CRITERIA 7.2.1

BEST PRACTICES

BEST PRACTICE 1

HEART CONNECT PROGRAMME

Criteria 7.2.1

7.2.1 Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual

BEST PRACTICE-1: HEART CONNECT PROGRAMME

Response:

1. **TITLE:-** HEART CONNECT PROGRAMME- Extension Activity at the Old age Home 'Baba Bhaskar Pawar Vrudhashram Trust'

2. **OBJECTIVES OF THE PRACTICE:**

   · To empower students to respond proactively to social concerns

   · To create a sense of social commitment towards marginalized and underprivileged

   · To awaken the sense of social responsibility among students

   · To show care to the elderly in the old folks home.

   · To create closer bonds between the old folks and students.

   · To raise awareness and build the heart of passion towards the elderly among students who have participated.

   · To sensitize students to social work.

   · To sensitize students to the predicaments and problems of aged people

   · To Promote community service for holistic development of the society.

3. THE CONTEXT –

The Contextual features or challenging issues addressed are:

❖ The cultural background of the students and the elderly impacted the dynamics of the visit. Different cultures have varying attitudes and norms regarding aging, respect for the elderly, and social interactions. Sensitivity to cultural differences is essential for fostering meaningful interactions.

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& Management Studies

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- ❖ The health conditions of the elderly residents affected their ability to engage in activities and interactions. Some residents had mobility or cognitive challenges, which was taken into consideration while planning the activities
- ❖ Language barriers can impact communication between students and the elderly. There were language differences hence, the students found out creative ways to bridge the gap, such as through nonverbal communication or visual aids.
- ❖ The generational gap between the students and the elderly residents influenced the nature of their interactions. Students had different interests, hobbies, and communication styles compared to the older generation.

4. THE PRACTICE –

- ❖ The college has signed an MOU with 'Baba Bhaskar Pawar Vrudhashram Trust' which is a commendable initiative that fosters continuous engagement, empathy, and understanding among the students.
- ❖ The college Organizes regular visits to 'Baba Bhaskar Pawar Vrudhashram Trust' by students every month under the 'HEART CONNECT PROGRAMME'. The name 'HEART CONNECT PROGRAMME' depicts the heart-to-heart connection that is important for building the relationship between the students and the Elderly
- ❖ During the visit, students engaged in a range of activities, including:
  - · Storytelling sessions where residents shared their life experiences.
  - · Art and craft sessions, creating collaborative artwork.
  - · Music sessions where students and residents sang and played instruments together.
- ❖ The visit achieved several learning outcomes, including:
  - Enhanced understanding of aging, its challenges, and the need for support.
  - Cultivation of empathy and respect for the elderly.
  - Practical application of communication and interpersonal skills.
- ❖ Feedback from the elderly residents was always overwhelmingly positive. They were very happy to see the students around them.
- ❖ Exploring the potential for continued engagement, students and the elderly residents exchanged contact information to maintain connections beyond the visit.
- ❖ The visits to 'Baba Bhaskar Pawar Vrudhashram Trust' underscored the importance of building intergenerational relationships and fostering empathy. It served as a reminder that spending time with the elderly enriches both parties' lives and contributes positively to society.
- ❖ Visiting old age homes in the context of Indian higher education offers unique opportunities and challenges due to the country's rich cultural diversity, societal values, and educational system. Here are some aspects that make such visits unique in an Indian context

- **Education's Role in Social Change**: Indian higher education often emphasizes societal values and the role of educated individuals in driving change. Old age home visits can encourage students to contemplate their role in addressing issues related to elderly care and societal attitudes.
- **Holistic Learning**: The Indian education system traditionally emphasizes holistic learning, which includes values, ethics, and character building. Old age home visits align with this approach by fostering empathy, compassion, and a broader understanding of life.

❖ **Constraints/ Limitations faced:**
  - The health conditions of the elderly residents affected their ability to engage in activities and interactions organised by the students.
  - Language barriers impacted communication between students and elderly residents but students found creative ways to bridge the gap, such as through nonverbal communication or visual aids.

5. EVIDENCE OF SUCCESS–

❖ The college has signed an MOU with 'Baba Bhaskar Pawar Vrudhashram Trust' which is a commendable initiative that fosters continuous engagement, empathy, and understanding among the students.

