

SKR COLLEGE FOR WOMEN: RJAMAHENDRAVARAM
DEPARTMENT OF COMMERCE

BEST PRACTICE-1

Title of the Practice:

BRIDGE COURSES FOR B. Com FIST YEAR STUDENTS

Objectives of the Practice

- ❖ To bridge the gap between commerce and non- commerce students
- ❖ To lay foundation on the subjects and bring new ideas and thoughts in understanding the subjects easily.

The Context:

Some of the students joined in B.Com Ist year Course studied their Intermediate with Bi. PC and MPC groups. Hence they absolutely lack fundamental knowledge in the commerce subjects. It became imperative to conduct bridge classes to fill this gap and make them fit to understand the commerce subjects easily in their degree course.

The Practice:

Every day Bridge Course Classes are conducted in Fundamentals of Accountancy and Commerce Subjects before the scheduled working hours of the college. Daily test is conducted after the class to evaluate the progress of the students understanding. For Slow learners repetition classes will be taken after the college hours.

Evidence of Success:

After attending the bridge classes, students are able to follow the commerce and accountancy subjects easily on par with other students.

BEST PRACTICE-2

Title of the Practice:

CO-OPERATIVE LEARNING

Objectives of the Practice:

- ❖ To realise the economic, cultural and social needs of the students of Commerce programme
- ❖ To develop and acquire necessary skills from one another
- ❖ To Share information
- ❖ To build a team that cooperates
- ❖ To promote team spirit and group cohesiveness

3. The Context:

The present corporate world demands group work, group cohesiveness and group culture from the candidates opting to work in various companies.

Cooperative learning is an educational approach which aims to organise classroom activities into academic and social learning experiences. There is much more to cooperative learning than merely arranging students into groups and it has been described as "Structuring Positive Interdependent". Students must work in groups to complete tasks collectively towards academic goals. Students in cooperative learning can capitalize on one another's resources and skills. Five essential elements are identified for successful incorporation of cooperative learning in class room.



- ❖ Positive Interference
- ❖ Promotive interaction (face-to- face)
- ❖ Teaching the students the required interpersonal and small group skills
- ❖ Group processing

4. The Practice:

The students of a class are divided into small groups 6 -7 members

Each group work to develop response by checking that everyone in their group can give and explain their group's response.

Encourage each other's contribution

Respect each other's contribution

Offer solution to problems

Give and accept feed back

Strategies to adopt for cooperative leaning

Thin- Pair- Share

Circle- the- Sage

Time- Pair- Share

Agree- Disagree-Line-ups

Rally- Coach

Evidence of Success:

- ✓ **Students gained leadership and decision making skill**
- ✓ **Acquired conflict management skills**
- ✓ **Enhanced their communication skills**
- ✓ **Students are willingly coming forward to take responsibility**
- ✓ **Gained confidence and positive attitude**
- ✓ **Helped to promote overall personality development of the students**

BEST PACTICE-3

Title of the Practice:

INCREMENTAL GROWTH RECORDS

Objectives of the Practice:

- i. To know the academic performance and progress of the students from the time of admission till the completion of degree.

- ii. To make the students understand the need for better performance
- iii. To create a permanent record of students' performance and progress
- iv. To find out the advance, moderate and slow learners
- v. To prepare progress cards
- vi. To take remedial action

3. The Context:

In the present context of semester-wise examination system, it has become to know the academic performance and progress of the students at a glance.

Hence, Semester-wise marks are recorded in a permanent record sheet for each student separately along with her personal details viz., class, group medium, Admission No, Roll No, Examination Regd . No, etc .

4. The Practice:

At the time of admission of the student, the class tutor gives her incremental growth records in which she enters her marks semester-wise duly initialled by the concerned tutor. At the end of each semester marks will be sent to parents in the form of progress report. Mid Semester and End semester exams marks will enable us to know the academic performance of the student and also help us to find out Advanced Learners, Slow Learners and Moderate Learners.

5. Evidence of Success:

The maintenance of Incremental Records to the students of Commerce Dept proved very beneficial to find out the advance, moderate and slow learners. When remedial action is taken in case of slow learners, they improved substantially in terms of marks. This practice has gained appreciation from the NAAC and Annual Academic Audit authorities. This Practice enable us to maintain a permanent record of academic performance of the student .