

7.2.1 Best Practices

SSR

Best Practice 01

1. Title of the Practice: Promotion of Research Culture

2. Objectives of the Practice

- To facilitate a balance between teaching-learning and research by providing the faculty members with college-sanctioned research grants and encouraging participation in virtual learning programmes.
- To initiate research culture among the students simultaneously as they pursue their syllabi-based academic degrees.
- To contribute to the generation of knowledge through publication of research-based books by the college and supervise the distribution of the same to other academic institutions, as well as to the National Library and the MHRD.
- To provide to the faculty members a platform for exchange of ideas with other institutions and academicians through College-sponsored seminars and workshops through the IQAC.

3. The Context

The growth of a higher education institution depends upon its ability to strike a balance between its pedagogical techniques and its contribution to the field of original research and knowledge generation. An academic institution must strive to facilitate a platform for the attainment of a balance between pedagogy and research.

Similarly, it is one of the most important duties of a higher education institution to introduce its students to the culture of research and enable them to realize the horizons of higher education through appropriate exposure to interdisciplinary areas of knowledge.

With this aim, The Bhawanipur Education Society College has taken multiple initiatives through the last few years – before and beyond the pandemic, to inculcate a culture of research and research-based activities among the students and the teachers alike, sometimes even as joint activities performed as a part of a common platform.

4. The Practice

The procedures which constituted the implementation of the practice are as follows:

- The Department of Commerce organized a 7-days Workshop on ‘Research Methodology Course in Social Sciences’ on the theme ‘Theory and Application of Times Series Econometrics and Micro Econometrics’ (9th October 2017-15th October 2017) in collaboration with The Institute of Cost Accountants of India. This workshop was designed to impart knowledge on the different aspects of Research Methodology used in the context of Times Series Econometrics and MicroEconometrics along-with training in advanced Statistical packages (including STATA, E-Views, etc.) across various fields of Social Sciences.
- The Research and Publication Cell was constituted in September 2018 where a framework for Research Proposals was decided upon in accordance with the application form for the UGC Minor Research Projects and a policy for College sponsored Publication of books was formed. According to this policy, Departmental as well as inter-disciplinary Volumes would be forwarded for publication.
- An IQAC approved two-day workshop on Critical Thinking was organised for M.A and M.Com students of the final semester by the Research and Publication Cell in collaboration with Critical Thinking Academy, Bangalore on 21st and 22nd February 2022. Spanning across six hours each day, the sessions were designed to introduce students to the critical thinking framework including logical reasoning, inductive reasoning, causal reasoning and mapping of arguments.

- The Management of the College provided the Science section with highly sophisticated instruments such as steady-state spectrophotometer and steady-state spectrofluorimeter along with other accessories, and also arranged for a well-equipped research laboratory for Dr. Pinki Saha Sardar – a faculty member of the Department of Chemistry who is also a registered PhD guide under the University of Calcutta, from March 2020.
- With a view to foster a 360-degree research environment, Peer-Students Seminars and Peer Webinars by faculty were initiated by the Science Section and the Department of English respectively, since 2021. In the Peer-Student Seminars organized by the Science section, academically advanced students are selected by the teachers to deliver a presentation on a topic within the university curriculum in front of their peers. For the Peer Webinars, monthly webinars are conducted by the Department of English beyond the College hours where faculty members present their research papers in front of other members of the Department. The students of M.A final semester are included in these webinars so as to enable them to comprehend the scope of interdisciplinary research in higher education.

5. Evidence of Success

The evidence of success could be observed through the following:

- Students, research scholars and faculty from different colleges attended the Research Methodology Workshop.
- An overwhelming response was seen to the Research and Publication Cell inviting Research Proposals. This initiative was highly appreciated by all subject experts from various Universities. Records maintained by the Cell.
- The Cell published a second enlarged edition of a Volume entitled Cultural Gastros by the Department of Sociology containing research articles from scholars of various colleges and universities.
- The first Volume on a multidisciplinary Project called ‘Gujaratis in Bengal’ – based on the findings of a research initiated by the College, was finalized for publication through the Research and Publication Cell.
- The research lab is used by Dr. Saha Sardar to carry out her research work smoothly.

- More than eighty students from M.A and M.Com registered for the Critical Thinking Workshop. Feedback forms were collected from the participants and certificates were issued to them.
- Students enthusiastically participate in Peer Students' seminars and certificates are issued to them by the College. Peer Webinars are held beyond college hours on the virtual platform made available by the College and recordings of the same are maintained for a future archive.

