



KAI. YASHODABAI DAGADU SARAF CHARITABLE TRUST'S

INSTITUTE OF MANAGEMENT AND SCIENCE

(Approved by AICTE Govt. of Maharashtra &
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Mr. Pandurang D. Saraf
President

Mr. Sanjay P. Ingale
Jt. Secretary

Ref. No. : IOMS / /

Date :

7.2.1 – Describe at least two institutional best practices

Best Practice 1. Title- Tree Plantation in college campus:

Goal : Green campus is a place where environmental friendly practices and education combine to promote sustainable and eco-friendly practices in the campus.

1. The Objective of tree plantation drive were to enhance the tree cover on the campus and to sensitize the student towards importance of trees.
2. The purpose of tree plantation is to save the endangered environment and to beautify our life.
3. The lives of men and animals and other animals and insects are inconceivable without the existence of trees in the world.
4. Trees absorb carbon dioxide and give us oxygen without which no living being can live. Trees give us shade, medicine, food, fruits, furniture, fuel.
5. Trees also keep the weather cool and cause rainfall. They also bind soil and thus prevent erosion.
6. With the growing pollution it is important to make environment healthier by planting tree.
7. To spread the message save trees, save lives.
8. To create awareness among the students regarding the importance of ecology and the natural environment.




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9. Trees are the foremost source for producing oxygen in the environment, they help to reduce the level of Co₂. As the whole world is facing the problem of global warming and another environmental related issue so as to recover from such a problem. Planting the trees has become inevitable one of the most important aspects today.
10. The idea behind the tree plantation activity was to prorogate the message that planting the tree helps to maintain clear eco-friendly environment reduces pollution and improves the green ambience.

Context:

Trees are part and parcel of our life. So it is our duty to plant more trees and take care of them in order to maintain balance between man and nature. To make the country economically developed and to save the globe from green house effect, we should plant trees on a large scale.

Vulnerabilities Reduced by these activities.

- Extreme heat.
- Poor air quality.

With the increasing pollution and climate amelioration it is important to make environment healthier by planting trees.



[Signature]

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The Practice:

The day of tree plantation program.

Tree plantation program was inaugurated by planting a sapling by of honorable principal with well worshiped in the name of god faculty, office members, students, volunteers, members of KYDSCT's IMS actively participated in the program and many trees were planted at varies places with in campus.

On this occasion everyone pledged to take responsibility to increase the Maximum number of saplings faculty motivated all the students to plant trees explaining the importance of nature from trees.

Students were then assigned as guardians of one plant each where in they will look after these plants as they grow and make sure that the plants are being watered regularly and cared for.

Planting more trees can be a small step towards protecting the environment.

Evidence of Success;

Major outcomes of Event.

- It maintain bio-diversity.
- Trees help in conservation of water.
- It helps to understand how to plant trees.
- Global warming could not be solve easily if people are not very well practice in lowering carbon emission.




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Participants were highly energetic to make the event a big success. A spirit of teamwork, exchange of ideas and enthusiasm of the participants especially among the students could be seen.

Problems encountered:

1. More funds should be allocated for the purpose.

Resources required:

Survey and excavation program before tree plantation. Availability of water, fertility of soil and availability of enough sunlight. Before a day of plantation it was assured that collection of tree plant are already done.




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. Title: "Any Time Students Counseling (ATSC)" policy

Phone Call/ Mobile Call Counseling Hours	Personal Counseling incampus	Phone Call/ Mobile Call Counseling Hours	Students whatsapp group for "any query solve any time"
Morning Session	Morning- afternoon session	Afternoon-evening session	Evening-night session

Source: Prof. Ganesh D. Patil

1. Objectives:

At KYDSC Trust's IMS, Sakegaon-Bhusawal we have started "Any Time Students Counseling (ATSC)" policy. Here we used to term policy not in terms of rules but strategy of students counseling as much as possible for close coaching and mentoring maximum time in a day. This practice seems to be simple but for powerful and help us for overall monitoring and development of students.

2. The Context:

Since students coming rural and poor background they always seems to be stressed. Hence IMS started ATSC Policy through which we trying to rectify fear, low confidence, stress, and improving self-confidence, self-respect, motivate, coach and counsel them to achieve their goal and write their success path.





