BEST PRACTICES 2022-23

Best Practice-1

Title of the practice: Environmental and academic discipline in conformity with sustainable development goals

Objectives of the practice.

- Educational institutions, play a vital role in the development and improvement of the society, contributing to the welfare of coming generation. Considering the social responsibility, Institutions with a large number of stakeholders, this practice aims to examine how these institutions establish the mission, objectives and strategic actions oriented for meeting these expectations.
- Educating for developing the social consciousness.
- Opportunities for Social Contribution.

The context

Through this practice we provide the platform for students to participate actively in the activities conducted by Institute and University. The higher education sector is providing social skills like;

- How education can be a tool for change
- How the classroom and curriculum can play a vital role
- Why it needs to be addressed on both a local, national and global level
- How Social Responsibility indicators can be a framework for progress and assessment
- Students are motivated to participate in workshops of various multidisciplinary disciplines.
- Exploring the real world Issues

The Practice

If we give our children the opportunity of good education; we are handing them the key to their success and the success of the nation as well. In the present existence, even the slum dwellers have realized that education is vital for their enhancement and overall development, even though they have not acquired literacy skills, the parents are willing to send their children to schools so that they can acquire education.

Following activities took place on the days: -

Activities held in the year of 2022-23

- Awareness campaign related to world environment day 2022 held on 3/6/2022 conducted by NSS

- Clean campus drive related to world earth day 2022 held on 22/4/2022 conducted by NSS

- International women day A session on Women empowerment held on 8/3/2022 conducted by NSS

- National girl child day Selfie with daughter and Essay and an essay writing competition held on 4/1/2022 conducted by NSS.

- National youth day related activity held on 10/1/2022 conducted by NSS

- National human trafficking day "Human not for sale" held on 11/1/2022 conducted by NSS

- World Hindi Day related Essay writing competition held 10/1/2022 conducted by NSS

- World environment day related slogan writing competition held on5/6/2023 by NSS

- A Plantation Drive G 20 activity held on 21/4/2023 by NSS

- Water awareness campaign related to the world water day held on 22/3/2023 by UBA

- A visit of Aravalli biodiversity park under G 20 activity held on 25/2/2023 by NSS

- An establishment of E-Bin activity related to MOU held on 12/2/2023 by MEIT

- A flower Show related to G-20 activities held on 31/3/2023 by Department of Education FIMT

- A cleanness drive from FIMT main gate to Oberoi farms bus stand held on 12/8/2023 by NSS

Problems encountered and resources required

Time management- FIMT is running 10 courses at the FIMT campus, however, to involve students along with the faculties on a working day so that their classes will not get disturbed was a bit of a challenge. But the college managed to do it smoothly with good management of time and dividing the segments as per the activities done and people student's participants whole heartedly

The requirement of staff- Though the volunteers were there with the students but, we needed faculties for organizing and conducting various activities. However, wemanaged our work as per the schedule. Not, only this, even the Director postponed a few of her work so that she can totally focus upon the children of 'Robin Hood Academy'.

Discipline on the campus- FIMT volunteers took the initiative to maintain the discipline and decorum on the campus and the classes of all the courses ran smoothly without any distraction.

There were hardly any challenges anyone has faced at any end, rather FIMT is obligedto conduct this

drive. "The greatness of humanity is not in being human, but in beinghumane." – Mahatma Gandhi.

Best Practice -2

Title of the Practice: Experiential learning for better employability in conformity with NEP 2020 requirements

Objective of the Practice: The objective of this practice is to enhance employability among students by implementing experiential learning methods that align with the requirements outlined in the National Education Policy (NEP) of 2020. This practice aims to bridge the gap between theoretical knowledge and practical application, enabling students to develop essential skills, knowledge, and attitudes that are highly valued by employers.