6. Problems Encountered and Resources Required:

One of the major challenges remains procuring of research grants and doing justice to the demands placed upon a faculty member by the continuously merging as well as clashing roles of an active researcher as also a dedicated teacher. With the introduction of the CBCS syllabus and the semester system, there is hardly any time in the academic calendar for the teacher to engage in research-based activities.

Similarly, it is difficult to encourage students to participate in such research endeavours as their focus is largely on the immediate compulsions thrust upon them by the structure of their syllabus and the system of regular examination-based evaluation.

Relevant links:

1. Workshop on 'Research Methodology Course in Social Sciences' - <https://www.thebges.edu.in/workshop-on-research-methodology-course-in-social-sciences/>
2. Research and Publication Cell - <https://www.thebges.edu.in/administration/research-and-publication-cell/>
3. Critical Thinking Workshop - <https://www.thebges.edu.in/critical-thinking-workshop/>
4. Peer Webinar –

- Chapter 1 - <https://www.thebges.edu.in/peer-webinar-chapter-1-organized-by-the-department-of-english/>
- Chapter 2 - <https://www.thebges.edu.in/peer-webinar-was-organized-by-the-department-of-english/>
- Chapter 3 - <https://www.thebges.edu.in/the-third-chapter-of-the-peer-webinar-organized-by-the-department-of-english/>
- Chapter 4 - <https://www.thebges.edu.in/peer-webinar-organized-by-the-department-of-english/>
- Chapter 5 - <https://www.thebges.edu.in/the-fifth-chapter-of-the-peer-webinar-was-organized-by-the-department-of-english/>
- Chapter 6 - <https://www.thebges.edu.in/departamental-peer-webinar-chapter-6-organized-by-the-department-of-english/>
- Chapter 7 - <https://www.thebges.edu.in/peer-webinar-chapter-7/>
- Chapter 8 - <https://www.thebges.edu.in/peer-webinar-chapter-8-the-department-of-english/>
- Chapter 9 - <https://www.thebges.edu.in/peer-webinar-chapter-9/>
- Chapter 10 - <https://www.thebges.edu.in/peer-webinar-chapter-10/>
- Chapter 11 - <https://www.thebges.edu.in/peer-webinar-chapter-11/>
- Chapter 12 - <https://www.thebges.edu.in/peer-webinar-chapter-12/>
- Chapter 13 - <https://www.thebges.edu.in/peer-webinar-chapter-13/>

Best Practice 02

1. **Title of the Practice:** Adoption of new student-centric modes of teaching-learning and character development to suit the new normal mode of higher education post-pandemic

2. Objectives of the Practice

- To ensure a continuation of dynamic teaching-learning techniques to make education interesting and effective for the students.
- To facilitate teachers with new models of curriculum delivery through continuous upskilling of teaching techniques and introduction to new modes of pedagogical approaches.
- To provide the students with holistic care through academic as well as emotional and psychological support by ensuring that the teachers can actively engage with them in the capacity of mentors.
- To introduce the students with emerging career options by training the teachers in effective mentoring techniques so that they might serve as accomplished career guides to their students.

3. The Context

With the onset of COVID 19, the world began to face an unprecedented crisis where individuals were compelled to confine themselves within restricted boundaries of their homes and completely abandon face to face interaction. This scenario had a very debilitating impact on higher education as the sanctity of the classroom space shared by the students and the teachers was violated through the national lockdown.

In these uncertain times, the online mode of teaching emerged as the only option to ensure a continuation of education. However, due to lack of adequate skills and in the absence of the classroom interactions, online curriculum delivery ceased to be an engaging alternative for teaching-learning.

Further, with the physical isolation forced upon the individuals by the pandemic, emotional and mental health stood challenged – especially among the student community, as it resulted in a complete rupture of peer interaction and bonding with the outside world.

