

7.2.1. Describe to best practices successfully implemented by the institution as per NAAC format provided in the Manual.

1st Best Practice

- 1. Title of the practice:** - Fruit and Vegetable Preservation and Processing Training Course.
- 2. Objectives of the Practice:** - The above-mentioned practice was undertaken with the following objectives:
 - To disseminate knowledge of fruit and vegetable preservation at students' level so as to develop interest in food technology.
 - To provide knowledge on post-harvest management and value addition of fruits and vegetables.
 - To create a team of trained people who can form self help group and use the knowledge earned in the camp for economic benefits.
 - To create awareness among the students regarding scope of fruits and vegetable preservation as a career option.
 - To encourage self-employment tendencies among the trainees.
 - To develop entrepreneurial ability of the students.
- 3. The Context:** - Fruit & vegetable preservation training can secure as a way to economic empowerment specially in rural areas. During the conceptualization of the training camp itself, several challenges were faced. Although getting training from the horticulture department of the district was not an issue but motivating the trainees to take up the training was the challenge. Due to consistent efforts of the faculty in horticulture department of the college, there was a huge turn up in the trainees. In the beginning the utensils were being provided by the horticulture and fruit preservation center of the district. But eventually after few camps, gradually all the utensils and necessary equipment were purchased by the college. Making the trainees understand the utility of the training and how they can use the knowledge towards their economic betterment was a tough job to do.
- 4. The Practice:** - From quite a long time the college is indulged in carrying out training programme in fruit and vegetable preservation. The college is situated in semi-urban area. Most of the population is engaged in agriculture in this area. Fruits and vegetables are widely grown in the region. This training was carried out with a view to not only prevent post-harvest losses but also enable the trainees to take up fruit preservation as a small-scale

enterprise. One trainer along with a helper carries out fifteen days training camp. In the initial days of the camp, theoretical knowledge about the various products and their recipes is being given to the participants. After the completion of the theory, various products are being prepared. The products being prepared depends upon the seasonal availability of the fruits and vegetables. The products prepared during the camp includes squash, mixed fruits jam, jelly, pickle, sauce, chutney etc. For preparing jelly the pectin content of fruit is very important so mostly guava jelly is prepared as it is rich in pectin. The trainees are required to pay a training fee of Rs. 100/- for the training. The general practice during the training is to divide the participants in to various groups as per the number of products to be prepared in the camp. Each group themselves bring the fruits & vegetables required, prepare the product and take the final product along with them. At the end of the training each participant is provided with the certificate issued by the Government of Uttar Pradesh. Major Limitation of the practice was the availability of funds. Although the basic resources required for the training was made available by the college. But the raw material i.e. fruits and vegetables were not provided by the institution. Further the training would be deemed as success only if most of the participants take up fruits & vegetables processing as a business venture. Most of the participants enrolled in the training programme were students and whether any one of them took up fruit & vegetable processing as a career option would be revealed in log run. Thus, immediate assessment of the success of the training by keep a count of the number of participants who found self-employment due to the training, would be difficult.

- 5. Evidence of Success:** - The best criteria to assess the success of the training can be increase in the number of turn up by the participants as well as increase in number of participants who take up self-employment by using the knowledge gained during the training. Regarding number of participants registering the training programme, it has shown a positive sign. Each year a greater number of participants approach the Incharge of training and now the situation is such that the numbers of seats are full. Students' participation is increasing every year. And the entrepreneurial spirit among them is surging day by day. The target which the college aims to achieve is that at least seventy percent of the participants take up fruit and vegetable processing as an enterprise. Such enterprise is very low budget and requires less resources and gives very good returns. It will be helpful in shaping the future of the participants. Against our target we haven't reached even near to it but with each growing day few participants are showing willingness to take up this business

venture. The college is still working in this regard and are helpful that many would get self-employment as a result of this training.

- 6. Problems encountered and resources required:** - Major problems encountered is that many participants take up this training just for the sake of certificate and entrepreneurial spirit is lacking among them. Thus, the trainees as well as the faculty in-charge have to work a lot in order to motivate them since most of the participants are students, these are currently unable to assess our performance against the target set by the institution. Coming to the resource's requirement, we have the basic infrastructure and equipment (fixed resources) for conducting the training but there is a lack of funds to bear day to day expense of the training. Participants have to bear the cost of raw material used in the demonstration of each product. Yet there is no dissatisfaction among the participants in this regard as they take the final product along with them.

