

## **Best Practice – I**

1. Title of the Practice : **Teacher- Student Guide Scheme**

2. The context that required the initiation of the practice – To provide personal attention to realize individual potential, to build a cordial relationship between the students and teachers, to provide guidance and monitor the performance of the students in academic programmes.

3. Objectives of the practice – In one of the staff meeting, it was felt that the students should be mentored by the teachers in their academic and personal life. Teachers as mentors will have a positive impact in the life of the student and act as guardian of the allotted students. The scheme works in the atmosphere of trust between the students and the teachers.

4. The practice – Each academic year, a group of students of different subjects of the Arts and Science faculty are allotted to the teachers. The teachers are supposed to conduct at least two to four meetings with the allotted students in a year. That is how the teachers take stock of their academic performance as well as personal problems. The concerned teacher identifies the cases of academic, financial and personal problems. Teacher in consultation with the Principal, subject teachers, parents and if necessary management is involved in resolving the problem. In serious cases a help of professional counsellor is sought.

5. Obstacles faced if any and strategies adopted to overcome them – On an average, 10 per cent of the students come under problematic category. Time constraint of the teacher, cooperation from students as well as their parents need to be considered.

6. Impact of the practice

1.Regular and Punctual. Improvement in attendance

2.Sincerity in work

3. Improvement in Performance.

4. Improvement in Social Life.

5. Decrease in Dropout and Failures.

7. Resources required - Besides faculty involvement Experts such as social workers, psychologist, psychiatrist, etc. are required for the better outcome of this scheme.

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## **Best Practice – II**

Title of the Practice: Book Bank Scheme

2.The context that required the initiation of the practice– Needy and deserving students should get a copy of the text books for their study. The other goal is that the books which are costly, rare, and beyond the purchasing power of the students should be made available to them.

3.Objectives of the practice

The majority of the students are from weaker, economically backward and marginalized sections of the society coming from rural areas. The Principal and the staff felt that the students depend upon the notes of the teachers rather than extracting additional information from the books, as purchase of such books is beyond their reach. Hence they should be provided with the text as well reference books.

4. The Practice

In the beginning of each academic year, the applications are invited from students who would like to avail this facility. A book bank committee appointed by the Principal monitor the scheme and the books are issued to the deserving students. Those students who are in need of some reference books which are not available in the library are provided through this scheme. The contribution to this book bank in the form of books is from ex students well wishers, retired teachers, retired scientist from various research institutions and from industries.

5.Obstacles faced if any and strategies adopted to overcome them– The scheme has an inherent problem in selection of students who need this facility. Due to mishandling, the pages of the books get torn, books are damaged and hence they cannot be in use for the next batch.

6.Impact of the practice

Every year, around 20 percent of the students strength of the college avail this facility, whereas many students use this facility for reference purpose. Due to this scheme, reading and study habit among the students have developed which is a healthy sign. Performance of students has also improved.

7. Resources Required - Separate place for storing and maintaining the books different from the library of the college is essential.Manpower and maintenance of records have to be catered.

**P.E.S'S SHRI RAVI S. NAIK COLLEGE OF ARTS & SCIENCE  
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**Teaching Assessment Questionnaire**

(Please Note: Do not write your name anywhere. Do not allow the favourable or unfavourable impressions of one or two previous incidents to color your opinion. Do not mark any point which you feel you are not competent to assess. Your free and frank opinion is expected)

Name of the teacher : \_\_\_\_\_  
Class: \_\_\_\_\_ Subject: \_\_\_\_\_  
Year: \_\_\_\_\_

**QUESTIONNAIRE**

Tick ( ✓ ) the choice from the alternative provided.

Q.1 Regarding discipline the Teachers control in the class is :

- a) Very effective
- b) Effective
- c) Not effective

Q.2 While Teaching, the Teacher's voice (loudness, pronunciation, speed of delivery) is :

- a) Very easy to follow
- b) Easy to follow
- c) Difficult to follow

Q.3 The explanation given by the Teacher is :

- a) Very good
- b) Good
- c) Average

Q.4 The Teacher's Knowledge in the subject is :

- a) Excellent
- b) Good
- c) Average

Q.5 The Teacher's overall attitude to the students is that of


- a) Affection
- b) Acceptance
- c) Not bothered

Q.6 With regard to the use of the black board, the Teacher


- a) Uses regularly
- b) Uses only when necessary
- c) Does not use at all

Q.7 As a Science student, I feel my Teacher's handling of Practicals is :

- (For B.Sc. Students only)
- a) Helpful and demonstrative
  - b) Indifferent and unhelpful
  - c) Does not understand

  
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- Q.8 With reference to the explanation of difficult points in the syllabus, the Teacher is :
- Deeply concerned
  - Concerned
  - Not concerned
- Q.9 Regarding questions asked by the students in class, the Teacher seems to be
- Ready to answer them
  - Avoids them by asking the students to see later
  - Discourages the students by scolding
- Q.10 With regard to guidance outside the class, the Teacher seems to be
- Approachable
  - Not approachable
  - Not available
- Q.11 Regarding punctuality in the class, the Teacher
- Always comes and leaves on time
  - Always comes late
  - Comes on time but leaves early
- Q.12 Regarding coverage of syllabus by the Teacher:
- Completes well in time and Systematically
  - Completes hurriedly than required
  - Leaves incomplete
- Q.13 Regarding emphasis laid on different parts of the syllabus, the Teacher
- Pays equal attention to all topics
  - Does not pay equal attention to all topics leaving out a few
  - Emphasizes only few topics which are important
- Q.14 Due to Teachers dealing of the subject matter, my interest in the Subject has:
- Enhanced
  - Not enhanced
  - Remained the same
- Q.15 Does the teacher while teaching discuss recent discoveries related to the topic
- Introduces these in his teaching whenever possible
  - Is willing to discuss them if asked
  - Is too concerned with not wasting time

  
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