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DEOMORNOI DEGREE COLLEGE

দেওমৰনৈ স্নাতক মহাবিদ্যালয়

P.O.: Deomornoi, Dist.: Darrang (Assam), PIN-784147

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NAAC Accredited with 'B' Grade

Estd.:1993

Ref.....

Date.....

### Best Practice-I

- 1. Title of the Practice:** "Empowering Education: College Students Teaching in Primary Schools for Community Development"
- 2. Objective of the Practice:** The primary objective of this practice is to provide college students with practical teaching experience, allowing them to apply theoretical knowledge in real classroom settings. It aims to improve their teaching skills, enhance classroom management, and foster communication abilities. Additionally, the initiative seeks to contribute to the educational development of primary school children by involving college students in their learning process.
- 3. The Context:** Deomornoi Degree College has adopted primary schools across the entire Deomornoi province to engage its students in teaching roles. Each department selects advanced learners from honours courses, providing them with the opportunity to take classes in local primary schools. This approach not only enhances the learning experience for college students but also addresses the need for quality teaching support in primary education.
- 4. The Practice:** Each department adopts a separate primary school, and selected students leave the college during off periods to fulfill their teaching responsibilities. Students may also teach on Saturdays or other convenient times based on school schedules. Faculty members from each department supervise and mentor the students, ensuring the effectiveness of the teaching practice.
- 5. Evidence of Success:** The initiative has been successful in improving the teaching skills and confidence of college students. Feedback from the primary school teachers and students indicates that the children benefit from the personalized attention and innovative teaching methods introduced by the college students. Additionally, college students have demonstrated improved communication, classroom management, and pedagogical skills.
- 6. Problems Encountered and Resources Required:** Some challenges faced include scheduling conflicts between college and school timetables, which occasionally hinder students from fully participating in teaching activities. Additionally, the lack of adequate teaching resources in primary schools can limit the effectiveness of the teaching practice. To address these issues, additional teaching materials and more flexible scheduling arrangements are required to ensure the success of the programme.





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### Best Practice-II

**1. Title of the Practice: "Peer Learning and Assessment Enhancement: Engaging Advanced Learners in Teaching and Question Paper Setting"**

**2. Objective of the Practice:** The main objective of this practice is to assess and enhance the learning levels of students by categorizing them into advanced and slow learners. By engaging advanced learners in teaching and sample question paper setting roles, the practice aims to improve their understanding and communication skills while benefiting slow learners through peer learning. Additionally, it fosters a sense of responsibility, leadership, and academic collaboration among students.

**3. The Context:** Deomornoi Degree College has developed a strategy to assess the academic performance of students by categorizing them as advanced or slow learners. This is based on their performance in sessional examinations, unit tests, home assignments, and group discussions. Advanced learners are then given additional responsibilities to take class in general course students. The practice also enables better use of resources and enhances the learning environment.

**4. The Practice:** Advanced learners, identified through their performances, are engaged in teaching roles. **6th Semester students** take classes for **general course students** in lower classes, while **4th Semester students** teach **2nd Semester general course students**. These students are informed of their teaching schedules a week in advance, and their sessions are supervised by departmental faculty. Additionally, advanced learners are tasked with setting sample question papers for lower classes' sessional and unit tests, with full guidance provided by teachers in the question paper-setting process.

**5. Evidence of Success:** The practice has led to enhanced academic outcomes for both advanced and slow learners. Advanced learners gain confidence in their teaching abilities and improve their academic performance. The peer teaching model has shown positive results, with slow learners benefiting from the attention and explanations provided by their senior peers. Teachers also report improved understanding of concepts among lower-class students, reflecting the effectiveness of this practice in bridging learning gaps.

**6. Problems Encountered and Resources Required:** Challenges include time management issues, as students sometimes struggle to balance teaching and their own academic responsibilities. Additionally, while students are given guidelines, the lack of extensive resources or training in teaching methods may hinder the effectiveness of the practice. To overcome these challenges, better scheduling, training sessions for students, and access to additional teaching materials would be beneficial.

*[Signature]*

Principal

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