



# BEST PRACTICES

## ORGANIZING OF SEMINARS/ WORKSHOPS FOR THE STUDENTS BY THE RESEARCH AND PUBLICATION CELL.

### GOAL – THE PRACTICE AIMED TO ATTAIN THE FOLLOWING TARGETS:

1. To create an interdisciplinary platform for interaction of the students from different disciplines.
2. To initiate and encourage the practice of Critical Thinking amongst students.
3. To inculcate an atmosphere of interdisciplinary research and discussion.
4. To promote a culture of accommodation and appreciation of differences of perspectives.
5. To provide the students with an understanding of the professional world through an interface with an external expert.
6. To enhance employability opportunities for the students of the final semester of the post - graduation courses offered by the College designed together by the teachers and the students.

**Context** – The Research and Publication Cell of The Bhawanipur Education Society College was formed in 2018. Since our College aims at holistic development of the students by honing their academic and co-curricular skills, it was a part of the Research Cell's plans to inculcate a platform for active research interest among the students through the organization of seminars/workshops – especially the final semester students enrolled for the post-graduation programmes to enhance their employability skills.

With this as the primary concern, The Bhawanipur Education Society College conducted a twoday Workshop on Critical Thinking for the final semester students of M.A and M. Com.

The Workshop aimed to enhance employability skills amongst the students by introducing them to the process of informed decision-making based on critical thinking and analyses of situations.

## **THE PRACTICE:**

### **THE PRACTICE WAS IMPLEMENTED THROUGH THE FOLLOWING STEPS:**

1. An IQAC approved two-day Workshop on Critical Thinking was organized for the M.A and M.Com students of the final semester by the Research and Publication Cell in collaboration with Critical Thinking Academy, Bangalore on 21st and 22nd February 2020.
2. A poster was designed by the Cell and circulated amongst the students inviting participation in the Workshop.
3. The Workshop was conducted by Mr. A.S. Prasad from Critical Thinking Academy, Bangalore. With over thirty years of experience in Marketing and Management, Mr. Prasad is a trainer in Critical Thinking and a Guest Faculty at IIM Indore and NIFT.
4. Spanning across six hours each day, the Workshop was held in the second-floor auditorium of the College. The sessions were divided into an introduction of critical thinking framework, logical reasoning, inductive reasoning, causal reasoning, and mapping of arguments.
5. Each participant was issued with written material of 130 pages, including parameters of critical thinking and case studies.
6. The participants were issued certificates by the Research and Publication Cell and a feedback form was collected to record their experience of the Workshop – all records available with the Cell.

### **EVIDENCE OF SUCCESS:**

1. The Workshop was immensely successful as more than eighty students from both the courses registered for it.
2. The sessions on both days saw active participation from students through engaging interactive sessions with the trainer.
3. An analysis of the feedback forms received from the students was conducted by the Cell which reflected students' satisfaction with the initiative.

Link: <https://www.thebges.edu.in/critical-thinking-workshop/>

Problems encountered and Resources required: Time-bound completion of syllabus and the structure of the CBCS pattern with Internal Assessment, Tutorials, and University Examination poses a major challenge to the practice. To initiate the students into activities beyond direct academic output becomes difficult due to the paucity of time.

# TRAINING TEACHERS FOR ONLINE MODE OF CURRICULUM DELIVERY

## GOAL – THE PRACTICE AIMED TO ATTAIN THE FOLLOWING TARGETS:

1. To enable teachers to manage alternative mediums of teaching.
2. To provide a manageable platform for the teachers to maintaining teaching-learning records.
3. To strengthen the technical skills of the teachers.
4. To help the teachers cope with the emerging trends of online education.
5. To ensure effective curriculum delivery in the face of the pandemic.

**Context** – With the onset of COVID 19 and the beginning of the lockdown, The Bhawanipur Education Society College also had to follow the new norms and switch to the online mode for teaching-learning practice. This led to a paradigm shift in pedagogical concerns and techniques.

Since the effectiveness of curriculum delivery, conducting of examinations, and maintenance of records would now completely be determined by technical skills and efficiency, the need was felt to train the teachers and enable them to cope with the changed requirements of the academic field.

With this as the preliminary context, the Management of The Bhawanipur Education Society College designed and provided the teachers with a training programme on online curriculum delivery so that they were equipped to perform their duties efficiently through GSuite.

## THE PRACTICE:

### THE PRACTICE WAS IMPLEMENTED THROUGH THE FOLLOWING STEPS:

1. A notice was issued for the teachers informing them about the GSuite training.
2. 167 teachers were grouped into ten batches for the training.
3. Two elaborate online sessions were conducted by the trainer, Leslie d Gama, with each of these batches.
4. Pre-session work was designated to the faculty members before each training session.
5. Assignments were given to the faculty members to ensure that they were able to cope with the new techniques.
6. A feedback form was circulated among the faculty members to record their responses.
7. A Grade Sheet was issued by the trainer at the end of the programme based on active participation in the online sessions, completion of preparation work and classwork exercises, and submission of feedback.

**EVIDENCE OF SUCCESS:**

1. The Training Programme was attended by all the faculty members except eight who could not make it due to personal reasons.
2. The College made Online G Classrooms available for individual teachers for conducting classes and uploading online resources.
3. Teachers could successfully conduct online classes on G Suite for two consecutive semesters.
4. Examinations could be conducted smoothly and resource banks could be created for the students in each of their G Classrooms.

Problems encountered and Resources required: With the onset of the pandemic and the commencement of the lockdown, the individual concerns of health and related stakes escalated. It was, therefore, difficult to chalk out a course at any hour of the day where most of the teachers could be included, after their full-length regular classes each day. Nonetheless, the same could be accomplished with full cooperation from both sides.

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