

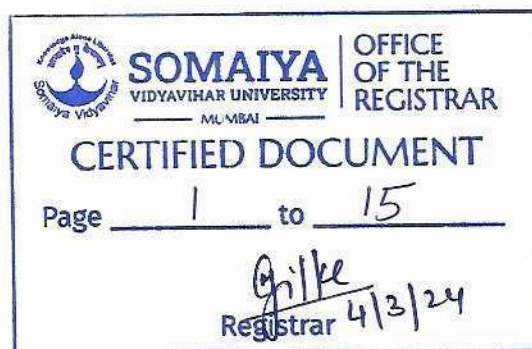
CRITERION VII

Institutional Values and Best Practices

7.2 Best Practices

Best Practice 1: Activities done under “Community Engagement: "Going beyond the boundaries”

Programs- organised in academic year 2020-21



Metric No: 7.2

Describe two Best practices successfully implemented by the Institution as per the NAAC format provided in the Manual.

Activities done under “Community Engagement: "Going beyond the boundaries”

Programs- organised in academic year 2020-21

Programs- organised in academic year 2020-21

K J Somaiya College of Engineering

1. Title of the Practice: Community Engagement: “Going Beyond Boundaries”

2. Objectives of the Practice

- The main objectives of these processes are to establish systematic approach to imbibe the people skills through extension and community services beyond the boundaries of the academics.
- To teach the students about initiative and leadership qualities through group activities.
- To sow the seeds of social change in the young minds.
- To develop the value of empathy
- To create new perspectives on important social issue
- To help students to learn how to observe, analyze, interpret and face various situations in their everyday life
- Engaging the community with sustained campaign
- Involving the staff and students of the University to become a part of solutions to issues faced by the society

3. The Context

- **Parvaah**, the esteemed social initiative of K. J. Somaiya College of Engineering (KJSCE), stands as a beacon of comprehensive societal betterment. Imbued with a mission that transcends boundaries, Parvaah ardently engages in diverse endeavors to uplift communities on multifaceted fronts.
- Live interaction through zoom - Circularity of waste: It emphasized recycling, reusing, and reducing consumption, transforming waste into resources, conserving energy, and minimizing environmental impact, crucial for a sustainable future.
- Orphanage visit: An orphanage visit brings companionship and joy to children's lives, sharing moments of care, play, and encouragement, while reminding them that they're valued and not alone.
- School awareness program through zoom: Program educates students about plastic waste's harm, fostering responsible habits, inspiring eco-friendly

choices, and nurturing a generation committed to reducing environmental impact.

- Covid interactive session: Session imparts vital information on prevention, safety measures, and vaccines, addressing concerns and promoting collective understanding for a healthier and informed community response.
- Beautification drive: A beautification drive at the railway station enhances aesthetics, instills pride, and uplifts the commuting experience, fostering a cleaner, welcoming, and vibrant public space for all travelers.
- Mangrove clean up drive: Mangrove cleanup drive conserves coastal ecosystems by removing debris and waste, protecting biodiversity, and preserving vital habitats, ensuring a sustainable environment for marine life and communities.

4. The Practice

- **Live interaction through zoom:** Under their social initiative Parvaah, the members of the Students' Council of KJSCE on the occasion of Abhyantriki 2020, our first ever completely virtual technical festival, invited Dr. Binish Desai to talk about “Circularity of Waste”.
- **Orphanage visit:** Parvaah visited an orphanage named ‘Adundant Life Ministries’ for its event ‘Diwali Orphanage Visit’ on the 11th of November 2020. Adundant Life Ministries, Goregoan, Mumbai. Six members from Team Parvaah spent time with the kids of the orphanage from 10:30 to 12:30 on the occasion of Diwali.
- **School awareness program through zoom:** The members of the Students' Council of K.J. Somaiya College of Engineering hosted the Sree Narayana Guru Central School, Chembur and Ryan International School, Chembur on 12th December, 2020 and 17th December, 2020 respectively for the School Awareness Campaign, “Know Your Plastic” under their social initiative, Parvaah.
- **Covid interactive session:** The members of the Students' Council of K. J. Somaiya College of engineering hosted doctors, nurses, ward boys and other COVID Frontline workers of K.J. Somaiya General Hospital, K. J. Somaiya Specialty Hospital, Guru Nanak Hospital and L. S. Raheja Hospital with association of Parvaah.