The context: The National Education Policy (NEP) of 2020 emphasizes the need for a holistic and multidisciplinary education approach that focuses on skill development, critical thinking, and hands-on learning. Traditional rote-based learning often falls short in preparing students for the dynamic demands of the modern workforce. Hence, the practice of experiential learning has gained prominence as it provides students with real-world experiences, encouraging them to apply their learning in practical scenarios.

Evidence of Success: Several indicators demonstrate the success of this practice:

1. **Higher Employability Rates:** Graduates who have undergone experiential learning are more likely to secure employment shortly after graduation due to their practical skills and real-world exposure.
2. **Positive Employer Feedback:** Employers report higher satisfaction levels with graduates who have engaged in experiential learning. These graduates exhibit better problem-solving skills, adaptability, and teamwork abilities.
3. **Student Engagement and Satisfaction:** Students participating in experiential learning programs express higher levels of engagement and satisfaction with their education. They are more motivated to learn and actively participate in the learning process.
4. **Skill Development:** Measurable improvements in soft skills such as communication, leadership, critical thinking, and decision-making are observed among students who have undergone experiential learning.
5. **Project Outcomes:** The projects and assignments that students complete through experiential learning often lead to tangible and innovative solutions, demonstrating the practical application of their knowledge.

Activities held in the year of 2022-23

1) Workshop on Craft and art learning held on 4/11/2022 conducted by school of Education.
2) Workshop on Art of advocacy held on 11/11/2022 conducted by Moot court society, SOL
3) Workshop on "How to improve qualitative aptitude skills for higher education" held on 18/11/2022 conducted by the School of information and technology.
4) Orientation programme on Youth Parliament held on 11/4/2023 by SOL
5) Panel discussion on Promoting environment conducted by the school of management.
6) Workshop on Artificial intelligence held om 25/4/2023 conducted by School of Information and technology.
7) Seminar on "Unlock youth skills without any mushkil held on 27/4/2023 conducted by School of management.
8) Rejuvenating minds week held on 27/4/2023 conducted by School of humanities.
9) Seminar on Self-expression through mandolla held on 28/4/2023
10) Two days' webinar on Basics of research held on 5 & 6th may conducted by SOE, SOH, SOE, BBA
11) Two days' workshop on Advance analytical tools in data science held on 16 and 17th May conducted by Research committee.

Practice Description: This practice involves integrating experiential learning components into the curriculum to enhance students' employability. It includes:

1. **Internships and Industry Collaborations:** Partnering with industries and organizations to offer students hands-on experience through internships, projects, and workshops. This exposes students to real work environments and industry practices.
2. **Problem-Based Learning:** Designing learning experiences around real-world problems that require critical thinking and collaboration. Students work in teams to develop solutions, simulating the challenges they may encounter in their careers.
3. **Simulations and Role-Play:** Using simulations and role-play exercises to immerse students in scenarios relevant to their future professions. This develops their decision-making skills and enhances their understanding of practical challenges.
4. **Project-Cantered Learning:** Assigning long-term projects that require students to apply their learning to create innovative solutions. These projects encourage interdisciplinary collaboration and self-directed learning.
5. **Reflective Journals and Portfolios:** Encouraging students to maintain reflective journals and portfolios to document their learning experiences, skills acquired, and personal growth throughout the program.
6. **Peer and Mentor Feedback:** Integrating peer and mentor evaluations to provide students with constructive feedback on their performance, promoting self-awareness and continuous improvement.
7. **Assessment Reform:** Shifting from traditional examinations to more diverse forms of assessment such as presentations, case studies, and practical demonstrations, which better reflect real-world application of knowledge.

By adopting this practice, educational institutions align their approaches with the NEP 2020 and equip students with the skills and experiences needed to excel in their chosen careers. By combining a strategic focus on experiential learning with the guidelines set forth by the NEP 2020, this practice aims to create a generation of graduates who not only possess theoretical knowledge but also have the practical skills, adaptability, and problem-solving abilities demanded by the ever-changing job market. Through evidence-backed success metrics, this practice can demonstrate its effectiveness in producing job-ready graduates and driving positive educational outcomes.