

BEST PRACTICES (2024–25)

With a sustained institutional commitment to holistic, inclusive, and quality education, the institution systematically strengthened and expanded its student-centric best practices during the academic session 2024–25, with a focus on improving academic effectiveness, digital readiness, and meaningful student engagement. Building upon the foundations laid in the previous year, the institution adopted a more structured, technology-enabled, and outcome-oriented approach to academic delivery and community engagement. The college endeavours not only to impart disciplinary knowledge but also to promote critical thinking, research orientation, digital competence, ethical sensitivity, and social responsibility among students. Through progressive digital initiatives and regular, institutionally supported outreach activities, students are empowered to address both academic challenges and real-life social concerns effectively. These evolving best practices reflect the institution's commitment to transforming education into a meaningful, experiential, and socially responsive journey.

BEST PRACTICE 1

Digital Initiatives:

During the academic year 2024–25, the institution further strengthened and diversified its digital ecosystem, clearly demonstrating progression and consolidation over the previous year. Digital initiatives were expanded in terms of infrastructure, participation, and academic impact, ensuring improved learning outcomes and future readiness.

A major milestone was the establishment and operationalisation of the Nano Materials Research Laboratory in the Department of Physics under the DBT Star College Scheme. This initiative significantly enhanced undergraduate research culture by providing students with hands-on exposure to modern scientific equipment, material characterization techniques, and interdisciplinary research practices. The laboratory also supported student participation in national and international academic events, including conferences, thereby extending academic engagement beyond the classroom.

Skill development initiatives were substantially expanded through the effective implementation of 18 skill-based online courses offered under an MoU with IIT Bombay (Spoken Tutorial Programme). Compared to the previous year, student enrolment showed notable growth, with

over 42% of students registering for courses in areas such as computer applications, Python, accounting, web technologies, and discipline-specific skills etc. These initiatives enhanced employability, creativity, and practical competence among students.

The Digital Library witnessed increased utilisation, offering access to e-books, e-journals, newspapers, and online academic resources through platforms such as N-LIST and SOUL 3.0. Higher monthly footfall and registered users indicate a growing emphasis on self-directed learning and research-based study practices.

The Language Laboratory continued to play a vital role in improving students' communication skills and linguistic proficiency. Through audio-visual and interactive learning tools, students demonstrated measurable improvement in grammar, pronunciation, and confidence in both Hindi and English, supporting academic performance and employability.

The use of ICT tools for virtual and hybrid classrooms were further consolidated during the session. With more than 80% of classrooms and laboratories ICT-enabled and an improved computer-to-student ratio, the teaching–learning process became more interactive, flexible, and inclusive. Compared to the previous year, enhanced digital integration ensured smoother academic continuity and higher student engagement.

During the academic session 2024–25, COE–Government College Sanjauli promoted student enrollment in SWAYAM and NPTEL courses as a key digital initiative to strengthen blended and technology-enabled learning. All departments encouraged students to enroll in at least one relevant online course. To motivate successful completion, a Freeship Incentive Scheme was introduced, offering 100% fee reimbursement to the first 100 certified students and 50% reimbursement to the next 100 students after verification. Faculty mentors guided students throughout the process, and the IQAC monitored implementation. The initiative enhanced digital literacy, self-paced learning, and alignment with NEP 2020.

Outcomes (Digital Initiatives):

These initiatives resulted in enhanced research aptitude, improved digital literacy, stronger communication skills, and increased independent learning abilities among students. The systematic expansion of digital infrastructure and skill-based learning contributed to a technology-enabled, future-ready academic environment, reflecting sustained institutional growth.

BEST PRACTICE 2

Outreach Activities:

During the academic session 2024–25, the institution regularly and systematically conducted social outreach activities through its various clubs and societies, including NSS, NCC, Eco Club, Red Ribbon Club, Rovers & Rangers, Scouts & Guides, and other student forums. This decentralised and club-based approach ensured that outreach activities were continuous throughout the year rather than event-based, thereby enabling maximum and inclusive student participation across different disciplines and academic years.

A wide range of outreach programmes were organised to address environmental sustainability, health awareness, national integration, gender sensitization, rural development, peace initiatives, and community service. Environmental initiatives such as tree plantation drives, Van Mahotsav campaigns, cleanliness drives, and observance of World Environment Day were conducted at regular intervals, fostering ecological responsibility and sustainable practices among students.

Health-oriented outreach activities were consistently undertaken through HIV/AIDS awareness programmes, blood donation camps, organ donation awareness drives, walkathons, and marathons, promoting public health consciousness and healthy lifestyles. Activities related to national integration and patriotism—including Ek Bharat Shreshtha Bharat programmes, Kargil Vijay Rajat Jayanti commemorations, NCC activities, and Scouts & Guides initiatives—strengthened values of unity, discipline, leadership, and respect for national institutions.

Gender sensitization and social justice programmes were organised periodically to promote ethical awareness, empathy, and respect for human dignity. Rural outreach activities and community-based surveys, particularly through NSS units, enabled students to engage directly with local communities, understand grassroots realities, and assess the impact of government welfare schemes.

The involvement of multiple clubs and societies ensured inclusivity and wider outreach, allowing students to participate according to their interests, capacities, and schedules. This structured mechanism significantly enhanced student ownership, continuity, and effectiveness of outreach initiatives.

Outcomes (Outreach Activities):

Through regular participation in outreach activities facilitated by different clubs and societies, students gained experiential learning beyond the classroom, developed leadership, teamwork, communication skills, and civic responsibility, and became more socially conscious and empathetic individuals. The systematic organisation of outreach programmes ensured broad-based student involvement, reinforcing the institution's strong commitment to community engagement and holistic student development.


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