

## **ANNEXURE NO. – IV**

### **BEST PRACTICES OF THE INSTITUTION**

#### **Best Practice of the Institution**

1. **Title of the Practice: Differentiated Teaching for Slow Learners**

Introduction of Differentiated Teaching for Slow Learners, and strict adherence of the College Dress Code have been the two important Best Practices undertaken by our College in recent years.

The long drawn self-study process has been a valuable learning experience for the faculty, students, and non-teaching members of Magadh College of Education, Dubhal, Gaya, Bihar. Led by a dedicated Steering Committee, the College carefully considered its educational programmes and services – with particular attention on student learning and achievement – to determine how well the institution accomplishes its goals, fulfils its mission, and meets the standards of the higher learning. The process of self-study confirmed both strengths and challenges in relation to the Criteria for Accreditation and highlighted the continued work we must do to re-establish the College as a nationally recognized leader in liberal and professional education.

Following this in-depth analysis, we are confident that the evidences provided is sufficient to conclude that all Eligibility Requirements and Assumed Practices have been met, and that the College has the capacity to join the elite club of 'NAAC' Accreditation college of India.

**2. Goal:**

To address the expectation gap and the achievement gap among our Students particularly from disadvantaged section of the Society

**3. The Context:**

Of late we have observed some learning and achievement gaps among our students. Such gaps have been noticed at two different levels: first, many of our students are achieving less than they should at UG (B.Ed.) levels. Second, there is a performance gap between students of upper class and lower class SC and minority students. Clearly, while former is a problem of expectation gap, later is related with achievement gap. We intend to minimize both of these gaps by increasing our students learning and achievement.

**4. The Practice:**

In the beginning of every academic session the first few classes for the new entrants (i.e. B.Ed.) are held with a view and in a manner to locate the advanced and slow learners among our Students. This is done primarily through classroom discussions and home assignments. Once identified properly we try to make up the gap felt by our slow learners through organizing special classes for them keeping in view their preparedness level. We also try to make the composition of class, assignments differentiated-one, for advance learners and another for slow learners. In order to save them from being stigmatized as slow learners among their fellow students we usually spell out both type of assignments before them and give a choice to choose as they like.

**5. Evidence of Success:**

The efforts have recently earned good results in the form of improvement in success rate and performance level of our students in University Exams. In

addition to this we have noticed remarkable improvement in class room engagement of our students and their level and quality of response.

**6. Problems Encountered and Resources Required:**

Acute shortage of faculty has been the prime handicap for us. Besides shortage of classrooms has also been a bottleneck.

Financial constraints have inhibited us from hiring Guest Teachers to feel the faculty gap and deficiency