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3. The Practice:

Since faculty need work-life balance hence provisions made along with personal and family life for professional life as in morning session students who need guidance and support of faculty used to call only where as when reached in campus personal counseling available in morning- afternoon session and up to leaving time from campus remain same in afternoon-evening session and after that again mobile communication allowed to students if any query when others institution not attain students problems after working hours IMS faculty allow their students to resolve their problems and queries through whatsapp students group on social media. In this way IMS always ready to counsel and help their students according ATSC Policy.

4. Evidence of success:

After implementation of ATSC practice at IMS, Sakegaon-Bhusawal we observed drastically changes in students human values, self-confidence, self-belief system, self-motivation and living styles. We not only counsel but also mentoring and coaching them and in result we seen high enthusiasm developed in students for education, sports, research and cultural activities as well as their hobbies. We noticed improved problem solving and decision making skills in students with family and educational life balance. We changed reserved mind students into participative behaviour and so on.

Counselling can improve Students life

Counselling and therapy offer a variety of positive benefits which can enhance your life greatly. Exploring your thoughts with a professional non-judgmental person can make you feel less alone and more able to sort out your thoughts in a productive way.



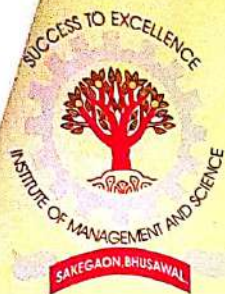
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When thoughts are disorganized, it can be challenging to make good choices: counselling is a collaborative and confidential relationship, which works to develop a realistic plan of action to help you move forward and grow to achieve the results students are looking for in a timely manner in MBA program at KYDSC Trust's IMS.

The benefits of counselling include a greater degree of self-awareness and understanding of students. This improves self-esteem, and becomes reflective in students personal relationships. Life feels more enjoyable and fun! Students feel better about MBA program and IMS faculty members. Students have direction, goals, confidence, and are able to achieve them. Counselling does not have to be something you are ashamed of, but rather that you are proud of, because you want to lead a happy life! Which we all strive for. Psychological studies have shown empirical evidence which supports counselling, therapy, and its mental and physical health benefits. We analysis following parameters in our students while any counselling mode of ATSC.

- Belonging
- Interpersonal Interaction
- Support
- Perspective
- Motivation



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Supportive analysis sheets, MoM sheets and photos are available as evidences.

5. Problems Encountered and resource required:

When we used to counsel students we felt some students hesitate to share their problems broadly due to maintain and protect family and family respect and fear to spoil their self-respect if they share. Hence in some cases we unable to reach up to root cause of the problems, therefore counseling session became uncertain and poor. We have to enhance and setup digital communication methods very promptly to counsel students virtually if they hesitate physically in counseling session to give them comfort



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ATSC Outcomes:

Motto: Faculty-Students Long-lasting & Strong Relationship (FSLSR)

What are career information, guidance and counselling at IMS?

1. Career information, guidance and counselling using ATSC Practice at IMS refers to services that assist individuals, of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers. It includes services provided to those who have not yet entered the labour force, services to job seekers, and services to those who are employed.

2. ATSC includes a wide range of activities. For example:

- Activities within Institutes to help students clarify career goals understand the world of work and develop career-management skills;
- Personal advice, guidance or counselling to assist with decisions about initial courses of study, courses of vocational training, further education and training, initial job choice, job change, or work-force re-entry;
- The organised and systematic use of community members such as employers, alumni, parents and peers to provide occupational and educational advice and information; and
- Print-based, computer-based or on-line services to produce and disseminate information about jobs and careers, courses of study and vocational training to help individuals make career choices.




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2. Why does ATSC matter?

2.1 Well-organised career information, guidance and counselling services using ATSC at IMS are important to MBA education systems and to the Business market, as well as to their interface. Many arguments in support of this assertion are long-standing, but have been strengthened or refined by more recent developments within a management education systems and Business markets: both by trends in the ways that these are organised and operate; and by thinking within ATSC-policy and other fore on how they might be organised and operate more effectively. There are analogies between the importance that well-organised systems of information and advice play in improving the efficiency of management education systems business markets, and the role that they play in improving the efficiency of financial or other markets.

