

<https://www.mpcollegewomen.com/BestPractices.aspx>

## **First Best Practice**

**Name of the Best Practice: Skill-based courses in Computer Basic and Advanced, Dance, Tailoring and Stitching, Cooking, Yoga, Music Vocal (Singing)**

### **Objectives**

- 1) To impart a basic level appreciation programme emphasizing hands-on training.
- 2) Demonstrate increased movement skills, concentration and physical control in performing movement for artistic expression.
- 3) To develop new skills to enhance the creative aptitude of students.
- 4) To develop a skill that helps students get better jobs by improving or learning new skills. Skills development is essential for the students for livelihood and personal development.
- 5) It aims to confer peace of mind to the participants as it is connected with attractiveness, blessings and happiness. It helps the participants to concentrate and channel their energy in the right direction.

### **The Practice**

The college-initiated skill-based courses like introductory computer courses, Punjabi and Haryanvi Dance courses, and stitching courses to develop the student's skills. The computer course incorporates basic topics like knowledge and operating a computer using a GUI-based operating system, understanding word processing, using spreadsheets, introducing the internet, www and web browsers, communication and collaboration, and making small presentations. A total of 24 students were given certificates after completion of the course. Dance has always been a part of human culture, rituals and celebrations. Another skill-based course was training in dance performances like Giddha and Haryanvi dances. The activity of Giddha was imparted to students, and it involved graceful movements, hand-clapping, and singing of folk songs called "Bolis." Besides skills related to Sammi, other forms of Punjabi dance, like intricate footwork, hand movements, and storytelling through Dance, were shared and imparted to students. Besides, training was given to students in various forms of Haryanvi dance, i.e., khorla, phag and dhamaal. The same was made available to students free of cost. The participants were made aware of the main components of various Indian dance forms. The students were trained to present the characters dramatically, and the skill to imitate the character was also discussed in detail, accompanied by the practical implementation of the knowledge gained through these sessions. A total of 43 students were given certificates after completion Dance course out of which 27 students got certificates for Giddha while the number of students in Haryanvi dance for which certificates were given were remained as 16.

Another important skill that was shared with students was tailoring and stitching. In this course, students learned how to use an automatic sewing machine, the basic tools required, how to practice stitches, and some basic projects like preparing bags and dolls from waste clothes; by doing this course, students got the confidence to take advanced tailoring courses and could start tailoring. A total of 30 students were given certificates after completion of the course.

The fourth course, cooking, deals with the study of preparing, cooking, and presenting food effectively and attractively. It also inculcates technical and managerial skills, which help students excel in hospitality. Certificates were given to 19 students for cooking course. The college also introduced a Certificate course in yoga. This specialized training program is designed to provide students with a comprehensive understanding of yoga and healthcare. Certificate courses in yoga cover a range of topics related to yoga, including asanas, human anatomy and physiology, philosophy and yoga history, teaching methodology, terminologies, etc. for this course, a total of 28 students were given certificates.

Music vocal (singing) was another short-term course offered to the students. Enabling them to understand and sing the details of classical music and other forms of Indian music was the prime objective of introducing the course in the institution. Upon completing this course, students are aware of Alankaars and basic Ragas. Students gained the confidence to switch intermittently and ragas-based sing successfully. They were able to identify the minor and prominent notes. A total of 50 students for this skill were given certificates.

### **Context**

Regarding skill courses in computers, a worldwide revolution has made almost every classroom and workplace dependent on technology, highlighting the vital importance of literacy, ethical decision-making and clear communication in the field. Technology's ubiquity helps explain the emphasis on skill-based learning in the 21st century. Beneficial to students, teachers, employees and employers alike, this style of learning is designed to target and sustain a higher level of retention. As far as dance skills are concerned, Dance can help improve physical fitness, create lasting friendships with others interested in this art form, increase confidence, and inspire creativity. And even aid relaxation at the end of a long day. The emphasis was always given to introduce and include the education of various forms of Indian Dance as a mandatory subject. To make Indian youth physically and mentally healthy and fit, sports and cultural events are generally promoted and recommended. In higher education institutions, the education and training for dance forms are crucial for promoting the free expression of the feelings of the young generation. Besides, these forms of Dance also create the quality of self-belief and self-confidence. In higher education institutions, the Indian National consciousness is channelled through training in cultural Dance. The training imparted to them also taught them the spirit of unity in diversity existing in India.

