

2. Best practices

Criterion VII – Institutional Values and Best Practices

7.2 Best Practices

Best Practice – I

Title of the Practice:

Experiential Learning through Educational Visits to NGOs and Community Development Centres

Academic Years: 2024–2025 and 2025–2026

1. Objectives of the Practice

The institution strongly believes in the holistic development of students through experiential and community-based learning. In accordance with the vision of the institution and the recommendations of NEP-2020, the following objectives were framed for this best practice:

To provide experiential learning opportunities beyond classroom teaching through field visits to NGOs, welfare institutions, and community development centres.

To develop empathy, compassion, and social responsibility among students towards differently abled, mentally challenged, economically weaker, and socially marginalized groups.

To bridge the gap between theoretical knowledge and practical understanding of social realities.

To make students aware of the functioning of NGOs and their role in community welfare and nation building.

To promote values such as inclusion, service, leadership, and civic responsibility.

To sensitize students towards women empowerment, rural entrepreneurship, self-help groups, and sustainable livelihood initiatives.

To enhance observation, reporting, communication, and analytical skills among students through field-based learning.

2. The Context

In the present educational framework, learning is expected to go beyond textbooks and classroom lectures. Students need opportunities to engage

directly with society and understand the practical dimensions of human life, social problems, and development initiatives.

Keeping this in view, Matoshree Vimalabai Deshmukh Mahavidyalaya, Amravati adopted “Experiential Learning through Visits to Different NGOs” as a best practice under Criterion VII.

The institution observed that many students, especially from science and home science streams, gain academic knowledge but often lack exposure to real-life social situations. Visits to NGOs and community service institutions help students understand issues related to disability, mental health, women empowerment, homelessness, rural entrepreneurship, agriculture, and social welfare.

This practice also supports the institutional mission of value-based education and community engagement.

3. The Practice

Under this practice, various departments of the institution systematically organized educational visits during the academic years 2024–2025 and 2025–2026.

These visits were carefully planned with academic objectives and learning outcomes.

Academic Year 2024–2025

1. Visit to Dr. Bhiwapurkar Blind School

Date: 19/03/2025

Department: Chemistry (Home Science)

Class: B.Sc. Final Year

Objectives:

To make students aware of the challenges faced by visually challenged persons.

To understand various learning methods and techniques used by visually impaired students.

To realize the importance of education in empowering specially abled persons.

To understand the impact of modern assistive technologies and innovative teaching methods.

Students interacted with teachers and visually challenged students and observed Braille learning methods and assistive educational tools.

2. Visit to Residential School for Mentally Challenged Children

Date: 01/04/2025

Department: Chemistry (Home Science)

Class: B.Sc. Final Year

Objective:

To understand the lives of mentally challenged children, observe the facilities provided to them, and develop empathy and social responsibility among students.

Students interacted with the staff and observed the residential support system, rehabilitation activities, and learning environment.

3. Visit to Agriculture Development Conference and NGO Exhibition, Science Core Maidan, Amravati

Date: 17/02/2025

Department: Physics (Home Science)

Class: B.Sc. First Year

This visit was organized in collaboration with the Department of Agriculture and Agricultural Technology Management System, Government of Maharashtra.

Students explored NGO stalls, agricultural innovation displays, and rural development initiatives.

4. Visit to Vidarbha Maharogi Seva Mandal, Tapovan NGO, Yogiraj Nagar, Amravati

Date: 10/03/2025

Department: Physics (Home Science)

Class: B.Sc. First Year

Students visited the institution to understand welfare services provided to socially and medically vulnerable groups.

5. Visit to Sharda Udyog Mandir NGO, Jaistambh Chowk, Amravati

Date: 03/04/2025

Department: Physics (Home Science)

Class: B.Sc. First Year

The visit focused on vocational training, skill development, and livelihood generation initiatives.

Academic Year 2025–2026

1. Visit to DISHA NGO, Amravati

Date: 04/02/2026

Department: Physics and Zoology (Home Science)

Class: All B.Sc. Students

Students observed the NGO's work in social intervention, education, and human development.

2. Visit to Melghat Haat – Self Help Groups Mart

Date: 11/02/2026

Department: Physics and Food & Nutrition (Home Science)

Class: B.Sc. Students

This visit focused on:

rural entrepreneurship

women empowerment

self-help group products

rural marketing systems

Students understood how SHGs contribute to economic empowerment.

3. Visit to Vaidharbhi Mart, Rukmini Nagar, Amravati

Date: 11/02/2026

Department: Physics and Food & Nutrition (Home Science)

Class: B.Sc. Students

The objective was to study organized markets created for women self-help group products and entrepreneurship support systems.

4. Visit to Aadhar Urban Homeless Shelter Centre, Badnera, Amravati

Date: 24/02/2026

Department: Physics and Zoology (Home Science)

Class: All B.Sc. Students

The shelter centre is run under Deendayal Antyodaya Yojana by Amravati Municipal Corporation.

Students observed welfare measures for homeless individuals and urban poor communities.

4. Evidence of Success

The practice yielded significant academic and social outcomes:

Students developed greater sensitivity towards social issues and vulnerable communities.

Improved student participation in extension and outreach activities.

Enhanced communication, observation, reporting, and leadership skills.

Students showed better understanding of community welfare models.

Increased awareness regarding women empowerment, special education, rural entrepreneurship, and social justice.

Positive feedback was received from students and participating organizations.

Many students expressed interest in community-based projects and social service activities.

The field visits helped transform theoretical learning into practical social understanding.

5. Problems Encountered and Resources Required

Problems Encountered

Transportation and logistical arrangements for large student groups.

Time constraints due to academic schedules.

Limited financial resources for repeated visits.

Need for prior permissions and coordination with NGOs and institutions.

Difficulty in aligning visits with examination and practical schedules.

Resources Required

Institutional administrative support

Transport facilities

Collaboration with NGOs and government agencies

Faculty coordination and supervision

Documentation support (photographs, reports, feedback)

6. Notes (for NAAC Documentation Support)

The institution has maintained proper documentation in support of this best practice, including:

activity reports

attendance records

photographs

departmental notices

student visit reports

feedback forms

outcome-based learning reports

These documents can be annexed in AQAR as supporting evidence.

This best practice reflects the institution's commitment towards experiential learning, social responsibility, community engagement, and value-based education, thereby contributing significantly to Criterion VII – Institutional Values and Best Practices.