BEST PRACTICES (2021-22)

Best Practice 1
Title of the Practice:
STUDENT CENTRIC STRATEGIES TO ENSURE AN EFFECTIVE TWO-WAY TEACHING-LEARNING MECHANISM KEEPING PACE WITH THE OUTCOME BASED EDUCATION

Objectives of the Practice:
The present day education is worldwide experiencing a paradigm shift from the input-output based education to the outcome based education. The student-centric teaching learning process is essentially required in the present scenario. How much the students learn is important rather than how much we teach to them. The institution has therefore taken initiatives to implement the teaching-learning strategies from the students' point of view and how it will help them in their further studies/jobs.

Most of the students of this institution progress to higher studies or appear for competitive examinations, relative to the minimal percentage availing the job opportunities. Thus, keeping pace with the modern day higher education is intended from this practice.

The context

Outcome based education has arrived with its own challenges for the higher education sector of India, especially when the gross enrolment ratio in higher education is less compared to other countries. The use of ICT enabled tools is ubiquitous in every sphere of life and is one of the powerful strategies of student-centric teaching-learning mechanism of the outcome based education. Our teachers had to equip themselves on the use of ICT for teaching-learning process by attending training programmes, workshops, watching online videos, practicing the use of online platforms and fixing the related issues by discussions. The methods of experiential learning had to be devised considering the pandemic situation. Correlating the practical experiences of the students with their applications to the real life problems was a challenge in some departments, especially during the pandemic situation. Cultivating the life-long learning habits of critical thinking and problem solving are essential in the student-centric teaching-learning system, and strategies were adopted accordingly. The developing of communication and presentation skills of students was also intended to keep pace with the modern day education.

The Practice
The practice includes the following:
• **Assessing the learning levels of students**: The first step of student-centric teaching-learning process involved assessing the learning levels of the students and accordingly designing the teaching process. This was done through interactive sessions, question-answer sessions during classes, formative assessments and academic counselling by the mentors. The slow learners were

given specific attention through remedial classes and assistance beyond class hours, while the advanced learners were encouraged to participate in competitions, creative writing and processing of their research oriented thoughts in different dimensions.

• Experiential learning by studying real life problems for practicals and projects

Science stream students carried out practicals as per their syllabus. In addition to that few department like Zoology, Botany, Geography, and Bengali; arranged educational tour to different places of India every year. For example, zoology honours students visited Digha, Chandipur, Dooars, Jhargram etc; to study the topography of coastal region of Digha, the diversity of various marine animals inhabiting in the sea of Digha and also identification of different types of fishes found in the fish market of Digha. They also studied during field visits various diversity of animals found in the national park and made a clear concept of the difference between national park and sanctuary. For botany honours students, exploring the plant species in the college campus. They also visited Botanical garden, Shivpur, Howrah to learn vegetation and Herbarium techniques at Central National Herbarium. Botany Hons students also visited to study Marine vegetation of Vishakapattanam & Mountanous vegetation of Araku vally and visited Darjeling to syudy vegetation of Lava & Lolegaun and visited to Gorumara Naional park Alipurduar.   For Bengali Hons. students, visited Lalgarh, Paschim Medinitur; Sundarban, 24 parganas; Garpanchakot, Ayodha Mountain of Purulia to study the socio-economic conditions of the local people of these areas.

• Use of Learning Management System (LMS) and computer-aided methods: The practice of using Learning Management System was initiated in March 2020, when online classes started using Google meet or Zoom App. After conducting online classes teachers were sent their study material and copy of reference study material for uploading in the LMS menu of College webpage. Students used to down load syudy material according to their needs. It helps a lot to those not able to attend the online classes; or those have poor network speed. This helped them to apply computer-aided methods of teaching and the practice proved to be the most effective one during the pandemic situation.

• Participative learning and choice of elective papers: Students were given the liberty to actively participate in the teaching-learning process. Groups discussions, debates, student seminars, students playing the role of teachers in classroom, story reading sessions, power-point presentations by students and other strategies were applied. Students of Semester-V arts program were given the liberty to choose their generic subjects, students of different departments were also given the liberty to choose from the options of skill enhancement courses.
• Cultivating the critical thinking and problem solving skills in the learning process: This was practiced by giving topics of assignments to students but not the answers. They came up with

multiple answers and the selected best solution for implementation. Students worked in groups during practical classes to exchange ideas and solve a problem

• Feedback taken from students on curriculum and teaching-learning process: The learning outcome based curricular framework was introduced by the University since the academic session 2019-20. The feedback on the curricular aspects by the IQAC was taken from students and forwarded to the university with suggestions. Students were asked several questions, which were addressed accordingly such as whether the learning outcomes were discussed with them by the departments, whether the curriculum is need based and complies with their expected outcome, whether the curriculum makes them job ready, whether the computer-aided methods of teaching were used by the teachers, whether the internal assessments were discussed with them etc.

