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LAXMINARAYAN COLLEGE, JHARSUGUDA

BEST PRACTICES 2022-23

Best Practices-I

Title: The Community-Based Approach for Student Project Papers

1. **Goal**: To inculcate social values and sense of responsibilities towards community as well as fostering ethical research practices among students

2. **The Context**: Since Project Paper(DSE-4) had been introduced in the syllabus from 2021-22, the college has adopted the practice of taking students to the threshold of community and encouraging them to write project papers on the topics relating to the issues pertaining to the neighborhood communities.

3. **The Practice**: Most of the departments encourage students to choose topics relating to the community. By incorporating this community-based approach, student project papers transform from academic exercises into opportunities for positive social change. Students gain valuable experience while making a real contribution to their local communities. After selecting the topics, the students move to the practical fields, do surveys, take interviews, study their problems, involve people in their projects and ultimately prepare the projects that can be beneficial to the community. Students of humanities, Biological Sciences, Physical Sciences, etc. get involved in people's lives and get opportunities to make it a long-term project to bring a change in the society.

4. **Evidence of Success**: This practice is improving the Community-Institution bonding. A sense of belongingness and a concept of "my community my responsibility" is being fostered among students.

5. **Problems Encountered and Resources Required**: While the community-based approach offers a wealth of benefits for student project papers, there are also some challenges to consider.

Challenges:

Time Constraints: Balancing coursework and community involvement can be tricky, especially for shorter projects.

Logistics and Coordination: Scheduling meetings, coordinating data collection, and managing communication with community partners can be time-consuming.

Lack of Communication Skills: Due to poor communication skills of a few students, they may not extract information properly

However guide teachers can play a key role in facilitating communication and logistics between students and community partners. They can provide workshops or training sessions to help students navigate power dynamics and develop collaboration skills. Striking a balance between addressing real community needs and ensuring students gain the teachers can provide valuable learning experiences to them.

By acknowledging these challenges and implementing solutions, educators and students can navigate the community-based approach effectively. This can lead to richer learning experiences, stronger project outcomes, and a positive impact on the community.

BEST PRACTICE: II

<u>Title: Facilitating Students through Blended Learning</u>

1. Goal: To encourage and facilitate the students for self-study blending traditional face to face classes and ICT based online resources

2. The Context: During the period of Lockdown and in the post-COVID situation, our College adopted both online and blended mode of learning. The College has developed an Online Teaching and Learning Strategy framework as well as a self-learning model for providing an active and personalized education for all the students to complete the University curriculum planned for this academic session. Considering it as a best practice, it is under continuation this year also.

3. The Practice: To achieve the goals set up, the Blended Teaching and Learning Strategy framework was developed which involved: Various methods were adopted for teaching different theory-based courses as well as lab-based courses by the faculty members of all the departments in the College.

- Program and course-wise what's app groups have been created for doubt clearance session and for sharing notes and study materials.
- PPTS are prepared based on the texts and lectures shared to facilitate critical explanations.
- Subject introduced and study materials were shared to students. They were encouraged to have the self-study.
- After that some doubt-clearing classes were held as per the needs of the students.
- Internal evaluations were conducted by the concerned teachers. Assignments were given both as objective and essay-type questions. Students had to upload pdf files of their handwritten answers after the completion of the examination.

4. Evidence of success: Blending of both online & offline teaching and learning enabled much flexibility in issues of time and place for both teachers as well as students. They got the opportunity to explore new and innovative online resources. Online classroom platforms were found to be effective in giving assignments and sharing study materials. For the laboratory courses, students got to learn about some of the advanced instruments. Students tried to be self-learners. The audio-visual as well as library materials helped them a lot.

As the teachers became the facilitators and the method was learners-centred, both the teachers and students learnt the use of modern technology to access the online resources. After receiving feedbacks from both teachers and students and assessing the students performances in the evaluations, it was understood that blended mode of teaching learning would be successful in the long run.

5. Problems encountered and resource required:

As the blended learning expects students to do much of self-learning, the students being habituated to traditional method of feeding by the teachers didn't get complete benefit out of it. Not all the students have the necessary knowledge and skills to use the online resources. The teachers also need proper orientation to help the students. There must be a support mechanism for digital literacy for students and facilitators. Training should be provided to teachers as well as students to make the best use of various online platforms and ICT tools used for Blended Learning.

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Coordinator, IQAC   Chairperson, IQAC/Principal