



Best Practices -1

1. Title of the Practice

Institutional Social Responsibility

2. The objectives

To achieve the vision and mission of the Institution that promotes holistic education

- To foster philanthropic nature in the student and faculty
- To strengthen the civil commitment and citizenship; and thereby creating socially responsible citizens
- To create awareness among the student and faculty fraternity about the effects that individual action can have on the community
- To enable the student and faculty fraternity to develop their civic and managerial skills
- To extend learning beyond curriculum and groom empathetic citizens
- To enable the students to identify the issues and concerns of the society that seeks redress

3. The Context

Higher education must strive at providing holistic education which involves complete development of student's personality and facilitation of formal education. The goal must be to render them competent in academics, employable in job market alongside being morally upright. Thus, the Institution places importance to nurturing ethical responsibilities alongside transference of knowledge. The aspiring graduates are groomed to being individuals who grow up to being accountable for fulfilling their civic duty; and serve the society which serves them indeed.

The society is an invariable imbalance between the privileged elite class and the deprived downtrodden class. And, the victimisation of a class, sex and caste are the shortfalls of the developing society. The socially responsible citizens can assuredly bring the changes sought in the aforesaid domains of the society. ISR activities play an instrumental role in moulding the students to be empathetic observers of the fellow citizens' problems; motivate them to take up initiatives that aid in reducing the disparity between the rich and the poor; reach out the needy with resources; and uplift them from degraded lowly life.



4. The practice

The purpose of higher education is not a narrow acquisition of knowledge but a broader development of civic sense encompassing humane values and service-mindedness. The Indian society is a developing country with a massive population struggling for existence by transcending the odds of their lives. An individual sense of responsibility must involve individual progress and progress of the society. The process of catalysing social progress mandates weeding out the impediments in the pathway to development. The youth thus must be encouraged to take up initiatives that promote social harmony, reduce the disparity between the classes/castes/sexes, uplift the downtrodden etc. The introduction of ISR activities is an initiative by the Institution that allows the teaching and student fraternity to internalise social values, inter-personal and managerial skills; and reflect on issues that storm the immediate society that they live in and live with. The initiatives by the individual Departments and the Institution facilitates a real-time exposure to the problems around for the students and faculty fraternity. A personal experience and humble steps that they take in aiding a community as part of the ISR activity facilitates empathy, responsible behaviour and awareness of the societal issues.

Departmental ISR activity is taken up by the students under the guidance of the faculty members. The students too, are encouraged to take the initiative and identify the Community Service activity. The practice involves planning, preparation, execution and evaluation. The Institution encourages the teaching faculty and students to take part in activities of the said nature. The students so far have reached out to government schools, old age homes, orphanages, farmers and villagers; have attempted at educating them about the environment, need for basic literacy, atrocities against women, computer literacy, awareness on government schemes and benefits etc. The activities has led to the development of empathetic individuals with undue commitment to create a better society. The Institution believes that social responsibility activities cannot be contained in as instructional material; rather may be facilitated through hands-on experience by involving the students and faculty in ISR activities.

5. Evidence of Success

The conduct of ISR activities has had a considerable impact on the student and staff. The Institution's vision and mission promoting holistic education has been realised by the student and faculty fraternity alike. The faculty members have imbibed and internalised the values and have translated them to the students subsequently. The involvement in the activities have facilitated inter-personal skills, developed personal and managerial skills among the students. The students were observed to be mastering the skills of identifying the problem, planning initiatives to rectify the observed, and



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processing the initiative over the period during their graduation tenure. Noticeably, the alumni of the Institution continue to make noteworthy contribution to the society by serving the needy and creating awareness on surging issues of the hour. Apart from the individual initiatives by the alumni, service of varied kinds continue to be held by the Alumni association of the Institution. The ISR activity, on the whole, has been able to strengthen the ties between the individuals and society. The students and staff are observed to be growing empathetic and responding to the problems of the society. The ISR activity is well received by both the students and teachers. The student and faculty fraternity have come to the realisation the impact their actions can have to bring a change in world order.

6. Problems Encountered and Resources Required

Time constraint is a major challenge as the teachers have to manage the regular classes on core subjects too. The Institution is an affiliated organisation which must adhere to the defined guidelines given by the affiliated University. The students and faculty have to alter the schedule of the activities whenever the change in schedule is notified by the University. The altered exam schedules and change in re-opening dates affect the planned activities. Since the ISR activity is didactic in nature, preparing an instructional material is not a feasible idea. The instructional material on real-life applications is a major challenge. The activities despite its good will must be conducted in a manner that doesn't hurt the dignity of the audience. Few activities requires involvement of the external agencies too. The assessment of the outcome of skills is not a measurable tangent.

Qualified trainers are required to hold activities structurally right. Funds must be allocated to conduct and coordinate activities.



