

## Best Practice 1

1. Title: Differentiated Teaching for Slow Learners
2. Goal: To address the expectation and the achievement gap among our students especially from destitute section of the society
3. Context: Lately we observed some learning and achievement gaps among our students. We noticed such gaps at two different levels: first, many of our students achieve less than they should at UG level; second, there is a performance gap between students of upper class and lower-class schedule castes and minority students. Clearly, while former seems to be a problem of expectation, later be related with achievement. Hence, we intend to minimize these gaps by increasing our students' learning process and achievement.
4. Practice: In the beginning of every academic session, first few classes for the new entrants are held with a view to find the advanced and slow learners among students. This is carried out primarily through classroom discussions and home assignments and quizzes by the concerned faculty members. Once identified properly we try to make up the gap 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, 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 as well as quality of response.
6. Problems Encountered and Resources Required: Acute shortage of faculty members 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 of classrooms.

## Best Practice 2

### Title: Value Education

**Context:** today we need Value education to form humane and blooming personalities that may contribute to the creation of a competent human resource for the society and nation. To achieve, inculcation and instill virtue of responsible citizenship in students, the college organizes National Days—such as, National integration Day, Independence Day, Republic Day, Gandhi Jayanti, Education Day, Youth Week in memory of Swami Vivekanad, Yoga Day and others.

**Objectives:** The college celebrates important days in the National and International calendar to make its students aware of the multicultural values of our society and to understand and respect the contribution of various leaders, their visions and legacy.

*Attended  
by  
DS. 7.22*

*Principal*  
**J N COLLEGE**  
Madhubani

**Practice:** The College follows an Annual Calendar furnished by the university besides its own calendar, listing all important days to be celebrated such as National integration Day, Independence Day, Republic Day, Gandhi Jayanti, Education Day, Youth Week in the memory of Swami Vivekanad, Yoga Day, Human Rights Days, World Ozone Day, Hindi Diwas, Earth day, Women Day, International Mother Language Day, World Environment Day, Constitution Day, NCC Day, NSS Foundation Day etc. The college organize special lectures, Rallies, hold debates and essay competitions, workshops to observe these days with necessary reverence and vigour. The specific departments also observe special day such as Science Day by the Science faculty, Hindi Divas by Hindi Department, etc. The curriculum of the college is also taught in a manner to instill the values of civil society. Value-inculcation thus takes place in classroom teaching as well.

**Obstacles faced and Strategies adopted to handle them:** The implementation of value-related lectures and programmes is enthusiastically attended by the students. The students' representatives are given responsibility to organize the programmes and develop the values and virtues of responsibility, commitment, discipline, cooperation, etc. but we have to contend with the limited resources of staffs and other amenities.

**Impact:** The influence of the organization of the value-inculcation activities may be observed only in the behaviour of the students that may be assessed in their social behaviour in the long term. The students however, came up with lesser inter-personal quarrels and displayed respectfulness and matured understanding towards themselves and teachers.

**Resources required:** The organization of the Value-Education Activities required infrastructural and financial resources apart from the use of experts and resources persons. The Value-Education Activities were organized with the financial support from the Internal resources of the College. The college has to contend with limited space and staff members as well as modern resources.

Attested  
[Signature]  
05.7.22

Principal  
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