

# AKKINENI NAGESWARA RAO COLLEGE

(WITH POST-GRADUATE COURSES)

(AUTONOMOUS & AFFILIATED TO KRISHNA UNIVERSITY)

POST BOX NO.20, GUDIVADA-521301, KRISHNA DIST., A.P., INDIA

AN ISO 9001:2015 & 14001:2015 CERTIFIED ORGANIZATION



**BEST PRACTICES**

## **PRACTICE - I - Earn While You Learn Programs**

### **1. Title of the Practice: Earn While You Learn Programs**

#### **Objectives:**

**Financial Independence:** Earn while you learn (EWYL) programmes have the potential to greatly assist students in mitigating educational costs and attaining financial autonomy. This can mitigate stress, enabling students to concentrate more effectively on their college work.

**Practical Experience:** EWYL programmes frequently entail engaging in work that is directly relevant to the area of study. This opportunity offers significant practical experience that enhances academic instruction and enhances the employability of graduates.

**Enhanced Professional Opportunities:** EWYL alumni can gain a competitive advantage in the job market by combining their academic knowledge with practical experience. Upon entering the workforce, they possess a demonstrated history of success and a solid network of professional connections.

**Develops Valuable Skills:** EWYL programmes have the potential to facilitate the acquisition of crucial skills such as time management, communication, teamwork and problem-solving which are highly valued by students. These qualities are essential for achieving success in both academic pursuits and future professional endeavours.

**Enhances Self-assurance:** Accumulating income while pursuing education helps cultivate a feeling of achievement and fiscal accountability among students. This might result in heightened self-assurance and drive in both scholastic and vocational endeavours.

### **2. Context:**

ANR College firmly believes that financial limitations within families might result in reduced academic focus among students, potentially leading to a greater percentage of dropping out or frequent absences from class. Either party will bear the responsibility for failing to provide the students with the requisite qualifications and skill set to be job-ready. The COVID-19 pandemic has had a significant impact on the financial circumstances of individuals belonging to the middle class and those engaged in daily wage employment. The majority of students applying for admission at ANR College come from the aforementioned groups, with only a small number of students from the upper middle class. The COVID-19 pandemic and the subsequent suspension of in-person classes have had a significant impact on student attendance, particularly among marginalised students. Consequently, it has become imperative for educational institutions to enhance student attendance rates. Considering this,

engaging in direct human interactions with the students has enabled us to comprehend their financial difficulties and the importance of their contribution to the family's income. As a result, the ANR administration has devised suitable strategies to tackle these issues. Consequently, we have implemented the Earn While You Learn (EWYL) programme in the college to assist students and their families, alleviate the financial strain of tuition fees.

**Activities planned:**

- a. Gardening
- b. Data entry
- c. Library
- d. Plantation
- e. Grass cutting etc.,

**3. Evidence of Success:**

Effective EWYL programmes can result in various favourable consequences:

- **Decreased Student Debt:** By generating income while pursuing their education, students can complete their studies with reduced student loan obligations, providing them with a financial advantage in their future endeavours.
- **Enhanced Graduation Rates:** The presence of financial stability can assist students in maintaining concentration and mitigating the likelihood of dropping out as a result of financial limitations.
- **Enhanced Job happiness:** Graduates possessing pertinent work experience frequently secure employment opportunities that align more closely with their aptitudes and passions, resulting in elevated levels of job happiness.

**4. Challenges encountered and Resources required:**

1. **Time Management:** Striking a balance between work and studies can present difficulties. Proficient time management abilities are essential for students to flourish in all domains and prevent exhaustion.
2. **Identifying Pertinent Employment:** It might be challenging to locate employment that corresponds to the student's area of study and offers excellent educational opportunities.
3. **Financial Constraint:** Although EWYL programmes are designed to alleviate financial strain, there exists a potential for the neglect of academic pursuits if employment becomes the predominant means of generating revenue.

4. The availability of Earned Work Your Life (EWYL) programmes may exhibit variability contingent upon factors such as geographical location, educational establishment, and industry.

EWYL programmes can enhance the development of a proficient workforce by equipping graduates with the hands-on experience that employer's desire. In general, EWYL programmes provide a good educational method by integrating academic instruction with hands-on experience and the possibility of achieving financial autonomy. Thoroughly evaluating the circumstances, obstacles, and possible results is crucial to guarantee a profitable and rewarding encounter.