• Handling the issues through an effective mentoring mechanism: The student mentoring system was implemented formally in the institution from the academic session 2019-2020. Mentors organized interactive sessions and kept contact with their mentees to guide them and address their problems as and when required.

Evidence of Success
• Students cleared JAM examinations with All India Ranks: From 2018 to 2022, 56 students of different science departments have cleared the JAM examinations with good All India ranks, including the top ten ranks in India by three students. In the year 2022, total 17 students have cleared the JAM examinations with all India tanks.

• Students placed for higher studies in IITs, IISER, Banarus Hindu University (BHU), University of Calcutta, The University of Burdwan and other institutes of national importance

• Students have participated in poster competitions, quiz competitions, presentations and other online events organized by external agencies and also won prizes:
• The performance of students in university examinations has improved significantly from 2018 to 2022
• The computer-aided methods of teaching-learning activities adopted since 2019 helped the institution to cope up successfully with the challenges of online education during the pandemic situation since March 2020.

Problems Encountered and Resources Required
• The teaching-learning activities sometimes suffer time constraints due to prolonged time taken by the affiliating university in conducting the semester examination and commencement of classes of the next semester

• The institution faces the problems of funding for conversion of more classrooms into the smart classroom and the administration has applied for renovation and upgradation of laboratories and classrooms

• Digitization of library and e-resources has also been applied under the RUSA scheme by the institution

• Procurement of more computers is required to improve the student: computer Ratio

Best Practice 2
Title of the Practice:
Conducting Students mentoring and counselling program with their parents/guardians during normal period and lockdown period.

1. The Objectives:

To increase attendance in the online/offline classes and to minimize dropouts through personal counselling and to aware their parents regarding online class routine and academic activities as well of the college.

2 Need Addressed and the Context

Students undergo various problems of stress. Statistics reveal increasing number of suicides and dropouts. Considering the student-teacher ratio in classrooms, it is impossible at times to give personal attention to students in class. One solution therefore is a 'Mentor' who can form the bond with students in true sense. Besides providing special attention to their studies, mentoring is vital for students to achieve emotional stability and to promote clarity in thinking and decision making for their holistic development.

We expect mentees to be benefitted from independent advice from mentors who shared their experiences and showed options for actions through reflecting their own early career stages and obstacles. Additionally, enhancing one's own mentoring abilities, broadening the own network and enhanced understanding of early life struggles were seen as "win-win" effects which in turn might be useful for the future.

3   The Practice

In the mentoring session there was a general effort to identify the aptitudes of all the students so that it becomes easier to handle their problems related with the academic career.

The practice is that of creating an efficient mentor-ward system. Each teacher is assigned 10-15 students. They meet at least once in a month to discuss, clarify and primarily to share various problems which may be personal, domestic, academic, etc. The teachers are equipped with all the necessary information about his/her mentees on a file. During normal college days mentoring is a regular ongoing process, and parents/ guardians are made aware of the developments/shortcomings of their wards during parent-teacher meetings. But during lock down phase mentoring cum counselling were done through online mode only (through Whaps App groups of the mentor-mentee /e mails/google meet). Respective departments organized students counselling programmes with their parents though online mode using Google Meet platform.

Available Secondary Sources which can help to build career are prescribed. Such as reference books, text books, many National and International Journals and daily News Papers. The students are given advice to go to Library frequently.

For many students it is clearly understandable that continuing higher study in any prestigious institute is almost impossible. We discussed some feasible ways to balance both of their academic and economic lives. In this context, we occasionally gave some suggestions to get rid of such difficulties and provided career counselling books for example "how to remain ever happy" by M.K.Gupta in times when they spiralled out of mental control.

However the mentees have given some suggestions. For instance they feel that there is dire necessity of infrastructural development in college, e.g use of projector in class for better understanding. Some of them suggested establishing placement cell for career opportunities. It is also suggested to clean the college campus in a regular manner through involving the students of NSS.

4   Evidence of Success

It is needless to say that a mentor gets the job satisfaction. Evidence of success of the practice includes better results in the examinations, more regular attendance, increased participation in co-curricular activities, better discipline on campus and respectful relationship between teachers and students.

We emphasized on learning the language English as it is an integral part of the learning any subject thoroughly through introducing Spoken English Courses.

5   Resources:

This practice requires well-committed teaching staff who have the desire to help students beyond teaching hours.

6   The Institution Name: Kharagpur College

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