- **Beautification drive:** The members of the Students' Council of K.J. Somaiya College of Engineering alongside Team KJSCE Insignia under our social initiative, Parvaah took up the beautification of Matunga Road Station on 8th January, 2021. The event aimed at expressing our gratitude to all the COVID Workers for their service & protecting us all by risking their own lives in the process during these unprecedented times of COVID 19 Pandemic.
- **Mangrove cleanup drive:** The members of the Students' Council of K. J. Somaiya College of Engineering visited the Coastal & Marine Biodiversity Centre, Airoli for the Mangrove Cleanup Drive under their social initiative, Parvaah. The event took place 10th January, 2021 from 10:00 AM to 12:00 PM.

5. Evidence of Success

- Live interaction through zoom – circularity of waste: More than 300 participants attended the event through Youtube live
- Orphanage visit: The institute had many kids. This event was well received by the children and met with great enthusiasm, eagerness and creativity. The children made a few lanterns which were then hanged in the orphanage.
- School awareness program through zoom: A total of 14 members from Students' Council participated in this event and educated more than 152 young minds the importance of waste segregation and the need to 'Go Zero waste'.
- Covid interactive session: The event aimed at expressing our gratitude to all the COVID Workers for service & protecting everyone by risking their own lives in the process during these unprecedented times of COVID 19 Pandemic.
- Beautification drive: A beautiful painting on the wall that signified our tribute to the Covid Warriors. The paintings represent various people who have contributed to society in the critical time of COVID-19 pandemic.





- Mangrove cleanup drive: The event aimed to raise awareness about plastic and marine pollution. The event involved picking up and pulling out disposed plastic items and other waste from the mud and soil from mangroves and collecting it in buckets.



6. Problems Encountered and Resources Required

- Live interaction through zoom – circularity of waste: Lack of resources (internet facilities) on the audience side due to Covid – 19 regulations limits the number of audience.
- Orphanage visit: Due to Covid – 19 regulations, it was difficult to arrange more volunteers for this visit, addressing multiples queries raised by orphans, needing individual attention.

- School awareness program through zoom: Lack of resources (internet facilities) on the audience side due to Covid – 19 regulations limits the number of audience.
- Covid interactive session: To make Doctors and Healthcare staff available was difficult considering the Covid – 19 restrictions.
- Beautification drive: Following the stringent Covid – 19 guidelines and doing the activity simultaneously effectively was a major challenge.
- Mangrove cleanup drive: Problems encountered include: following the stringent Covid – 19 guidelines and doing the activity simultaneously effectively was a major challenge, considering different government guidelines and health concerns.

K J Somaiya Institute of Management

Yoga HOLSEM Online Session



1. **Objective:** The objective of organizing an online yoga session during the pandemic was to provide individuals with a means to maintain their physical and mental well-being while adhering to social distancing guidelines. It offered a way to promote relaxation, reduce stress, and enhance overall health from the safety of one's home. Additionally, it allowed for community engagement and connection, fostering a sense of togetherness during a time of physical isolation.
2. **Context:** The MBA environment is generally very stressful and does not often provide a means of relaxation. Therefore, in order to combat stress and enhance mental health at a time of global uncertainty, a Yoga session organized by the

HOLSEM committee helped students maintain a strong balance of mental and physical activities

3. **Practices:** The Student Council called Dr Sandeep Dongre and coordinated with him in organizing a conclusive Yoga session for the students in an online mode. The focus was laid on meditation and relaxation Asanas. The whole session helped the students rejuvenate from their mundane academic routines to a healthier environment filled with exuberance and energy. The means were extended to both the Snr & Jnr batch. The students expressed their gratitude and appreciation for the session to the Student Council and the management, given the hectic placement season.
4. Problems/Resources: NA
5. Notes: NA

S K Somaiya College

Best Practice-1: Community Engagement: " Going Beyond the Boundaries"

1. Title of the Practice: Community Engagement: " Going Beyond the Boundaries"

2. Objectives of the Practice:

- To nurture active citizenship and empower learners to be advocates for community issues, contributing to a more participatory and democratic society.
- To empower learners to recognize and respond to societal challenges actively, providing practical assistance and support.
- To foster self-awareness, critical thinking, and a deeper appreciation for the impact of their actions, leading to continuous personal growth and improvement.

