

Best Practices for the Year 2017-18

Case: 1

1. Title of the Practice:

(i) Mentoring

The Context that Requires the Initiation of the Process: The duty and responsibility of a teacher must not be confined to only giving lecture inside the classroom. Over the years, a paradigm shift has been noticed in the role of teacher. Therefore, the HCDG College ensures continuous mentoring to the students with an aim to provide them emotional and instrumental support. Moreover, the students of this college come of the underprivileged families. Their parents are also not so much educated. Here early marriage is a regular practice. Hence dropout rate is a problem for this institution. They are not so affluent to help their children in different ways. Semester system is followed by Dibrugarh University, that demands the students' regular attendance, participation in seminar presentation, group discussion etc. Modern world is a labyrinth of some difficult paths. Students sometimes got puzzled thinking which road they would choose. The system gives opportunity to the students to talk about various paths and how to choose a path. Mentoring helps the students to develop various skills not only to appear at the semester examinations but also in other competitive examinations including M.A. entrance tests and to prepare for future life. A number of students often suffer from anxiety, worry, and some other psychological problems. Mentoring system helps to wipe away such problems as students can openly tell everything to the respective mentor.

2. Objectives of the practice:

The objectives of the practice are:

- (i) To help the students to feel more connected and engaged, and thus improving their learning outcome.

(ii) To provide emotional support, improve their learning skills and motivate them towards the future career.

(iii) To create a student-friendly, learner-centric environment in the institution.

Mentoring system helps to offer every possible counsel to the students by the best and appropriate mentor. Each and every student whether rich or poor, advanced learner or slow learner would take proper care.

3. The Practice:

This institution has 21 faculty members and a librarian. The students are divided into some groups and each teacher is assigned to mentor one such group. There are special time periods dedicated to mentoring in the weekly class routine. However, a mentee can meet the mentor at any time if it is an emergency even at night by phone, WhatsApp or E-mail. The students are divided into groups mixing the advanced learners along with the slow learners. One teacher is assigned the duty of a mentor of a group of students comprising minimum four students. Generally the teachers of a respective department are assigned the duty of the mentors of the students of his/her respective departments. The mentor discusses academic, co-curricular and career related subjects with the students. The mentor can communicate the students through different WhatsApp groups. If any student requires financial help the mentor arranges it and help the particular student. The mentoring programme in this institution follows a model: 1. Identification of problem (slow learner/economically weaker section/household problem/other) 2. Support (Academic, Mental and financial) 3. Motivation and Counselling 4. Guidance 5. Goal and Success.

4. Obstacles faced if any and strategies adopted to overcome them:

A number of students are introvert. They do not want to speak about their problems openly. Even they do not want to tell openly about the financial problem they face, or if they do not understand their course. The problem is cope up with regular motivation and counseling.

5. Impact of the practice:

Before mentoring students hesitated to approach the teachers to ask any help, and to talk freely about their problems. But after the practice has been started in the institution, students feel free to talk with the teachers. They can even say openly about difficulties they face in their study, their house hold problems like lack of money, drunkenness of parents, parent/relative's emphasis on early marriage, encountering of eve teasing etc. At the time of the beginning of each session the academic board notified the head of each department to allot mentors to students, and thereby the head of each department gives notice. It is indeed a very fruitful practice followed in the institution as per the NAAC Peer Team advice at the time of the second cycle of NAAC's visit in February, 2017.

6. Resources required:

Mentoring requires dedication and accountability of the teachers. Financial assistance also is required to extend help to poor students. The college fraternity decides to establish a Welfare Trust to help the poor and meritorious students. Book Bank is started which is a mile stone in the academic development of the students.

7. Evidence of Success:

As an evidence of success the students are found more motivated. The mentoring system has improved the learning outcome. The overall performance of the students have been improved after introducing this best practice.

Contd.

Case: 2

1. Title of the Practice:

WEAVING TRAINING AND PRODUCTION (Earn While You Learn Programme)



Pic: Weaving Training and Production Centre

The Context that Requires the Initiation of the Process:

The institution is situated in a rural area and weaving cloths in handloom is a traditional culture in the area. As the students belong to underprivileged section they need financial help to buy threads and other equipment. Moreover, handloom-made cloths are in high demand at present. Hence, the institution started a Weaving Training Centre in December, 2016 where traditional Assamese attires like *Chadar mekhela*, *Gamosha*, traditional Assamese towel, ethnic bags shawls are produced. Students get training of weaving here free of cost. Here early marriage of girl students is prevalent in the locality. It increases dropout rate this institution. Moreover, the parents are not so much educated. They are not so affluent to help their children in different ways. Weaving Training and Production Centre contributes to the Students' Welfare Fund which helps the poor students.

2. Objectives of the practice:

The objectives of the practice are:

- (i) To motivate students earn by learning a skill
- (ii) To give a new thrust to the regional ethnic textile tradition by encouraging and motivating the students to learn it as a professional skill.

iii) to make the students familiar with a traditional culture and folk-lore.

Under the scheme of “To earn while you learn” the HCDG college has introduced the weaving training centre. Being a rural institution situated amidst the inhabited areas of culturally rich ethnic groups, most of the students have already the skill of weaving. The weaving training centre encourages such students to adapt this skill professionally. Many students have already learned this skill and have become able weave out handbags, mobile carriers, traditional dresses like *gamucha*, *chadar mekhela* etc.

3. The Practice:

Burden of providing for household expenses prevents many young people to continue their higher studies. HCDG College is situated in a rural area inhabited mostly by a varied ethnic groups. They do have a rich weaving tradition. Most of the students are already acquainted with weaving. The weaving training centre of HCDG College is now giving them an opportunity to learn it professionally. There are two instructors appointed by the institution to train the students. The production of the centre are sold by an Exhibition cum Sale fare organized by the institution itself where the local vendors are also encouraged to participate.

4. Evidence of Success:

The Weaving Training Centre has been successfully motivating the students to acquire a new skill and to earn something to support their families economically. The Exhibition Cum Sale fares also give the students and their parents an opportunity not only to showcase their skill but also to earn a modest amount.

5. Problems Encountered and Resources Required:

Due to the limitation of time in a semester system, not much could be covered in the course except teaching them a few essential and less time consuming products like mobile carrier bags, handbags, ethnic towels(*gamocha*) etc.

