

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

1. Title of the Practice: Awards and Incentives for students for various Achievements

Objectives of the Practice:

- ✓ To make students competitive in academics
- ✓ To inculcate the practice of book reading through the use of Library
- ✓ To encourage students to participate in sports activities
- ✓ To encourage students, participate in cultural activities

The Context:

Education is development of one self through participation in curricular and non-curricular activities. The aim of our institution is to give education through good academical programmes and also development of student's personality by making them participate in extracurricular activities.

In this context several awards and incentives are given in our college to boost students from several years. This has been a practice from the past 25 years.

Academic awards and incentives:

- Every year certificate and incentive is given to students who secure more marks for that particular year.
- An amount of Rs 5000/- is given to each student who secure rank at the University level
- Teaching staff regularly announce a prize money for students who secure top scores in their respective subjects.
- Our retired staff members have announced prize money for students with their own criteria.

A good library with good collections always improves the quality of education in a college. Our college has a total collection of more than 30,000 quality books. It was noticed that the student's interest in using the library facilities was decreased. Diverting student's interest from the grip of social media towards book reading is quite a hard work. So, facilities of internet along with subscription for N-list and many more online facilities were done.

Along with this it was decided to give award for students who use the library facilities to the optimum. Every year the boy and a girl who use the library facilities more are awarded as “Best Library User”. This is calculated through the register maintained in the library. This has affected in increase of facilities of library.

Our college has always been encouraging the students to participate in the extra-curricular activities like sports, cultural, NSS, Red cross etc. To build up a competition between students to achieve more in these activities an incentive of Rs 5000/- is given to each student makes some remarkable achievement at University, State, National or International level. In sports every student who gets selected to University/State/National teams are given incentive. The students who make exemplary achievement in cultural activities are also given the incentive.

2.Title of the Practice: Flipped & Cooperative Learning

Objectives:

- To make student's develop skills of working in group
- To make students develop a decision-making mind
- To enhance student's participation in the classroom
- To enhance student's interest in the class proceedings
- To make learning enjoyable, yet effective
- To make optimum utilization of time in the classroom
- To enhance students analytical and cognitive skills
- To promote team-building and communication skills

The Context:

Though the classroom teaching gives the theoretical knowledge about the opted subjects and only some of the practical sessions are held as per university norms, there is need of some activities which are useful to students who have to convert their theoretical concepts into practical mode while doing a job or business. This is much needed for Commerce students for whom practical implementation of their knowledge is quite difficult because they come across lot of complications and they do not know how to overcome it through the theory they have learnt during their education. So, after discussion of this issue it was decided to conduct some activities to make students more orientated for their jobs in the future. It was decided to start these types of activities for Commerce faculty at the start and then implement it into the other streams.

Flipped and cooperative learning was introduced in their classes. There are many types of flipped and cooperative learning out of which two activities was introduced to start with.

The Practice:

Students work in groups to complete academic tasks collectively. Unlike individual learning, which can be competitive in nature, students learning cooperatively can capitalize on one another's resources and skills. By flipping

learning and integrating cooperative learning, the teacher's role in the classroom is more of a facilitator and guide. Flipped learning encourages students to be more responsible for their own learning as they are no longer spoon-fed information in class.

Some of the flipped and cooperative learning pedagogies are:

1. Four Corners:

- ✓ The teacher writes a controversial statement on the board;
- ✓ Students have to choose one of 4 options from Strongly Disagree to Strongly Agree.
- ✓ Students go to the 4 corners of the room based on their responses.
- ✓ After this, the teacher does either of the following:
 - Call on students in every corner to share why they selected the given position.
 - Ask students in every corner to discuss the statement and develop a collective response to be shared.
 - Assign completely different teams to discuss with one another.
 - Have each group research their position and present a persuasive speech to the rest of the class supporting their position.

2. Team Pair Solo Strategy:

- ❖ Students first solve a problem as a team, then they break into pairs, and finally they solve the task individually.
- ❖ By working first in teams/groups or as a whole class, students discuss their ideas, views and try to solve the problem/task. They also help each other to find the solution.
- ❖ This strategy can also be worked in reverse – Solo Pair Team Strategy

Evidence of Success:

- The practice has helped develop listening, verbal communication, critical thinking, and decision-making skills in the classroom context; these are some of the most vital skills used in day-to-day life.

- The practice has developed among students an understanding of differences in values and opinions. The quality of classroom discussions and debates has improved.

The practice makes students justify their decisions/opinions, which requires them to first understand the concept or situation and very importantly, see and hear other view points as well.