3. The Context

Students are presented with various opportunities to actively participate in creating positive impact for the society. Through various activities they are made to understand and reflect on the needs and problems of the society. As they step outside the confines of the campus, students will discover a world of possibilities, making a difference not only in their academic pursuits but also in the lives of those they touch through their actions and compassion.

4. The Practice

Due to the establishment of SKSC this year, a new initiative focusing on community engagement as a best practice was in the planning stages. However, due to the impact of COVID-19 and the subsequent shift to online learning at the college, the implementation of activities related to this best practice was unfortunately hindered.

5. Evidence of Success: NA

6. **Problems Encountered and Resources Required:** Due to COVID 19 restrictions implementing this practice was challenging.

K J Somaiya College of Education

Best Practice: Community Engagement: " Going Beyond the Boundaries"

1. Title of the Practice

- Online Teaching to marginalized children
ASBB and Tamarind Tree
- World Wide Fund for Nature

2. Objectives of the Practice

Education:

- To prepare student-teachers to create courses and update modules, we provide them with training on curriculum design, instructional strategies, and assessment methods. By the end of the program, we expect our student-teachers to design and implement effective and engaging courses for their target learners.
- To enable student-teachers to teach marginalized children and help them to clear their doubts, we equip them with knowledge and skills on inclusive education, learner diversity, and differentiated instruction. We also expose them to various contexts and challenges faced by marginalized children and their families. By the end of the program, we aim to have our student-teachers demonstrate sensitivity, empathy, and responsiveness to the needs and aspirations of their students.

World Wide Fund for Nature:

- To create awareness of plastic pollution and how plastic is harmful to the environment. Watching videos provided by WWF under the project of TIDE TURNER'S PLASTIC CHALLENGE' student should know how we throw plastic anywhere can lead to the death of many animals or birds. Around 900 thousand tons of plastic are on the ocean and only 8% of the plastic is recycled.
- To reduce plastic pollution and its negative impacts on the environment and human health, we will engage our student-teachers in the TIDE TURNERS' PLASTIC CHALLENGE, where they will learn about the sources, effects, and solutions of plastic waste. We will monitor their progress and achievements through the online platform and the badges they earn. By the end of the project, we expect our student-teachers to complete all three levels of the challenge and to demonstrate their knowledge, skills, and attitudes toward plastic reduction and recycling.
- To transform our student-teachers into agents of change who can tackle plastic pollution, we will involve them in the TIDE TURNERS' PLASTIC CHALLENGE, where they will explore the causes, consequences, and alternatives of plastic waste. We will evaluate their learning outcomes and impact through the online system and the badges they collect. By the end of the project, we hope to have our student-teachers accomplish all three levels of the challenge and become role models who can influence others to reduce their plastic consumption and disposal.

3. The Context

- One of the contextual features of our practice was the COVID-19 pandemic, which disrupted the normal functioning of schools and communities and posed health and safety risks for students and teachers. We had to adapt our practice to the changing situation and find alternative ways to conduct community work without compromising the quality of learning and engagement.
- One of the challenging issues that we faced was the lack of direct interaction and feedback between our students and their learners, as well as between us and our students. We had to find ways to build rapport, trust, and motivation among all the stakeholders involved in our practice. We had to monitor and assess the progress and outcomes of our students and their learners using online tools.

- The "Passport to Future" initiative bridges educational inequalities, promoting holistic growth and critical thinking. However, limited resources and access pose challenges to ensuring equal opportunities for underprivileged children.

4. The Practice

It was difficult to do field community work during the COVID-19 pandemic, but we collaborated with some NGOs and engage our students in virtual community work. Students did a lot of activities to help the marginalized children, citizens, and the environment as well. We collaborated with NGOs like the Association of Social Beyond Boundaries, and The Tamarind Tree for teaching low - economic background children virtually.

Our student-teachers taught marginalized children online and help them to clear their doubts. This is a challenging but rewarding task for teachers, as it helps them make a positive difference in the lives of children who face various barriers to education. One of the tasks that our student-teachers did was to create courses and update-modules. This is an important skill for teachers, as it helps them design and deliver effective and engaging learning experiences for their students. They built trusting relationships with the children, by showing respect, empathy, care, and interest. They listened actively to the children's stories, feelings, and opinions. They also shared some of their own personal experiences and insights.

