

# OFFICE OF THE PRINCIPAL, NORTH GAUHATI COLLEGE

P. O. College Nagar, Guwahati-781031

অধ্যক্ষৰ কাৰ্যালয়,

ডাক : কলেজ নগৰ,



উত্তৰ গুৱাহাটী মহাবিদ্যালয়

গুৱাহাটী-৭৮১০৩১

Ref. No. ....

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Date:

## Two Best Practices of the institution (2020-2021)

### Best Practice 1

1. **Title of the Practice:** “Peer Teaching”
2. **Objectives of the Practice:** Peer teaching or peer tutoring was developed by Eric Mazur. In this mode of peer teaching, students learn from one another. Students interact with their peers and learn from each other without any supervising authority. As such, there is no fear of judgement being in a free and conclusive environment. To make the students understand subject and concepts, this practice aims to foster more personalized learning which will lead to higher academic performance and thereby enhance their education.
3. **The Context:** Peer teaching encompasses a broad sweep of activities such as discussion seminars, private study groups, parrainage, peer-assessment schemes, collaboration projects and laboratory works, projects, workplace mentoring and community activities. The students who excel in final semester examinations are given the opportunities to take the classes of the juniors of the same department. There are students who can be categorized as slow and advanced learners. The advanced learners can motivate the slow learners through peer teaching to come forward voluntarily to teach the peers. In this way, a monitoring method can be created for peer learning.
4. **The Practice:** Peer teaching is being practised informally for several years. When it was found that peer-to-peer learning has enhanced education by adding to its

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learning activities, the idea of practicing students in in peer learning was evolved in a meeting

of IQAC. The idea of 'Peer Teaching' as one of best practice was disseminated among the Head of the Departments of the college to take necessary step thereto. The different departments of the college organize peer-to-peer learning in regular basis in the college. Teachers are asked to identify the slow and advanced learners. Students who outstands academically are asked to prepare a lesson and take classes among the peers and also tutor the juniors of the same department.

Peer learning was conducted in the courses of the B.A/B.Sc semester courses. Each advanced learner records the details of sessions taken such as, date, time and topics covered with their peers. These forms are submitted to the teacher of the respective subjects of the departments. Also, every teacher maintains a record sheet of the details of the advanced learners and slow learners. These documents of which are then submitted to the IQAC.

5. **Evidence of Success:** This method of Peer teaching has enabled students to take responsibility for their own learning. It has been found to be very useful as it helps the students to develop their independence as learners and to share their knowledge with their peers. Results of the students has showed that, Peer teaching among the students is much more effective than the conventional approach to learning. This practice encourages the students to excel academically to become role model for the future batches. Moreover, the students get to know the skill and the art of writing in examinations.

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6. **Problems Encountered and Resources Required:** The practice faces certain problems. Since the students have to prepare themselves for the class thoroughly, they may show their reluctance to accept the task. Moreover, the juniors sometimes do not wish to participate in that class. It is also found that occasionally the student tutor feels nervous in their teaching. Some of the advanced learners even though they have the subject knowledge, lacks the ability to transfer this knowledge to their peers. There are also time constraints in scheduling the peer teaching class as all students in their respective group may not be available at the same time.

*Principal*  
27/6/20  
Principal  
North Gauhati College



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## Best Practice 2

1. **Title of the Practice:** “Vermicomposting”
2. **Objectives of the Practice:** The college has opted Vermicomposting as one of the best practices which aims to convert organic waste into compost thereby achieving sustainable organic waste management and also to use as organic compost and soil conditioner. Vermicompost is a humus-like material which is the end product of the break down of organic compounds by earthworms containing huge amount of saturated nutrients. It also provides a way to treat organic waste through recycling waste more quickly
3. **The Context:** Lots of organic waste are generated in the college campus such as garden waste, kitchen waste, cowdungs, etc. As such, to convert the organic waste into a resource, vermicomposting practice has been initiated in the college for organic waste management. It is an eco-friendly method. Vermicompost is a nutrient rich organic fertilizer containing plant hormones (auxins and gibberellins) and nutrients like nitrogen, phosphorus and potassium which can be used in organic farming. It increases the fertility and water resistance of the soil. It also improves the physical structure of soil
4. **The Practice:** For the purpose of vermicomposting, 4 PVC drums (160 lts each) were used along with 2 compost pits. The drums and pits were filled with organic waste from time to time. Earthworms were procured from nearby venture and then introduced at a proper time. The composting process takes around 45-50 days. Once the compost is ready, after its due course, it is made available for various use.

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5. **Evidence of Success:** The compost formed are used in the college campus garden to enrich the soil. The amount of compost formed is around 200-250 kgs. Some compost are also made to public at a very subsidized rate which has provided revenue to the college. This practice has also helped the students in providing skill to manage organic waste and recycling in a very productive way.
6. **Problems Encountered and Resources Required:** Exhausted materials from oyster mushroom harvest, cow dungs, organic waste, garden waste, etc. are consistently available for vermicomposting. Also, earthworms multiply after every 45-50 days. So, we have enough resources for the practice. The only problem encountered is maintenance and protection of the earthworms during rainy and summer seasons.

  
27/6/22  
Principal  
North Gauhati College