

BEST PRACTICE I

1. Title of the Practice

Collaborative mode of learning methodology

2. Goal

The sole aim and objectives of the collaborative mode of teaching-learning approach adopted in the College, in agreement with the spirit of the curriculum, are-

i) To promote students' effective learning with teachers and external experts/professionals and other students.

ii) To create a suitable learning situation wherein lethargic students' mentality can be converted to seriously active participants.

iii) To enable students to self-inculcate problem-solving, critical thinking and reflective thinking skills.

3. The Context

As a part of teaching and learning reformation initiated in the College, workshop on the theme of student-centric education and interaction therein with the external resource persons, and also among the teachers gave way to the adoption of collaborative mode of teaching-learning, among other methods, in the College. Field-work / study tour has already been part and parcel of the syllabi of most the subjects offered in the College. In some criteria of internal assessment (like project, quiz, seminar etc.), the practice of 'Study Group' in each class is applied. So, the collaborative type of learning emerges suitably in such curriculum, and is commonly adopted in most Departments of the College.

At the initial stage, before actual implementation, there were differences of individual subject interest regarding the applicability of collaborative literary principles irrespective of the goal. Groups of teachers of similar subjects sat and proposed the impasse without affecting the institutional goal of the learning practice that collaborative mode can be fruitfully employed beyond project type in the restricted sense.

4. The Practice

Nature of grouping: in spite of student diversity based on sex, social category/merit level, the College generally follow the sequence in enrolment for forming student groups. Every class of a subject must have student groups of 3 to 7 called 'Study-Group' for performing academic activities already displayed the departmental plan at the beginning of the Semester. A student group has a teacher in-charge.

Strategy for effective collaboration: apart from the knowledge of departmental tradition, the teacher of study group elaborates the norms and importance of collaborative work, the role of individual and team, the contributing and interactive nature thereby bringing satisfaction of solving problems and widening knowledge.

Example of the practice applied by faculty of Manipuri Ancient Literature: The Department organized a one day Outdoor Live Learning program for 5th Semester (Manipuri Honours) students at Kangla (the ancient palace of Meitei king) at the heart of Imphal on 4th October this year with an external expert. As a part of the program, the teacher instructed the students in a joint session earlier about what each student in groups as well as each group should do during and after the program. In the discussion, three assignments were identified (elements of pre-Hinduism, post-Hinduism, and Kangla Museum) and distributed one to each group randomly for submission of report. It was a whole day program visiting almost all the historical and sacred sites/ monuments inside the ancient palace. The external expert Shri N. Indramani Singh, a renounced archivist and Member of the Kangla Fort Board, interpreted and narrated about the sacred sites/ monuments visiting one by one. The students also interacted with the priests/shamans/caretakers of the shrines. They could not only learnt a lot of ancient Manipuri literature in the midst of living antiquities and contemporary ethnic treasures but also collected and documented a wide range of data.

Later on in the class, a seminar session was conducted wherein a representative of each group presented papers based on the collected information and interacted. The teachers could see the skill and changes in the students and assess in the process.

Utility: Such a practice rendered the students toiled hard and learned themselves in competitive as well as cooperative mood. It also greatly reduced the number of class lecture hours that teachers would normally take to complete the part of the syllabus.

Limitations: collaborative method is found to be effectively implemented in small size semester classes as student groups each comprising more than 3/4 become saturated in terms of member-contribution. Again, large number of groups of large classes face same problem in terms of teacher-contribution. By and large, many teachers need to be oriented to achieve goal.

5. Evidence of Success

The College witnessed a general higher trend of success in getting seats of Master Degree course. Some of the Departments (Manipuri, Physics and Mathematics) even claimed their cent percent admitted records of students for higher studies in most years to be the result of collaborative approach.

Efficiency in teaching-learning has been increased in the face of self-learning among teachers, the use of internet and mobile application in communication and skill updating with students and teachers themselves increased. The collaborative approach increased efficiency in the process of 'continuous & comprehensive internal assessment' of students in the College.

6. Problems Encountered and Resources Required

The main problems encountered while implementing collaborative learning method, as a student-centric device, for best practice are

- i) student diversity,
- ii) teacher diversity and

iii) lack of teaching-learning management fund.

Teacher diversity, especially in colleges, will be discernible in working- those who used to teach with full of innovation and those who remain teaching without innovation. Most of the latter lack changing mood. They have to be trained and oriented towards new areas/context.

Financial support is required in all stages of collaborative learning- formalization, main interacting-learning process, and assessment process. Even there may be wide travelling.

7. Notes (optional)

Best Practice II

1. Title:

Recording progression and placement of ex-students

2. Goal:

The sole objective is to create a repository of ex-students' progression and placement as exemplary quality indicators.

3. Context:

The different Departments are given the responsibility of keeping records of their own students' progression to higher studies and placements. But the records collected and maintained by the Departments are found far below expectation. At the same time, the personal data of ex-students is now required to be extended with supporting documents such as valid Identity Card issued by the concerned authority of the institution where he / she is studying or serving. Persons with entrepreneurship or innovation will have to be supported by sufficient documents.

The collecting and maintaining records of progression and placement of ex-students is not an easy job as the faculties are engaged in teaching-learning and evaluation process of the college. So there a need to evolve a coordinated system for maintaining a good collection of data in this regards.

4. The practice:

The IQAC, in its meeting held on 4th September, 2019, discussed the importance of keeping a huge records of student progression and placement as an area of quality indicator. It suggested creation of a Student Progression and Placement Cell and a Departmental Alumni Association of each Department. In order to ensure involvement of all the staff of the college, the initiative was made listed in agenda items of Staff Meeting held on 12th September, 2019 wherein the same views were reaffirmed. They saw a good result from the coordination of the proposed Cell and the Alumni Associations. The staff meeting resolved the following composition, term, and function of the Student Progression and Placement Cell-

Composition:

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| i. the Principal of the college | Ex-officio President |
| ii. the Coordinator of IQAC | Ex-officio Member |
| iii. a representative of each Department | |

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| to be empanelled by the HOD | Members |
| iv. an Associate Professor of the college
(to be nominated by the Principal) | Coordinator |

Term of the Cell: three years

Function:

- i. guiding and helping the students in finding jobs & entrepreneurship,
- ii. keeping up-to-date records of students (reading and pass-outs) who have got jobs & entrepreneurship,
- iii. tracking the progression / performance of students graduated from the college,
- iv. motivating Department–alumni linkage.

Accordingly the Student Progression and Placement Cell was formed with the objective to create a repository of exemplary quality indicators of the college. It developed a Mail/WhatsApp Format for collecting information wherein the recipients are requested to redirect or forward to the address provided after entering the fields. A similar format is also uploaded in the website for response.

5. Evidence of Success:

- i. Information in the in the format stated receiving in online as well as offline.
- ii. Feedback is also received from ex-students.
- iii. Some Departments have formed their own alumni association.
- iv. Records of the Departments have increased.

6. Problems Encountered and Resources Required:

- i. Pouring of information is slow, mainly due unavailability of contact address/ mobile number.
- ii. Nonresponse due to undesired position and lack of awareness.
- iii. Lack of responsibility of the faculty in contact tracing.
- iv. There is a need for forming social media group of alumni for increasing strength.

7. Notes (Optional)

8. Contact details

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