

Best Practices

Best Practice 1

1. Title of the Practice

Indian Knowledge System (IKS) - International Internship Projects

2. Goal

To enhance the scope of learning opportunities to students through internships and to give an exposure to IKS

3. Objectives of the Practice

- To enrich students' knowledge through IKS
- To help them cherish Indian ethos
- To enable them experience a global outlook
- To acquaint them with interesting knowledge systems
- To give them access to extra credits
- To pave way for their holistic development
- To provide them avenues for placement opportunities
- To prepare them for research in various arenas of IKS

4. The underlying contents of this practice are

- Participatory Learning
- Platform for Knowledge Acquisition
- MoU for academic credits for International online courses

5. The Context

The National Educational Policy (NEP) has integrated IKS under the Ministry of Education. SRC being a renowned HEI has implemented the NEP by incorporating IKS for students through 3 courses. The Department of Sanskrit and Centre for Ethics & Human Values, in collaboration with Bharat Gyan (BG), Chennai offered three International online courses of Hindu University of America(HUA), Orlando, Florida to students of Seethalakshmi Ramaswami College.

6. The Practice

- I. Internship for students
- II. Online credit courses for faculty and students
- III. Activities, programmes and webinars on IKS
- IV. Stipends from Ministry of Education-IKS Division

7. Evidence of Success

- Sponsored scholarships credit courses offered by HUA amounting to Rs. 968000/-
- 98 students and 10 faculty members were selected for the 3 HUA courses and they successfully completed the same.

- Twelve students were sanctioned Internship projects by Indian Knowledge Systems division, Ministry of Education with AICTE for 2 months with a stipend of Rs.10, 000/- per month and Rs.5000/- for travel and other miscellaneous expenses.
- Twelve students from different departments took up these internships
- Eleven students were awarded a stipend of Rs. 25000/- each for the successful completion of the internship projects
- Dr. S. Usha, Associate Professor of Sanskrit is a recognised mentor for the IKS internship projects.
- Sanskrit Day was celebrated in collaboration with Dr.D.K. Hari and Dr. D.K. Hema Hari, Founders of Bharath Gyan . 50 students attended the programme. The presentation focussed on the contributions of the classical language of Sanskrit as an effective language contributing to Indian civilization cum culture studies and IKS.
- Seminars and Association meetings conducted on IKS integrating the language departments
- Short term course on Ancient Indian Mathematics was offered to faculty and students

Outcomes of the Collaboration

- Expansion of students' horizon: The international internship course gave a wide range of exposure to students. The expansive arena of knowledge acquisition helped them evolve an understanding of the vast and expansive field of IKS.
- Skill development: The students received an exclusive opportunity to develop their communicative, listening, speaking, reading and writing skills in English
- Knowledge Enhancement: The students had been attending the courses provided by astounding personalities who are the stalwarts of the IKS and the knowledge the students had acquired through these courses has enhanced their progress in academia.
- Access to unique and rare learning resources: The courses enabled students to gain access to the ocean of knowledge embedded in the IKS.
- Imbibe the spirit of nationalism: The components of the IKS helped students imbibe the spirit of nationalism.
- Exposure to a global arena: The course which had a wider learning community spread across the Indian-American diaspora, helped the college students share a space in the global arena.
- Develop a historical perspective: The programme offered its beneficiaries a special kind of connect to their cultural roots and historical identity, instilling in each of them the thirst for acquiring an in depth knowledge and universal wisdom.
- Expand the moral horizon: The mentors, trainers, collaborators and organizers of the programme acted in unison to instill in the students the essential moral and ethical values which are indispensable components in their growing phases of their life.
- Attain ability for creative and out of the box thinking: The wide exposure to the IKS kindled in the students the ability to develop the faculties of creative abilities and out of the box thinking.
- Focus on the skills of content writing: The diary log entries, analytical cum logical responses and project

report writing helped the students learn and acquire the skills of content writing.

- Time Management: Each student had to complete the exercises on time on a regular basis. The aspects like compulsory regular attendance, taking the tests and completing the quizzes on time, submission of reports before the stipulated time helped the students learn the skill of time management.
- Attain a sense of accomplished pride: The successful completion of the course not only gave a sense of accomplishment to the students but also gave them interesting cultural insights and helped them experience the unique pride that is exclusive to the Indian legacy

8. Problems Encountered and Resources Required

The students initially faced problems of experiencing inhibition and shyness while communicating in the international forum. After the successful ice breaking sessions they were able to shed their fear and overcome their shyness. The exposure gave them a unique learning platform. This opportunity gave them exposure to a cutting edge and empowering learning experience.

9. Notes

The internship programmes facilitated the holistic development of the students as they were exposed to a learning system that is one-of-a-kind. It gave the students quite a distinctive opportunity to acquaint themselves with IKS.