❖ During the visit, students engaged in a range of activities, including:
  - Storytelling sessions where elderly residents shared their life experiences.
  - Art and craft sessions, creating collaborative artwork.
  - Music sessions where students and residents sang and played instruments together.

❖ 'Joy of Giving' initiative was organised by the college where students contributed various items to the Elderly such as Food packets, Clothes, Board Games, Medicines, Groceries, Snacks, etc.

❖ The visit achieved several learning outcomes, including:
  - Enhanced understanding of aging, its challenges, and the need for support.
  - Cultivation of empathy and respect for the elderly.
  - Practical application of communication and interpersonal skills.

❖ Feedback from the elderly residents was overwhelmingly positive. One of the elderly residents said, "Having the students here made us feel valued and heard. Their energy and enthusiasm brightened our day."

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❖ Students shared their reflections on the visit. One student remarked, "I learned that every elderly person has a unique story to tell, and they are a treasure trove of wisdom."

6. PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED:

❖ **Communication Barriers:** Language differences and hearing impairments hindered effective communication between students and elderly residents, making it difficult to establish meaningful connections.

❖ **Health and Mobility Issues:** Some residents had mobility challenges, cognitive impairments and health conditions that limited their ability to engage in certain activities or interactions.

❖ **Time Constraints:** Students had limited time available due to academic schedules, which made it difficult to establish meaningful connections or engage in extended activities.

❖ **Scheduling Conflicts:** Coordinating visits with both students' schedules and the availability of the elderly residents proved to be complex.

RESOURCES REQUIRED

❖ **Alumni Involvement:**

Engage alumni who have expertise in gerontology, healthcare, or social work to contribute to educational programs, workshops, and mentorship opportunities.

❖ **Funding and Grants:**

Seeking funding from government grants, private foundations, or corporate sponsorships to support initiatives aimed at addressing elderly issues.

7. NOTES:

■ The 'HEART CONNECT PROGRAMME' by our students proved to be a transformative and enlightening experience for all involved. This endeavor is not just an excursion but a journey into empathy, understanding, and the importance of intergenerational connections.

■ The interactions were heartwarming, filled with laughter, and at times, poignant moments that underscored the significance of human connection, regardless of age or background.

■ As our students shared their time, stories, and skills with the residents, they witnessed the resilience and strength that often accompany old age.

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- The visit to the old age home reinforced the value of community engagement and the responsibilities we hold as educated individuals. It reminded us of the importance of addressing the needs and concerns of our aging population, advocating for policies that support their well-being, and fostering an environment of respect and care.

EVIDENCE FOR HEART CONNECT PROGRAMME

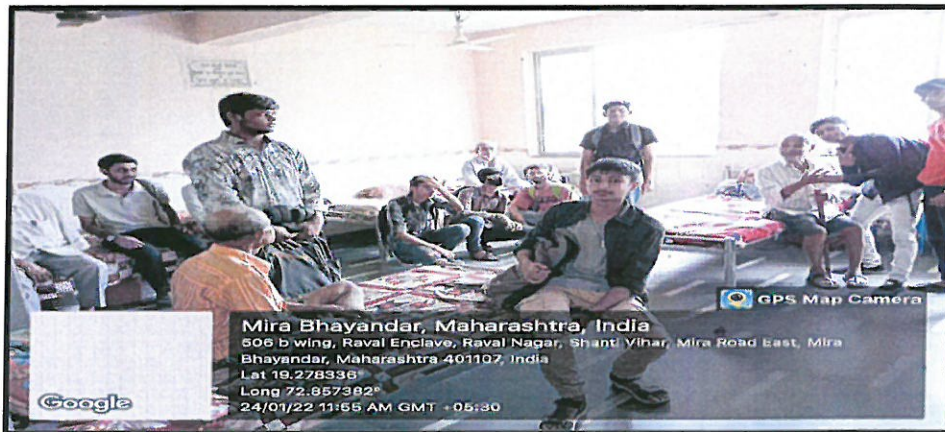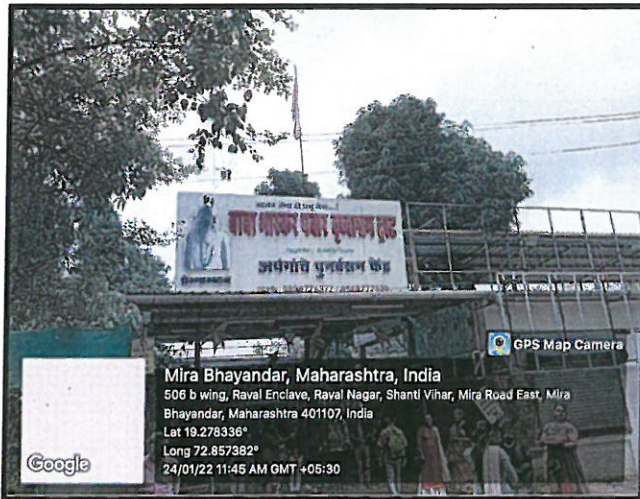During the visit, students engaged in a range of activities, including:
- Storytelling sessions where elderly residents shared their life experiences.
- The Joy of Giving Initiative was taken by the students.
- Served food to the Elders as a token of love
- Playing games, creating collaborative artwork.
- Music sessions where students and residents sang and played music together.

