Best Practice I

1. Title of the Practice: Differentiated Teaching for Slow Learners

2. Goal: To address the expectation gap and the achievement gap among our Students particularly from disadvantaged section of the Society

3. The Context: Of late we have observed some learning and achievement gaps among our students. Such gaps have been noticed at two different levels: first, many of our students are achieving less than they should at both UG & PG levels; second, there is a performance gap between students of upper class and lower class SC and minority students. Clearly, while former is a problem of expectation gap, later is related with achievement gap. We intend to minimise both of these gaps by increasing our students learning and achievement.

4. The Practice: In the beginning of every academic session the first few classes for the new entrants (ie. Bachelor la year and Master le semester) are held with a view and in a manner to locate the advanced and slow learners among our Students This is done primarily through classroom discussions and home assignments. Once identified properly we try to make up the gap felt by our slow learners through organising special classes for them keeping in view their preparedness level. We also try to make the composition of class, assignments differentiated-one, for advance learners and another for slow learners. In order to save them from being stigmatized as slow learners among their fellow students we usually spell out both type of assignments before them and give a choice to choose as they like.

5. Evidence of Success: The efforts have recently earned good results in the form of improvement in success rate and performance level of our students in University Exams. In addition to this we have noticed remarkable improvement in class room engagement of our students and their level and quality of response.

6. Problems Encountered and Resources Required: Acute shortage of faculty has been the prime handicap for us. Besides shortage of classrooms has also been a bottleneck.

Best Practice II

1. Title of the Practice: Dress Code for Boys and Girls Student

2. Goal: To identify students of the College and to weed out outsiders from the College Campus.

3. The Context: Recently we have noticed that people from the peripheral locality often come to our Campus and create indiscipline and try to damage the cohesive atmosphere of our College To check them we have strictly enforced Dress Code and Digitalized I Card for our students.

4. The Practice: Our prospectus clearly mentions the requirement of Dress Code and its strict adherence. Our 4th Grade employee deputed at the main entrance of our Teaching Block are told not to permit entry of any students who are not in required Dress and have proper I Card.

5. Evidence of Success: This has effectively checked the new sense elements from entering and infiltrating in our College Campus. It has substantially reduced number of cases involving those outside elements.

6. Problems Encountered and Resources Required: Our cent percent students have been following dress code and digitalized I Card practices.