



7.2 Best Practices

1) TITLE OF THE PRACTICE:-

Faculty Enrichment Programme [FEP].

2) Objectives of the Practice:-

The management annually organizes FEP for enhancement of the faculty. FEP is a means to enrich the faculty for their self-development, enhancing their professional competency as well as their holistic development thereby facilitating their role as educators and responsible members of the society.

The institution conducts the enrichment programme annually with the following objectives:-

- To update knowledge.
- To increase effectiveness.
- To achieve holistic development.
- To sensitize towards social responsibilities.

3) The Context:-

Education at present is undergoing tremendous change that demands from the faculty a need to update and keep abreast of the latest development.

The management took the initiative to organize a FEP for the teaching staff. A wide range of topics are being chosen which contributes of the institution. Topics related to teaching-learning, contemporary issues, changing scenario in Higher Education, quality initiatives, research, value Education, Environmental issues...etc., have been the focus of these programmes. Professional experts in their respective field are invited as resource persons.

This practice has proved to be helpful and beneficial to the faculty. The management funds the entire cost incurred for the F.E.P. which is held for two days.

4) The Practice:-

- Every year, a team of faculty members from the college are assigned the responsibility of organizing the F.E.P.
- Through consultation with the Management and Faculty, a topic for programme is identified; resource persons are selected and invited.
- Details consisting of the schedule including time, days, distribution of sessions, resource persons, requirement etc are finalized.

- The two day programme involves sessions, workshop and group discussions which allow active participation.
- At the conclusion of the programmes a feedback is obtained to ascertain its effectiveness.


5] Evidence of Success:-

- The benefits have been rewarding. These can be ascertained from the feedback given by the participants. Post FEP initiatives taken by individual faculty members also speak about the evidence of success.
- For example, FEP on 'Counseling' has resulted in the institute running a counseling cell with a professional counselor; 'Teacher and Research' encouraged many faculty members to engage in active research and pursue a doctoral degree.
- 'In the age of ICT, the training through the FEP has benefitted the faculty in rendering quality education with the effective use of Technology.

6] Problems Encountered and Resources Required:-

- Our college is a multi-disciplinary institution. As such, there are some faculty members who cannot relate to the selected topic of the FEP. This affects the effectiveness of the programme.
- For example, the programme on 'Learning Management System' which had certain faculty members who were not technology – friendly could not keep pace with the resource person while those who were well versed with the use of computer technology derived optimal benefits.
- The management provides necessary financial resources. Experts are available and readily accept invitations as resource persons.


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2] TITLE OF THE PRACTICE:-

Azad Merit Prizes

1. Objective of the practice

- To encourage the meritorious students in class to excel in the university exam
- To motivate the students lagging behind in studies and score good marks in final exams.

a. The context

The institution is located in the rural area; therefore many students admitted to various courses are from rural area. Most of them are not residing at local level. they are daily coming to college by MSRTC Buses or by private vehicles or on bicycles. Because of this daily wastage of time in travelling they are not getting sufficient time to study. Due to this their performance in final exams is not encouraging. Any way college encourages them by giving cash merit prizes in the class room after declaration of End Semester results which will encourage them and they will concentrate more on the studies and will try to excel in the final exam.

b. The practice

At the beginning of academic year almost all the results of even semester are declared. On the basis of result analysis first three toppers (class wise) are identified. After resuming the regular classes the Principal, Vice-Principal and Co-ordinator goes into the respective class rooms of UG II and III year and readout the list of three toppers in that class. The respective students are asked to come over the dais and the merit first student is given a cash prize of 1001 Rs/-, second student Rs. 501 and third student is given Rs. 301. In a similar manner third year pass out students who stood in the college merit list are specially called in college and prizes are distributed to them.

c. Evidence of Success

Due to this practice overall result at UG third year university examination is found to be enhanced, which is depicted from the following table

Class	College Av. Result
BA III	66.66%
BCOM III	63.33%
BSC III	72.72%

2. Problems encountered and resources required

No major problems other than scarcity of funds.


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