



“ Let's help each other, be on a righteous path”
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7.2.1: Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.

Best Practice- I

Title: Women Empowerment (WE): Unlocking HER Potential

Objectives of the Practice:

While setting this Best Practice (Women Empowerment (WE): Unlocking HER Potential) as per the guidelines of the NAAC we have considered global concerns, national issues, and local contexts, nature of our students, their competencies, and infrastructural facilities available in our college and the human resources and technological tools available in the college. While dealing with this practice we have following long term broad objectives:

- Provide them access to various curricular and co-curricular activities.

• Conscientization:

Conscientization is the process of becoming aware that gender roles and unequal relations are not part of a natural order, nor determined by biology. Gender roles are typically conveyed through everyday messages in government policies, law, the mass media, school textbooks, and religious and traditional practices. They often reflect systematic discrimination against a social group that limits choices or roles (for example, men should not look after children; women should not participate in elections). Empowerment entails the recognition by men and women that the subordination of women is imposed by a system of discrimination which is socially constructed, and can be altered.

• Mobilization:

Here we have taken Mobilization as the process of women meeting together to discuss common problems, very often leading to the formation of women's organizations and networks and public lobbying for the recognition of women's rights. Through mobilization, women identify gender

inequalities, recognize the elements of discrimination and oppression, and devise collective strategies to challenge problems.

• **Control:**

Control refers to a balance of power between women and men, so that neither is in a position of dominance. It means that women have power alongside men to influence their destiny and that of their society.

• **Gender equality mainstreaming:**

Gender equality mainstreaming is both a strategy and a process for transforming gender relations

In the general sense we set the following aims and objectives while setting the Best Practice: 1.

1. Improving participation of girl students in various curricular, co-curricular and extra-curricular activities.
2. Enabling them for better decision making.
3. Enabling them to understand the socio-economic status of women in Indian Society.
4. Making them competent to enhance their socio-economic status.
5. Organizing programmes for improving their Health and Hygiene.
6. To lead her to improve her financial capabilities.
7. Opening avenues for women's participation in the workplace.
8. Creating awareness about women literacy through extension activities.

The Context:

B. P. Sulakhe Commerce College, Barshi is located in rural part of Solapur District of Maharashtra. It is drought prone area where the because of the scarcity of water people struggle for their livelihood. They do not have enough resources for their living. It is the truth of India's almost remote and rural part. This results in poverty and lack of education. We even see various problems in rural part. Because of lack of education the people are very much sensitive to their customs, beliefs and traditions. Therefore we see various biases in our locality related to gender, class, caste and religion. Gender biases are very much ubiquitous in our part where the education of girls is not their priority; there are many unscientific thoughts among the women regarding their health and hygiene. The drop-out rate of girl students after

the completion of secondary education is found to be very high and is really a matter of concern if we want to convert the intellectual power of women into a human resource. It's our unshakeable belief that India will never achieve its true growth story until the rural sector of the country and almost fifty percent of the population (i.e. Women Population) is empowered to make choices and transform their own lives. With this thought, we initiated women empowerment programmes which will help creating awareness about gender equality, in understanding the importance of women education, the awareness about the health and hygiene of women at college level and through outreach extension activities. That metamorphosed into the BEST PRACTICE of our college.

The Practice:

The institution has almost 50% girl students. Majority of them hail from rural background. Inequality and women harassment is a social stigma and that is why we have taken keen interest to protect the rights of girl student by organizing distinctive value added programmes. We have tried to organise the programmes for creating sensitivity regarding the rights of women and treating them with respect. We have put our efforts for strengthening the women for creating a just society and bringing the marginalized sections into the mainstream as it is the need of time. We have also continued to do this through our set practice for creating awareness about gender equity, women education, health and hygiene by various extension activities and by organizing the activities in adopted villages. "If you educate a boy you educate an individual, if you educate a girl, you educate a whole family". In this context the cell has designed several women empowerment programmes to educate the girl student.

