



**Bagnan College**  
**Bagnan, Howrah**

**Best Practices 2016-17**

**Best Practice # 1**

**Title of the Practice – Experiential learning**

Objectives of the Practice – The primary objective is to encourage the students to visit the places of educational interest under the guidance of the teacher(s). In general, this will enhance student's interest in his/her courses of study. The practice specially supports the teaching-learning of the first-generation students who occupy a major percentage of the student strength in our college.

The Context – The students of this college are coming from rural areas where modernized aspect of imparting education is not in vogue and for this sometimes it becomes difficult for them to fathom out the context of the educational tour or experimental learning. The ray of knowledge does not emerge only from class room and black board teaching by chalk and talk method cannot inspire the learners even today. The first-generation learners of the College mostly come from rural households with weaker economic background who rarely get a chance to visit the place of interest that closely relates to their field of study. The most challenging issues are firstly, to design the experiential learning and secondly, to get the appreciation from the guardians without whose support it is not possible to make it a success.

The Practice – The college authority grants financial assistance to organize the tours and also there is UGC XII Plan grants, however a token amount of subscription is taken from the students. Rabindranath Tagore said that for the development of child's body and mind, learning through activity is essential. Despite our college being in the state of Tagore, the design of the courses does not give enough space to include such activities. Mostly the class room sessions are only regarded as the prime source of imparting knowledge. It took several sessions to interact with the students to evaluate their need and choice and then design a suitable learning model benefitting the students. Total 14 departments of the college took part in organizing the program and 297 students and 44 teachers of the college took part in this initiative.

Evidence of Success – The students are very enthusiastic regarding the tours; they feel proud about the experience of the tour and for their academic enrichment. Evidence of success is not a direct quotient to such practices but the teaching faculty has experienced development in the areas of self-expression, group-learning motivation, communication and growing interest in multiple faculties. A service-providing trip away from the ease of regular support and comfort of home has fostered leadership skills, independence, and communication skills among the students.

Problems encountered – Initially some guardians were hesitant to allow their wards to take part in the program. Teachers communicated with the guardians regarding the positivity of such tours and about the enrichment, their wards would get from the experience. Most of the guardians then understood the importance of such endeavour organized by the departments and allowed their wards to be included in the program.



Resources Required – Resources is a major concern to continue this important endeavour on behalf of the institution. This year mainly the students pursuing Honours discipline have been taken for the excursion. To extend the initiative to all the students of the College a huge budget will be required. As the majority of the students come from poor economic background it will not be appropriate to ask them to contribute a large sum to take part in the initiative. Thus, providing fund to continue and extend the facility to large number of students is a major bottleneck and a serious matter of concern.

## **Best Practice #2**

### **Title of the Practice – Enhancement of Learning Facility**

Objective – To encourage the students in new-age learning process it was felt necessary to add the facility of a virtual classroom or in other words, a smart classroom. The purpose of the virtual classroom system is to integrate the benefits of a physical classroom with the convenience of a 'no-physical bar' virtual learning environment enabled by information-communication technology. It will usher in the immense flexibility and sophistication in the existing learning platform structure if it can be used in a blended mode with the regular physical classroom facilities. It provides a means of collaborative learning for the students.

Context – The College is situated in a rural area. Most of the students are coming from moderately lower socio-economic background. They have far less opportunity compared to their urban counterpart to get initiated with the upcoming and technologically advanced mode of education enabled by ICT. To make the students, coming from the rural background, ready to take up the challenge of new-age education system and thus narrowing the gap created by digital-divide, the college was eager to set up a virtual classroom for the benefit of the students.

Practice – The College authority was earnestly thinking of setting up a Virtual Classroom for the enhancement of learning facility. The required fund was available from the grant released by the Department of Higher Education, Government of West Bengal. Classroom number 29 was refurbished and modified as the Virtual Classroom with all its required facilities. It took a few months to complete the project and make it functional.

Evidence of Success – The students and also the teachers are highly enthusiastic regarding this facility addition. The students have started learning about the enormous possibility of Virtual classroom set-up.

Problems encountered – The age-old method of class teaching using black-boards and chalk is preferred more by the students as it will take time to be accustomed with the new virtual technology. The teachers are yet to be ready to utilize the facility of virtual classroom to its maximum capacity. Moreover, only a single virtual classroom is not enough for the college having student strength of nearly five thousand.

Resources Required – Resource is a major hindrance for setting up more virtual classrooms which will soon be the need of new-age education to disseminate the learning process using ICT beyond the boundary of physical classrooms.

attended  
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