SR. NO.	PHOTOS
1.	**Story Telling sessions with the Elderly- 24th January, 2022**

Mira Bhayandar, Maharashtra, India
506 b wing, Raval Enclave, Raval Nagar, Shanti Vihar, Mira Road East, Mira Bhayandar, Maharashtra 401107, India
Lat 19.278336°
Long 72.857382°
24/01/22 11:45 AM GMT +05:30

Mira Bhayandar, Maharashtra, India
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| 2. | The Joy of Giving- 15th February, 2022 |

Mira Bhayandar, Maharashtra, India
506 b wing, Raval Enclave, Raval Nagar, Shanti Vihar, Mira Road East, Mira Bhayandar, Maharashtra 401107, India
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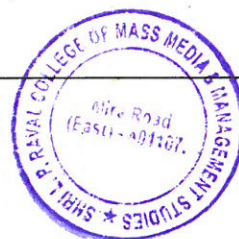15/02/22 12:00 PM GMT +05:30

For Shri L P Raval College of Mass Media
& Management Studies
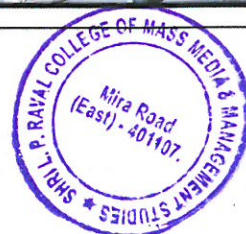
Principal

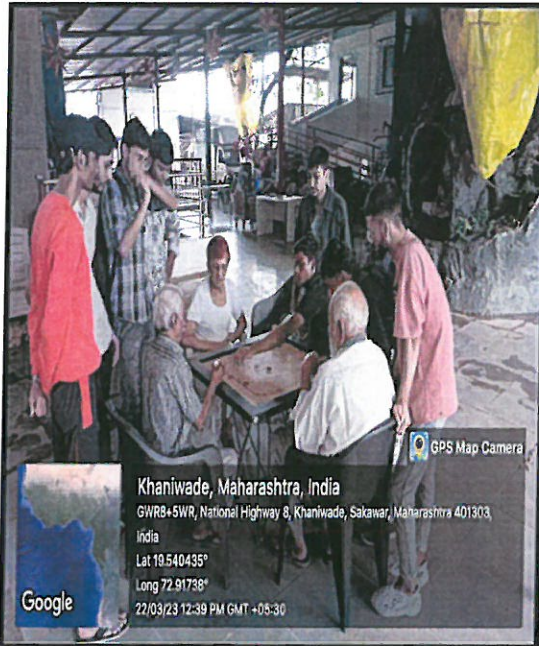| 3. | Serving food to the elderly as a token of love and playing Games- 22nd March, 2022 |

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For Shri L P Raval College of Mass Media
& Management Studies

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CRITERIA 7.2.1

BEST PRACTICES

BEST PRACTICE 2

SCHOOL CONNECT PROGRAMME

BEST PRACTICE-2: SCHOOL CONNECT PROGRAMME

Response:

1. **TITLE:-** SCHOOL CONNECT PROGRAMME - A step towards Digital Literacy.

It is an Extension Activity at school- Ranjit Pandey (R.P.) Education Trust , Nallasopara (E).