### **Success**

1. After learning skills, students feel more confident in their abilities and can now take on more challenges.
2. Skills have helped students to get job opportunities in the market.
3. Skills helped students to be creative and develop new ideas.
4. Developing problem-solving skills can help them approach challenges more effectively and quickly find solutions.
5. Developing new skills can help in adapting to changes in the workplace and one's personal life.

### **Problems Encountered**

- 1) The participants took more time to become familiar with these new skills as most students were not acquainted with them in the past.
- 2) The participants found it challenging to make skills' acquaintance.

## **Second Best Practice**

### **Name of the Practice: Survey Conducted on Slum Females**

#### **Objectives**

- 1) To document, discover, and interpret new knowledge.
- 2) To advance human knowledge and scientific methods.
- 3) To provide new frameworks and solutions for real-life applications.
- 4) To Know the conditions of the females from slum areas.
- 5) To develop the research ability of the students.
- 6) To inculcate the values in the students to connect to society and try to understand their problems.

#### **The Practice**

The studies pertained to the slums of urban Dabwali of district Sirsa of Haryana state. The study was conducted on female-concentrated areas, namely the Public Club area, Kabir Basti and other slum areas of Dabwali city. From each area, respondents were selected randomly to evaluate the study's specific objectives. The first study was conducted to know the socio-economic conditions of females from slum areas. A total of 200 were selected by using random sampling. The data were collected for the period ranging from 2022 to 2023 through scheduled questionnaires and interviews and high-sampling procedures. It was concluded from the study that the highest proportion of the respondents lie in the age group of 31-45. Besides, it was found that most women in these areas were forced to do menial work. Their counterparts remain busy with their addictions like drugs, alcohol, etc., and due to the impact of these substances on their body and mind, they were not motivated and capable of earning better, and that forced the respondents to work extra hours in addition to their domestic work.

Regarding facilities in their houses, they have some necessary goods and some comfort goods, but most are second-hand or low-quality. They seem aware of the importance of education, and most respondents send their children to schools. However, the study also revealed that they are sending their children to government schools due to want of money. However, it was also found that a meagre proportion of the respondents are sending their children to private schools.

In most of the cases, the husbands of respondents were involved in intoxication and sometimes worked as labourers, and they have a very casual attitude towards their wives' work. The household expenses have to be run by the respondents from their earnings because their husbands spend their own money on substances like drugs, alcohol, tobacco, etc. It is difficult to run the houses even on the respondents' profits. That's why they often have to take loans from the private sector at a very high-interest rate; they do not have banking habits and also lack knowledge about government schemes. Many respondents reported that their husbands misbehaved with them under the influence of alcohol, abused them and took away their money. When these respondents refuse to give money for intoxication, they beat them up and sometimes threaten to throw them out of the house.

The second study was conducted on the females from these areas to determine their literacy status. It was found that a large chunk of the females needed to be literates. However, a small

proportion of the females accepted that they went to schools up to the primary level. Based on the survey conducted on these respondents, a list of females was prepared, and volunteers from college spent extra hours to make them able to read and write.

The third study was conducted in these areas to know the cases of drug addiction in males in these areas. It was found during the survey that the condition in these areas regarding cases of drug addiction was grim as many of the female respondents accepted the fact that their counterparts or the other male members in the family were in the grip of drugs that had made their life miserable. The college took concrete steps to help them emotionally and connect them to the civil hospital of Mandi Dabwali.

### **Context**

Women living in slum areas are prone to developing mental disorders and poorer mental health; therefore, supporting these women emotionally and guiding them for better and, subsequently, improving their social, economic, and living conditions should be taken into consideration. To ensure better conditions for these women, the assessment of their socio-economic condition is a prerequisite.

### **Success**

- 1) Research abilities were developed among college students.
- 2) 2) The students became more concerned or inclined to the solution of the problems, needs of the needy and poorer section of society.

### **Problems Encountered**

- 1) It was a time-consuming process.
- 2) Students faced problems in relation to knowing the true answers to their questions.
- 3) Sometimes, respondents were found hesitant to share about their drug addiction due to the possible action from authority.