One of the activities that our student-teachers did was to spread awareness of COVID-19 was to create videos that showed how to wash hands, how to sanitize and keep yourself safe, and how to create a mask at home. These videos were intended to educate people about the best practices to prevent the spread of the virus and protect themselves and others from infection. They researched reliable and credible sources of information on COVID-19 prevention, such as the World Health Organization and the Centers for Disease Control and Prevention. They learned about the proper techniques for hand washing, sanitizing, and mask-making. Planned the video content and script, based on the key messages and tips that they wanted to convey.

Our students enrolled for the project "TIDE TURNER'S PLASTIC CHALLENGE", an online program that involved watching informative videos, participating in quizzes, surveys, and activities, and sharing their stories and pledges. The purpose of this project was to educate our student-teachers about the global problem of plastic pollution and to empower them to take action in their communities. We tracked their performance and feedback through

the online portal and the badges they received. By the end of the project, we aimed to have our student-teachers achieve all three levels of the challenge and become young leaders who can inspire others to join the movement against plastic pollution. The results showed that our student-teachers improved their knowledge, skills, and attitudes toward plastic reduction and recycling. They also reported positive changes in their behavior and influence on their peers and families.

5. Evidence of Success

- 28 student-teachers from our college volunteered to work for ASBB and contribute to their vision of creating a society where every child has equal opportunities and access to quality education. Our student-teachers are still continuing their service towards the ASBB team with the same passion and enthusiasm.
- One of the activities that our student-teachers did was content development work, where they had to make PowerPoint presentations on assigned chapters and develop quizzes on assigned chapters. This activity helped them to learn technology for education, creativity, and confidence.

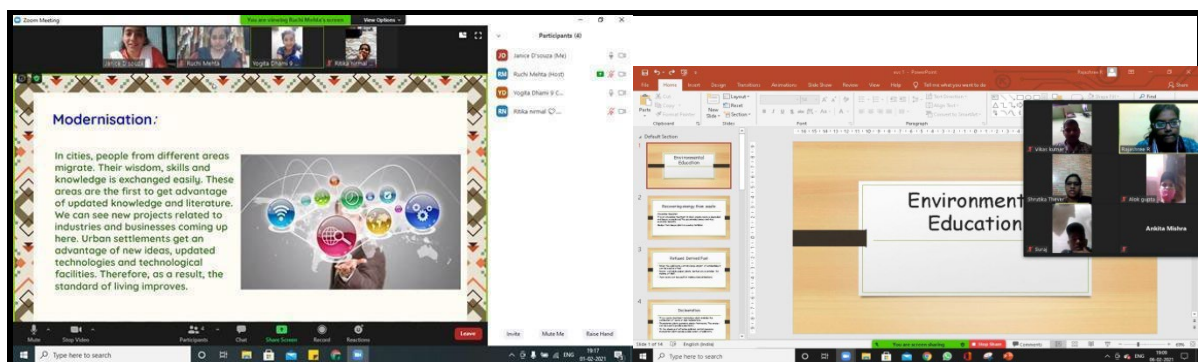
Online Teaching



The screenshot shows a Zoom meeting interface. On the left, a presentation slide titled "PASSPORT TO FUTURE" is displayed. The slide content includes the ASBB logo (Association of Social Beyond Boundaries) and a table for "FOR THE MONTH OF FEBRUARY (IN HOURS)":

| ONLINE | OFFLINE | RURAL |
|----------|----------|----------|
| 9th-12th | 1st-12th | 3rd-12th |
| 216hrs | 360hrs | 540hrs |