2. **OBJECTIVES OF THE PRACTICE:**

- ❖ To Develop students' foundational understanding of digital tools, devices, and software, enabling them to effectively navigate and interact with technology.
- ❖ To equip students with practical skills to use various ICT tools, including word processing, spreadsheets, presentation software, and graphic editing programs.
- ❖ To foster problem-solving abilities by teaching students how to analyze challenges, research solutions online, and use software to create innovative solutions.
- ❖ To enhance students' communication skills by teaching them how to compose and format digital documents, create visually appealing presentations.
- ❖ To Encourage students to think creatively

3. **THE CONTEXT –**

The Contextual features or challenging issues addressed are:

- ❖ Teaching Information and Communication Technology (ICT) to students is a crucial initiative in today's digital age. Integrating ICT into education equips students with essential skills for the modern world and prepares them for a technology-driven future.
- ❖ The College has signed an MOU with Ranjit Pandey (R.P.) Education Trust and carries out an extension activity under the 'SCHOOL CONNECT PROGRAMME' which is a step towards Digital Literacy.
- ❖ It helps to develop students' foundational understanding of digital tools, devices, and software, enabling them to effectively navigate and interact with technology.
- ❖ Also the college arranges 'Joy of Giving' initiative under which the College students donate various items for the school children.
- ❖ This initiative will encourage students to explore technology independently, fostering a sense of curiosity and self-directed learning that extends beyond the classroom.

For Shri L P Raval College of Mass Media
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Principal

4. THE PRACTICE –

❖ The college conducts various ICT Sessions for the students of Ranjit Pandey (R.P.) Education Trust under the 'SCHOOL CONNECT PROGRAMME' which is a step towards Digital Literacy.

❖ Various ICT Sessions are organised for the school children making use of the availability of Computer Laboratories and ICT facilities.

❖ The students are taught various things using the resources digitally.

❖ It enhances students' communication skills by teaching them how to compose and format digital documents, create visually appealing presentations, and collaborate using digital tools.

❖ Also, the college imbibes ethical values and responsible behaviour in the digital realm, focusing on privacy, cyberbullying prevention, respecting copyright, and understanding the implications of sharing personal information online.

❖ Also, the college is successful in Cultivating an entrepreneurial mindset by teaching students how to use ICT to identify opportunities, create business models, and prototype ideas

❖ Teaching Information and Communication Technology (ICT) to school students in the context of Indian higher education holds unique significance due to India's cultural diversity, economic dynamics, and the role of technology in shaping the nation's future. The integration of ICT in education takes on a distinct character in India:

- **E-Learning and Remote Education**: With vast geographical distances, ICT is crucial for enabling remote and online learning. The recent emphasis on e-learning platforms has highlighted the importance of teaching ICT for seamless education delivery.

- **Government Initiatives**: The Indian government has launched initiatives such as Digital India and Skill India, underscoring the nation's commitment to digital transformation. Teaching ICT aligns with these initiatives, fostering a tech-savvy citizenry.

- **Infrastructure Challenges**: While urban areas are technologically advanced, rural regions face infrastructure challenges. Teaching ICT can reduce the digital divide and enhancing connectivity.

- **Empowerment of Marginalized Groups**: ICT can empower marginalized groups by providing access to information, education, and opportunities that were previously limited.

- **Technological Advancements and Industry Relevance:** Teaching ICT not only prepares students for future careers but also aligns with the country's push for technological innovation and entrepreneurship.

- **Digital Divide and Inclusivity:** India's population encompasses a wide range of socio-economic backgrounds. Teaching ICT aims to bridge the digital divide by equipping students from various economic strata with essential digital skills, ensuring inclusivity and equal access to opportunities.
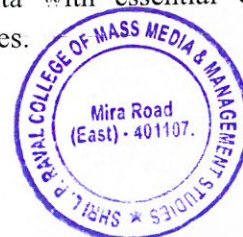
- In the context of Indian higher education, teaching ICT to school students isn't just about acquiring skills; it's about preparing the next generation to navigate a rapidly changing world