Ignorance is rarely bliss, and information about complex systems is often insufficient by itself. It needs careful organisation and can need sympathetic interpretation if it is to be of value in improving decision making. Context and relevance, trust and shared understanding, each help to mediate information flows and information use.

2.2 Within Management education systems, career education has an important role to play within compulsory education in laying the foundations for lifelong career development. These include knowledge and competences regarding self awareness, the world of work, and making decisions and transitions.




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2.3 Well-organised career information, guidance and counselling are particularly important in post-compulsory education like MBA/MMS/PGDM. Here, wider curriculum choice results in more diverse and complex routes into later stages of education, into employment, or into both. Where choices are more complex and their consequences are more costly, effective advice and guidance on educational options, and on links between these options and later occupational destinations, can help to better match individuals' learning choices to their interests, talents and intended destinations. This can help to:

- Reduce dropouts from and back-tracking within management education systems, and thus improve internal flows;
- Improve flows between different levels of management education, thus raising national levels of educational attainment;
- Improve transitions from education to the labour market.
- These outcomes help to make better use of educational resources, and to increase both individual and social returns to investments in education.

2.4 Arguments within management education systems for the importance of well-organised systems of career information, guidance and counselling like ATSC practice receive greater prominence when Faculty commit themselves to implementing policy frameworks that can make lifelong learning for all a reality. This is because the notion of lifelong learning stresses:

- The central role of individual learner demands in driving the learning that is provided, how it is provided and where and when it is provided. (This implies substantial flexibility and diversity within education systems, and more complex frameworks for learner choice. A consumer-driven learning system implies attention to the information and advisory systems needed to make decisions efficient).





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Ref. No. : IOMS/Stronger links between management education systems and the business market, and better systems for translating business market signals into educational choices.

- Wider access to learning throughout all stages of life, often by those who have been away from formal learning for many years.
- Wider access to learning by groups who are under-confident in, unskilled in, or unused to negotiating access to, complex learning systems. If such individuals are to have wider access to learning, many will need to have access to the information and advice required to make it possible.

2.5 Within the actual business & market, well-organised career information, guidance and counselling can:

- Improve the accuracy and accessibility of the information available to individuals about short- and long-term job opportunities. In turn this can improve individual decision making about jobs and about job training opportunities, and improve the allocation of human talents within the labour market. In particular, well-organised career information, guidance and counselling can help to:
 - Achieve a better match between skills, interests and qualifications on the one hand and available job opportunities on the other; and
 - Unearth the talents of those who are not favored by life's circumstances, thus improving the social and intergenerational mobility of talent.



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- Help to improve the allocation of labour across regions, industries and occupations in the face of labour supply and demand fluctuations resulting from technological and structural change; and
- Make a key difference between the successful and unsuccessful implementation of active labour market programmes and active welfare-to-work programmes (together with other support services).

2.6 These roles for career information, guidance and counselling practice like ATSC services becomes increasingly relevant as human knowledge and skill come to play an increased role, compared to capital and labour, in national economic performance. They become still more important in the context of discussions about new concepts of careers that emphasize individual responsibility for career management, and individual and corporate responsibility for developing employability skills, often as a substitute for long- term commitment or loyalty.

3. *Does it matter how it is provided?*

The argument thus far implies that well-organised career information, guidance and counselling services need to be high for professional programmes like MBA. The emphasis on lifelong learning and sustaining employability also has implications for *how* such services should be provided. It implies that career information, guidance and counselling services need to:



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- Be provided in a variety of settings: not only educational institutions and employment offices but also workplaces and community settings;
- Be provided in a variety of sectors; not only the public sector but also the private and community sectors;
- Allocate an important role to informal and non-professional sources of information and guidance such as alumni, local employers, community members, parents and peers as well as to formal professional sources;
- Achieve a balance between universal access and the targeting of public resources to those who most need them; and
- Play a proactive role, helping individuals to create new options, as well as fitting them into existing jobs and courses. This implies:
 - Advocacy on individuals' behalf, and support for their self-advocacy on their own behalf;
 - Feedback to learning providers on learners' unmet needs; and
 - Encouraging and supporting the skills of career management, not simply facilitating initial educational and occupational choices.



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