



OMEGA P.G. COLLEGE - MBA

(Approved by A.I.C.T.E. & Affiliated to Osmania University)

Sy. No.7, Edulabad (V), Ghatkesar (M), Medchal Dist-501 301.

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BEST PRACTICE 1

1. Title of the Best Practice

“Pranaali Setu” - Bridge Courses for Slow Learners

2. The Context

Slow Learners have difficulty in keeping up with the classroom as their IQ is low. In all likelihood, these students do not have a learning disability and hence are mostly overlooked. Many of such students tend to drop out of college because the classroom is hard for them. But Learning is a lifelong Endeavour and each child should be given an opportunity for a consistent growth in his or her life. OMEGA objectifies this motto by providing a separate platform for all such learners, who due to certain unavoidable circumstances could not come into the main force. A separate session is provided to these learners by the subject specialists and the outcome has been overwhelming success till now.

3. Objectives of the Practice

- working on the requirements of the students after identifying the problems.
- Prepare the slow learners to take up the commencing degree classes properly.
- Bridging the gap between slow learners and the usual learners.
- Monitor and enhance performance towards excellence.

4. The Practice

Students who are from non-commerce background or students who did not pursue Mathematics as a subject of study after matriculation are the target audience of such Bridge Courses including those students who scored less than 50% marks in Accounts or in Quantitative subjects have to mandatorily register for the programme.

The Bridge course is a three weeks program and at times exceed to four weeks depending on the requirement of the students, conducted before the commencement of regular classes. The



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pre-assessment criteria are based on marks obtained by the students in their graduation examination.

After the Bridge course, students who scores marks lower than 50% have to reappear for the same exam but such requirement has hardly risen. The success ratio of the improved quality is verified with the feedback collected from the students.

5. Challenging issues

Bridge Course has not faced any critical challenges but few such as:

- Difficulty in getting the personal contacts with the students once admission is done as they tend to change their location and contact numbers.
- Clashing of Bridge course with other regular classwork dates.
- Students' varied personal commitments during the session of the course.
- Lack of seriousness among students.

6. Evidence of Success

Students are able to excel in exams as evident from their assessment marks and their performance in the subsequent exams. Their improved confidence allows them to participate in various curricular as well as co-curricular activities and excel in those with good results. The results of the students have been a continuous hallmark of their capabilities as well the success of the programme.

7. Resources Required

- Huge investment in intellectual and knowledge propagators.
- Monitoring department with professionals to keep a keen eye on students' need.
- Qualified teachers to train slow learners on their problem zone.
- Proper planning of syllabus and problem based approach to guide these students.



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BEST PRACTICES 2

1. Title of the Best Practice

“Gyan Aharan” - Collaborative Teaching for faculty development

2. The Context

Shared teaching helps in effective deliberation of the curriculum content as well as facilitates and multiplies learning capabilities of students. Students get access to appropriate guidance within the stipulated time-frame of the curriculum. At OMEGA, Shared- Teaching has proven to be one of the best pedagogical approaches for deliberating lectures in classroom. Presence of two faculty members facilitates and multiplies learning capabilities of students by allowing the later to access appropriate guidance within the stipulated time-frame of the curriculum.

3. Objectives of the Practice

- Promotes collaborated teaching pedagogy for better understanding and content delivery.
- Develops and inspires new research ideas and intellectual partnership among faculty.
- Provides mentoring opportunities between senior and junior faculty members.

4. The Practice

- Lesson plans are prepared by both the faculty members in collaboration. Such a practice becomes effective as the subjects under shared teaching are framed and designed by the two faculty members. For subjects are framed and designed by two faculty members who will engage in shared teaching in a single classroom
- A prior discussion, appropriation of the topics are done before the curriculum is implemented prioritising the range of diversified students' potentials. Topics are thoroughly discussed and each of the teacher's expert domain is identified so that there is efficient sharing of syllabus



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- Students receive greater attention and get better accessibility to the teachers' guidance. Classes are handled by two faculty members which enables more concentration and the students receive greater individual attention

Successful implementation of the model is predicated on the development of a truly collaborative process between co-teachers. They share lessons they have learned from their experience of implementing the model. This collaborative process has been well received by junior and senior faculty participants in our institution.

5. Advantages

- Widens the platform of knowledge exchange between faculty and students.
- Enables planning, alternating and interjecting strategies for effective content delivery.
- Improves student learning outcomes, interpersonal and communication skills.

6. Challenging issues

- Developing coordination between the two teachers engaged in shared teaching is an absolute necessity while implementing this concept
- Identifying the specific field of expertise of each faculty member so they can efficiently engage a class


7. Evidence of Success

- Students were able to clear doubts inside the classroom more efficiently and quickly faster because of the presence of two teachers
- Positive feedback received from students about the understanding of the content being delivered.

8. Resources Required

- There is need have an increase in the availability of faculty members with specialised subject knowledge.




Principal
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