- To increase awareness among girl students and lady staff about their rights.
- Listening to the grievances of girl students and guiding them through counseling.
- Creating opportunities for girl students to participate actively in curricular and co-curricular activities.
- Offering health and safety guidance.
- Providing financial assistance to poor girls from Jijau, Savitri, Ramai Mahila Bal Vikas Samiti, the committee established at institutional level which is named after Jijabai, Savitribai Phule and Ramabai Ambedkar for the empowerment of women
- To increase awareness among girl students about self employment

Evidence of Success:

The claim that gender-sensitive empowerment closes the gender equality gap demands some measure of proof. This is no easy task given that no one factor leads to empowerment, nor is the process of empowerment necessarily linear. It is further complicated by the fact that very often; empowerment strategies do not produce immediate results, but require multiple interventions over the long-term. As the status of women we see in our society suggest, a woman encounters social, economic and political barriers, as well as the hurdle of self-perception. Hence we considered the empowerment initiatives that must engage the multiple dimensions shaping the lives of women and girls, including racial and ethnic

barriers, and discrimination on the basis of ability, age or sexual orientation. So we designed a number of Good Practices and activities that implicitly refer to the challenges women and men face due to historical racism or ethnic divisions that lead to political, social or economic exclusion. Our activities under the Best Practice identify four dimensions of women's empowerment which focus on the ability of women to access resources, exercise self-awareness with respect to their rights, mobilize around their rights and control their environment with a facility equal to that of men. This framework is enhanced when a fifth dimension is considered: the gender-equality of results within institution

We have organized activities in order to letting girl students taking initiatives in creating self-awareness among themselves and in the locality where they are living. The nature of activities conducted is:

- Growing through partnership.
- P. A. C. E. (Personal Advancement and Career Enhancement)
- Breaking the silence on the menstrual Hygiene.
- Breaking the silence on Harrassment.
- Engaging Men in Women's Activities.
- Rallying for awareness.
- To mould our students to build a society of equality, justice and peace through opportunity and socio-economic development by organizing various lecture series, workshops and special camps.

Problems Encountered & Resources Required:

- Empowerment is a long-term process involving multiple dimensions: access, conscientization, mobilization, control and gender equality mainstreaming. These dimensions are not necessarily sequential, but should be viewed as inter-related: each dimension shapes the other and leads to new levels of empowerment.
- The empowerment and gender roles and relations within a population are the matters of concern and must be understood to address inequalities.
- Empowerment is both necessary and possible at all stages and needs to be incorporated into all areas of work so it requires long-term strategies for empowerment.
- The participation of women and men, girls and boys in planning, implementation, monitoring and evaluation is essential but they are under-valued.
- Empowerment involves not only a process of change within a population of concern, but also within implementing institutes or partners. We lack in Inter-agency coordination around women's empowerment which actually enhances this process.

Best Practice- II

Title: Professional Orientation through Students' Personality Development Programme (SPDP)

Objectives of the Practice:

Student orientation is the opportunity to engage with students from first year to the final year of their education introducing them to the college, connecting them to the community and making them enable to understand the entire community and the world. In short it aims at expanding students' understanding from individual level to local or community level and then to the global level. A successful orientation gives student's confidence that they have all the information and resources they need to be successful. Hence while setting this Best Practice we have following broad goals:

1. Creating welcoming and energetic atmosphere.
2. Conduct ice-breaker activities.
3. Promote engagement in college traditions and build community.
4. Provide relevant campus resources.
5. Encourage involvement in social events.
6. Provide ongoing support.
7. Establish membership opportunities.
8. Deliver information through a platforms like 'Students' Personality Development Programme', 'Competitive and Banking Exam Guidance Cell', 'Career Guidance and Counseling Centre' etc.