5. EVIDENCE OF SUCCESS–

- Shri. L.P. Raval college of Mass Media and Management studies is successful in empowering more than 100 students in a step towards Digital Literacy under the 'SCHOOL CONNECT PROGRAMME'.
- The college is successful in Cultivating an entrepreneurial mindset by teaching students how to use ICT to identify opportunities, and prototype ideas
- The college imbibes ethical values and responsible behaviour in the digital realm, focusing on privacy, cyberbullying prevention, respecting copyright, and understanding the implications of sharing personal information online.
- The college arranges 'Joy of Giving' initiative under which the College students donate various items for the marginalized school children.
- The students learned Microsoft Excel, Word, Power point, etc under this initiative.
- The School Management was also very satisfied with our initiative and provided us full support.
- Various ICT Sessions are organised for the school children making use of the availability of Computer Laboratories and ICT facilities.
- The college imbibed ethical values and responsible behaviour in the digital realm, focusing on privacy, cyberbullying prevention, respecting copyright, and understanding the implications of sharing personal information online. This fosters the development of responsible digital citizens.

6. PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED:

- **Online Safety and Security**: Teaching students about online safety, privacy, and responsible digital behaviour is crucial. However, addressing these topics effectively while keeping up with ever-evolving threats proved to be challenging.
- **Accessibility:** Ensuring that ICT resources and content are accessible to students with disabilities was challenging, requiring educators to consider a wide range of accessibility needs
- **Digital Equity:** Disparities in students' access to technology outside of school created a digital divide. Students who lack access to computers or the internet at home might struggle to stay on track with the learning practice.
- **Scheduling Conflicts**: Coordinating visits with both school students' schedules and our college students proved to be complex.

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❖ RESOURCES REQUIRED

- Insufficient access to computers, software, and other ICT tools, to some extent hindered effective ICT education. Hence the Schools must install new computers with updated versions.

7. NOTES:

- ❖ The 'SCHOOL CONNECT PROGRAMME' by our students proved to be a transformative and enlightening experience for all involved that led to a step towards Digital Literacy.
- ❖ Addressing these challenges requires a collaborative effort among educators, administrators, policymakers, and other stakeholders.
- ❖ The teachers tried their best to teach the ICT tools with full enthusiasm to school students.
- ❖ Adequate teacher training, ongoing professional development, sufficient technology infrastructure, and a well-thought-out curriculum can help mitigate these problems and create a more effective ICT education environment.
- ❖ It's important to note that the success of an ICT education initiative depends on various factors, including the quality of teacher training, the availability of resources, and the alignment with educational goals.
- ❖ Teaching ICT to students in schools requires a thoughtful and strategic approach to ensure that students gain valuable skills and knowledge that prepare them for the digital age.
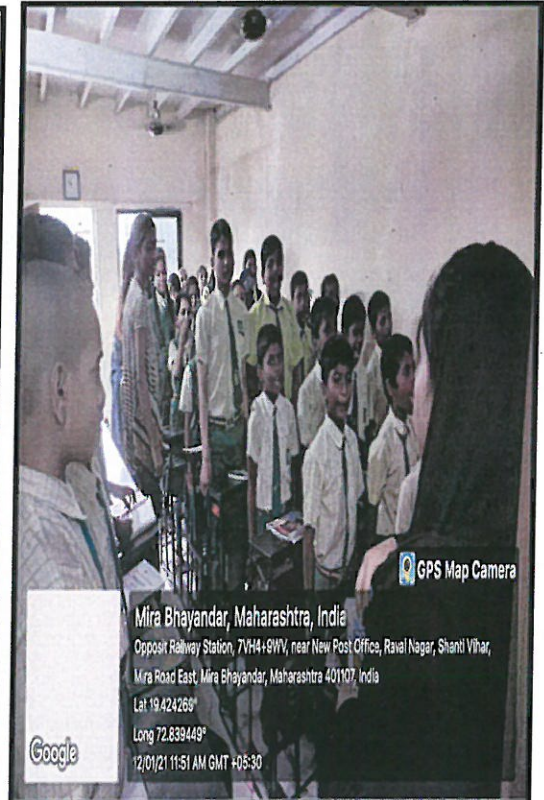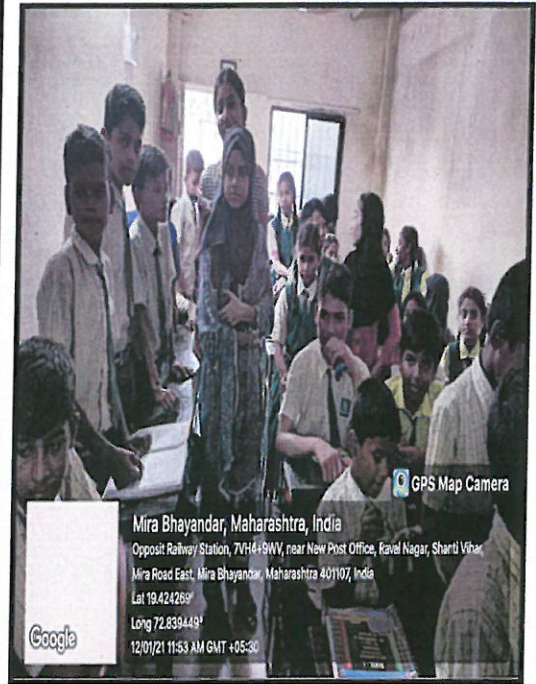
EVIDENCE FOR SCHOOL CONNECT PROGRAMME

