

· Metric No. 7.2.1. Two best practices completed

Best Practice No. I 1.

Title of the Practice: Widening Access to Higher Education 2. The objective of the Practice: To make education available to all aspirants irrespective of their social, economic, gender, caste, religious status. 3. Need to be Addressed and the Context: The college has many students from Scheduled Castes, Scheduled Tribes, Other Backward Categories, and Minorities. The need is to give them access to higher education at a low cost. 4. The Practice: The college has set for itself Vision, Reformation of Rural Masses through Higher Education, and Mission, Quality Education for the Rural and Economically Backward students. By its belief in the principles of social justice, it admits poor and underprivileged students over the government quota of reservations for disadvantaged categories. The transparency in widening access is demonstrated by publicly displaying selected candidates lists. The State governments order on the required reservation policy on admission is strictly adhered to. The college hostel also provides affordable boarding and lodging facilities to girls. 5. Evidence of Success: Many the students from Scheduled Castes, Scheduled Tribes, Other Backward Categories, and Minorities sections have been studying in the college. The students who have benefited from the Practice occupy the best positions of power and responsibility in the government undertakings. 6. Resources: The college has got permission from the Government of Maharashtra on a grant-in-aid basis. The U.G.C. has recognized the college 2(F) and 12(B) status and declared eligible to receive financial aids from the U.G.C. The college conducts remedial Coaching for poor students who need help. Financial assistance is required to complete add-on courses to enhance the students employability skills. 7. Notes (optional) Nil Best

Practice No. II

1. Title of the Practice: Differential Groups for Teaching English. 2. The objective of the Practice: To enhance the communication skills and language skills of the students of different social groups. 3. Need to be Addressed and the Context: To address the deficiency in the student communication skills resulting from earlier education obtained through vernacular medium and from neglect of language skills during school education in general. It gains importance in the Context of the college policy that encourages the admission of economically poor students. 4. The Practice: The first-year undergraduate students are expected to take a diagnostic test in English. Based on their performance, the students are classified into A group, consisting of advanced learners, B group, consisting of average learners, and C group composed of slow learners. The course contents for the different streams are designed to meet the needs of the respective groups of students. Remedial classes are conducted for the C and B groups students on all weekdays. The students are evaluated regularly in both written and oral communication skills. Based on their performance, the poor achievers are given additional attention. At the end of the academic year, students are expected to show their improved communication skills through individual presentations, plays, poems, etc. 5.

Evidence of Success: The poor achievers who lacked self-confidence and did not have practical communication skills on entry into the college and have undergone the new English learning program can find part-time jobs. It is mainly because of their enhanced communication skills in English. 6. Resources: Financial assistance is obtained from the trust, namely Krishnai Shikshan Prasarak Mandal, Latur. 7. Notes (optional)