

# GARGI COLLEGE

## UNIVERSITY OF DELHI

### **Institutional Distinctiveness (2019-20)**

Teaching and learning should always be relevant – whether it's related to academics or extra-curricular activities. Gargi as an institution aims to promote the growth of the students beyond academics. While the college teaches its students necessary academic skills, it also teaches them about the importance of wellbeing and places strong emphasis on holistic development of students. It is designed around the realms of happiness, positivity, engagement and wellbeing. To become engaged, students must feel they are accepted and affirmed. They must feel they belong to an institution. With this spirit in mind, the distinctiveness of Gargi college entails ensuring that its institutional culture is welcoming to students from diverse backgrounds.

Regular institutional practice of encouraging strong focus on dialogical interaction within classrooms, reflections by students, open communication between students and teachers, enhancing student creativity through theatre, storytelling, art and craft, moving towards a culture of collaboration rather than competition contributes largely towards institutional distinctiveness.

In its effort to help students build their self-awareness, students are provided with unique opportunities where they can look at themselves and think about how they can benefit and grow from their college experiences. Students are given ample opportunities to develop leadership qualities by assuming different roles in classroom, cultural societies, sports, department associations, NSS, NCC, placement cell etc.

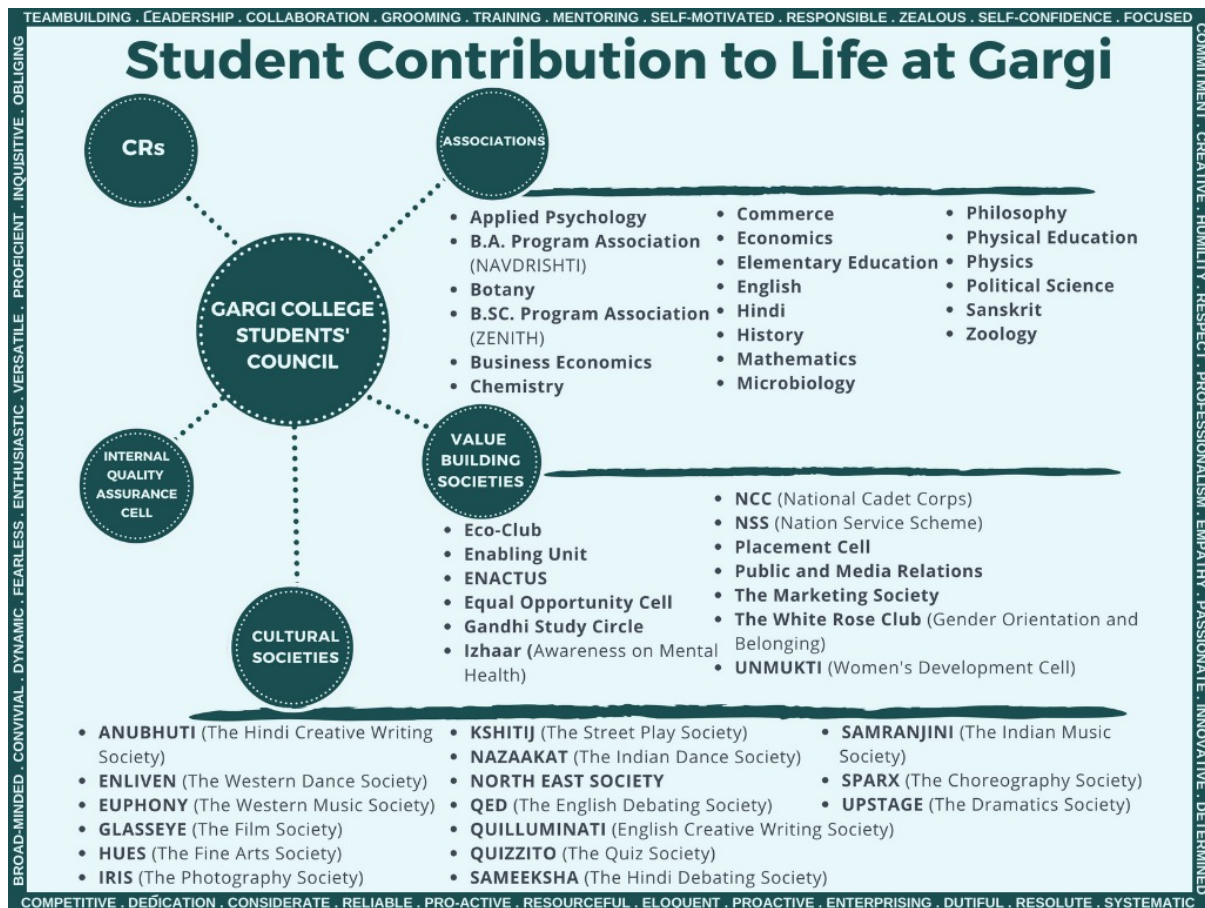
Emphasis is given on fostering team building among the students. After formation of various departmental associations, the activities are planned for the semester. While making the plan, different suggestions from both students and faculty members are considered in a meeting. For every activity, a team is formed, which includes students and faculty to mentor them. The team is responsible for conducting the activity.