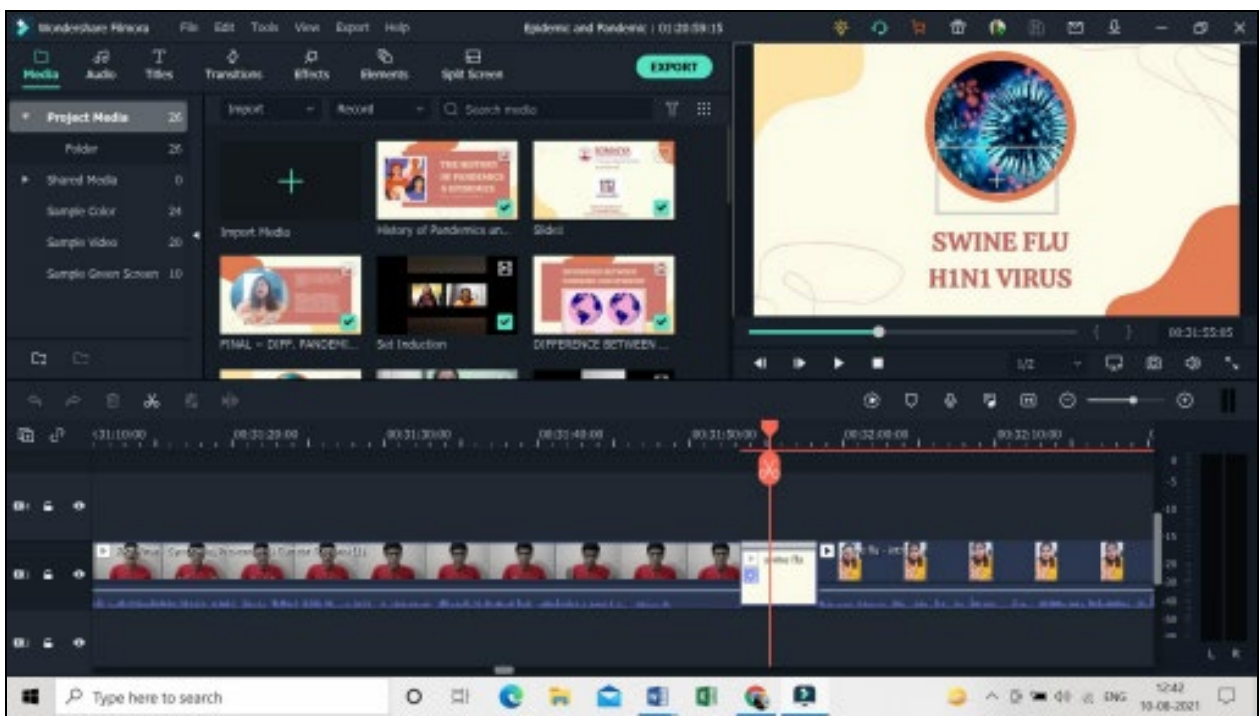
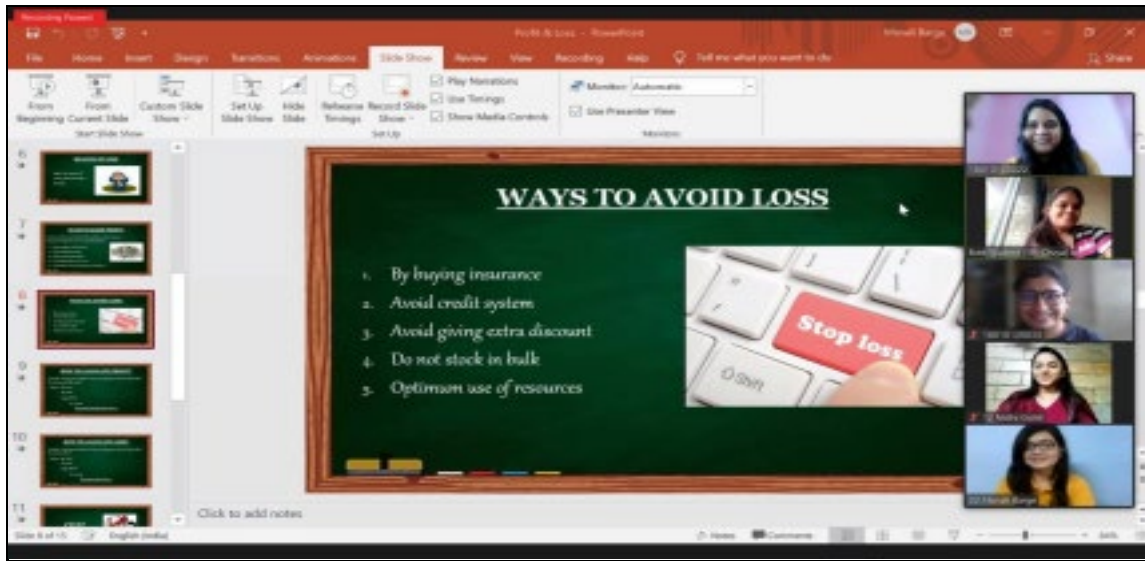
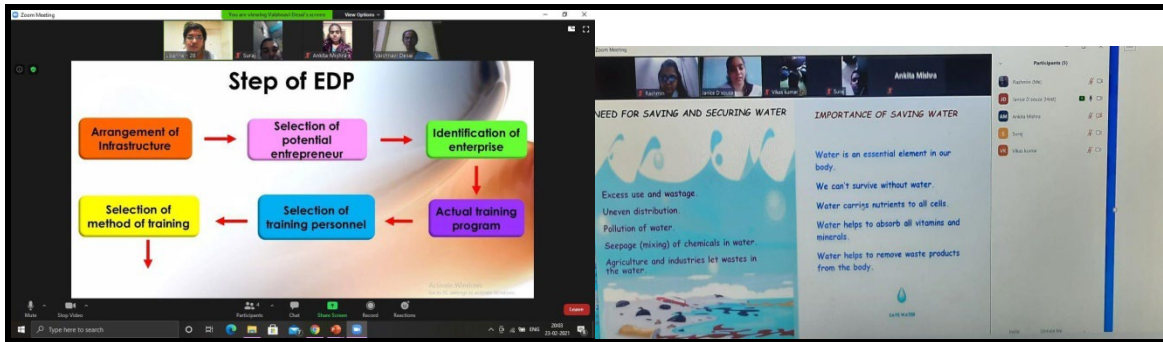
On the right, a grid of video thumbnails shows several participants. A central text box contains the motto: "व्यायामे जडत्वं नास्तीति । व्यायामे अंगी एते तजती । स्नातव्यस्यथा उत्तमं शरीरं । वादे विचारी सजीवण ॥".



