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7.2- Best practices (1)

7.2.1 Describe two best practices successfully implemented by the institution as per NAAC format provided in the manual.

1. Title of the Practice: Exploration of the physical and human centric aspects at Ashoknagar and surrounding areas (LOCAL AREA RESEARCH).

2. Objectives:

- a) To explore the socio-cultural heritage of Ashoknagar and its unique presence from varied perspectives.
- b) To involve students and teachers in local area research activities at Ashoknagar and in surrounding areas.
- c) To improve students' overall educational experience and create greater motivation for application-based knowledge around a particular location.
- d) To investigate the challenges and their probable answers to the questions people of the locality are faced with.
- e) To implement the suggestions given by the local people towards classroom teaching and in the process bridging the gap between the researchers and the local area under survey.



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3. The Context:

The Research Committee felt the need to explore areas in Ashok Nagar and surrounding areas. The idea of local area research is becoming increasingly important for both students and teachers to understand and interpret the history of an area. The peculiarity of a particular locality, its people and the socio-economic standards need to be taken into account if we want to cater to the needs of the people. Even in a globalized scenario, regional forms of knowledge need to be understood as local people continue to prefer concrete knowledge which belongs to them. Ashoknagar has a long history of political activism, post-partition struggle of uprooted people and a vibrant culture. Through the LAR projects, we aim to:

- a) involve our students in gathering relevant knowledge about the locality.
- b) develop students' understanding of the local culture, its economic parameters, and other relevant areas. This knowledge would further develop a social responsibility among the students.
- c) initiate ways to ensure greater participation of the local people and their feedback in the various Add-on/skill-based programs at the institutional level.

4) PRACTICE

The Research Committee of the college received these Local Area research proposals from different departments:

1. স্বামীয় লোক ইতিহাসচর্চা (মটপাড়া ও আদিবাসী জন্মজীবন)- Department of History



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2.Impact of Jagatdhatri puja on the culture of Ashoknagar- Department of Sanskrit

3.A Study on Mid-Day Meal Scheme in Relation to Attendance and scholastic achievement of Primary school children in Ashoknagar - Department of Education

4.In quest of Cultural diversities in Ashoknagar and in adjoining areas: - Department of Music

5. শোলা শিল্প: শিল্পীর জীবন সংগ্রাম: Department of Bengali

6.Ashoknagar natyamancha: A study of the theatre groups in Ashoknagar- Departemnt of Journalism and Mass communication

7.Impact of Jewellery Box Manufacturing Industry on the Local Economy of Ashoknagar- Department of Economics and Mathematics

8.Cultures of Public and Institutional Libraries at Ashoknagar- Department of English

9.Assessing Political Participation in concurrence to Political Awareness: Ashoknagar Bidhansabha Area- Department of Political Science

To conduct the LAR, each dept has prepared a detailed profile of the study area. The researchers would focus on knowing extensively the location, geography, climate, socio-cultural background, infrastructural growth, vegetation, population density and other related data.



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Our faculty members and the students, in short, are evaluating all the relevant issues affecting their respective projects. These activities are also helping our students to develop their problem-solving skill, reasoning ability, critical and creative thinking, communication and collaborative abilities. As they collaborate with the teachers in these projects, they get an opportunity to develop their research acumen in a given area.

5) EVIDENCE OF SUCCESS

Ongoing LAR projects have already created a greater awareness among the students and the faculty about the heritage, socio-cultural resources and opportunities that Ashoknagar and its surrounding areas possess. As these students visit different institutions and talk to people of the region, we can sense a gradual development of leadership skills and a good work-ethic among the students. This has also helped them to develop their communication skills including their power of expression and listening which further enhanced their skill of critical thinking. The students have gathered not only specific data in their respective field under the supervision of their teachers, they have also utilized this opportunity to sharpen their social and ethical values like respecting differences among individuals, respecting others' values and culture. In other words, Local area research projects have helped our students to develop an empathetic approach towards the local people and their issues.

6) PROBLEMS ENCOUNTERED



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- a) Students are not yet fully prepared to handle and process the varied data in a given Local Area research project.
- b) Our students are still learning the skill set required to prepare a questionnaire or the skill in conducting an interview session with the local people as per requirement.
- c) Funding all these Local Area research projects at the college level is a difficult job.
- d) Finding relevant data at times is proving difficult as the socio-cultural history of Ashoknagar has not been well documented.

7.2 BEST PRACTICE (2)

1. Title of the practice: Student Mentoring

2. Objective of the practice: The institution has developed a strong mentoring system to deal with its students' academic and personal problems in a more efficacious way. The mentors, besides monitoring and counseling these students, continuously intensify their efforts to motivate them in their academic pursuits. With careful discernment, they help them to set their goals too by making them realize their potentiality and by enhancing their practical knowledge, skills and building proper



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social and cultural etiquette in the primary stage of their career. This system not only helps to bridge the gap between students and teachers but it also closely links the institution with its alumni. The mentors as adviser, friend, guide and recourse person leave an impression on mentees and positively influence their academic, professional, social and ethical values and perspectives. The system also helps the students to achieve wider exposure, problem-solving skills and a broader and richer social life.

3.The context: The primary goal of a teacher is to help the students to build a successful academic career. Knowing that, the institution felt the need of the mentors who besides executing the said duty, will also play the role of a guide by sharing insights, practical wisdom and specialized skills by imparting their expertise. The system was introduced so that the teachers will get an extra opportunity and space to share their vast knowledge, insight and experience with their students. The aim was to make them able to recognize their unique strengths and places of weaknesses, so that they can work accordingly on those areas to boost their confidence and acquire excellence in required fields.

4.The practice: There are forty- seven teachers including the librarian who were appointed as mentors in the session 2022-2023. So, each mentor is allocated the responsibility of a group of forty students. The mentors individually meet the students outside their class hours and collect information regarding their academic and personal life without touching sensitive areas or uncomfortable issues and then these

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data along with their names and contact numbers are properly documented to track and nurture their overall growth.

5.Evidence of success: The mentors have successfully broadened the horizon of the varied experiences of their students. With their guidance and support the students try to identify their potentials and skills to pursue excellence in their chosen fields in coming days. The mentors also contacted the irregular students and make them understand the value of education and thus helped them to restart their educational journey. The mentors also contacted the female students who left education due to family pressure or marital issues and convinced them to complete education so that they can be financially independent in future. The mentors conveyed the priorities and demands of the students to the institution so that it can introduce Add-on courses which can fulfill student's requirements. The mentors also identify the financially insecure students and help them to get concession from the college while taking admission.

6.Problems encountered and resources required: Most of the students of our college come from rural and economically weaker background and they are tragically found to face a range of other challenges including financial pressures, social and geographic isolations, and limited access to educational resources. Irregularity of the students is the biggest issue. Apart from that the mentors sometimes find the students indifferent to take part in the mentoring system. Mentors do not get required



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feedback from the students. Many students do not have a mobile phone of their own and when they do, the numbers get changed periodically. Without sufficient feedback, it becomes really tough for them to trace gradual growth and overall development of the students and thus the mentoring system partially fails to achieve its goal.

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