Sri Chintalapati Varaprasada Murthy Raju
Government Degree College, Ganapavaram, W.G.Dist. A.P.

Estd. 1972
Affiliated to Adikavi Nannaya University
Accredited 'B' by NAAC
ISO 9001:2015 Certified

Website: gdcganapavaram.ac.in
Mail Id. ganapavaram.jkc@gmail.com
Tel. 08818-295651 & 9985126333

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BEST PRACTICE-I

1. Title of The Practice

STUDENT CENTERED LEARNING (SCL)

2. Objectives of the Practice: (in about 100 words)

- To supplement the traditional method of teaching with an effective substitute to ensure complete involvement of students in the teaching learning process.

- To equip students with skills of self-direction, creativity, and collaboration besides academic knowledge

- To inculcate self-learning techniques among students by adopting innovative, ICT-based pedagogical tools

- To work for the holistic development of students and prepare them to face real-world challenges successfully

- SCL engages students as leaders and decision-makers in their own learning. They feel they are an integral part of learning management and consequently it is a happy experience for them.

- Students' interest and involvement drive the teaching learning process in the SCL. They are motivated to take part in participatory learning, collaborative learning, experiential learning and interdisciplinary learning activities.

3. The Context (in about 150 words)

"I hear and I forget; I see and I remember; I do and I understand." -Confucius

As the message in the above words specifies, learners' involvement creates a happy learning environment and enhances their learning. In teacher centered learning, a considerable portion of students fail to involve themselves and so cannot enjoy the learning process. As a result, effective learning does not take place. This doesn't help for the holistic development of students. Their academic knowledge alone cannot prepare them to face the real-world challenges. New Curriculum under the CBCS pattern demands innovative methods of teaching. SCL is an effective approach to handle the new curriculum and equip students with skills of self-direction, creativity, and collaboration besides academic knowledge.

A large portion of learning takes place through Participatory, Experiential, and Collaborative activities like Seminars, Group Discussions, Quiz Programs, Assignments, Study Projects, Community Service Projects, and Internships. The students feel motivated to conceptualize and undertake activities on their own.

4. The Practice (in about 400 words)

- ❖ Student Centered Learning is an institutional practice at SCHVPMR Govt. Degree College. The faculty have been trained in Student Centered Pedagogy by CCE, ELF, NIEPA etc.

- ❖ They prepare Curriculum Plans and Action Plans for departmental activities after a brief discussion with students in the classroom. Any inputs from the class are seriously taken into consideration before finalizing the Plans.

- ❖ The students as members actively participate in the preparation of Activities Calendar for College Level Committees, Clubs and Cells.

- ❖ Any activity planned gives priority to students' interests and their involvement. Students are sometimes motivated to conduct Quiz programs, Seminars, Group Discussions, Teach-back Sessions etc., even in the presence of the faculty.

- ❖ They take an active role in planning Community Service Projects by talking to the village level officers for their cooperation. They lead different batches of students to collect data and compile it into reports.

- ❖ They suggest various extension activities to be taken up in association with community partners and shoulder the responsibility for successful completion of those activities. Thus SCL helps them grow beyond the classroom.

- ❖ When there was a shift to virtual learning during Covid-19 Pandemic scenario, the students, though belonging to rural areas and poor backgrounds, adapted themselves to the new mode of learning. They successfully attempted online competitions like Quizzes and Assignments.

- ❖ Even after the Pandemic, online platforms like Google forms, Kahoot are extensively used in teaching learning practice in the college. The students are good at preparing PPTs on the topics allotted by the faculty and presenting in the classroom.

- ❖ Various pedagogical tools such as Classroom Seminars, Quiz, Field Trips, Surveys, Group Discussions, Debates, Discussions, Interviews, Case Studies, Study Projects, etc. to be used in the classrooms are included unit-wise in the Teaching Plans and the same are reflected in the Teaching Diaries of the faculty.

- ❖ Further, the same pedagogical tools such as seminars, projects, quizzes, surveys, assignments and reports are employed to evaluate the student performance in Continuous Internal Assessment for 25% in every semester.

- ❖ The Institution has entered into a number of MoUs with industries and institutions to facilitate community service projects, internships and training to provide hands-on experience to students.

- ❖ All the Departments initiated best practices to create more opportunities for students' involvement in the learning process.

5. Evidence of Success (in about 200 words)

- ❖ The outgoing students shared their happy learning experience with their juniors in the college level meetings.

- ❖ The students successfully completed their community service projects -one on "Basic Amenities in Select Villages" and another on "Socio-Economic Survey in Select Villages" by effectively interacting with the community.

- ❖ They successfully completed their internships in other industries/offices/institutions.
- ❖ For their effective soft skills in extending voluntary/extension services as a part of Community Service Projects/Internships, 14 students were selected as best volunteers/students.
- ❖ Students' creativity was reflected in their proposals and contribution for e-magazine and vermicompost units in the college.
- ❖ Their skills are displayed in preparing PPTs for presentation in seminars, in organizing college level events on their own.
- ❖ The faculty got adapted to blended teaching which greatly impacted the students' learning experience.
- ❖ Percentage of students participation in Quizzes, Group Discussions, Seminars, college level academic activities, and extension activities greatly increased.

6. Problems Encountered & Resources Required (in about 150 words)

- ❖ In fact, there were no problems in implementing SCL. However, a few challenges like faculty adapting to blended teaching or ICT-based teaching, motivating students to shoulder the organization of events, and equipping the students with computer skills are observed.

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