2nd Best Practice

- 1. Title of the Practice:** - **Quality education through online platform.**
- 2. Objective of the Practice:** - The above-mentioned practice was employed by the college with the following objectives: -
 - To improve the quality of learning & teaching via online education.
 - To developed the efficiency and effectiveness of the teaching.
 - To improve the online interaction between teacher and students.
 - To make direct access of information and services to all faculty, staff and students.
 - To bring about flexibility in teaching- learning style apart from classroom teaching.
 - To improve user accessibility and time flexibility of education.
 - To provide teachers and students the foundation for assessment of teaching-learning process.
- 3. The Context:** - Online education changes almost all components of teaching and learning in higher education. In context to the students, the major issues are learner's expectations, readiness and active participation in online education. Issues faced by teachers include changing faculty roles, transitioning from face-to-face teaching to online mode, time management and changing teaching style. Role of faculty in content development, integration of multimedia in content, role of institution in content development are also few among the many issues of online education.

One of the major challenges is passiveness of students for learning to be truly effective, students must be engaged in the quality breadth and depth of their learning, also much of

the learning is completed asynchronously and students often feel disconnected with the teachers, collaboration is difficult to achieve when students are not physically together.

- 4. The Practice:** - The college facilitates teaching through online mode. In the wake of COVID-19 pandemic, the practice played a very important role in delivering of lectures to the students. The faculties not only took classes through online platform such as Google meet, zoom etc. but also circulated self-recorded lectures through WhatsApp or YouTube. On the website of the college there is a section where in each faculty uploads study materials, assignment as well syllabus for each course. Students can access this material at any time from any place there by, facilitating time boundless education. This practices also helpful in simultaneous development of e-content in the college.

A recording unit has also been installed in the college in order to facilitate online teaching in college premises. This ensures that the faculty is able to take online even if they aren't technologically updated. An attendant is also recruited to assist the faculty in order to overcome any technical barrier.

College made the full utilisation of the available resources to carry out successful implementation of online education. Despite all these, there were many limitations of this practice. It's true that online learning is convenient and flexible, but it's also a role act. It is not possible for all the learners to actively participate in discussion with the teacher. Some students absolutely need the personal contact with their teacher in order to learn successfully. Furthermore, no matter how hard we try to fully transfer human communication to online platforms it can't just replace the benefits of human contact. In the beginning it was difficult to incorporate self-discipline among the students, it was unlikely that they would be motivated to self-study. But with due course of time with proper guidance of the teachers, this problem was overcome. also, no matter how carefully the e-learning courses was developed there was no guarantee that is secured the purpose there are instances that students are just going through the material without paying any attention. To overcome this barrier regular class tests were taken by few teachers while few assorted to giving assignments from the topics covered during the online classes.

One of the major constraints of online classes was that online student feedback was limited. Also cheating prevention during online assignments is complicated, practical can't be conducted through online mode. Hence, a combination of online and offline method of teaching was practiced by the college.

- 5. Evidence of success:** - When the practice of online teaching was introduced in the college then it aimed at taking classes via electronic media and making it available to student who

come from very far off places. In the beginning it was difficult bring about this change at most of the teachers were well versed with classroom teaching weren't comfortable with idea of online teaching. Initially, the response from the faculty was not very satisfactory as it was tough to bring them out from their comfort zone. But during the COVID-19 pandemic period each and every faculty tried their level best and participated in online teaching. As they got used to online teaching during the lock down period, now they were well versed with classroom. College also focused on development of e-content for each course. For this faculty profile portal was also developed on the college website. As they got used to online teaching, they are well versed with the use of various online teaching apps and are involved in online teaching with greater enthusiasm. The practice is a success which can be seen through the increase in number of e-content uploaded by teachers and number of students availing the facility.

6. **Problems encountered and resources required:** - Major problem encountered is the inability of the faculty and the students to switch to the online mode from offline mode. In case of the faculty the major issue was their inability to be technology friendly. There was reluctance in the beginning among the faculty to come out of their comfort zone. Coming to the students, most of them come from rural background and aren't financially sound that they can afford smart phone or laptops. Most of the teachers and students used their personal smart phones, laptops to carry out the teaching- learning process. Still a high-definition recording unit was installed in the college for the use of faculty in recording online classes.