The screenshot shows a Zoom meeting interface. On the left, a presentation slide titled "Modernisation:" is displayed. The slide content includes a diagram of a globe with various icons and the following text:

Modernisation:
In cities, people from different areas migrate. Their wisdom, skills and knowledge is exchanged easily. These areas are the first to get advantage of updated knowledge and literature. We can see new projects related to industries and businesses coming up here. Urban settlements get an advantage of new ideas, updated technologies and technological facilities. Therefore, as a result, the standard of living improves.

On the right, a grid of video thumbnails shows several participants. A central text box contains the title "Environment Education".



E-content development for underprivileged students



Student's Feedback

- A sense of satisfaction was achieved after completing the task. It felt good doing something for the environment which student-teachers often tend to ignore.
- A sense of gratitude was experienced as it made them feel blessed to always have the right facilities in education. It made them realize that it is they, the privileged ones, who can work for the betterment of society. It was indeed a wonderful experience, as students got to meet people online mode in college as they could hardly know or meet people, interact with them, and work together for social causes and bring some changes in society.
- Students felt extremely privileged because they got a quality education from one of the best schools in Mumbai education is one of the basic rights and needs of an individual but even today there are some children who are not able to get an education because of some reasons, and especially because of the pandemic many schools are shut as the students do not have Android phones, laptops, or even WiFi connections, but with the help of ASBB some children are able to get an education and student-teachers to able to contribute something to these children.

6. Problems Encountered and Resources Required

- Achieving equal access to online education necessitates addressing the disparities that arise when transitioning from traditional offline teaching to digital platforms. Moreover, bridging the gap requires providing specialized training to student-teachers, enabling them to effectively engage in interactive teaching within virtual environments.
- Occasionally, our student teachers faced challenges related to technical issues, preventing them from physically connecting with their students. In response, they crafted educational e-content targeted at underprivileged students. This initiative not only allowed them to overcome their physical limitations but also left them content with their meaningful contribution to society.
- One of the primary challenges was dealing with technical issues such as poor internet connectivity, hardware limitations, and platform glitches.
- Ensuring that all students, including those from underprivileged backgrounds, have access to the necessary devices (computers, tablets, smartphones) and stable internet connections was a significant challenge.