

## 7.2 Best Practices

### Best Practice - 1

#### I. Title of the practice:

Teacher Manual-Cum-Record Book

#### II. The Context that required the initiation of the practice:

Teacher Manual-Cum-Record Book is a book to keep record of the academic and non academic activities including performance of the teaching community in the College. It contains academic calendar, list of holidays, teaching plan and lesson plan of teachers. Moreover, with the involvement of the Principal and Governing Body it is expected to achieve not only quality in teaching learning process but also to develop a system of consciousness, consistent and catalytic action for improving the overall academic and administrative performance of the College.

#### III. Objective of the Practice:

The need of practice was felt for effective implementation of curriculum and better performance of teachers with a view to improve all round development of the College. Teacher plays vital roles in the enhancement of quality education where their performance is accountability without which it may lead to slackness and negligence. It motivates teachers to perform duties as assigned to them and also it helps them to take corrective steps for timely completion of syllabus as per plan.

#### IV. The Practice:

Teacher Manual-Cum-Record Book was given to individual teacher at the beginning of every academic session for recording their daily activities such as – teaching, tests, sessional examinations, assignments, seminar/workshop/departmental works, co-curricular, library work, topic/units allotted and taken by them as per time schedules.

#### V. Obstacles faced if any and strategies adopted to overcome them:

The performance of the individual teacher is varied from one department to another as such there are also varied while executing the manual and the same performances from individual teachers were not expected. The other problems encountered for maintenance of records are: - the teachers forget to record his/her daily activities, unexpected holiday due *hartals* and *bandh*; teacher's absence or on leave, etc. Moreover, to overcome these obstacles, the manual is monitor and checked by the heads of department on regular basis preferably once in a month (during departmental meeting) and review by the Principal at regular interval and suggests for improvement if needs arise in the staff meeting.

#### VI. Impact of the Practice:

There is considerable changes and improvement in teaching learning process, evaluation process, assessment, and maintenance and quality upgradation of the College. Some of the outcomes and success of practice are mentioned below:-

- The practice inspired the involvement of all teachers in academic and non-academic activities both inside and outside the College and there are also seen an overall improvement in academic and non-academic activities.

- Prior to the introduction of manual, participation of teachers in non-academic activities is limited but soon after its introduction the perception of teachers has changed through their activities.
- Teachers working with diligence as a teacher as well as a head and member of various sub sub-committees, this shows a positive side of teachers after its introduction.
- The teachers regularly keep record on their daily activities in classroom and beyond, this shows the teachers are more active and sincere in their duties and responsibilities.
- Timely completions of syllabus with smooth conduct of tests, sessional examinations, seminars, home assignment, etc are some of the essential outcomes of this practice.

**VII. Resources required:**

Before implementation of the manual, staff meeting was convened and explained its importance and needs. Moreover, staff meeting and other stakeholders agreed upon its implementation in letter and spirit.

## **Best Practice-2**

### **I. Title of the Practice:**

Career Guidance and Counseling Cell.

### **II. The Context that required the initiation of the practice:**

The newly enrolled students coming from different schools have different levels of experiences, this range from vernacular medium, urban and rural schools, universal side of varying socio-economic, educational backgrounds and gender factors. So, in the current trend, guidance and counselling are very much required for college going students to identify their strength, weakness and at the same time work on their strength and area of interest to do wonder in future. Thus, continuous career guidance and counselling in the college is expected to enhance the knowledge of students and make well informed about their career and future prospect.

### **III. Objectives of the practice:**

Career Guidance and Counseling Cell objective is to guide and direct students to set their career, goals and stimulate them to exercise their consistent endeavours to accomplish their career objectives. Keeping in view the competence, interests and acquired knowledge of the students, it channels the young trainees to fetch lucrative specialize career. To explore new knowledge and train students to inculcate recent company attitude amongst them as per the requirement of the global competitive world. To provide guidance and counseling to the students for encounters all problems related to career and update them related to current trends and developments.

### **IV. The practice:**

The practice is achieved through the following activities of training programme:

1. Career Guidance training programs are conducted for students to help them aware and explore about various career opportunities.
2. Students are trained on Entrepreneurship Development Programme (EDP), life skills programme, tourism, tour and travel, retail management in order to make them confident to face the challenges.
3. Resource persons from affiliating university, government agencies, private agencies and industries are invited to deliver awareness about the job opportunities in various sectors for both government and private.
4. Seminars highlighting the importance of higher education and Institution of Higher Learning for admission are conducted

### **V. Obstacles faced if any and strategies adopted to overcome them:**

The common obstacles faced by the college in conducting career guidance are counselling classes are:-

1. Apart from academic practice, career guidance and counseling classes is time consuming which involved learning about new things and meet other expectations.
2. Class size and classrooms facilities.

3. Course scheduling issues.
4. The students are rural in nature; lack of career-related guidance, limited or no information and knowledge about career opportunities at school level.
5. Limited parental support from parents e.g. job leads, specific ideas about where to receive training and advice about vocational options are absent especially if the parents were not educated.

**VI. Impact of the practice:**

1. Students attending career guidance and counseling classes has increased over the years.
2. The retention rate of graduates in their employed organizations is better compared than before setting up Career Guidance and Counseling Cell in College.
3. A few of the students have become successful in selecting and getting through District Selection Committee examinations.
4. Some students have become successful entrepreneurs also.

**VII. Resources required:**

A lot of background work had to be done before, during and after organizing career guidance activities. These included identifying appropriate topics, features or skill needs to be imparted. This has led to appropriate identification of resource persons to handle the training followed by technical, financial and physical resources needed to conduct the activity.