

BELDA COLLEGE

BEST PRACTICES

ACADEMIC SESSION: 2017-2018

BEST PRACTICE – I

Title of the Practice: MOUs with Institutions/Associations/Stride

Goals:

- To establish accord with one or more institutions/associations intending to create a working relationship of some sort.
- To build and develop the sharing of transdisciplinary ideas through collaborative research, student exchange, faculty exchanges and extension activities.
- To broaden and widen up the culture of exchange learning for the students, and making them get first-hand experience through practical training in many cases.
- To enhance the employability of our students by offering them job training in industries.

The Context:

In the context of constantly increasing competitive nature of job market, it is imperative to equip our students with latest innovations and practices in academic and cultural arena. It is also important to make them employable by offering them practical experiences of industries where they would look for jobs. Enhancement of cultural skill of the students through ensuring their participation in the larger sphere of cultural competitions is also important for making them established in the arena of cultural activities. Sometimes, it becomes impossible for any higher education institution to provide its students all sorts of facilities for the improvement of their skills without the contribution of outside agency. This particular situation generates the necessity of establishing MOUs with NGOs, industries and other HEIs.

The Practice:

Belda College has signed MOUs with various institutions as well as agencies for establishing intent in working together on a particular course/project/training. It gives an opportunity to create contact with the associating partners/institutions by successfully making the learning experience more professional, practical oriented, deliberative for the students. Since the academic session 2015-16, Belda College has been signing MOUs with various industries and institutional partners for running certificate courses and job training. MOU has also been signed with various nearby colleges to ensure both student and faculty exchange programmes. Various training partners have

been in association with Belda College to aid the smooth functioning of the certificate courses and job trainings.

Evidence of Success:

Belda College has successfully established MOUs with the following institutions/agencies for various kinds of extension activities, faculty exchange programmes, cultural activities, Job training purposes, community services, staff and teacher's training etc. These are listed below:

1. MA AMBE AGRO Food Processing Pvt. Ltd.
2. Egra SSB College
3. Bhattar College, Dantan
4. Bajkul Milani Mahavidyala, Bajkul
5. Laudungrī Adivasi Loksanskriti Mela
6. Belda Cultural Association
7. Holiday Travels, Panskura
8. A.S Infotech
9. M S Trexim MFGS Pvt. Ltd.
10. Midnapore Bee-Keepers Village Industries Co-Operative Society Ltd.
11. Naveen Biscuit Pvt. Ltd. Haripur, Benapur
12. KPS Food Processing Unit, Kaushallya, Kharagpur

Problems Encountered: The challenge of gaining quality experiences by our students within the required time frame is one of the biggest challenges in building up MOU with an association/organization. Many a times, the students, being the resident of rural region, are unwilling to move beyond the college and visit other associations far away for the widespread dissemination of practical knowledge. Still, with the able cooperation of the concerned course co-coordinators and course programmers, our teachers have helped in successfully motivating the students and engaging them to involve in job-oriented trainings and other allied programmes. Resources required: Financial assistance from the college and also from the collaborating partners/associations are the primary resources involved.

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BEST PRACTICE – II

Title of the Practice: Strengthening of Feedback System

Goals:

- To strive for better performance with the aid of constructive criticism from the stakeholders at all levels.
- To enable keeping the teachers, authorities as well as the management at track regarding their performances.
- To receive new and improvised strategies from the stakeholders regarding teaching-learning as well as administrative methods.

The Context:

The practice of feedback system facilitates the culture of self-assessment as well as helps clarifying how the good performance of an institution ought to be in compliance with the needs and interests of the stakeholders. There is a long need to make better orientations of the college, which seemed to be impossible without the valuable advice of the beneficiaries, the students, the parents, the alumni, and the teachers.

The Practice:

The IQAC has been successful in strengthening and revising the existing feedback practice. In the academic session 2015-16, feedback forms were revised and restructured following NAAC guidelines. In the session 2016-17, feedback form for teachers was introduced to collect their views and ideas for the development of the institution. The IQAC takes initiative through the active involvement of the departments for collection of feedback from all the stakeholders. Student's feedback is basically collected towards the end of the academic session while the parents and alumni share their opinions throughout the year when they come to the institution to attend some meeting or for their personal need. Thirty to forty percent students participate in the feedback collection process every year. The students are asked to evaluate the teachers on the basis of their sincerity/commitment, regularity/punctuality, communication skills, use of ICT, coverage of syllabus, among other things. They are asked to evaluate the college administration and library facilities on the basis of the behaviour and timely service of the staff, availability of books/journals/newspapers, internet facilities, photocopy facilities, cleanliness of classrooms/toilets/canteen/reading rooms, quality of and access to drinking water/food etc. The parents are given a questionnaire consisting of 11 queries seeking to know their views on the

facilities for study and extra-curricular activities, extension services etc. provided to their wards as well as on the progress their wards are making in life and in learning. Teachers are asked to give their opinions on the conducive environment of college for teaching, opportunities for upgrading skills, ICT facilities for teaching, availability of study materials, and maintenance of washrooms. The feedback received from teachers, alumni, students and their parents constitute an essential input in the decision-making process of the college going forward. Therefore, once the collection of feedback was over, a draft report is prepared and analyzed by the IQAC and a final report is prepared detailing the various responses received for each category of respondents with recommendations. The final report was shared with the Principal and the various administrative bodies functioning in the college, in particular, the College Governing Body, the apex administrative body of the Institute - for their cognizance and taking/initiating appropriate actions. During parent-teacher's meeting and alumni association meetings, feedback are collected from the guardians as well the alumni respectively. There is a wide option for the guardians to speak about their ward's performances as well the difficulties faced by their wards in giving their best performances. The alumni also contribute to the feedback system by pointing out how the college education in terms of its syllabus, curriculum and co-curricular activities has helped them achieve their desired position in which they are today.

Evidence of Success:

The IQAC collects the feedback manually from all the stakeholders: students, parents and alumni, and analyses the feedback structurally with the help of pie diagram. On analyzing the feedback of the students, parents and alumni, the following issues were successfully implemented: a. Opening PG courses in English, Bengali, Mathematics, Physics, Chemistry. b. Construction of Lift in Kedar Memorial Building. c. High speed data link of connectivity. d. Orientation Programme of 1st Sem students with regard to their syllabi, program as well as course outcome. e. Drinking water facilities in different blocks. f. Opening up of certificate/value added courses in VAT, Travel & Tourism, Yoga, etc. g. Purchase of more books for Central Library departmental Book Bank. h. Enhancement of security through installation of CCTV cameras across the college campus. i. Improvement of canteen facilities, and so on.

Problems Encountered:

An important challenge that cropped up is the biasedness in performance appraisal of the teachers by the students, where it was difficult for the students, in many cases, to accurately appraise the faculty members. With collecting the parent feedback, the major constraint faced by the teachers is the incapability of the parent with regard to filling up the feedback form in English. Since most of the students are first generation learners, therefore it was really very painstaking to interpret the items in the forms of parent's feedback. This led to a serious constraint with regard to the objectivity of feedback appraisal by the IQAC team members. In

spite of this challenge, the departments collect the feedback from 30-40% of the students on an average.

Resources required: The practice involved the stakeholders, IQAC members, the management, and the financial assistance received from the college as resources.

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***** THANKS *****