4. The Practice:

The procedures which constituted the implementation of the practice are as follows:

- The College organized a training programme for the teachers for effective and interesting online mode of curriculum delivery during the pandemic. Under this programme, 167 teachers were grouped into ten batches for training by an external expert, Mr. Leslie d' Gama, former Vice President and Head, Trainer Development Group of IL&FS Education and Technology Services Limited. Pre-session work and assignments were designated to the teachers to ensure that they were able to cope with the new techniques, based on which they were graded.
- The College acquired GSuite for Education and the teachers were provided with individual accounts in the college domain to conduct online classes. These classes were recorded for archival purposes. Several webinars and lectures were organized through this platform to encourage student-teacher interactions beyond the syllabi.
- As part of character building and good citizenship exercises, the College organized several outreach programmes during this time of distress to help the students comprehend and appreciate the value of empathy. The NSS and NCC units of the College jointly visited Shanti Rani Rainbow Home, Kolkata, where they conducted a workshop on self-defence and distributed COVID essentials amongst the underprivileged. The Department of English organised a blanket donation drive for Jyoti Chakra Foundation, working for the underprivileged children. A Reach Out Campaign was organised by the NCC cadets of the College which involved blood donation, arranging beds, oxygen, injections etc during the peak of the second wave of COVID 19.
- The College collaborated with UMMEED Counselling and Consulting Services to organize a faculty mentorship programme for the teachers so that they might be able to extend meaningful and holistic support to the students even despite the physical

distance during the pandemic. Ms. Salony Priya, Director (UMMEED), where she explained the requirement for teachers to act as mentors to the students and elaborated on different kinds of mentoring practices adopted in the Higher Education sector.

- A seventy-five hours Mentoring and Counselling Skills Certification Training was organized for the teachers by the College, which began in January 2022. In this programme, a section of the faculty members were initiated into professional mentoring and counselling skills and made familiar with popularly used theories to mark behavioural changes through group activities and first-hand experience of counselling using online and offline sessions. The sessions were conducted by professional counsellors from UMMEED foundation.

5. Evidence of Success:

The evidence of success could be observed through the following:

- The teachers could successfully conduct online classes on G Suite for three semesters. Examinations were conducted smoothly and resource banks along were created for the students in each of their G Classrooms.
- The recordings of the webinars conducted on the College facilitated Gsuite for Education allowed an accumulation of a wealth of interdisciplinary knowledge across the virtual platform, preparing the College for compliance with the NEP 2020.
- The outreach programmes saw enthusiastic participation from the students who were able to transcend their immediate contexts by engaging in effective social welfare initiatives, and thereby acquired an important milestone in character building.
- The teachers attended the Mentoring Workshop in two batches through the day and engaged in interactive sessions to discuss the need for mentoring and challenges faced in the post-pandemic situation. Certificates were awarded to the teachers after completion of the Workshop.
- The teachers who participated in the 75 hours Certification Training developed an insight into the process of case analysis through observation and were able to identify

markers of depression, addiction and tendencies of self-harm. Upon completion of the course, a felicitation ceremony was organized for the participants.

6. Problems Encountered and Resources Required:

Since individual concerns related to health and safety escalated during COVID 19, it was difficult to plan skill-oriented courses involving participation from all the teachers beyond the College hours. A steep rise in the number of cases further problematized the possibility of arranging an offline Mentoring Workshop for the teachers.

Similarly, it was difficult to engage students in constructive social outreach programmes during a period which largely resulted in emotional seclusion due to the physical isolation imposed by the pandemic – more so, for the students who comprise the essentially vulnerable group in this context.

A return to offline classes on the campus necessitated a fine tuning of offline and virtual modes of teaching-learning to accommodate the blended mode of curriculum delivery. This led to new problems which made it further difficult for the teachers to engage in a seventy-five hours certification training programme beyond college hours.

Relevant links:

1. Teachers' Training Programme for online classes – Gradesheet shared for uploading to College website/ NAAC portal – as may be relevant.
2. Visit to Shanti Rainbow Home - <https://www.thebges.edu.in/distribution-of-covid-essentials-by-nss-students-and-self-defence-workshop-by-ncc-students-at-shanti-rainbow-home/>
3. Blanket donation drive with Jyoti Chakra Foundation - <https://www.thebges.edu.in/blanket-donation-drive-organised-by-department-of-english/>

4. Reach Out Campaign by NCC wing of the College - <https://www.thebges.edu.in/reach-out-campaign/>
5. Faculty Mentoring Workshop with UMMEED - <https://www.thebges.edu.in/faculty-mentoring-workshop/>
6. 75 hours Mentoring and Counselling Skills Certification Training - <https://www.thebges.edu.in/mentoring-counselling-skills-certification-training-75-hour-certification-course-by-ummeed/>