

BEST PRACTICES

Best Practice – I

Teaching – Learning and measures:

The objectives: The institute assesses the learning needs of students at the entry level. It is to find out the differences of learning amongst the students, Most of the students are from rural background and so the sort of assessment is a must. After finding or secreting the students in different categories, the weak and needy students are asked to join the bridge courses and Remedial courses. So as to improve and develop the learning contour it helps to plan the actual teaching strategies and plan of action.

The context : Students are assessed at the entry level, their language problems are sorted out, specifically those from the rural background and then by using the means of Bridge and Remedial courses. They are brought to the level of the bright students

The practice : At the initial level the students are assessed and categorized, the teachers discuss the different problems and share with them. Later the weak students are enlisted and asked to attend Bridge courses or Remedial courses. Weekly tests are conducted, feedback is reviewed regularly and these rural students are brought to the level of the advanced learners and urban students. The fact is that most of these students. The fact is that most of these students amicably and zealously participate in the Bridge and Remedial Courses and the different weekly or fort righty tests arranged by the teachers.

Evidence of success : The results of annual examination show a good increase in the pass percentage from first year to final year B.A./B.Sc./B.Com students. Their behavior is also considerably changed as compared to the entry level.

Problems encountered and resources required: Location disadvantage and time is a major constraint as Bridge classes are to be conducted for the weak and slow learners along with the regular teaching. If regular staff is found inadequate for the purpose, resource persons and experts from outside are requested to guide these classes.

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Best Practice – II

Financial help to the needy rural students.

Objectives of the practice : Most of the students are from rural area and some of them do face financial problems severely, such students are to be worked out at the time of admission or during the academic teaching – learning process. Such students are listed and financial help is provided to them. Students adoption scheme is also in practice. The college also offers merit scholarship to the students (other than GOI)

Context: At the time of the admission, the teachers in the admission committee find out such students, they are personally called up on and on teacher discuss the financial issues of about 10 students and finally the severely needy are listed.

The Practice: At the entry level such financially weak students are short listed and a meeting is called they are asked to apply for financial help. The applications are sorted out and a final list is prepared by the committee (SAF) and they are provided financial help or college merit scholarship.

Evidence of success: Students belonging to rural background definitely suffer from financial problems but they are either shy or they don't want to expose themselves. But after the financial help they continue their education and after getting the basic degree they feel really indebted to the institute and the concerned teachers.

Problems encountered and Resources required : Basically the rural students are very shy and they don't want to open themselves as financially weak and so extra efforts are to be taken to find out such students and to persuade them to apply for SAF or college merit scholarship. If the list is heavy then only financial problems are posed for the instituted.