Kalpataru Vidya Samsthe (R) Estd: 1961

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Estd: 1986

1st Best Practice:

Title of the Practice:Students Quality Enhancement

Objective of the Practice:

- o To identify advanced and slow learners among students.
- o Advanced learners get an opportunity to reach a higher level of Excellence.
- Followup the slow learners to transform into students with improved excellence.
- The very purpose of education is to bring out the innate talents of the students and to guide slow learners to excel in both curricular and extracurricular activities and to achieve a holistic development of students.

Context:

- Majority students are from rural background.
- Girl students are more in numbers.
- The students admitted to our Institution are from different social family and economic backgrounds.
- Many student admitted to the institution are of higher ranking from Common Entrance Test (CET).
- Thus the students class room is a heterogeneous group.
  Hence there is a need of multiple pronged approach in teaching learning process.

Practice:

- This task could be achieved through the process of teaching and learning activities.
- Studentgroup is constituted with 15-20 students with proctor system.
- Identification of slow learners.
- Collecting the student background through the admission application. The questionnaire comprises questions relating to name, course, group, registered number, social category, and academic performance in the qualifying examination, hobbies, and innate talents in curricular and co-curricular activities.
- Analysing there performance in previous examinations.
- Conducting unit tests.
- Identify the slow learners.
- The data obtained through the questionnaire is then analysed and interpreted to segregate the advanced and slow learners.

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- Conduction of remedial classes for slow learners in the grey areas.
- Counselling the slow learners by proctors / mentor system.
- Encouraging the fast learners for higher achievements by proctor / mentor system.

Blending the advanced learners and slow learners under the supervision of concerned faculty in group activities.

EVIDENCE OF SUCCESS:

- A gradual decline in the number of slow learners.
- Improved performance in the Semester EndExaminations.
- The students got rid of the inhibitions and develop higher level of self-confidence.

Problems Encountered

- The marks obtained by the students in the lower level qualifying examination can't be considered as a measure of students intelligence.
- Family background is not conducive for education importance.
- Distraction of students.

Resource Required:

Creating awareness and importance of education among students and parents by counselling.

Working beyond the regular hours and involvement of faculty.

Library and other online resources for extended learning.

Advanced equipment in laboratories, higher configuration computers, internet facilities, access to E-Learning resources, financial support for promoting in co-curricular competitions.

Notes:

Even with all the efforts made the performance enrichment taken place will not be appreciable.

A repeated and continuous monitoring is required. For various reasons slow learners show dismal performance in the university examinations. In some subjects it becomes very difficult for the students to pass without follow. For such students special classes are taken to see that they clear the backlog papers in the subsequent attempt.

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2nd Best Practice:

1. **Title of the Practice**:

 Improving Teaching – Learning Process

2. **Objectives of the Practice:**

•To ensure the completion of syllabus according to the academic planning.

• To encourage teachers to adapt to technological advancements including ICT adoption in class room teaching.

•To improve pass percentage and enhance co-curricular activities.

3. **The context:**

• The syllabus coverage in some cases is being hurried and towards the end of the semester where information are being crammed at once. This sluggish coverage initially and hurried coverage later should be avoided giving enough time to student in comprehending the topics and assimilating the facts.

• The teachers find it difficult to keep pace with the fast learning students. It has become essential for some of the teachers to adapt to the latest pedagogic styles and include ICT in class room teaching. The mismatch between the student learners and the teacher in the use and comfort of handling varieties of tools available for teaching – learning needs to bridge.

4. **The practice:**

• Academic planner along with the calendar of events is uploaded on the website to give information to students.

• The teaching – learning committee along with the heads of different departments monitor the pace of coverage of the syllabus.

• Informal feedback is obtained from students regarding the content delivery by different teachers.
•HODs and the class teachers hold frequent informal meetings and cull out the information needed.

• Tests and evaluation are conducted to improve performance in the semester – end examinations.

- Assignments and activities are given in the beginning of the semester so that fast learners can make advanced studies.

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• ICT ready class rooms are used for teaching.

5. Evidence of Success:

•Faculty have adopted modern pedagogic styles and ICT in their classes.

•Faculty notes are uploaded on the Institute website/Google classrooms/students Whatsup groups.

• Appropriately paced and timely completion of syllabus

• Increased attendance in the classes

. •Improvement in results.

6. Problems Encountered and Resources Required:

• Development of animation based power point presentations in teaching, particularly in technical subjects, has been hindered due to the want of in – house technical expertise.

•Technology is advancing, it is applicable to teaching aids also. Procurement of modern teaching aids requires additional funds and faculty adaptation to the new technologies.

Resources required:

• Desktop / Laptop Computer

• LCD projector

• Smart Board

• Microsoft Office

• Google docs, slides, forms, etc.

. • YouTube

• Google meet, zoom, Microsoft Teams, etc.

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