

Best practices

Problems Encountered and Resources Required:

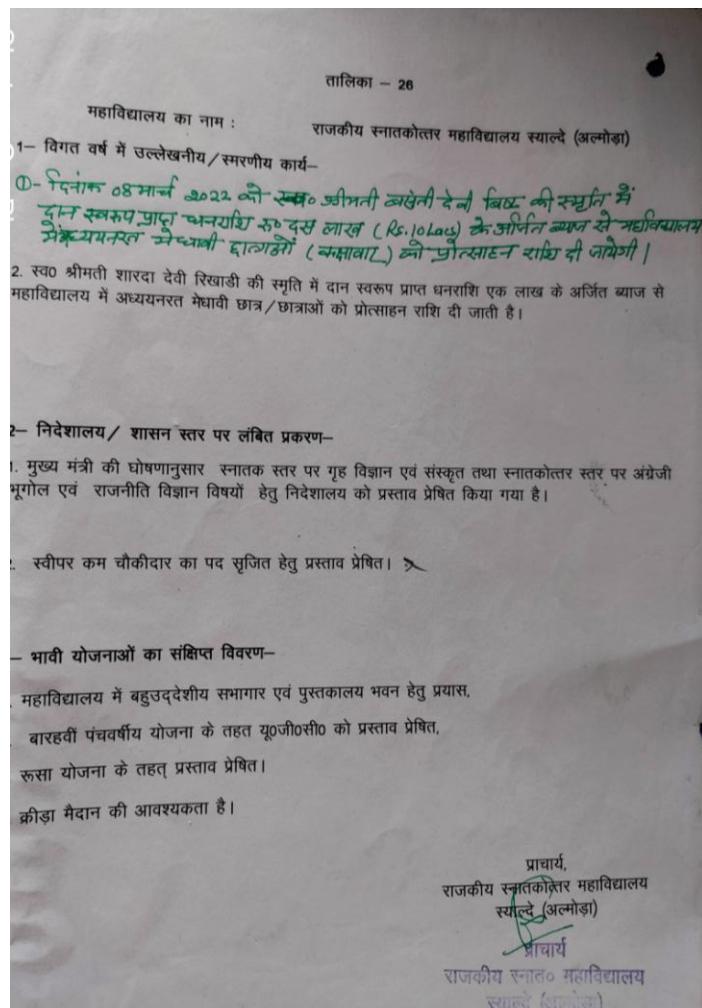
The remote location of S.S.J.P.G.College in an economically disadvantaged area significantly impacts access to higher education for its students. The challenges posed by the socioeconomic status of the region create barriers that hinder students from fully engaging in their academic pursuits. Financial constraints often force promising students to forgo pursuing higher education, leading to a significant loss of untapped talent. Additionally, students hailing from low socioeconomic status face financial pressures that compel them to prioritize work over education, which again creating another burning problem of migration in Uttrakhand without fulfilling the higher education. These issues requires concerted efforts, such as, financial aid options, and community involvement, to ensure that students in remote areas have the same opportunities to access and excel in higher education as their urban counterparts.

The Context: Establishing a scholarship program for deserving students in a rural degree college serves as a transformative initiative that simultaneously encourages merit and supports underprivileged learners. By providing financial assistance to those with exemplary academic achievements, the program not only recognizes their dedication but also motivates others to strive for excellence. Through this scholarship, barriers to higher education can be broken down, empowering talented students regardless of their financial background. As a result, the scholarship not only advances individual prospects but also contributes to the overall development of the community by nurturing a generation of educated, skilled, and motivated individuals who can drive positive change.

Practice 1:

1. The scholarship, established in memory of Late Basanti Devi, who belong to this area and knew the pain of uneducated women as a tribute to her enduring impact and commitment to education. With a generous donation of 10 lakh rupees, this scholarship serves as a transformative opportunity for deserving female students. By honoring her name and legacy, it not only perpetuates her values but also enables girls to pursue higher education without financial constraints. This substantial contribution reflects a profound dedication to uplifting the lives of young women, allowing them to achieve their academic aspirations despite economic challenges.
2. The scholarship, established in memory of Sharda Devi Rikhari stands as a tribute to her legacy and a beacon of empowerment for female students. By honoring her memory, this scholarship not only acknowledges her contributions but also embodies the spirit of progress and gender equality.

