

# **SARAT CENTENARY COLLEGE**

## **DHANIAKHALI, HOOGHLY**

### **Best Practice-1**

**Title** Science and Educational Exhibition

#### **Objectives**

Science and Educational Exhibition would help the students to develop inquisitiveness and scientific attitude towards life. This would encourage other students to participate and innovate.

#### **Context**

With the introduction of CBCS, the students are required to study in a much wider curriculum which requires definite scientific attitude towards education. Exhibition and scientific models would augment the students to innovate and go beyond book based knowledge.

#### **Methodology**

Teachers effectively provided guidance to the students for preparing different innovative models. Some students also makes model on their own.

#### **Results**

Science and Educational Exhibition helped the students to understand their subjects more practically bring out their inherent human creativeness in an appreciating mode. The overall enthusiasm demonstrated by the students and teachers alike helped bonding their relationship flourish.

## **Best Practice-2**

**Title:** Interdisciplinary Talks and Interdepartmental Teaching Programme- ITITP

### **Objectives**

Considering the interdisciplinary nature of the CBCS syllabi this policy aims to make optimum utilisation of the existing human resource available in the institution. This policy would also provide students wider scope to learn from teachers of different disciplines.

### **Context**

It is difficult to master all the aspects of an interdisciplinary subject in the sphere of higher education. However, the institution has been offering different subjects from different disciplines. Exchange of resources among the academic departments would enable students to acquire better understanding of several interdisciplinary aspects of the subjects.

### **Methodology**

Academic council discussed the plan of Interdisciplinary Talks and Interdepartmental Teaching Programme (ITITP) with all the departments. Interdisciplinary components in different syllabi were identified. Teachers from different subjects opted for different components from other departments and a lecture plan was prepared according to the needs of the CBCS curriculum. Moreover different faculty members lectured on their own discipline/research areas to introduce others with their interdisciplinary approach.

### **Results**

Students found it more enriching to learn from a specialist of a specific interdisciplinary component in their syllabi. This gave them a scope to learn about the real interdisciplinary nature of the subjects they are studying. The wholehearted participation of all the disciplines created an interdisciplinary approach within the internal academia.