## **PRACTICE 2: Faculty Development Programme**

**1. Title:** A.N.R. College has been conducting Institutional Level Faculty development program to foster the faculty's knowledge, skills, and professional competence

**2. Objectives:** Faculty preparation and dynamism in teaching are two ingredients in improving the imparting of education to college students. A competent teacher would improve the competence of students in learning and using the learning in societal context. So, to enrich the faculty right from the fresher's recruited during the current academic year to the senior teachers working for some time vitality in key domains of teaching, assessing, research, professionalism, and administration is perceived to improve educational environment significantly and enhances the academic performance of learners.

**3. The Context:** Each year new staff members are recruited in the ensuing vacancies that arise. Sometimes they are fresher's without any teaching experience. To orient them for teaching the College has been organizing Faculty Development Programme every year by utilizing the services of senior staff. Sometimes the retired staff members of the college and Resource Persons from other colleges have also been invited to share their experiences and expertise with the new staff members. An issue that crops up in organizing this programme is time management. Usually, the programme can only be conducted in the evening time to streamline the conduct of classes. The timings may not be suitable for some resource persons. And the college has to pay Travelling Allowance and Honorarium to the resource persons with limited funds at disposal. In spite of the hurdles the College has been organizing the FDP for more than a decade successfully.

**4. The Practice:** Faculty Development Programmes (FDPs) have been envisaged by the University Grants Commission (UGC) and other such bodies in India. Under the support of UGC several Administrative Staff Colleges have been set up in various universities to give training / orientation to teaching staff working in Universities and Colleges. The activities taken up in the FDPs encompass orientation to Teaching, familiarizing the staff about the latest trend and developments in the subjects handled by staff, orientation to the new curriculum introduced as part of various changes introduced like CBCS etc. The training in FDPs helps faculty members to improve their capacity to become more effective instructors. Further some lectures in the FDPs also touch on topics relating to the conduct of research, contributing articles to established journals, participating in administrative activities. Thus

FDPs have been re-orienting the staff for improving the educational vitality of academic institutions. The expenditure on the entire exercise is borne by the University Grants Commission. But with most colleges starting self-financed programmes a need has arisen in these colleges to develop the competencies needed by teachers recruited by Management. And it is here the FDPs organized at the institutions level have assumed importance. One of the main objectives of College Level FDP is the preparation of fresh teacher recruits to be able to handle classes and train and mentor the future generations of students. Therefore, it has become vital for the educational institutions to offer relevant FDP for the teaching fraternity. It is made clear to the faculty that they have to develop Proper attitudes, Follow the required processes in teaching and learning and create suitable structures for academic interaction.

**5. Evidence of Success:** The feedback from the participants of the FDP has been collected on a regular basis. The new staff members who started their teaching with much fear and anxiety have become confident at the end of the training. They prepared notes from the lectures of the resource persons and interacted with them on areas where they had doubts. They also used some or all methods suggested by the resource persons in their classes. The confidence levels of these FDP trained teachers have increased in a perceptible manner. Some of the senior teachers too have been attending these FDPs to refresh themselves from the lectures. Thus the learning in the FDPs has been strengthening the academic environment. Whatever has been learnt in these FDP classes with suitable changes has been utilized by these trained teachers in their classes. The purpose of train the trainer is thus achieved.

**6. Problems Encountered and Resources Required:** The anxiety of the fresh recruits in the initial days is a problem. Some of them find it difficult to follow the lectures in English. The timings of the FDP are not very convenient say the participating teachers. Inviting the known resource persons from different places and meeting their Travelling Allowance and Honorarium is an additional financial burden on the College. The small size of the FDP batch of teachers is a disincentive to the Resource Persons coming from outside. Some of the new teachers are uninterested in the training and motivating those takes a lot of time.

**7. Outcome:** To organize an FDP every year – fresh recruitments have to be completed in time. Mobilization of funds may have to be taken up. Suitable topics may be chosen. A book / articles resource bank may be created from the FDP trainings undertaken every year. Staff

from the neighbouring colleges / places may also be given to take part in these FDPs. A book containing the Lectures delivered with the bio-data of resource persons and the feedback of the participants will be of help to the future FDP trainings. Philanthropic persons may be approached to finance the organization of these FDPs and suitable material, snacks may be provided. The staff completing the FDP need to be given a certificate in a ceremony for which preferably a University Professor is invited. The details of the lectures, photographs, press coverage and outcomes of the FDP are to be hosted on the College Website.