Best Practices -2

1. Title of the Practice

International Relations Council (IRC)

2. The objectives

- To develop deeper understanding on contemporary issues that seeks attention.
- To foster global perspective and highlight international connections within our community
- To promote global and cross-cultural awareness
- To dismantle the stereotypical pictures of other nations and induce interest in foreign languages and cultures
- To disseminate the knowledge of world affairs, geography, history, and current events
- To conduct insightful conversations and discussion with notable experts on contemporary issues
- To facilitate learning about diplomacy, international relations, and the United Nations among the students
- To harness speaking, debating, and writing skills, in addition to critical thinking, teamwork, and leadership abilities
- To embrace universal brotherhood and develop harmonious relationship with the overseas students
- To acquire the experiential learning

3. The Context

Higher education is the tertiary level of learning for a student. Education must encompass academic competence and global awareness at this advanced phase. Higher education is a realm that must resonate the developments, needs and trends of the society. The education thus must move beyond knowledge acquisition of a particular subject field. It should enable the learners to establish connections with the affairs of the world and its effects on the society. The Higher Education institutions are to facilitate the practice of diplomacy and ingrain thoughts of universal brotherhood to promote peace in and around the globe. The academic activities at the Institutions must promote social, cultural and educational relations among the nations too.

Acharya Institutes is a home for students from different parts of the globe. The Institution houses diverse student groups and it has mandated the need to integrate the student



community. The Institution through International Relations Council provides a platform for the students to take-up-universal issues for discussion and debate.

4. The practice

The International Relations Council is an initiative by the Institution to foster understanding of the societal developments and world affairs. The intent is to serve the community on the whole with due awareness of the International relations and affairs; influence of the international relations on people's lives and dissemination of peace. Students pursuing higher education are potential policy makers and bureaucrats holding integral position. The Institution thus commenced with this initiative which just not familiarises the students on the global affairs but also inculcate moral values of universal brotherhood. The fundamental objective is to provide a platform where individuals may participate, interact and discuss events happening around the world which affects us directly/indirectly thereby facilitating a global understanding of the happenings around. The initiative as such came into being with a positive hope of building interest in international relations among students; and sharpen the skills that is sought in jobs of service nature. The International Relations Council expedite interest in international relations; explore and hone the public-speaking skills and problem-solving skills; and churn leadership qualities. It provides a common space for the students of similar interest to be discussing pressing issues and concerns of the hour. The students, in the process, develop understanding of contemporary world politics and foreign policy; sharpen research and analysis skills; improvise communication and public-speaking skills; acquire ability to reason and arrive at conclusion. The council, in short, aims at imparting diplomacy and coming together for a greater cause of understanding global cooperation.

The IRC has convened events like "SUS-Con" and "MeStori" that address global issues of the hours, held discussions on developments across the globe etc. Model United Nations is convened in similar fashion of UN Committee meetings across so as to enable experiential learning. The IRC, by and large, has focused on broadening the young minds on key issues in the society.

The Institution has students across the globe. The formation of the IRC council bridges the fissures, if any, between the students of globally different nations. Students harbour sense of respect for the distinct culture and identities. There's no instructional material for the Council. Rather, the programmes are systematically planned by the students and faculty advisor. The students sit and brainstorm the issues that needs immediate attention; and



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sessions are arranged to discuss on a bigger platform in the presence of expert speakers of the domain.

5. Evidence of Success

The International Relations Council of the Institution has regularly held programmes of societal concerns. The participation in such sessions has positively impacted the learners and they are observed to be emerging as good orators with sound knowledge of the happenings around. The students are increasingly found to be volunteering to be part of IRC and coordinating activities that address key issues of the society. The students have alongside developed public speaking, debating, and leadership skills. The alumni of the Institution, specifically the students who worked with IRC are working in key areas of governance in their natives. The students are also empathetic observers of the happenings around and noticed to be plunging into voluntary services to serve the needy or to save the greenery with a self-awareness. The students rendering services in key areas like environmental issues is a sign of awareness that they have imbibed post the involvement in IRC.

The initiatives and programmes arranged by IRC of the Institution has been lauded and recognised. 'Chanakya Award' by PTI came in as a loud recognition of the IRC and its conduit. Recognition of the kind has further motivated the members of the council to be more functional and pro-active.

6. Problems Encountered and Resources Required

The Institution is an affiliated organisation and thus remains obliged to meet the timelines set by the affiliated University in regard to the conduct of regular classes and examinations. The council as such of the Institution thus stands compelled to restrict its activities with due consideration to the timelines of academics. The unprecedented change in University schedule compels the council to alter its plans. The altered exam schedules and change in re-opening dates affect the planned activities. There's no definite instructional material to channelize the events. Since it's a platform to address key issues in the presence of eminent speakers and experts of the domain, the dates to conduct the events can only be slated out after the confirmation which might prolong the convening of events. Adequate funds may be allocated to conduct and coordinate activities.