



National Centre for Rural Development's
Sterling College of Arts, Science and commerce

(NAAC Accredited)

(Affiliated to University of Mumbai)

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Criterion – 7 Institutional Values and Best Practices

Key Indicator – 7.3 Institutional Distinctiveness

“Developing the competencies for life & career”

Introduction

The institution had taken certain initiatives during last 5 years through which developing mental equilibrium could be possible. The initiatives and practices were like teaching-learning and conducting brain storming activities such as quiz competitions, Elocution competitions; problem solving techniques, Power point presentation competitions, Food stall (entrepreneurship skill) competitions etc., The institution felt that mental equilibrium is one of the key elements of success for a learner. The responsibility in this regard lies with the course teachers who are dealing with the learners on day to day basis and program coordinators who make proper plans and implement the same for developing sound minds of learners. On frequent intervals the same is required to be analyzed with respect to the expected outcome and in case of variances, controlling measures are required to be taken. This process will help to develop mental equilibrium among learners and the same will develop abilities to enjoy the life and achieve the goals set.

The institution with an intention of cultivating the feeling of positivity among learners which will help to boost sound mind, conducted certain mental and physical activities through learners initiated committees such as NSS, Skill Development, problem solving and Cultural. For organizing the above activities and events, committees of learners were formed to make a detailed plan, distribution of tasks among the committee members, initiate the activity and make evaluation of the event after conduction. This helped the learners to think how to plan, from whom to get information, how to coordinate among the co-members, and so on. The outcome of such activities was, the learners who were involved in the whole process of organizing the events, were found more understandable and more responsible as compared with the learners who did not involve in these activities. Brain storming sessions on the issues of learners were found more useful to both, the learners and the institution. Eg. The issue of learners who were in defaulters (having less attendance for academic activities) was discussed in the joint meeting of the representatives of learners and program coordinators. The learners were asked in the meeting to suggest possible solutions how to minimize the issue of defaulter and what disciplinary action the institution can take against the learners in defaulters list. The representatives of learners suggested they will find out from absent learners the basic reasons for absenteeism for academic sessions and give report to the college. Based on their feed-back and the report, the institution was able to take proper decision for both the learners and the institution about defaulters in future. When the institution took a disciplinary action as per the university rules against defaulters during subsequent year there was very less complains (resistance) from defaulters. Counseling by the representatives of learners was one of the reasons for less complains from defaulters.

The events like inter collegiate Youth Short Film Festival (YSSF), cultural fest FORZA, were initiated, planned and conducted by the learners under the guidance of teacher. Decision

making freedom was given to the leaders of learners regarding which activities will be conducted, who will look after that activity, who will participate, what will be estimated cost of that activity, from where the resources will be available, and so. This helped the learners to boost their self confidence that they can handle the events. This also helped them how to maintain interpersonal relations, how to handle the conflicts among the peer groups, they learned the manners how to contact outsiders for sponsorship.

The events initiated by the learners were mainly self-funded, the organizing committee of learners has to estimate the cost of event, they only have to raise funds, learner's leaders only spend the resources for the events. This helped them to understand how to eliminate irrelevant expenses during the event and if possible save some resources for the forthcoming events. Thus these practices helped the learners to boost their mental ability of taking decisions depending upon the circumstances

There were some other practices like allowing the deserving and interested learners of PG program to take few classes (lectures) for learners of UG programs in specific courses. This practice helped the learners of both UG and PG programs in boosting their self-confidence. The learners who were involved in social activities through National Service Scheme (NSS) have been doing certain projects like teaching to the children of slum areas, visiting old age homes, organizing health camps in adopted villages etc. These projects were proposed by the learners based on their observations, they made surveys of certain areas and under the guidance of a teacher. The learners used their own skills during conducting the above activities which helped them to become more responsible learners.



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