- ❖ Shri. L.P. Raval college of Mass Media and Management studies is successful in empowering more than 100 students in a step towards Digital Literacy under the 'SCHOOL CONNECT PROGRAMME'.
- ❖ The college arranges 'Joy of Giving' initiative under which the College students donate various items for the marginalized school children.
- ❖ The students learned Microsoft Excel, Word, Power point, etc under this initiative.

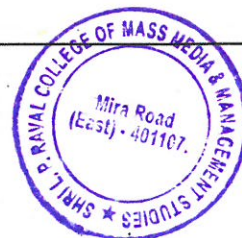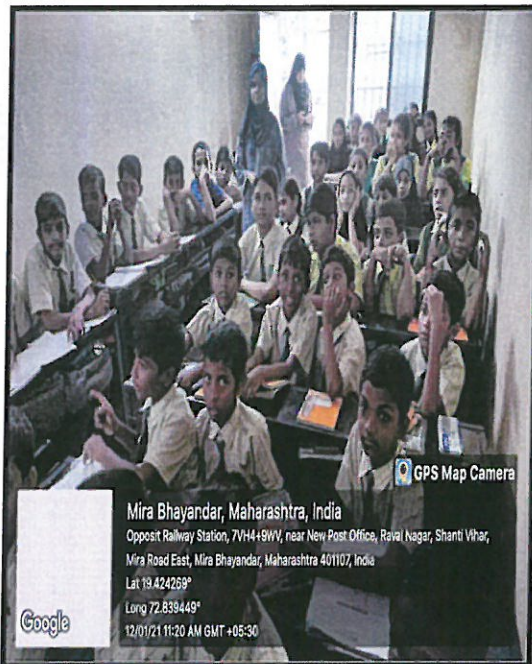For Shri L P Raval College of Mass Media
& Management Studies

Principal

SR. NO.	PHOTOS
1.	**Building a Connection with the Future Leaders- 12th January, 2021**

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Mira Road East, Mira Bhayandar, Maharashtra 401107, India
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Mira Bhayandar, Maharashtra, India
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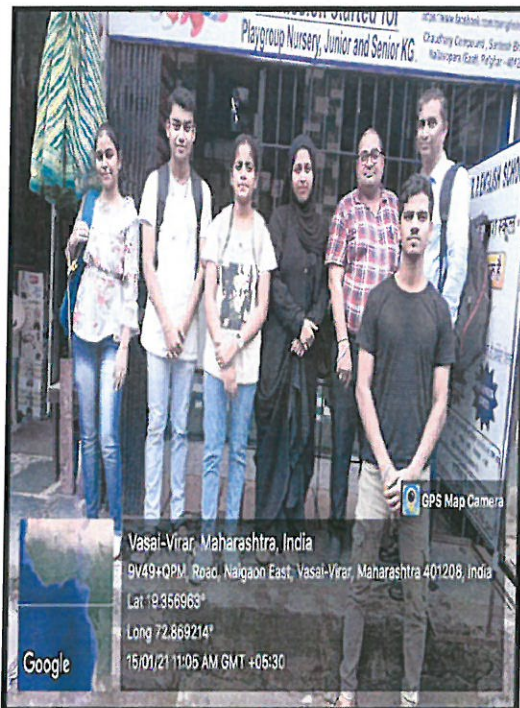12/01/21 11:20 AM GMT +05:30

