

2015-16

BEST PRACTICES



IQAC,
Jaysingpur College,
Jaysingpur

Best Practice I

Title of the practice: Educational and Science Exhibition

Objectives of the practice

This is an endeavour to give exposure to curricular activities through various pre planned presentation. This predisposes innovative approach among students and instils the research bias in the students and the faculty. Further, the conceptual understanding is fostered through individual and team coordination. It sustains ICT based knowledge exchange and synchronizes classroom information with outstretch activities. The models, demonstrations, projects set up exercise skill-based training programmes for the students. This is an attempt to equip the students for virtual practices providing application- based potential for the future opportunities in and across the nation. Further, such efforts tend the students for global challenges and promote the technological up gradation to stand in global market. This is a venture to identify the excellence in the students and encourage it in the development of nation. This caters opportunity to the students for the true quest of knowledge through imbibing the role of the library and mass-media in self-learning.

The context

The institution has a good number of faculties to run various courses projecting academic and professional activities for the students. Through introducing this exhibition, the institution has led the students from rural areas to stimulate their innovative ideas and put them in the practice on experimental base. The students with absolute imagination use their knowledge and skill through the availability of infrastructure, equipment's, resource material and ICT information. They undergo an experimental stage of implementing their subject resources for the research endorsement.

The Practice:

The very idea of Educational and Science Exhibition has taken root from Anekant Education Society's T.C. College, Baramati. The principal introduced the innovative idea as a complementary effort leading to the Annual Day of the college in 2010. The Educational and Science Exhibition Committee organizes and governs the activities. Further, the committee offers the special privilege to each faculty to come out with their innovative projects, presentations and models. The science faculties present their demonstrations in the laboratories while the arts and commerce faculties are proffered with classrooms to present their materials and models. The Expert Committee observes the models installed by the students and faculties to select the first three best performances. These three performances are judged for the awards.

Educational and Science Exhibition Committee

- Dr.R.D.Mane: Convenor (Science)
- Dr.P.B.Patil : Convenor (Arts/Commerce)
- Dr.N.L.Kadam: Member
- Dr.B.M.Sargar: Member
- Dr.S.R.Sabale: Member
- Dr.P.T.Mane : Member
- Dr.P.P.Chikode: Member
- Shri.M.D.Kumbhar : Member
- Shri.H.G.Pawar: Member

Evidence of Success

The impact of this activity is remarkable during last four years. This has created a steady interest in the students to take efforts for its better presentation. The students are seen taking lead to present the data and available sources in progressive way. There is a momentum seen in furnishing the models, charts and projects by the students. Healthy competition has become part of inter- department and intra-department activities which has cultivated a new approach towards the practical-based presentation of the same subject matter. It caters the presentation and marketing skills through applied practices.

Problems encountered and Resources required

As it was an innovative idea for the students, the main difficulty was regarding the selection of the presentation topic and the material required for it. The students were unable to decide about a particular project for the exhibition. Further, the faculties had a major problem of distribution of groups and the members. Some faculties faced problems for getting material for their projects.

The committee also faced problem of fund availability which later on managed from UGC funds under innovative practices. There were a few problems about place availability and furniture require for the activities. The computer, LCD and internet facilities were used by the students to present the generated information.

BEST PRACTICE —II:

Title of the practice: Remedial Coaching for the students from rural areas

Objectives of the practice

As the institution has a good number of student enrolments from rural areas and socially backward classes, this course aims to provide supplementary coaching to these students. Further, this course also provides an opportunity to the weaker performance students in arts, commerce and science faculties. This is an attempt to equip the students to competitive examinations and placements. Through this course the weaker students are identified and special classes are planned to encourage the students to reduce the percentage of failures and dropouts. This course is specially designed for the overcrowded classes where such students are not justified. Such student's gets encouragement through the remedial coaching as the number of students enrolled for remedial coaching is very limited. This course is also designed to give momentum to academic performance and final results. The rationale of the course is to take efforts to bring the students in the flow of education and increase their academic performance. In addition to this, the various practices in this course help to develop the students' confidence and personality to face the obstacles in their future life.

The context

The college has intake of students from the various social stratum. The major enrolment of the students is from farmers' families and socially backward classes like SC, ST and OBC where these families are basically deprived of educational surrounding and opportunities. Such deficient students are admitted to remedial coaching classes in different faculties in arts, commerce and science. After the admission process, the students having poor performance in earlier Classes are identified and their respective areas of difficulties are sort- out in the beginning.

The Practice

The institution has formed Remedial Coaching Class Committee which governs the practices in remedial teaching. This committee initiates the task after the admission process and circulates the notices through the departments. The committee collects the reports of deficient students front the concerned faculties based on the result analysis of the previous year. Further, these reports are verified and the students are selected from SC, ST, OBC and minority categories. The students are enrolled for various subjects like Physics, Mathematics, Statistics, Chemistry, Botany, Zoology, English and Accounting. The faculty has freedom in design of the syllabus as per the need of the students. A separate time-table is prepared as per the availability of the classrooms and the students. 20 periods are allotted to each faculty and test tutorials are conducted. The teachers use various the teaching methods like lecture, demonstration, debate and group

discussion. The teachers encourage the students for positive learning where the role of teacher is only of a facilitator.

Evidence of Success

There has been a virtual and instantaneous result seen in the remedial coaching course during last four years. This course has provided the opportunity to the students for getting the subject matter in its simplest form. There is also slow and steady improvement in the academic performance of the students. The passing percentage of these students has crossed the earlier mark. The visual impact is seen in the confidence and the personality of the students. The behavioural change is also noticed in the rural and socially deprived students. There is a good number of students enrolled for remedial coaching classes during the present academic year.

Problems encountered and Resources required

The committee has to face many challenges while initiating this remedial coaching course. The first and foremost problem is about selection of the students with weaker areas. The committee decided to evaluate the performance of first year students in the difficulty areas. Based on this report the students are selected for remedial coaching. Time availability is the second obstacle to deal with as the major students are from rural areas. Considering this problem, weekly two days schedule is planned for the course. It is also difficult to complete syllabus in limited periods. For this, the teachers use techniques of group discussion, debate and assignment task. The infrastructure and furniture facility is made available by the institution. The economical resource is generated through UGC funding and utilized for purchasing books and allotment of remuneration for the staff. The students are enrolled without any economic burden.