Establishing a scholarship program for deserving students in a rural degree college serves as a transformative initiative that simultaneously fosters merit and supports underprivileged learners. By providing financial assistance to those with exemplary academic achievements, the program not only recognizes their dedication but also motivates others to strive for excellence. Initiating a scholarship program for underprivileged yet meritorious students within the college is a commendable practice that embodies the spirit of inclusivity and educational empowerment. This practice not only promotes social mobility but also contributes to the overall enrichment of the college community by fostering diversity of thought and experiences. Ultimately, by establishing this scholarship, the college demonstrates its commitment to fostering a culture of opportunity and advancement for all, regardless of their economic background. As a result, the scholarship not only advances individual prospects but also contributes to the overall development of the community by nurturing a generation of educated, skilled, and motivated individuals who can drive positive change.



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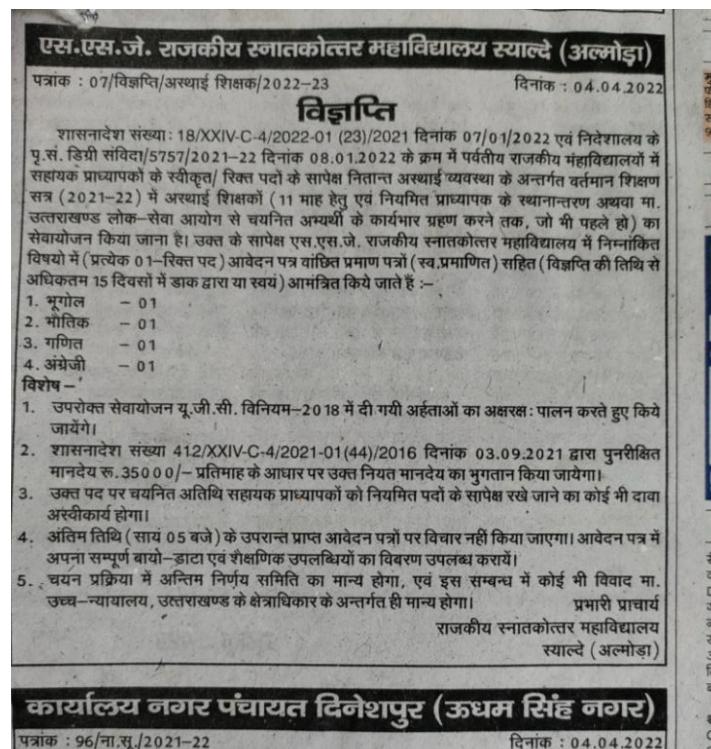
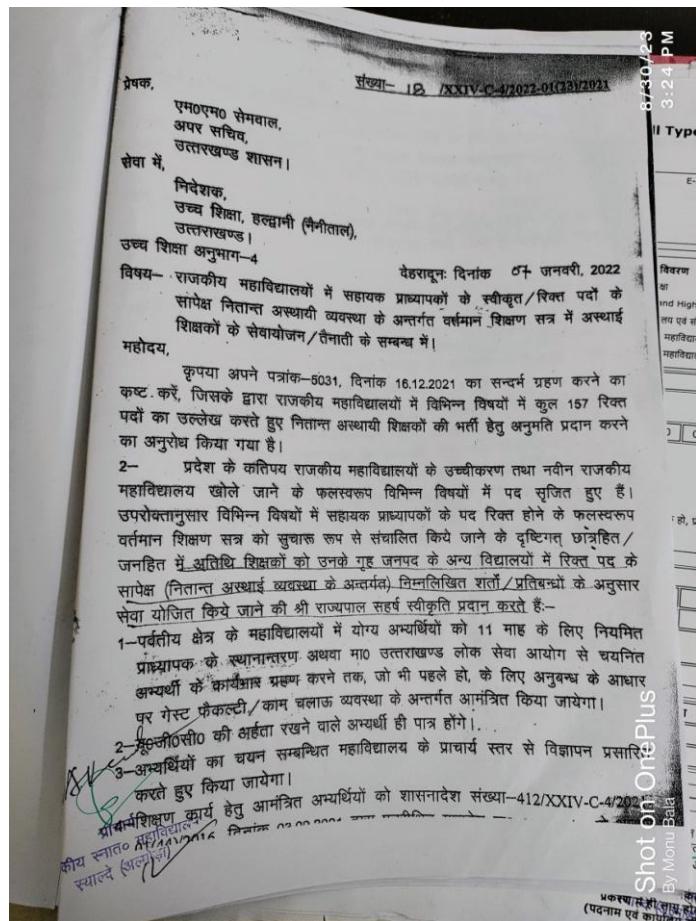
The scarcity of teaching faculty in a remote area college presents a critical challenge that profoundly impacts students' academic journey. This situation can compromise the quality of education, hindering students' ability to grasp complex concepts and explore their full potential. The absence of diverse perspectives and expertise among the faculty might also lead to a narrower range of academic opportunities. Moreover, students might miss out on mentorship and guidance crucial for their personal and intellectual growth. As a result, the overall learning experience might suffer, leading to a potential disinterest in studies, reduced motivation, and hindered educational advancement. Addressing this issue necessitates strategic measures to attract and retain skilled educators in remote areas, ensuring that students receive a comprehensive and enriching educational experience regardless of their geographical location.