In the general sense we set the following aims and objectives while setting the Best Practice:

- 1. Improving participation of students in various curricular, co-curricular and extra-curricular activities.*
- 2. Improving project management skills.*
- 3. Individual and Holistic growth of students.*
- 4. Enabling the students understand the importance of team work and developing Team Building work skill.*
- 5. Improving the productivity of the students.*
- 6. Developing the communication skills.*
- 7. Developing the skills like Relationship building, leadership and creativity.*
- 8. Enabling them for better decision making.*

9. To lead them to improve their financial capabilities.

10. Developing their overall personality.

11. To inculcate the professional ethos.

12. To help them build networking skills.

13. To motivate the students to build and modify their future.

The Context:

B. P. Sulakhe Commerce College, Barshi is located in rural part of Solapur District of Maharashtra. It is drought prone area where because of the scarcity of water people struggle for their livelihood. So here the parents and the community expect that the students after the completion of their education should get the jobs or they must begin their own business. But here the students have limited sources of professional guidance facilities to enhance their employability skills. So it is necessary that professional orientation should begin at college from the first year of graduation. Professional orientations are important in so far as they address an individual's specific abilities and developing them for the specific career. As ours is a commerce college we try to focus on the career opportunities in commerce and try to address the essential abilities for these careers. So we have designed the Best Practice under which we have organized special programs that will help in developing professional orientations in educational environments by providing students with the appropriate support and by helping them to recognize their physical, cognitive and personal trait and abilities. This practice assists students in finding careers in harmony with their knowledge, traits and skills.

The Practice:

A professional orientation towards a specific job involves many factors, including personal motivation and a personal desire to pursue the job which, in turn, entail gaining an in-depth understanding of what the job requires and adopting the values and principles inherent to the job. The individual who has reached this level of understanding with respect to a specific job or career has acquires a high degree of professional awareness that incorporates a system of images, beliefs, ideas, feelings and approaches constituted within the individual. So under this practice we have organized the lectures of eminent scholars, entrepreneurs for motivating the students. For the development of communication skills we have organized special programs in Spoken English and for developing communicative and linguistic competencies we have organized special lectures on English grammar and communication skills. We organize a special One Week Students' Personality Development Programme (SPDP) in which we cover the various aspects which will help students for getting acquainted with their personality traits and abilities.

- We offer a variety of personal development and organizational programmes to meet our students' needs

- National Service Scheme (NSS) for extension activities and developing students understanding of the community in which they live.
- NCC for discipline.
- Competitive Exam and Banking Exam Guidance through a special Cell.
- Career Counseling
- Placement cell for students' progression
- Internships in various firms.

Evidence of Success:

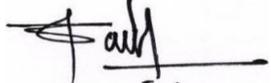
The college has planned the orientation activities meticulously and organized them effectively. In this orientation through SPDP we aim not only the accumulation of knowledge and development of skills of students in their chosen specialty, but also we want to deepen their interest in the future profession. We intend to make them able to form an idea of professionally important qualities necessary for future activities; there is a formation of professional plans, attitudes and professional orientation. The programmes organized helped them for building their confidence level. As orientation is continuous process, we have plan of activities which accommodates students according to their needs and classes. We arrange some regular activities in the college while every year we conduct 'Students' Personality Development Programme (SPDP). Under this programme we organize a lecture series which covers the topics of the students' interest. In this programme we offer the freedom to the students in planning and organizing the whole course. They voluntarily introduce the guests and resource persons; host the program by following the protocols of the formal functions. Here we provide them opportunities for their leadership skills. They get the inputs for getting jobs and entrepreneurship.

Problems Encountered & Resources Required:

- In the process of training the consistency is the major factor which can lead to success. But students begin to realize the inconsistency of the existing ideas about the chosen profession with the real content of the psychologist.
- We see variety of motives in the students so it is very difficult to encompass all.
- Lack of theoretical analysis of psychological and pedagogical studies while conducting the activities.
- Since the training of the profession is a stage of professional biography and life of the student as a whole but we lack biographical details and social background of the students.
- Getting proper experts and industry partners is another problem as the college is located in rural area where we do not have MIDC.
- Converting Professional orientation to professional self-determination is another issue while conducting this programme.


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