

INSTITUTIONAL BEST PRACTICES OF HARHI COLLEGE, 2018-19

1. Title of the Practice: Teachers' Diary

2. Objectives of the Practice: The practice of maintaining Departmental Diary of faculty aims at—

- Making individual faculty accountable to the duty they are to render in the college.
- Keeping record of daily activities of individual teachers (maintenance of regularity and punctuality on the part of the teachers)
- Making teachers aware of course progression.

3. The Context: The need of the practice was felt for effective transaction of curriculum and smooth performance of co-curricular activities with a view to make all round development of students. So, a disciplined approach in the performance of duty is imperative. In spite of the existence of academic council and Vice-Principal for the maintenance of the whole academic affairs of the college and other committees for the conduct of co-curricular and extracurricular activities, the need of the practice is felt for eliciting involvement of all faculty members for the institutional growth and development. Faculty's participation in varied activities of the college is expected to develop closeness in general, and individual teachers in particular become aware of course progression that enables to take steps for timely completion of course.

4. The Practice: Every department is provided a personal "Teachers' Diary" in every academic session. The individual teacher records their daily activities as-class teaching, seminar, workshop, departmental works, co-curricular/extension activities, and activities in different committees, library studies, including classes allotted and taken in details with time. The head of the department checks the daily performance of individual teachers and put his signature for authenticity. The records of the progression of individual teacher as well as of

department as a whole are reviewed before the end of the session and steps taken if necessary so as to complete the course in time. Besides, under the initiative of the head of the department, the teachers of the department discuss about the activities performed by the teachers.

5. Evidence of Success: Obviously after the introduction of the practice substantial positive changes have come up in terms of improvement of teaching-learning and maintenance of overall academic environment of the college. The success of the practice is outlined as follows.

- The practice has brought about involvement of all teachers in activities other than mere class room teaching. After the introduction of the practice teachers are found working with diligence in his/her capacity in their respective committees.
- There is a progressive change in curriculum transaction. The requirement of keeping daily records of time and topic of classes taken and teachers' involvement with other student related activities made the teachers become more regular and sincere in duty leading to the effectiveness of teaching-learning process.
- The process has proven more effective in the completion of course in time and smooth conduct of in-semester components. Keeping of daily records of individual teachers give a clear evidence of the performance or non performance of these activities in time.
- Teachers are found to spare more time with students besides classroom teaching. To fulfil the requirement of teacher involvement in varied student related activities as sought in the diary, teachers have to spare time with students, which obviously have reinforced teacher student relationship.

6. Problems Encountered and Resources Required: There are few problems on the way of its effective implementation which are as follows:

- Sometimes teachers forget to record in the diary due to engagement in extramural activities.
- Unexpected 'bandh' called by different organizations disrupts regular classes for which keeping daily records becomes difficult.
- Students' not attending classes sometimes prior to the declaration of end semester examination result during scheduled working days results in creating problem for class entry in the diary.
- Having one or two student(s) in some general courses creates problem of class entry in case of his/her absence.
- Participation of teachers in programmes and activities on holidays including Sundays goes without record in the diary on account of teachers being formally absent in the attendance record.

Best Practice- (II)

1 Title of the Practice: Student Diary

2 Objectives of the Practice: The objectives of this practice are to:

- Develop student involvement in teaching-learning process.
- Internalize the in-semester process among the students.
- Make effective implementation of cluster guidance system.
- Create a congenial academic atmosphere.

3 The Context: The student' enrolled in the college are often found to be educationally not so strong due to socio-economic backwardness and remoteness of the area. Students' interest and drive for learning is comparatively less. In the present changing scenario of education, the college feels the need of some special practice in addition to the existing general system for making student involve in learning process. So, need arises for proper academic guidance and counselling to internalize the adopted process of learning for improvement of quality.

4 The Practice: 'Student Diary' is distributed to students at the beginning of the session. The Diary begins with Identification Data bearing name, address, class and courses offered of the student as well as name, department and mobile No. of teacher guide. At the bottom are specified space provided for the teacher guide and parents to sign. Head wise columned spaces are provided for record keeping as briefly stated below.

Class Attendance: Month wise, with subject and paper for students to record daily against the given date 'Total Classes Attended' and 'Total Classes Held'. The teacher guide signs in the specified place of comparing the record from the attendance register.

Library Study: Under this head the student has to put his/her entry date and time of library in each entry in the specified place and it has to be signed by the library in-charge for authenticity.

Home Assignment/Field Study: This head has the columns as subjects (Major/core) Home Assignment No. : Title of home assignment/ Field report; Date of the submission with receivers signature, Marks obtained and Remark.

Sessional Exam marks: Under this head are the subjects, course code, marks allotted and obtained in first and second sessional examinations and signature of subject teacher.

Seminar / Workshop / Discussion / Skill Test / Field Study/ Other Academic

Activities: Under this head are subjects, Title / Paper/ Course No. Activities/ Programme, Marks allotted and obtained and signature of the subject teacher.

Co-curricular Activities: This head includes activities as –Meetings/ Seminars/ Literary and cultural programmes, Extension programmes, sport activities, NSS etc. Students are to record the date of programme, type of programme participated, attended and remarks.

Authenticity: This diary is designed to help in the preparation of in-semester assessment in addition to maintain continuous and comprehensive evaluation. So, under each head is sought father/guardian's signature for the knowledge of their wards participation and performance. The diary contains at the end an enclosed format for teacher guide to fill up the data against each head with allotted marks with individual student and submit to the Academic Council for final preparation of in-semester marks for onward submission to the university on or before the fixed date.

Evidence of Success: Implementation of the practice has brought about evidently good impact in terms of attitudinal change, process of internalization and improvement of result. They are as follows:

- Earlier a sizeable number of students were found to remain unaware of teaching-learning evaluation processes adopted in the college in spite of having provided general and class orientation at the beginning of the session. But now all students are conscious of the adopted processes and the time schedules of various activities.
- The use of diary has helped in the smooth and effective conduct of cluster guidance system.
- The diary becomes an abiding force for students to bring closer to the teaching guide and parents regarding academic performance. As such, a gradual diary becomes an

abiding force for students to bring closer to the teaching guide and parents regarding academic performance.

6. Problems Encountered and Resources required: there are certain problems in the implementation of the practice as mentioned below:

- Some students are found lackadaisical in the use of Diary for which they have to be repeatedly reminded and remonstrated about.
- There is a need for attitudinal change of students. Some students are found to take it as a burden rather than a good practice. Even a few teachers do not give full involvement as per expectation due to being busy.
- Student-centric learning process requires more of student involvement and response. But the mediocre and below average students cannot show good response to the assigned activities due to their low confidence level.
- It takes for granted the sincerity of students in implementation. But the interest and exertion in same magnitude is not found among them. Some students are found forgetful to make diary entry regularly.
- The practice holds well in the availability of required facilities. A few departments need more facilities to create high interest among students. It sometimes creates difficulty in the implementation of the practice.

In spite of the problems the practice does help enhancement of teaching-learning ambience and above mentioned problems can be overcome with the change of mind set of both teachers and students by strengthening the practice.