DR. T. THIMMAIAH COLLEGE OF DEGREE & MANAGEMENT STUDIES

OORGAUM, KGF. - 563120

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BEST PRACTICE I

TITLE OF THE PRACTICE:

CUSTOMIZATION AND CONTEXTUALIZATION OF THE UNIVERSITY SYLLABUS

OBJECTIVES OF THE PRACTICE:

The college strongly believes in the individual differences among the student community which needs to be addressed by trying to understand the STYLES OF LEARNING. The faculty members identify VISUAL LEARNERS, AUDITORY LEARNERS, and KINESTHETIC LEARNERS AND TACTILE LEARNERS to tailor the textual content according to the specific learning styles of the students. The teachers want to sensitize the students about the DYNAMISM OF A WRITTEN DOCUMENT(TEXT) AND VIRTUALLY INHABIT IT.

- The teachers plan their lecture components: questioning skills, illustration skills, introductory skills and closing skills which would cater to the academic needs of the students.
- The faculty members of our college find it necessary to exploit the unexplored potential of the students.
- The customization and contextualization of the prescribed syllabus for the optimum utilization of the content to meet the individualistic academic needs.
- To refine knowledge, skills, attitudes and values imparted to the students.
- The practice could bring in a paradigm shift in the students' attitude and aptitude.
- To improvise the mindset, cultivate creativity and motivate the students to excel in their careers.

THE CONTEXT:

The professional experiential experience that the **TEXT** of every discipline has a **PRETEXT** which should be transacted in a **CONTEXT** has been realized has of instructional importance which has been incorporated by the faculty members of this institution. Some of the learning experiences observed and thought necessary are:

- In contextual approach, one strategy relates to another. The previous statement appears to indicate that relating connects new information to life experiences or prior knowledge that students bring to the classroom.
- Teachers are able to overcome this obstacle and help students construct new knowledge with hands-on experiences that occur inside the classroom.
- This strategy is called experiencing. In experiencing, students are learning by doing through exploration, discovery, and invention.
- Understand the background and life experience of students through the review process carefully.
- Designing teaching by linking the concept or theory studied by considering the experience of its students and their environment.
- Five essential forms of contextual learning are: Relating, Experiencing Applying, Cooperation and Transfer.

CONTEXTUAL APPROACH HAS MAIN COMPONENTS:
Constructivism, find (Inquiry), asking (questioning),community-learning (Learning Community), modeling (modeling),reflection (loud thinking), and the actual assessment (Authentic).

BENEFITS:
- Learning becomes more meaningful and real.
- Learning more productive and able to foster the strengthening of the concept to the student Weakness.

- The task is to manage the classroom teacher as a team that works together to discover new knowledge and skills for students.
- Teachers provide opportunities for students to discover or implement their own ideas and invite students for being aware and consciously use their own strategies for learning.

PRACTICE:

The teaching-learning process takes into consideration to comprehend the text in a context analyze its pretext. This method adopts various tasks to track and consolidate the faculties of mind: Divergent thinking; Convergent thinking; Lateral thinking and Logical thinking skills.

- Humanity classrooms use extended activities like movies, recent discoveries and excavations to move beyond the textual material to realize their innate capabilities.
- Language classes employ contextual meanings, graded probing and open-ended questions to provide the students an opportunity to concretize their thinking skills.
- contextual learning can connect classroom learning to community service opportunities in humanities and literary disciplines.
- students find a research issue in the community and make a presentation about their findings at a city or town meeting.
- students create informational materials about a topic of interest to the community.
- contextual learning connects classroom learning to career interests. students use the knowledge of secretarial practice, strategic marketing and management for career opportunities.
- students apply commercial arithmetic skills to an entrepreneurial project.
- students might apply data analysis, graphing and statistical skills in business research methodology to a community project.
- Contextualized Projects are often student-driven and inspired by student suggestions which evolve from the inner urge where students want to dig more deeply in.

- One of the most valuable components of this strategic skill is the ability to capture students' interests and passions and help them convert them into activities.

EVIDENCE OF SUCCESS:

The faculty members have successfully incorporated the contextual learning practice to enhance thinking and core skills for a successful professional in future.

The students' success rate has been evident in the their term-end and professional success:

Merit Positions in the College

BCA

2016-17   **TOTAL-700**

SL.NO	REGISTER NUMBER	NAME	MARKS IN SGPA
1	14KDSB 7001	ARIVUMADHI V	8.95 SGPA
2	14KDSB 7012	REVATHI S	8.95 SGPA
3	14KDSB 7013	SUSAN REBECCA A	8.38 SGPA

2017-18   **TOTAL-700**

SL.NO	REGISTER NUMBER	NAME	MARKS IN SGPA
1	15KDSB 7004	MUKESH GM	8.25 SGPA
2	15KDSB 7006	SHIVASHANKAR L	7.93 SGPA
3	15KDSB 7003	HARESH NAREEN PM	7.8 SGPA

