

Best Practice - I

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 convene and explained its importance and needs. Moreover, staff meeting and other stakeholders agreed upon its implementation in letter and spirit.

Best Practice - II

I. Title of the practice:

Remedial Coaching Classes

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

Education is meant not only to nurture the excellence in a gifted person but also the non- gifted students. Remedial Coaching started in the college at the under-graduate level and have been in operation for years and subsequently made efforts to fill the gap between the actual level of knowledge and desired level of knowledge amongst the students. The main focus is to develop a confidence level among the students with regards to their education and come up to the level necessary for pursuing higher studies efficiently, reduce failure and dropout rates.

III. Objective of the Practice:

1. Improving academic skills and linguistic proficiency of the students in various subjects.
2. Raising their level of comprehension of basic subjects to provide a stronger foundation for further academic work.
3. Strengthening their knowledge, skills and attitudes in such subjects, where quantitative, qualitative techniques and laboratory activities are involved so that proper guidance and training provided under the programme may enable the students to come to the level necessary for pursuing higher studies efficiently.

IV. The Practice:

Remedial Coaching Classes are organized on working days after regular teaching hours. It was conducted regularly to help weaker students perform better in their final exams. The Coordinator of the programmed supervises the work and teachers from all departments take part in this programme as per allotted time table. Attendance registers was maintained by HoDs of all departments and the Coordinator of Remedial Coaching Classes.

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

Students in our college come from different backgrounds having different problems. Some students do not have necessary knowledge, abilities and skills to be successful and remain the average or below average learners. The other problems encountered are: - the teachers forget to record his/her daily activities, unexpected holiday due to *hartals* and *bandh*, teacher's absence or on leave, etc. However, to overcome these obstacles, the programme Coordinator monitor and checked these obstacles on regular basis, review by the Principal at regular interval and give suggestions for improvement if needs arise in the staff meeting.

VI. Impact of the Practice:

There is considerable improvement in teaching learning process, evaluation process, maintenance and quality up gradation of the College. Some of the outcomes of the practice are mentioned below:

- Helps pupil to overcome their learning difficulties and enables them to gain their level of confidence and interest in learning.
- The practice inspired the involvement of all teachers in helping the pupils with learning difficulties usually lack of self-confidence and passive in the class.
- Students attending remedial coaching classes have increased.
- Sometimes teachers provide individual remedial teaching before or after class when required.

VII. Resources required:

Before implementation of the Remedial Coaching Classes staff meeting was convened and explained its importance and needs. Hence, staff meeting and other stakeholders agreed upon its implementation in letter and spirit for the benefit of the students.