

Paper Reading by Staff Members

I - Title of the Practice--Paper Reading Practice

The practice of making paper presentations by faculty members was a unique endeavour initiated by the institution at a time way back in 1970 when the idea of research had not taken such widespread usage. The institution has an exceptional practice of Paper presentation by the faculty members of individual departments at the end of each academic session. All the faculty members of two departments make presentations on a topic chosen from their field of expertise in their respective subject. The faculty members endeavour to give an in depth information and analysis about the chosen subject which is followed by a question-answer session where the audience pose their curious queries to the paper presenters. The paper presenters try to solve the queries of the audience.

2. **Goal** A teacher is a student for life. Therefore the practice was introduced to motivate the faculty members to keep the process of learning, exploring and contemplating alive in them. The administrators had certain clear cut goals while initiating this practice of paper presentations. They are-

- To give a platform to the faculty members to demonstrate their research skills.
- To search and develop an area of expertise in our respective subjects.
- To develop presentation skills amongst faculty members.
- To give inter -disciplinary exposure to all the faculty members.
- A mutual give and take of ideas and information amongst faculty members.
- To arouse curiosity amongst staff members about other disciplines.
- To provide an opportunity to the administrators to view the communication skills of all the faculty members.

3. **The Context** : Describe any particular contextual features or challenging issues that have had to be addressed in designing and implementing the Practice in about 150 words.

The constraint in implementing this activity is that it has to be planned at the end of the session when the faculty members have comparatively lesser burden of teaching and other duties. The other constraint is that only two departments can be given the opportunity to display their research skills in every session due to paucity of time. There are about two to seven members in a department and it is difficult to accommodate an exhaustive presentation of each member with question- answer session on each in one working day and ascribing two working days becomes cumbersome as it is also university examination and valuation time. In spite of all these constraints the activity has been organised every academic session. The Research cell, VUM In-Charge and the College Council Secretary looks after the smooth organisation of this activity.

4. Describe the Practice and its implementation in about 400 words. Include anything about this practice that may be unique in the Indian higher education. Please also identify constraints or limitations, if any.

The decision regarding the departments presenting research paper in the Paper Presentation Session to be held at the end of the academic session is taken in the College Council Meeting. The Departmental Heads voluntarily come forth with their names and they are noted. The dates of the Paper Presentation Session are communicated to the concerned departments by the College Council Secretary after consulting the Principal. The college believes that a faculty member who is equipped with an advanced knowledge of the subject and who has developed a critical bent of mind towards the developments in his respective subject can play the right role in fostering the culture of research in the next generation. Therefore the college has endeavoured, since its inception in presenting a platform to its faculty members to showcase their research skills or innovative experiments to improve teaching process in the form of paper presentation sessions. It is pertinent to note here that a teacher today is blessed with a lot of platforms to showcase her research skills but some four decades ago such platforms were not available. In this context the value of this practice introduced to foster research skills in the faculty members is significant. The uniqueness of this activity is that the departments while choosing topics for presentation bear in mind the mixed crowd they have to address. The subjects that are easier for everyone to co-relate and understand are preferred. It helps the teachers to think about their subjects with a broader inter-disciplinary vision. Faculty members adopt multidisciplinary approach while finalising the topics and presenting the paper. With changing times the novel presentation styles are adopted by the faculty members viz. Use of ppts, videos, audio clips etc. Thus the Institution deserves the credit of kindling and keeping alive the research aspirations in the faculty members by holding this activity of paper presentation consecutively over the years without break.

5. Evidence of Success.

The success can be gauged by the fact that this practice has been able to infuse a research aptitude amongst the faculty members. The staff members are driven to a research mode and are inspired to modulate their papers for the inter-disciplinary target audience. When they give their presentations before their subject specialised audience, certain aspects are taken for granted during the presentation but while giving a presentation before a mixed crowd belonging to diverse disciplines, the presenter has to make each and every aspect of his talk lucid and elaborate. The presentation skills of the presenter is thus tested and enhanced. After the presentation, a presenter has to anticipate a certain set of questions and has to prepare her answers likewise. Here again when the presenter is presenting before a subject specific audience the kind of questions may be different than the kind of questions which are asked from an inter-disciplinary crowd. So this also helps the presenter to go not only deeper into the topic but also a diffused approach to the subject. Thus when we are presenting before a mixed audience we also get a greater exercise about preparing the presenter as a good presenter.


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II. Enhanced participation of students in student council VUM

II Title of the Practice—Enhanced participation of students in student council VUM through celebration of anniversaries of national and local leaders.

2. Goal

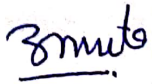
We have established VUM-Vidyarthini Utkarsh Mandal right since the inception of the college. This forum has worked wonders through all these years to develop the personality of our students and it is one of the best practices of the institution. It is our constant endeavour to innovate and replenish this platform to maximise the outcome. So in this session we decided to not only involve more students in the organisation of programmes but also disseminate more responsibility to inculcate leadership qualities. To achieve this the college decided to celebrate the anniversaries of important social, political leaders of national and local fame by asking students to deliver speeches on them. The objectives while initiating this practice. They are-

- To give a platform to the students to demonstrate their oratory skills.
- To develop research aptitude in the students.
- To develop presentation skills amongst faculty members.
- To give inter -disciplinary exposure to the students.
- To inspire other students to come forward and present in the forthcoming week.
- To arouse curiosity amongst students about our great leaders.
- To provide an opportunity to the teachers to see the latent skills in students.

3. The Context Describe any particular contextual features or challenging issues that have had to be addressed in designing and implementing the Practice in about 150 words. .

The students were given the topic in advance. They were asked to research the topic and prepare a speech and show it to the VUM In-charge. The VUM In-charge then guided them to make necessary changes. They were then asked to rehearse the speech. The VUM n-charge polished their pronunciation and grammar and made them confident to face the mike. In the initial stage only bold students came forward but late on many other students were inspired to prepare the topic and face the mike. Thus many students overcame their stage fear. No major challenges were encountered. Only sometimes in the case of some students it took longer time to remove their stage fear. But the satisfaction the teachers felt in seeing students research, rehearse and present the various topics was unparalleled.


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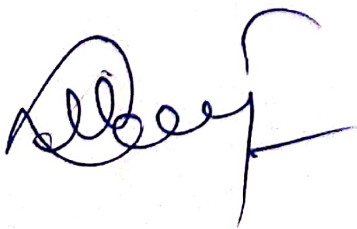
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4. Describe the Practice and its implementation in about 400 words. Include anything about this practice that may be unique in the Indian higher education. Please also identify constraints or limitations, if any.

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5. Evidence of Success.

The success can be gauged by the fact that this practice has been able to infuse a research aptitude amongst the students. The students are driven to a research mode. Many students were inspired to remove stage fear. Such students can be now our promising to achieve higher performances on stage.




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