



---

## **BEST PRACTICES 2022-23**

### **BEST PRACTICE I**

#### **Title of the practice:**

#### **TCS Training and Employability Programme.**

TCS Training and Employability Programme enhances skills in IT and soft skills, offering certifications and job placement assistance, bridging the gap between academia and industry requirements.

**Objective of the practice:** An Affirmative Action Training Programme especially for the SCs / STs, as a part of Corporate Social Responsibility of TCS. Following the ideals of our founder, the institution believes in creating a system of self-reliance that equips the students for life. The intention therefore was to create a system of knowledge outside the university syllabi that combined learning with career opportunities. Since a large number of our students came from economically disadvantaged backgrounds, it was the avowed purpose of the institution not only to disseminate knowledge to the students but also to provide them with career opportunities.

**The Context:** Convincing the students, training the students from vernacular backgrounds, getting the students interview ready, making the students ready for a corporate culture and also ensuring that socially disadvantaged class of students formed the majority of the strength were some of the constant challenges.



---

**The Practice:** Higher education has increasingly become costly in India. The fee structure for technical education has gone beyond the reach of the common man. Privatization of higher education has only problematized the situation. Yet the right to education is a basic and fundamental right. Each individual should have equal access to resources. Guided by the philanthropy of Pandit Ishwar Chandra, the college aspired to provide free technical education to its students apart from the regular curriculum. One of the major problems encountered was that of the students dropping out of the programme mid-way. Despite this being a free course that opened up new vistas of interest and opportunities, most students backed out due to language problems. Inability to comprehend or communicate in English proved to be the greatest stumbling block. Lack of social exposure fueled by low self-confidence often led to students feeling overwhelmed and intimidated, subsequently leading to drop outs.

**Evidence of success:** The success rate was phenomenal. In 2019-20, 09 out of the 32 students got selected and further appointed by TCS. In 2020, 5 out of 39 students got their appointment letters. In 2021-22, 3 out of 46 got employed by TCS. In 2022-23, 4 out of 24 students were placed. This is a commendable achievement as it indicates the triumph of will and determination on the part of the students to overcome all odds. It is a definite measure of success for the college as well, since it is able to fulfil its vision of preparing its students for life.

**Problems encountered and resources required:** The resources required are basic like internet connection, computer/smart phone and stationary. Last but not the least the biggest resource/strength is the instructor from TCS. An enthusiast faculty that plans, implements and oversees the program is perhaps the strongest pillar of support. The



---

problem however lies in getting the students to understand and appreciate the merit of this programme. Finding the requisite number of SC/ST students is a challenge every year. In the age of consumerism whatever comes for free is devalued. Since this programme does not have the gloss and sheen of corporate culture and is more of an outreach programme, the takers are few and evidently sceptical. In 2020-21 the entire exercise being online, it was challenging in a whole new way. A large chunk of our students come from interior areas and are economically challenged. Hence having a sustainable internet connection and affording internet data was a serious challenge for them. However the success rate of our students every year is the note of promise that keeps this training going.

Reports of the programme is enclosed as additional information.



---

## **BEST PRACTICE II**

### **Title of the Practice**

### **MENTAL HEALTH AWARENESS AND COUNSELLING FOR STUDENTS**

Mental health awareness and counselling for students aim to destigmatize mental health issues, provide accessible support services, and promote well-being. This involves educating students, offering counselling services, fostering peer support, ensuring accessibility, and encouraging self-care practices. Early intervention and community engagement play key roles in creating a supportive campus culture where students feel comfortable seeking help and prioritizing their mental health.

Vidyasagar Metropolitan College uses the service of Mr Arup Ghosh, consultant hypnotherapist and Life Coach, who have been appointed by the institution to spread awareness on mental health issues among the students.

### **Objectives of the Practice**

This program is run by the college with the objective of sensitizing students and teachers regarding the importance of mental health in meeting life's challenges and for academic performance. This 'best practice' also aims to provide emergency counselling services to students in crisis, suffering from depression, suicidal thoughts, attention deficit disorder and those engaged in self-harm. The program also attempts to remove the social stigma associated with seeking help from a mental health professional, by



---

including students, teachers and parents in the discussion on mental health on campus, through online wellness programs.

### **The Context**

In a competitive atmosphere, amidst the many stresses and pressures that students have to face, while pursuing their studies, mental health often becomes the most neglected factor, even though it is the most important aspect, determining the students' performance and sense of wellbeing. Hence the college finds it imperative to continue the program begun in times of the Covid 19 pandemic, reaching out to students in distress providing a safe and comfortable process by which they could interact with the counsellor and life coach, Arup Ghosh and find a way to live better lives and contribute to wellbeing around them.

### **The Practice**

Many students reached out for help and the college organized multiple one-one online counselling sessions for students suffering from severe anger, depression and self-harm issues with Life Coach and Therapist Arup Ghosh. Since most students of our college come from very financially challenged backgrounds and many are first generation learners, they would have been unable to afford such consultation or convince the need for the same in their homes, as there is still a long way to go for removing the stigma attached to going to a mental health professional in parents' minds. The college effort thus helped to provide comfort and relief where it was most needed at the same time ensuring privacy of students and the problems faced by them as the consultations happened online or offline at the counsellor's chamber, and remained confidential



---

between therapist and student, funded and supported by the college. With increasing number of students asking for help and benefiting from the consultations, the college continued the program since Covid 19, with the name “Mind Power Training,” with annual group discussions, webinars and one-on-one consultations with students since, with Life Coach Arup Ghosh teaching techniques of stress relief and meditation to the students to cope with problems in everyday life.

### **Evidence of Success**

The program’s success was seen in the overwhelming positive feedback received from students, with conversations around mental health becoming the norm in online classes and between students themselves. The way the students contacted teachers for help after the Wellness Workshops, understanding the importance of physical and mental wellbeing, also showed the critical need of this program and events organized around this theme. In addition the one-on-one sessions were successful in alleviating the students’ problems to a certain extent.

### **Problems encountered and Resources required:**

Problems encountered include the Stigma and social taboos attached, awareness level of the students and parents, time constraints, financial barriers of the college and the students.

Resources required include infrastructural and logistical facilities, peer support programs, education campaigns, online resources, community partnerships, flexible scheduling, financial assistance, faculty/staff training.

Reports of the programme is enclosed as additional information.