



CARMEL VIDYA BHAVAN TRUST'S

CHRIST COLLEGE PUNE

(Affiliated to Savitribai Phule Pune University)



Criterion VII

7.2.1 BEST PRACTICE 1

**An Exemplar of Whole Person
Development Unleashing Potential &
Nurturing Excellence**



Best Practice 1

1. Title: An Exemplar of Whole Person Development – Unleashing Potential and Nurturing Excellence

2. Objectives

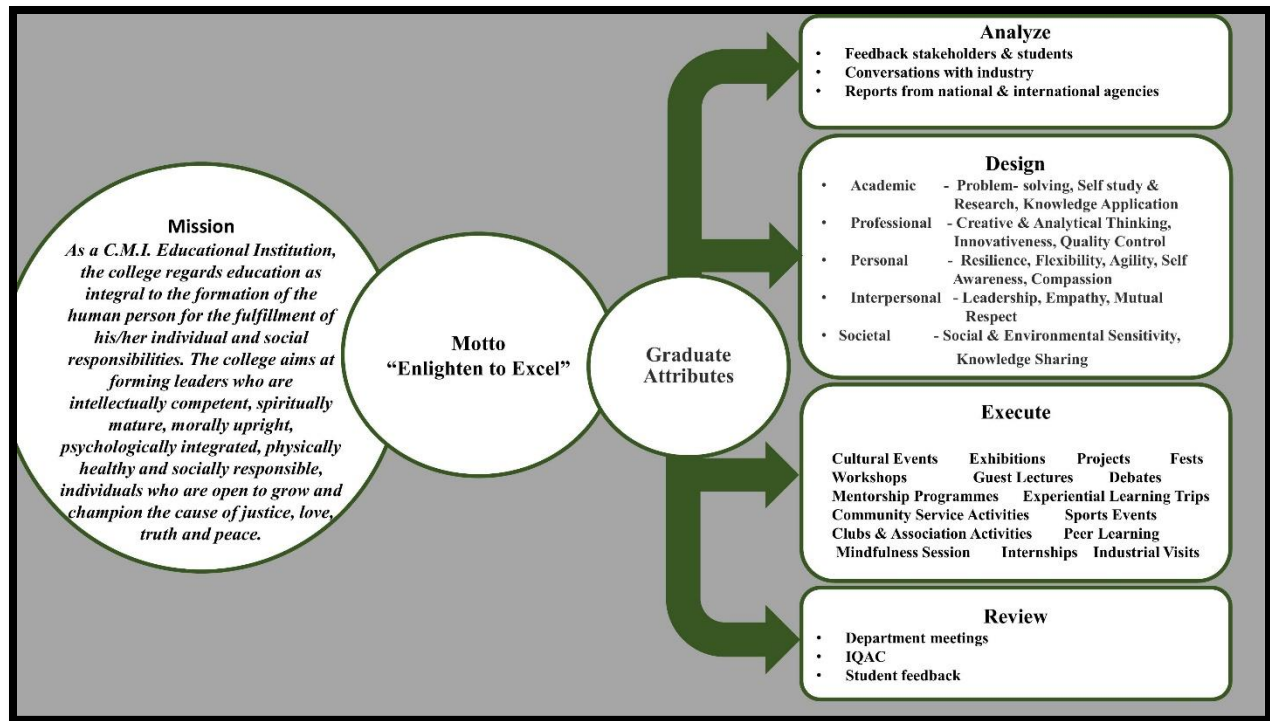
- 2.1 To develop students as whole persons by nurturing their intellectual, physical, professional, psychological, social and spiritual capacities to be effective in their future career and personal life.
- 2.2 To enhance their holistic growth as articulated in the graduate attributes of the college that are aligned with future skills identified by the World Economic Forum.
- 2.3 To instill resilience and confidence among students in the face of a Brittle, Anxious, Non-linear and Incomprehensible world
- 2.4 To inculcate divergent thinking and creativity through a more holistic, discovery-based, discussion-based, and analysis-based learning.

3. The Context

With the emergence of Artificial Intelligence and related disruptive technologies, the world of employments and skills have changed completely in the last few years. So too are the demands from the graduates from higher educational institutions in terms of their readiness to enter into the world of work. Various agencies like world economic forum continuously assess the trends and future of work and prescribes job skills for the future. A graduate should possess multi-dimensional competencies in the domains of cognitive skills, self-efficacy, management skills, technology skills, working with others and engagement skills to respond to the rapidly changing demands of future careers. In this context, Christ College has articulated graduate attributes covering all important aspects of knowledge, skills, attitudes, values and habits to provide a whole person education to all the students through the educational experience in the campus.