2018-19   **TOTAL-700**

SL.NO	REGISTER NUMBER	NAME	MARKS IN SGPA
1	16KDSB 7007	SHARMINI R	8.95 SGPA
2	16KDSB 7004	MONICKA PRIYA M	8.75 SGPA
3	16KDSB 7006	SANDHYA S	8.5 SGPA

2019-20   **TOTAL-700**

SL.NO	REGISTER NUMBER	NAME	MARKS IN SGPA
1	17KDSB 7002	ASHWINI M	8.38 SGPA

| 2 | 17KDSB 7007 | SUSHMA S | 8.33 SGPA |
| 3 | 17KDSB 7005 | KISHORE KUMAR J | 7.98 SGPA |

2019-20   **TOTAL-700**

SL.NO	REGISTER NUMBER	NAME	MARKS IN SGPA
1	R1810207	SNEHA R	9.05 SGPA
2	R1810205	RAJESH KUMAR	9.05 SGPA
3	R1810202	JOSHUA KENEDY OBUYA	9.03 SGPA

2020-21   **TOTAL-700**

SL.NO	REGISTER NUMBER	NAME	MARKS IN SGPA
1	R1810207	SNEHA R	9.05 SGPA
2	R1810205	RAJESH KUMAR	9.05 SGPA
3	R1810202	JOSHUA KENEDY OBUYA	9.03 SGPA

Merit Positions in the College

B.COM

2016-17   **TOTAL-700**

SL.NO	REGISTER NUMBER	NAME	MARKS IN SGPA
1	14KDC 41074	SWAPNA RS	9.28 SGPA
2	14KDC 41054	SANDRO S	8.55 SGPA
3	14KDC 41102	JYOTHI K	8.85 SGPA

2017-18   **TOTAL-700**

SL.NO	REGISTER NUMBER	NAME	MARKS IN SGPA
1	15KDC 41031	RAMYA S	8.15 SGPA
2	15KDC 41030	RAMYA S	8.13 SGPA
3	15KDC 41032	ROSLINE FLORA S	7.85 SGPA

2018-19   **TOTAL-700**

SL.NO	REGISTER NUMBER	NAME	MARKS IN SGPA
1	16KDC 41026	RAJATHI D	8.53 SDPA
2	16KDC 41028	RUBY K	8.1 SGPA

| 3 | 16KDC 41042 | UJALA SULTHANA S | 7.98 SGPA |

2019-20   **TOTAL-700**

SL.NO	REGISTER NUMBER	NAME	MARKS IN SGPA
1	17KDC41025	MADONNA	9.1 SGPA
2	17KDC41041	SANDHYA M	8.43 SGPA
3	17KDC41024	M RANJITH	8.08 SGPA

2020-21   **TOTAL-700**

SL.NO	REGISTER NUMBER	NAME	MARKS IN SGPA
1	C1814608	PRIYA SHREE K	9.43 SGPA
2	C1814607	POORNIMA R	9.20 SGPA
3	C1814610	S NANDHA KUMAR	8.33 SGPA

Merit Positions in the College

B.SC

2016-17   **TOTAL-1000**

SL.NO	REGISTER NUMBER	NAME	MARKS IN SGPA
1	14KDS85015	DEEPIKA S	9.45 SGPA
2	14KDS85014	AVILA P	8.48 SGPA
3	14KDS85013	AHMADEE BEGUM F	8.3 SGPA

2018-19   **TOTAL-1000**

SL.NO	REGISTER NUMBER	NAME	MARKS IN SGPA
1	16KDS85005	PADMASHRI GS	8.6 SGPA
2	16KDS85002	SIREESHA R	8.45 SGPA
3	16KDS85022	ISHWARYA S	8.38 SGPA

2019-20   **TOTAL-1000**

SL.NO	REGISTER NUMBER	NAME	MARKS IN SGPA
1	17KDS85009	SINDHU N	8.35 SGPA
2	17KDS85008	POORNIMA R	8.35 SGPA
3	17KDS85008	SUSHMITHA A	8.25 SGPA

Merit Positions in the College

2015-16   **TOTAL-600**

SL.NO	REGISTER NUMBER	NAME	MARKS IN %
1	13KDA 60006	NAHOMI R	80.33%
2	13KDA 60035	VIJAY KUMAR C	80.12%
3	13KDA 60028	RIZWAN M	76.67%

2016-17   **TOTAL-1000**

SL.NO	REGISTER NUMBER	NAME	MARKS IN SGPA
1	14KDA 80010	LATHA G	8.2 SGPA
2	14KDA 80016	RAVI CHANDRAN N	7.08 SGPA
3	14KDA 80009	KIRAN KUMAR KN	7.06 SGPA

PROBLEMS ENCOUNTERED:

The teaching faculty had to cope with the obstacles faced by the students involved in the tasks given and guide them accordingly: role plays, class reports, brain storming, expressing critical opinions, application of concepts, project reports, debates, collection and interpretation of facts, inferential reading, transfer of knowledge to other forms of knowledge (for ex: composing a song to a poem) and community projects. E-learning resources, electronic gadgets, CDs and related books were needed for implementing the chosen method of learner-centered teaching.

