

# **BEST PRACTICES**

## **1. Welfare services to support underprivileged students to complete higher education**

### **1. Title of the practice**

Welfare services to support underprivileged students to complete higher education

### **2. Goal**

Since its inception, the college has worked determinedly in the spheres of women's education and welfare activities, especially for needy, underprivileged by providing them access to free/subsidised education. The motto of the college is to assist the students' complete higher education by providing them physical, psychological and financial support.

### **3. The Context**

Majority of our students are from socio-economically challenged segments of the society. Personal interaction with students has revealed that familial and financial constraints prevent them from completing higher education. Because of this background our students face number of hurdles while completing their education and achieve goals. In addition to financial help like subsidized fees, scholarships and interest free loans, college also provides various welfare services. We strengthen their confidence and determination by giving them a helping hand and leading them towards the fulfilment of their dreams.

### **4. The Practice**

#### ***Book bank***

Under Book Bank scheme a set of textbooks is provided to needy and bright students for one academic year against a refundable deposit. Students have to fill up an application form to avail this facility. Students are shortlisted on the basis of information provided in the form, personal interaction and recommendation from teachers.

#### ***Food for soul***

Many of our students cannot afford two meals a day, which affects their studies and overall health. We have launched the Mini Meal programme, where needy students are given a balanced meal including a fruit on every working day. This programme has resulted in better health and improved academic performance of the beneficiaries.

Students are selected on the recommendation from teachers and are given a card to avail this facility.

### ***Medical Centre***

A medical centre is established in the college where a doctor comes twice a week. Students are given regular check-ups, follow-up treatment and medicines at nominal charges.

### ***Sanchetana***

This centre provides personal counseling services to students and staff with the help of qualified professionals, who offer guidance for personal, educational and career problems. The centre also conducts regular workshops on personality development and leadership training.

## **5. Evidence of success**

Every scheme has helped students in some way in shaping their career. While Food for Soul (Approx. 200 beneficiaries per day for 150 days in a year) has seen the improvement in attention span as well as attendance, Book Bank (Approx. 300 beneficiaries per year), Medical Centre (Approx. 175 beneficiaries per year) and counselling service has been used by many students. Add-on courses have improved students' chances of employment whereas Employability Skill Training which is aimed at final year students has facilitated placement of more than 100 students every year. It has also helped in improving their self confidence.

## **6. Problems encountered**

- Raising funds to sustain these programmes is difficult. The Trust works very hard in raising resources.
- Identifying and Reaching to needy students.
- Co-ordinating with corporate partners for availability of slots in timetable and space.

## **2. Enhancing Leadership skills of Preadolescent Girls through Emotional Intelligence.**

### **1. Title of the Practice**

Enhancing Leadership skills of Pre-adolescent Girls through Emotional Intelligence.

### **2. Objectives of the Practice**

Objectives

For school children

- To promote holistic development of personality.
- To provide opportunities for Socio-emotional development.
- To help children learn to recognize positive qualities in themselves and others.
- To provide opportunities to develop and enhance Emotional Intelligence in girls
- To build confidence for public presentation.
- To develop skills of spontaneous communication.
- To develop intrinsic motivation

For students of the department of Human development

- To provide gain insights into various components of Emotional Intelligence
- To provide opportunities to develop skills to enhance Emotional intelligence and socio-emotional growth in children
- To learn skills to develop and conduct a programme to enhance leadership skills in children.

### **3. The Context**

Smt. P N Doshi Women's College is conducted under the aegis of SPRJ Kanyashala trust. The trust also conducts a Gujarati medium school and English medium school from grades preprimary to tenth for the lower socioeconomic section of the population residing in the neighbourhood of Ghatkopar.

There was a felt need to enhance the holistic development of girls studying in the school as they lacked opportunities to develop various aspects of their personalities and leadership qualities. Life skills-based education is now recognized as a methodology to address a variety of issues of child and youth development. Life skills include psychosocial competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and cope with managing their lives in a healthy and productive manner.

After detailed observation and study of the girls, the department of Human development formulated objectives to help develop various aspects of personality and leadership skills such as motivation, resilience, frustration tolerance, conflict resolution, Emotional intelligence, Relationship management, Anger Management, Optimism and Communication Skills.

The TY BSC students and the teachers of the Human Development Department, S.P.N Doshi Women's College, Ghatkopar are involved in this project. The department has been involved in this project for the last eight years.

- The first phase was conducted for 4 years (2012-2013 to 2015-16) with Fifth grade girls of the Gujarati medium and continued till they reached Eighth grade.
- The next phase was for three years (2016-17 to 2018-19) with the English medium girls. Each Module was carefully planned. The modules included were Self awareness, Emotional literacy, Management of Emotions, Motivation, Anger Management, Conflict Management, Communication Skills, Negotiation skills, Relationship skills

#### **4. The Practice**

A series of workshops, games, and activities are conducted to enhance various skills. The sessions are conducted once a week. The school girls participate in the activities and games are undertaken. They also maintain a file of the activities they do.

All the Modules are need based, relevant and planned carefully around one skill/topic that continues for a month. The girls get individual attention and debriefing of each activity helps them gain insight as they are divided into small groups and two Third year students are in charge of a group of 8 students. The activities are conducted in the language that children are familiar with and numerous opportunities are given for self expression. The girls are given lots of reinforcement and efforts are taken to convey love, warmth and affection to ensure a feeling of safety and belonging during the sessions.

The undergraduate students are given training and insights about each activity after which they interact with the girls to ensure hands on experience and one to one interaction. This initiative prepares the graduating students to be familiar with the concepts and methods to help them in their professional life.

## **5. Evidence of Success**

### **For students:**

Teachers report an increase in attendance, enhanced confidence and self esteem in the participating girls. They stated that their classroom involvement had increased.

The Human Development faculty found that the girls gained confidence and expressed their thoughts, emotions and opinions openly. They became responsible, and developed good rapport with each other and the students. They were able to reflect better. The attendance and participation increased as they got involved in the sessions. Many students came forward to be group leaders.

The Parents reported that their children had become confident, responsible, friendly and expressed eagerness to attend school.

The sessions provided a unique opportunity to students of Human development to get hands-on experience of working with school students and gain insights into the areas and methods of working with children.

### **For Teachers**

The impact of sessions was studied through administration of psychological assessment tools both self constructed and standardized. The results were analyzed statistically to draw conclusions about the impact of the sessions. The studies conducted pre and post sessions have been presented as research papers both nationally and internationally.

One book titled “Rising to the challenge: Unlocking leadership potential in school age children”, 2016, New Delhi was published and eight research papers were presented in international conferences and published in reputed journals.

## **6. Problems Encountered and Resources Required**

The main constraint is time that is available for these activities. Though there is one hour allotted for this activity, more time and frequency would ensure efficacy and internalization of the insights and skills learnt.

The school has time constraints and also the faculty of Human development has limited time to devote to these sessions.

All the girls of every class would have benefitted greatly from such sessions but there is a dearth of trained faculty members to conduct the sessions.

## **7. Notes (Optional)**

A well designed life skills program can achieve much in helping children become more responsible, healthy and resilient both during childhood and as adults. It would also help develop a combination of knowledge, values, attitudes and skills with a particular emphasis on those skills that is related to critical thinking and problem solving, self-management and communication and inter-personal skills.