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R. P. ENGLISH SCHOOL
आर. पी. इंग्लिश स्कूल
स्थापना : २०११
Conducted by
Ranjit Pandey (R. P.) Education Trust
Registration No. E-6916 / Thane
9323075217
Admission started for
Playgroup Nursery, Junior and Senior KG
https://www.facebook.com/rpenglishschool
Chaudhary Compound, Santosh Bhuvan,
Nallasopara (East), Palghar - 401209

Mira Bhayandar, Maharashtra, India
Opposit Railway Station, 7VH4+9WV, near New Post Office, Raval Nagar, Shanti Vihar, Mira Road East, Mira Bhayandar, Maharashtra 401107, India
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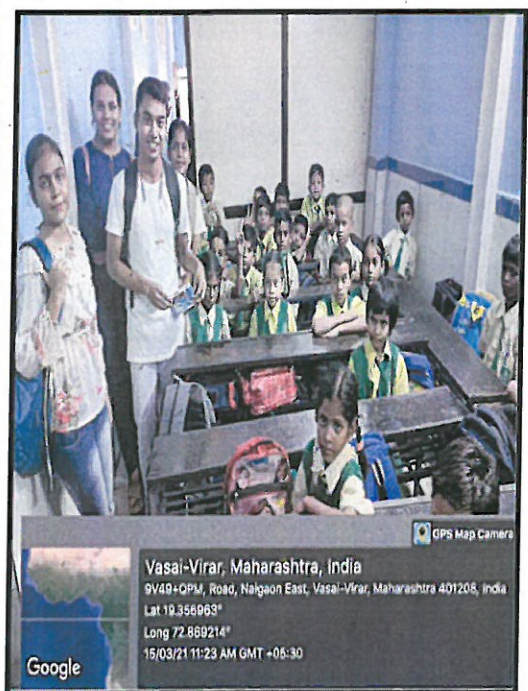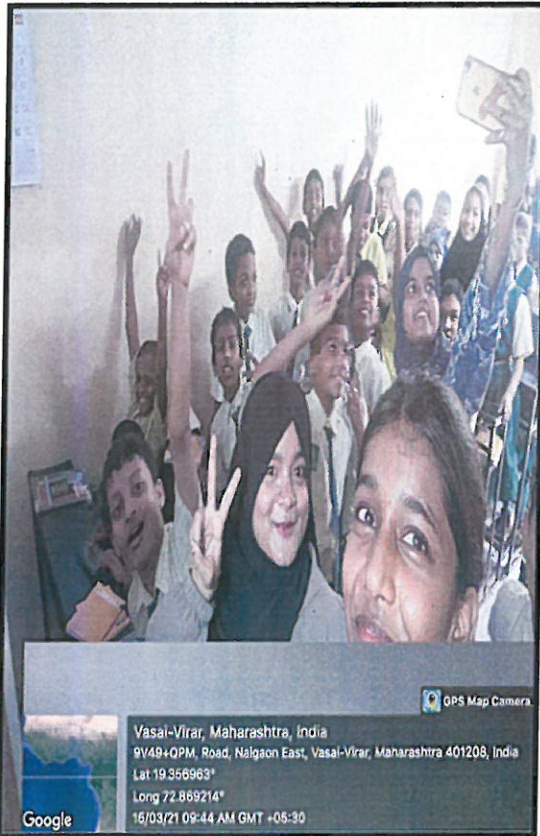Long 72.857353°
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For Shri L P Raval College of Mass Media
& Management Studies

Principal

| 2. | LEARNING THE SKILLS- A step towards Digital Literacy- 15th January, 2021 |

3.	**Quiz Sessions on ICT- 15th March, 2021**

Vasai-Virar, Maharashtra, India
9V49+QPM, Road, Nalgaon East, Vasai-Virar, Maharashtra 401208, India
Lat 19.356963°
Long 72.869214°
16/03/21 09:44 AM GMT +05:30

Vasai-Virar, Maharashtra, India
9V49+QPM, Road, Nalgaon East, Vasai-Virar, Maharashtra 401206, India
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