4. The Practice

The whole person education as a practice Christ College developed has a four-phased approach called ADER (Analyze, Design, Execute, and Review). A model of ‘An Exemplar of Whole Person Development – Unleashing Potential and Nurturing Excellence’ is depicted below.



4.1 Analyze

The whole person education is a comprehensive process that involves all academic departments, centers, associations, committees and clubs of the college. The process starts with analyzing data and information from various sources like feedback from stakeholders, previous year activity reports, students' feedback, conversations with industry, reports from national and international agencies like WEF etc.

4.2 Design

In the Design phase, various departments and student organizations such as NSS, SCA, SDO, CDM etc. of the college develops annual calendar and activity planner at the beginning of an academic year. This is in tune with the graduate attributes articulated from the data curated in the Analyze phase. The attributes are in the domains of academic, professional, personal, interpersonal and societal skills required for the future.

4.3 Execute

The whole person development program as a multi-dimensional educational experience is executed at various levels in the campus through the initiatives of academic departments and other associations, centers etc. A sample of 10 graduate attributes and its execution plans are elucidated here.

4.3.1 Creative Thinking: It encompasses the capacity to generate innovative ideas, think outside the box, and approach challenges with fresh perspectives which are nurtured through some of the following initiatives.

- Cultural Events
- Print and Digital Media creations
- Exhibitions

4.2.2 Analytical Thinking: It involves the ability to critically assess and analyze information, make data-driven decisions, and solve complex problems systematically. Some of the programs that develops analytical thinking are:

- Projects
- Case Study
- Academic Fests
- Aptitude Training

4.2.3 Technological Literacy: It refers to an individual's ability to use digital technologies and tools effectively. Following activities are a few examples that give students opportunity to enhance their tech skills.

- Tech Fest
- Integration of software, gamified applications and AI tools in the pedagogy
- Competitions and games to promote digital skills

4.2.4 Curiosity and lifelong learning: Curiosity refers to the innate desire to seek knowledge, understanding, and new experiences. Lifelong learning is the commitment to acquiring new knowledge and skills throughout one's entire life. It is imparted through:

- Academic Workshops
- Guest Lectures
- Debates and Discussions
- Mentorship Programmes
- Experiential Learning Trips

4.2.5 Resilience, Flexibility and Agility: Resilience refers to the ability to withstand adversity and bounce back from difficult life events. Flexibility is the ability to adapt to change. Agility relates to the capability to move quickly and easily, both physically and mentally. These personal skills are nurtured through:

- Sports Events
- Community Service Activities
- Trekking
- Camping

4.2.6 Motivation and self-awareness: Motivation refers to the process that drives individuals to set and achieve their goals. Self-awareness, on the other hand, is the ability to see oneself clearly and objectively through reflection and introspection.

- Student Induction Programmes
- Peer Learning Groups
- Career Development Seminars
- Clubs and Association Activities

4.2.7 Dependability and Attention to Detail: Dependability refers to an individual's reliability and consistency in fulfilling their responsibilities and commitments. It signifies a person's capacity to thoroughly examine and scrutinize work, documents, or tasks to identify errors, inconsistencies, or areas for improvement. Following programs helps students to develop these.

- Hosting events such as Crescita, Junior College Fest, Gloria, Aghaaz
- Reaching out to communities around with various programs
- Team Projects
- Participative management in student council

4.2.8 Empathy and Active Listening: Empathy involves understanding and sharing the feelings of others, while active listening is a communication skill that focuses on fully comprehending what someone is saying and demonstrating that understanding. Students are given ample opportunities in the campus to develop these inter-personal skills.

- Service-learning projects
- Peer teaching
- Mindfulness sessions
- Yoga

4.2.9 Leadership and social influence: It involves guiding and motivating individuals or groups to achieve common goals, fostering collaboration, and adapting to the challenges posed by the Fourth Industrial Revolution (defined by WEF). A few examples of student opportunities to develop these skills are:

- Association/club activities
- Peer teaching
- Co-ordinating events
- Heading as well as participating in various committees

4.2.10 Quality control: It involves processes such as inspection, measurement, and testing to ensure that project outputs, products, or services meet specified standards or requirements. Students are instilled these skills through: