

Title of the Practice: The Induction Programme.

The Goal:

The Induction Programme is designed to assist new students in fine-tuning and feeling at ease in their new surroundings, instilling in them the institution's ethos and culture, assisting them in developing ties with their peers and faculty members, and bridging the knowledge gap as many of the new entrants are not familiar with the humanities as they as completed formal schooling from science background. Moreover, it also aims at introducing the new entrants the rich tapestry of heritage and legacy of the institute through the fabrics of social- political, historical narratives and to make students aware of etiquette and manners and college campus ethic like discipline, dress code, gender equity, patriotism, environmental awareness, basic human values, fundamental rights and duties etc.

The Context:

New students need to be introduced with the institutional policies, processes, practices, culture, history, and values. With the inception of the New Education Policy, prospective students who are eager to explore both vertical and horizontal academic mobility, must be properly introduced to new areas of study. The cross- cutting of various study areas and disciplines is the need of the hour. Inter-disciplinary approach is the heart at the heart the present research, by its nature, is one of the major objectives of NEP.

The Practice:

The Director of the institute addressed the gathering at the start of the academic year, where the authority, along with the induction committee members, provided introductory and basic information about the institute's vision and mission, objectives, history as well as various academic and extracurricular departments such as NSS, NCC, Sports, and Scout and Guide. The IQAC coordinator held the Induction cum orientation course for last three years at stretch. Various in-charge teachers of NSS, NCC, and Scouts and Guides Wings, Equal Opportunity Cell, Anti-Ragging Cell, Minority Cell, Internal Complaint Cell, Students Grievances and Redressal Cell, Sports, and other departments spoke and explained the policies, procedures, and important dates that students should remember. Several instructional games were arranged, and teams were formed appropriately. During this week-long act preparatory activity lectures on topics like values, love, communion, compassion, reverence, gratitude communication skill etc. were organized. The notion of universal

camaraderie, which compliments the watchword of the institute ‘One Heart, One Mind,’ was emphasized.

Evidence of Success

The induction has had a shaping effect on students, faculty members, and the institution.

Regarding Students:

1. Improved Transition: Lessens worry and uncertainty by assisting students in acclimating to the new academic setting.
2. Social Integration: Encourages relationships with classmates, fostering a feeling of community and belonging.
3. Academic Preparedness: Offers crucial details on resources, support programs, and academic expectations.
4. Skill Development: Gives pupils the tools they need to manage their time, think critically, and study.
5. Enhanced Engagement: Encourages students to get involved in campus life and extracurricular activities.

Regarding Teachers:

1. Better Relationships: Promotes improved connection and communication with kids right away.
2. Tailored Support: Assists educators in determining the unique requirements of new pupils, enabling more individualized instruction.
3. Curriculum Awareness: This helps with curriculum design and delivery by ensuring that instructors are aware of the context of students' backgrounds and expectations.
4. Professional Development: Gives educators the chance to improve their mentoring and instruction methods in response to student input.

Regarding Institutions:

1. Positive Reputation: By drawing in potential students, a robust induction program improves the institution's standing.
2. Retention Rates: By assisting students in adjusting and feeling supported, retention rates lower dropout rates.
3. Cohesive Culture: Promotes an inclusive and friendly campus environment that is consistent with the university's ideals.
4. Feedback Loop: Offers information on the requirements and difficulties faced by

students, guiding institutional reforms and policies.

5. Alumni Success: After graduation, well-inducted students are more likely to thrive and interact favourably with the school.

Problems occurred and resources required -

1. Students who came from mofussil area found it difficult to gel-up well with faculties and their fellow companion due to low self-esteem and poor communication skill.
2. Students who came other streams like science and commerce, found it difficult to co-opt with seemingly new stream.
3. Many of them lacked EQ and SQ, therefore, they couldn't relate well initially.
4. The faculties had to help to accomplish the tasks given to them.
5. Students turned in great number which made it difficult to accommodate them in the hall.

BEST PRACTICE : 02

Title of the Practice: Scientific Temper Activity

The Goal:

The goal of The Scientific Temper Activity is to identify the critical function of scientific temper in the social sciences. The social sciences have their own rigorous techniques of observation, analysis, and evidence-based interpretations that differ from those used in natural sciences. The primary objective of planning this exercise was to instil a fundamental feeling of scientific enthusiasm in students and, via them, other stakeholders.

The Context:

A person with a scientific temperament will ask questions, consider theories, analyze data, and draw generalizations. Its goal is to advance democracy, equality, and justice. Inspired and pleased by the idea, the Department of Psychology suggested to the Director of the Institute that an exhibition be conducted under the name *Psychofest* which has been a continuous activity of the institute for last couple of years.

The Practice:

Department of Psychology divided students into groups and gave them display board chart paper assignments for different flow charts and diagrams. The topics for discussion were assigned to the groups. The list was put together in advance of testing the guests.

The students were given advanced knowledge on how to use rare research equipment. The participating students put to the prior knowledge to present related posters, psychological games, use of various measures in Psychology, their evaluation process. Additionally, there were some live studies on biases and social conformance. Different objects were utilized to create experimental games in order to show the validity of group dynamics theories. live demonstration of the use of scientific apparatus to measure concepts like response time, IQ, memory span, amnesia, and so forth.

The students of IGNOU, and various colleges within the city and outside also presented posters of related topic and demonstrated its use for common folk. Approximately 250 students and faculty members attended the festival, and up to 100 students from the institution took part in it.

Evidence of Success

The impact of scientific temper activity was profound, influencing various aspects of society and individual development. This activity made a difference in following area.

Critical Thinking: Promoting scientific temper encouraged individuals to think critically and question assumptions, leading to more informed decision-making.

Problem Solving: Engaging in scientific activities fostered a problem-solving mindset, helping individuals tackle complex issues in everyday life and professional contexts.

Innovation and Creativity: By cultivating curiosity and experimentation, scientific temper activities inspired innovation and creativity in technology, medicine, and other fields.

Public Awareness: This activity raised awareness about scientific issues, helping communities understand important topics like health, climate change, and technology, leading to better public policies.

Education: Implementing scientific temper in educational settings enhanced learning outcomes and prepares students for careers in STEM fields.

Community Engagement: Scientific temper activities often involve community participation, promoting collaboration and collective problem-solving.

Empowerment: By equipping individuals with scientific knowledge, this activity empowered them to engage in societal issues, advocating for evidence-based policies and practices.

Overall, fostering a scientific temper, lead to a more informed, innovative, and resilient students and faculty.

Problems occurred and resources required -

Diverse Academic Backgrounds: Students came from various disciplines, leading to differences in understanding and interest in scientific concepts.

Time Constraints: College students often have busy schedules, making it difficult to engage them in extracurricular activities.

Resource Limitations: Access to laboratories, equipment, and funding was restricted, limiting the scope of activities.

Motivation and Engagement: Keeping students motivated and interested in scientific temper activities was challenging because students don't see direct relevance to their fields.

Skepticism and Misconceptions: Students come with preconceived notions or scepticism about scientific concepts, requiring careful facilitation to address these views.

Assessment of Impact: Evaluating the effectiveness of this activity in promoting scientific temper can be difficult, requiring well-defined metrics.

Cultural Sensitivity: Addressing cultural or social beliefs that conflict with scientific perspectives is important but can be sensitive and challenging.

Limited Faculty Support: Faculty engagement is crucial for organizing events, and a lack of interest or support from faculty can hindered efforts.

Logistical Issues: Finding suitable venues, managing registrations, and organizing materials became complex and time-consuming.

Addressing these challenges often requires innovative strategies, collaboration, and flexibility to adapt to students' needs and interests.