Best Practice 2

1. Title of the Practice

SAMARTH - SRC Drive for Skill Development

2. Goal

To Empower Students through Skill Development

3. Objectives of the Practice

- To cultivate an interest for knowledge enhancement
- To integrate Education with Technological Advancements
- To converge the learning outcomes to attain individual and societal progression
- To increase the scope for higher studies and research
- To bridge the education-employment divide
- To make students industry ready
- To open more avenues for entrepreneurship

4. The underlying contents of this practice are

- Equipping students with Skill Sets
- Incorporating principles of holistic learning
- Revival of learning in the Post COVID scenario
- Blended teaching-learning policy
- Effective use of ICT in teaching-learning

5. The Context

As a HEI of high repute in South India, SRC has been meticulously working towards the cause of women's education by having set a high benchmark in the process of teaching-learning. The learning process faced quite a setback in the COVID and Post COVID scenario owing to the changes into an online set up, which unfortunately had paved way for a general slackness in skill and knowledge acquisition, to creep among students. So the institution decided to incorporate certain initiatives in the post COVID phase to strengthen the skill sets of students of all the branches of study in Arts, Commerce, Humanities, Languages, Management, Sciences and Business Administration.

6. The Practice

Skill Integration was implemented in the following areas in the academic year 2021-2022

- Domain Skills integration into the Curriculum: During the curriculum revision in 2021, to strengthen the domain skills of students courses like Skill based Electives, Certificate courses, Value Added courses and Special Skill development courses on Yoga, Silambam, Spoken Sanskrit and Spoken Hindi were introduced, keeping in mind the fact that students needed more skill oriented courses to enable them to become more equipped to face the demands of higher education and placement.
- ICT enabled teaching in Smart classrooms and preparation of e modules. <https://www.srcollege.edu.in/e-content.html>

- Computer Skills: At SRC a stringent policy on imparting compulsory computer literacy for students is practiced. More practical courses focusing on the acquisition of technical skills for enhancing professional ability were introduced. <https://www.srcollege.edu.in/facilities-computer-center.html>
- Life Skills: Special courses that incorporate life skills like training cum awareness programmes to impart values were offered to students.
- Social Skills: The necessity for imbibing social skills among students became important as the students were in a contactless set up for a long duration. So all the events and programmes organized by the college and each department focused on the development of social skills among students.
- Communication Skills: The students were trained on developing interpersonal skills through the ice breaking sessions of the Bridge course and Foundation course. Part I and Part II courses were designed to make students proficient in communicative skills. <https://www.srcollege.edu.in/research-book-publication.html>
- Leadership Skills, Decision Making Skills, Problem Solving Skills, Conflict Management Skills: The daily Prayer Assembly events, cultural programmes, sports events, departmental association events, Club activities focused on the development of the overall skill development of students as each and every student learnt them on a daily basis on campus.
- Emotional Intelligence: The college has a unique mentoring system that focuses on the development of the emotional quotient of students as it is plays a vital role in shaping the mental map of the student.
- Time Management: The students were systematically trained on the techniques of time management as they need to know it to become successful in their career.
- Team Work: All the academic and non academic activities offered to students concentrate on building the value of team work among students.
- Employability Skills: Periodic placement training was offered to the final year UG and PG students for them to achieve placement through online and offline modes.
- Entrepreneurial Skills: Special workshops were periodically conducted by the department associations to help students learn entrepreneurial skills.
- Study Skills and Reading Skills: The General library introduced many special programmes and celebrations of significance to bring back the erstwhile forgotten skills of reading. The Language departments conduct Book Reviews and Presentations to enhance the skills.
- Publication: To garner students' interest many course books, extensive readers, lab manuals, self-help books, scientific compendiums anthologies, in-house journals, tabloids and newspapers were prepared by faculty and given to students.
- Memorandum of Understanding: Every department has signed a memorandum of understanding with institutions and organizations to help students gain academic and practical knowledge and also gain practical wisdom through internships.
- Collaborations: All the departments conducted collaborative seminars, workshops and conferences with resource persons and subject experts of repute from international, national and regional organizations, so as

to help the students to know the gateways for higher studies and the avenues available for choosing the most suitable career for them.

- In-house publications and Tabloids: Authored, prepared and published by the students themselves. These publications offer hands on training to our students.
- Internships: Many departments sent their students for internships to make them industry ready. These are the initiatives that are taken apart from the ones that have been made mandatory in the curriculum.
- Entrepreneur Development Cell: The EDP Cell conducted many exhibitions as a platform to exhibit students' entrepreneurial ideas and ventures.

7. Evidence of Success

- The overall academic performance of students was commendable
- The average student participation in all academic, co-curricular and extra-curricular activities showed considerable improvement
- The morale and confidence of students grew manifold
- Parent's feedback on students' overall progress was positive
- Alumnae's actively contributed towards skill training
- The student responded well to Placement Training
- The record of on campus and off campus placement is appreciable
- Employers' feedback is positive
- Higher studies percentage has increased
- Students' inclination towards entrepreneurial ventures has enhanced considerably

8. Problems Encountered and Resources Required

To meet the financial challenges encountered for institutionalizing SAMARTH - the SRC Skill Drive, the Management of SRC provided SEED MONEY to every proposal submitted in all areas for skill development of students. The regular, considerable and timely funding of the management helped the unhindered implementation of the Skill Drive. It also made possible for the teachers and parents witness interesting outcomes as the students' orientation towards their internalization of skill sets was well reflected in their overall progress.

9. Notes

The management, administration and faculty of SRC are aiming to open up more avenues for student skill training by planning to open more centers of excellence on campus.