



HABRAGHAT MAHAVIDYALAYA, KRISHNAI

BEST PRACTICES, SESSION 2019-20

BEST PRACTICE-1

1. **Title of the Practice:** **Remedial Classes**
2. **Objectives of the Practice:**
 - i) To find out the slow learner
 - ii) To boost up the slow learners with special care to cope-up with the curriculum
 - iii) To bridge the gap of learning
 - iv) To build up confidence among the slow learners
 - v) To bring the slow-learners in to the mainstream.
3. **The Context:** It is true that everyone is not equal in terms of physical and mental capabilities. But as a part of human resource development institution, we must ensure each and every person's rights to equal opportunities and development. The role of teacher is not confined only to the conventional process of imparting teaching –learning to the students but it has been evolved with the time and role has been shifted to the guide and partner in the process of making human resource.
4. **The Practice:** In consideration to demand of present times, the institution has taken up the practice of providing remedial classes with suitable strategies to meet the objectives of such initiative. The institution has the system of mentor-mentee to supervise the students effective and efficiently. Moreover remedial classes were organized for slow learners outside of the class routine. The initiative like 'Back to The Basic' has been adopted to deal with the issue of slow learners. In addition, the remedial classes as well as the usual classes were designed from learner's centric perspective by using ICT tools. The special attention was given to the slow learners with the help of institutional career guidance and counseling centre.
5. **Evidence of Success:** The success of these initiatives can be counted by the students' progress in their academic career and also in individual life. The active participation of

students in the remedial classes also motivated us to add new programmes to make the class more effective.

6. Problems Encountered and Resource Required: The problem , that has been faced in organizing the classes were to select and find out the slow learners from the class as the strength of the students in the class are high in nature. Moreover, the supervision is not effectively implemented due to the shortage of teachers in the college.

7. Notes (Optional)



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BEST PRACTICE-2

1. **Title of the Practice:** **Value Added Courses**

2. **Objectives of the practice:**
 - a. To provide specific knowledge on particular field
 - b. To bridge the gap of learning
 - c. To provide choice based multidimensional learning
 - d. To build up capacity and skill in specific field
 - e. To prepare the students to face practical life situation

3. **The Context:** Habraghat Mahavidyalaya has been offering traditional courses to the students for many years. However, with the passage of time, a need to upgrade the teaching learning experience has lurked in. In the 21st century, in order to equip the students with not just academic experiences but also with other life experiences, the departments of the college have decided to introduce Value Added Course and Skill Oriented Certificate Course to the students. The courses included in the curriculum may not prove to be enough in gathering a wholesome knowledge that is applicable in day-to-day practices. The students of the college come from rural area for whom, life-oriented skill learning appears to be very necessary. Therefore, in the college different certificate courses are offered to the students which are helpful in many other terms. The practice has been started in 2016. The different departments have organized different courses to add value to the existing teaching learning experience/curriculum.

4. **The Practice:** The different departments of the college have prepared syllabus depending upon the value and skill that are desired to be the outcomes. The students are informed through notice regarding the various courses offered in the college. The interested students are enrolled. The course is of 30 hours which runs through every

semester. The course involves teaching and illustration of the topics of the syllabus not just by the departmental teachers but by some other resource person as well. After completion of the course, certificates are distributed to the candidates who have successfully completed the course.

5. **Evidence of Success:** It has been observed that the students are motivated to join in these courses in greater numbers. The different courses seemed to have helped the students in different areas of learning. The motif was to help them learn certain aspects that are useful in everyday life which seems to have paid off. It has been observed that the students have not just learnt new things but have started applying them too in their day-to-day life. It has been found that the students after learning different economically inclined activities from the college have started implementing them in their own locality. After learning the courses offered by literature subjects, their interaction capacity as well as writing skill has improved. Similarly, there is witnessed a significant change in the behavior as well as performance of the students not just in the college but outside as well.
6. **Problems faced and resources required:** While implementing the new syllabus among the students, certain problems raised such as time management, students' level of understanding etc. moreover, to design a syllabus that suits the students' level of understanding was quite a task. In the process, the college authority had exchanged thoughts with the faculties of other institutions of the district. In order to help the students depending upon their interests, all the department of the college have designed their own course which have benefitted them highly. Moreover, the departments have call in experts to take classes of the course which was very enlightening and encouraging for the students. The college aims to continue this practice in future.



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