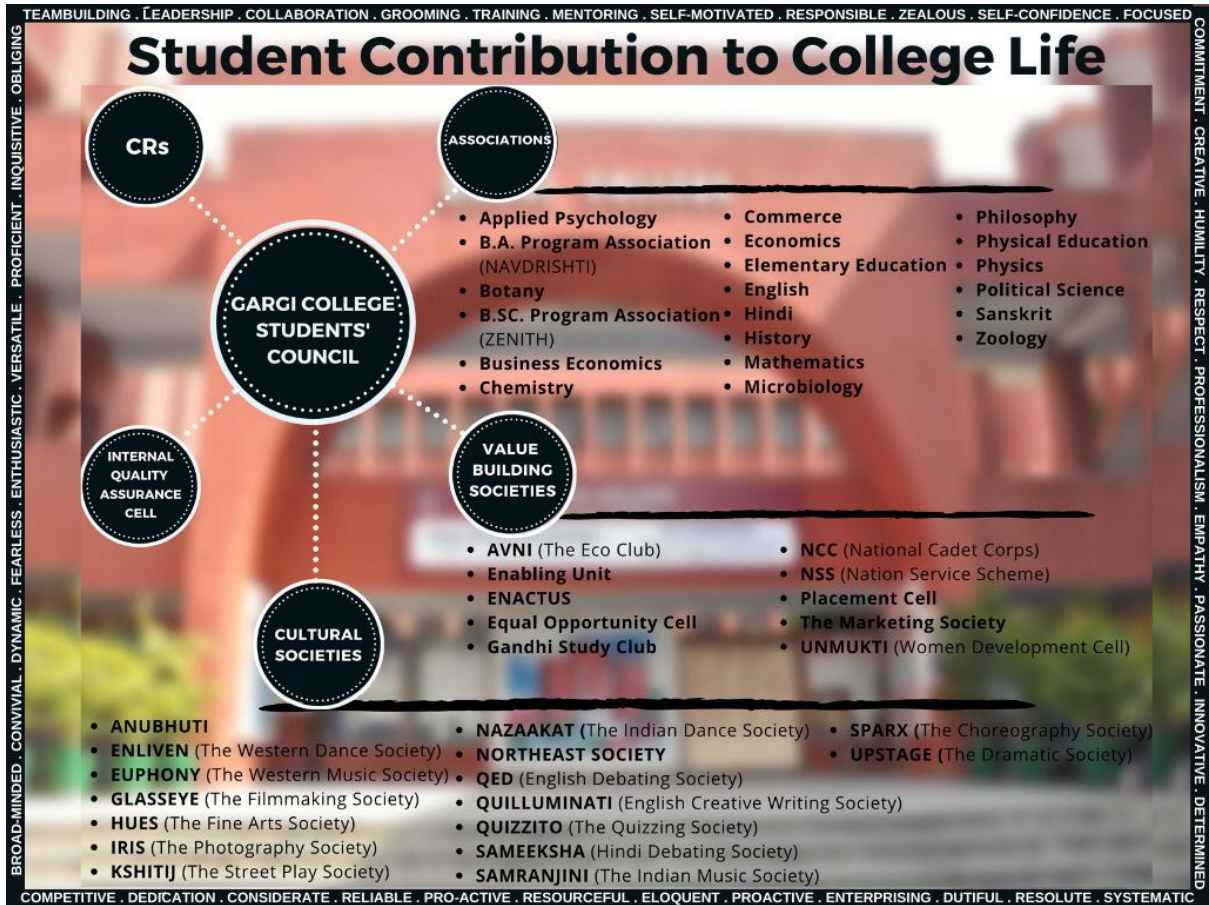
The department association as well as various cultural societies provides the opportunity to develop leadership by organizing and carrying out various activities, events, and the annual festivals. Students take up various responsibilities like promotion of events, publicity, collecting sponsorships, etc., which hones their personality and allows them to take a lead and make responsible decisions. This empowers students to become leaders. It's important to encourage students to learn from their mistakes and view them as an opportunity to improve. While students are equipped with the tools necessary to deal with and overcome the challenges of everyday life, they're also encouraged to identify their strengths and characteristics and how they can best use them.

Core competencies are leveraged by assigning a lead role to someone who has experience and expertise in that area, at the same time making others part of the team to learn so that everyone gets an opportunity; everyone is assigned a responsibility during the department and society activities so that students feel involved. Since the students work together with the faculty members, under their guidance, it also creates a sense of bonding between them.

The faculty unanimously proposes positive practices including fostering collaboration among student community and helping them in how to develop positive relations with others. While a sense of competition can be good, it can be hard to know where to draw the line, which is why

Gargi encourages its students to build their own internal motivation and work together, rather than against each other through active participation by students either as convenors or members of different associations/societies, they get to develop the desirable and much needed self and social awareness skills, communicative and collaborative skills, emotional management and decision making skills along with giving freedom to students to evolve and grow at their pace, the institution also believes in locating the responsibility for mentoring students upon the teachers who make sure that they are available to the students as they perform tasks. This mentoring for students helps them to feel more connected and engaged on campus, which ultimately improves student outcomes.





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