

Government Degree College, Narsipatnam

Physics Department- Best Practice-1

Title of the Practice: Student Quality Circles

Objectives:

- To promote peer teaching.
- To overcome class room inhibition in students
- To improve students' communication skills through teaching
- To enhance subject knowledge.

Context: Most of the students of our college hail from rural areas. They are considerably good at learning, attaining marks and good grades but are found to be less competent and less confident while expressing their ideas and subject knowledge orally. We have heterogeneous group of students in classrooms with different learning capabilities. Some are slow learners, some are passive learners and some have the phobia of English medium instruction. To bridge gap between different categories of students and to provide better rapport and understanding of the subject, this peer group teaching is suggested.

Practice: The class is divided into circles and student leaders are identified subject wise. They are made to share knowledge with their peers under the guidance and supervision of faculty. The student-teachers discuss subject in their respective circles and clarify doubts. The problems of slow learners are diagnosed and appropriate solutions are suggested by peers in consultation with the faculty. The slow learners are suggested tips for easier understanding and better memory. Also, these study circles provide an opportunity for students to practice teaching and develop it into a career option. The practice will eliminate complexes among students and inculcate friendliness and cooperation.

Further, the same practice is extended to regular practical classes. The department conducts practicals on cycle basis with each cycle consists of 4 practicals. The student leader who completes his practical explains his team members the procedure of the practical completed by him. This also gives good results.

Evidence of success: Noticeable improvement observed in slow learners. Improved student attendance in study hours conducted by peer teachers. Team cooperation and coordination among students increased. Students frequently visit the Library for suitable reference material to take up the role of teacher in study circles.

Problems encountered in implementation of the practice: Nil

Resources required: No financial resources needed.

Government Degree College, Narsipatnam

Physics Department- Best Practice-2

Title of the Practice: Student Mentoring System

Objectives:

- To provide academic and career counseling
- To address emotional problems
- To instill a positive approach in the students.

Context: Since the College students come from different socio-economic backgrounds and inhibitions, several apprehensions exist among students about their studies and future prospects. Some student may have emotional problems due to domestic atmosphere. The department takes initiative to provide mentorship to all the students.

Practice: The College allots Students of a Class to a Faculty Mentor. The Mentor classifies his/her students as fast learners and slow learners based on the performance in the previous Board/University Examination which gives academic picture of each student under his/her mentorship. Fast learners are assigned Study Projects and Seminars. The slow learners are taken care of by giving special assignments and tips for improving their subject knowledge.

The mentor also takes special attention to enroll the students in various activities like online Learning Management Systems (LMS), NLIST, competitions and co-curricular and extra-curricular activities organized by the Collegiate Education Department and the Institution.

The Mentor takes care for registration for Scholarships by Govt. and non- Govt. Organizations for his/her Mentee.

The Mentor also pays attention on regularity, emotional well-being of the Mentee and offers counseling on such occasions.

Thus the Teacher tries to act as a Friend, Philosopher and Guide to his/her Mentee.

Evidence of Success: The Student attendance and active participation in various curricular and extra-curricular activities have improved markedly. The Cordial relation between Mentor and Mentee develop mutual trust between them, which is a special feature of this practice.

Problems encountered in implementation of the practice: Nil

Resources required: No financial sources needed.