect every member's words and responses. The club offers many new reading exercises and interactions which has helped them to be active and enthusiastic readers.

#### **6. Impact of the Practice :**

In the world of technologies there are only few who are still engrossed by reading. The club has benefitted the students to improve their mental ability. It boosted the performing skills of the members; it has increased their ability day-by-day and emphasized the capability of reading. Reading has enhanced the heightened ability of the students to understand the feelings and beliefs of others. The club has changed the passive readers by improving their vocabulary, learning, reading and writing skills. It helps in building their self confidence; it has developed a sense of determination in the minds of the readers. The members are involved into social interaction with the pupils of other department. Thorough reading has helped them to expand their knowledge and they are now motivating other students to inculcate the practice of reading. It has infused a sense of aesthetic and critical thinking, and their logical aptitude has been improved to some extent.

The club has improved their sense of cognitive development, since readers club has kept them active and they are now engaged in the progress of mental stimulation. They are engaged in other realms of reading and are knowledgeably equipped to tackle any challenges.

**7. Resources:**

- 1) Books, Magazines and Journals
- 2) Reading space.
- 3) Furniture, Book Shelves,
- 4) Computers, printers etc.,

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