GOLDEN VALLEY EDUCATIONAL TRUST

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BEST PRACTICE II

TITLE OF THE PRACTICE:

SOFT SKILL TRAINING

OBJECTIVES OF THE PRACTICE:

➢ To strengthen the ability of the student to meet the needs & demands of the present society.
➢ To enable students to adapt and deal effectively with the challenges of life.
➢ To promote confidence among the students.
➢ To build and maintain interpersonal relationships.
➢ To influence the professional development.
➢ Develop inter-personal skills, team management skills, and leadership skills.

THE CONTEXT:

It is observed that today employers prefer to hire and retain, promote those who are resourceful, ethical and self-directed with good 'soft skills', even though hard skills and experience are the pre-requisites for gaining access or entry and improving their scalability in the organization, nonetheless, colleges are reluctant to include soft skills training in the program of study. Soft skills have become a crucial an increasingly sort after quality for careers in corporate world, irrespective of the sector. Soft skills, or interpersonal skills, relate to students ability to get along well with others, social graces and communication abilities. Soft skills training students is vital to be successful in life. Hence it is imperative on the part of the college to train the students and give exposure which is the dire need of the students. It makes them identify their strengths, weaknesses and be prepared for the challenges of life. Irrespective of the professional qualification and apart from the domain knowledge, today's professionals need to possess a high Soft Skills quotient in order to succeed in this competitive era.

BENEFITS:
Soft skills training offers many benefits, including: Empowerment, Mastery & Purpose

• Ability to communicate effectively with co-workers, employers, clients and customers, friends and family members: relationship enhancement.
• Improvement of time management, organizational skills & goal setting.
• Development of leadership skills to improve teamwork, creativity, efficiency & productivity.

- Development of presentation skills to enhance sales, project explanations, self-confidence, relationship development.
- Ability to recognize stress symptoms & develop stress deflecting strategies
- Effective strategies for transition & change.
- Brain storming & problem solving strategies to increase creativity and collaborative outcomes.

PRACTICE:

Well thought of tasks are administered to the students to equip the students with the required soft skills for their overall personality development and the students are rewarded for the completion of tasks. The tasks administered are:

Soft skill domain	Tasks administered
Communication skill	Telephonic conversation
Interpersonal skill	Peer Team work
Critical thinking skill	Interpretation of concepts
Interview skill	Kinesics
Leadership skill	Managing events
Memory skill	Listen and recap
Problem solving skill	Situation analysis
Presentation skill	Class reports, Debates and seminars
Negotiation skill	Role plays, Hard sell
Time management skill	Precis writing

EVIDENCE OF SUCCESS:

The success of the soft skill training programme has been realized in the students' success. The following students have been placed in prestigious institutions.

	PLACEMENT 2020-21			
Sl.No	Name of the student	Programme	Designation	Employer Name
1	Sandhya S	B.Com	Transaction processing associate II	Conduent Business Services India LLP, International Techpark, Bangalore
2	Arundati	B.Com	Tr. Transcin Process Office	Mphasis, Bangalore
3	Priyanka	B.Com	Transaction processing associate II	Conduent Business Services India LLP, International Techpark, Bangalore
4	Surya	B.Com	Transaction processing associate II	Conduent Business Services India LLP, International Techpark, Bangalore
5	Charan J	B.Com	Executive operations	G Startek, AEGIS Customer Services Pvt. Ltd. ITPL, Bangalore
6	Stephen Raj	B.Com	Executive Operations	G Startek, AEGIS Customer Services Pvt. Ltd. ITPL, Bangalore
7	Nanda Kumar s	B.Com	Home Sale Officer	Reliance smsl limited
8	Vienith Beno V	B.Com	Process specialist	Affirmdata, trsted business solutions, Bangalore
9	Thahib Pasha B	B.Com	Jr. Industrial Engineer	Indian Designs Exports Pvt. Limited, Begnur,Village, Bangarpet Taluk
10	Manovah S	M.Sc	Lecturer in Biology	Govt. PU College, Kamasamudram, Bangarpet Taluk
11	Anand Raj	B.Sc/CBZ	Airtel Modum Instalation Engineer	Whitefield Bangalore
12	Taskeen Naz	B.Sc/CBZ	Teacher	Ashley International School, Bangarpet
13	Revathi	B.Sc/CBZ	Teacher	Dr. B.R. Ambedkar School, BEML Nagar, KGF

PROBLEMS ENCOUNTERED:

The college faculty found it challenging in motivating the students to participate in the soft skill enabled tasks. Trained resource persons, e- learning resources and smart boards with internet connectivity were needed for effective implementation of the training programme.