

Best Practices

Best Practice I

Title – Intensive Interactive Learning (IIL)

Objective – The objective of Best Practice is to take the students beyond the conventional text book and lecture method of learning the purpose of this learning method is to provide exposure of the student to the experience of a highly diversified learning with diversified methods and materials as well as a heterogeneous approach to inculcate the practice of absorbing thoughts and ideas into a unified and a robust frame. By continuing with this practice, the college aims not to produce mere degree holders but the learners those will be ready to face the challenges ahead and explore new horizons. This type of learning also makes the students highly eligible for employment in the contemporary scenario. **Context** – for the purpose the academic cell of the college proposes to organise students' seminar mandatorily for at least all the honours students. It was thus designed that all the academic departments will conduct at least one students' seminar along with a workshop on the "Research Methodology" and in other pedagogic aspects. The departments initially selected from among their faculty a pool of resource persons conversant with these practices accordingly the college academic calendar also allotted time frame for these seminars. The honours students were also given introductory classes and counselling about this practice. The initial challenges before them were the reluctance on the part of the students to adopt this method and availability of few faculties' adept in this practice. Then the college through the academic cell initiated systematic and sustained training and counselling for the faculty and students respectively. There was a preparation for arranging a training on PowerPoint presentation, use of digital library resources and conducting open surveys. **Practice** - This practise of Intensive Interacting Learning was not followed among the neighbouring institutions of higher education institutions. The college had introduced this enriching programme for the benefit of both the students in a direct manner and faculty in an indirect way. The college was lacking in appropriate technological aids and appliances as well as the digital empowerment on the part of the students. The basic needs like projectors, smart classes, availability of digital platforms were not available. The academic cell proposed to the college authority for availing these requirements at the earliest. Moreover, to dedicate adequate time for this endeavour within the semester curriculum and academic calendar was a challenge. But the enthusiasm and dedication on the part of college administration, faculty and few students made this endeavour most attractive among all. The students were advised and counselled through the technical workshops on research methodology they were also encouraged to explore the digitalised college library as well as handling of technical aids. Further they were trend to prepare PowerPoint presentations and delivered from the podium. The departments also encouraged the students to publish wall magazines and exploring critical or analytical knowledge on their academic subjects. In most of the times the departments also invited faculties and students from other departments to interact with each other.

The most difficult part in undertaking this endeavour was to cope with the class routine and academic calendar. But in cooperation with the departments, it was decided to allot particular time and space for each department in a scheduled manner to overcome the problem. Another significant difficulty was the arrangement of finance both for procuring technical aids and conducting workshops and seminars. The academic cell proposed the principal to arrange the funding and he in his turn presented it before the Governing Body. The Governing Body found it an encouraging step for the sake of the students and advised the principal to allot the fund with its availability. The departments at their end initiated a collection from among the faculties and their students, those who desired to be a part of this effort. In this manner gradually few equipment's and smart class rooms were arranged by the authority and programmes were conducted by the pooled resources managed by the teachers and students. Gradually more and more students evinced interest in this effort. Even few students under the leadership of their faculty got skilled in open surveys.

Evidence of Success – During this academic year almost all 14 (fourteen) departments arranged the departmental seminars. Most of them even published wall magazines with credit. 3 (three) departments

Best Practices

undertook open surveys to collect data for presenting paper in the seminar. The departments also conducted workshops on research methodology, open survey, data analysis and critical writing. This practice empowered the students in particular to develop their intellectual prowess in diverse subjects that can help them in competitive examinations. The benefit of this endeavour can be witnessed in the enthusiasm of the students and faculty related to subject discussions and interactions both within and beyond the classrooms. There was also visible a healthy competition among different departments in this regard. The vibrant classrooms, crowding in the library and several editions of wall magazines are testimony to the success of this endeavour. The average result also reflects the success of this practice. Even 2 (two) students who attended inter college seminar under Gauhati University at Abhayapuri College secured the 1st Position in the contest. It speaks volumes about the success of this practice.

Best Practice II Title - Induction Programme

The context: Most often the newly admitted students are not aware of the various facilities that exist in the college campus for them to avail. Although the information regarding the existence of facilities like the college canteen, the NSS, the college sports ground, the college gym, the separate common rooms for the girls and the boys, the library and the book bank facilities for the poor students, the dos and don'ts in the campus, the availability of the various scholarships through the college are clearly stated in the college prospectus, the college authority makes sure that the freshers are well aware of them all. Moreover, the semester system of examination also requires that the students pursuing the courses under it know how and when they are going to be assessed and examined. Besides these since the college seeks to provide its students ample opportunities to develop their leadership skills, cultural, musical and sports talents through the various extra-curricular activities organised in the campus the new entrants need to be given beforehand an idea of the yearly calendar of such activities. **The objectives:** 1. To provide information to the new students regarding the facilities available for them in the campus. 2. To give them an idea of the various extra-curricular activities organized in the campus. 3. To alert them on the dos and don'ts in the campus. 4. To explain to them the various modes of assessments and examinations under the semester system. **The practice:** Before the classes begin in a new session after the admission process is over the Induction programme is held for the newly admitted students in the conference hall. On the occasion of this programme which only the freshers are allowed to attend the teachers –in- charge of the programme systematically inform them about the various facilities the college maintains for its students to avail. This information includes the existence of sports ground, the gym, the separate common rooms for boys and girls, the separate toilets and urinals for boys and girls, the college canteen, the hostel facilities etc. The freshers are also informed about the various scholarships offered by the state and central governments and the time and procedure to apply for these. The students are kept abreast of various programmes and activities initiated by the Career Counselling and Guidance cell to enhance their future job prospects. They are also informed about the existence of an NSS unit as well as a students' grievances redressal cell in the college. The academic co-ordinator of the college explains in a well-structured lecture the various kinds of assessments and evaluation procedure followed under the semester system as well as the credit points they would need to acquire to be eligible to write their examinations. The librarian of the college provides them information regarding the usage of the library resources which include not just the books and journals available in the library but also the reprography and the browsing facilities existing in there. Last but not the least is the dos and don'ts they are told to remember while in the campus.

Obstacles faced/problems encountered:

Best Practices

The introduction of the practice did not have to encounter any form of opposition from the staffs who are usually the ones entrusted with the responsibility of implementing the programme. In fact, most of them welcomed the idea. **Evidence of success:** 1. Since the students are well aware of the requirements, they need to fulfil to be eligible to write their examination there have been increased class attendance as compared to previous years. 2. Students are never missing the opportunities to develop and showcase their skills and talents by participating in the various cultural and sports programme organized in the campus. 3. None of the deserving students have missed scholarship since then. **Resources required:** 1. A planned approach to the programme. 2. A team of energetic teachers with power of clear articulation and ability to separate and focus on the essential. 3. An auditorium or conference hall equipped with a computer and a projector.