The Context:

In rural degree colleges, the lack of sufficient teaching faculty has emerged as a significant concern. This shortfall in teaching staff can also lead to burnout among the existing faculty who might be stretched thin to cover multiple classes and other committees responsibilities. Consequently, the students' learning experience might suffer, affecting their academic performance and future prospects. Addressing this issue requires a multi-faceted approach, including efforts to attract and retain qualified educators in rural areas, offering competitive compensation, professional development opportunities, and creating a conducive teaching environment.

Practice 2:

Ensuring a robust practice of faculty appointment availability in remote colleges. To achieve this, college has started proactive recruitment strategies that target both local and external talent pools. Emphasizing a rigorous selection process that includes interviews, teaching demonstrations, and evaluations of subject knowledge can help gauge the candidates' suitability. Furthermore, college has started flexible teaching arrangements, such as part-time or visiting faculty roles.





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पत्रांकः ३७

/ निःअप्यो / 2022-2023

दिनांक: 20.04.2022

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कार्यालय-ज्ञापः

डा० आमा अग्रवाल, संयोजक नितान्त अस्थायी आमंत्रण समिति दिनांक: 19.04.2022 से 26.04.2022 तक बिना प्राचार्य की अनुमति के मुख्यालय से बाहर हैं। महाविद्यालय में नितान्त अस्थायी शिक्षकों के आमंत्रण-पत्र प्राप्त करने की अनित्म तिथि दिनांक: 19.04.2022 को समाप्त हो चुकी है। छात्रित में नितान्त अस्थायी शिक्षकों को तत्काल आमंत्रित किया जाने के दृष्टिगत पूर्व में गठित समिति में एतदर्थ परिवर्तन करते हुये, नवगठित समिति को निर्देशित किया जाता है कि समिति तत्काल प्राप्त आवेदन-पत्रों की सूची यू०जी०सी० नियमानुसार वरियताकम में तैयार कर आज ही अद्योहस्ताक्षरी के सम्मुख प्रस्तुत किया जाना सुनिश्चित करें।

1-डा० नीमा राणा(सहायक प्रोफेसर-हिन्दी)

संयोजक

20/11/2022

२-झारखिकार हसन खानसिहायक प्रोफेसर-

सहस्रंयोज

3-झांनिशा(सहायक पोफेसर-वनस्पति)

संदर्भ

४-डाउनगांडी श. चन्द्रसिंहायक प्रोफेसर-हिन्दी: सदस्य

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(प्रोस्नीता गप्ता),

प्राचार्य ।

राजकीय स्नात व जालय

ਪੰਜਾਬ: / ਨਿਅਤਪਾ / 2022–2023 / ਤਦਦਿਨਾਂਕਿਤ

प्रतिलिपि: डा०आ॒भा अग्रवाल एसोसिएट प्रोफेसर-अर्थशास्त्र / संयोजक नितान्त अस्थायी

प्रातालाम् । डिजिटल अप्रोक्षात्, एसार्टीएस अप्रोक्षात् अप्रोक्षात् । यसका अमंत्रण समिति को इस आशय से प्रेषित कि आप दिनांक: 16.04.2022 को महाविद्यालय में उपस्थित होने के उपरान्त भी बिना प्राचार्य की अनुमति के (दिनांक: 19.04.2022 से 26.04.2022 तक) मुख्यालय से बाहर हैं । जबकि छात्र / महाविद्यालय हित उल्लिखित कार्यवाही को वरीयताक्रम में सम्पन्न किया जाना था । अतः स्पष्ट करें कि क्यों न आपके विरुद्ध आचरण नियमावली में उल्लिखित प्राविधानान्तर्गत कार्यवाही की जाय ।

2- निदेशक(उच्च शिक्षा)उत्तराखण्ड, हल्द्वानी को सूचनार्थ एवं आवश्यक कार्यवाही हेतु।

(मोरसुनीता गुप्ता),

Shot on OnePlus
By Manu Balaji

Shot On (By) Manu Dals