

Best Practice I

1 The Title: Learner Engagement

Objectives of the Practice:

It is an irony that examination is education in India. Performance of the learner in the rote examination decides the quality of the students. The stakeholders believe that the summative evaluation results are more important than the actual learning. Engaging the learner in the process of holistic learning is not an easy task. This issue worsened during the pandemic. The objective of this practice was to bring back the learners on the academic track.

The Context: The pandemic created complex problems and the solution after the endemic needed extra efforts. The learners physically not in touch with the academia made them deprived of the basic information. They remained ill-informed irrespective of all institutional efforts of filling the learning loss as per the previous year's Best Practice of making up the learning loss during the pandemic. The students were found inattentive, careless and academically uninterested, who wanted unorganised learning and online examinations. These were the strange demands out of frustration. Finally, the practice was initiated after collecting data from all the departments.

The Practice: orientation program of several days was conducted to engage learners academically. The students were introduced to the institutional academic ambience. The significance of Higher Education was convinced with the lectures of academicians. How to utilise the institutional soft and hard structure optimally was introduced. The department of psychology took initiatives of counselling the students to get resilient after the pandemic. It was decided to pay attention personally toward the learners and fill the gap of learning. The number of co-curricular and extracurricular activities were increased so that the learners could find the campus stay interesting. The teaching methodologies were made more participative and engaging. The scare for the physical examinations was removed through the writing practices.

Evidence of Success: The physical attendance of the learners increased gradually. The learners are getting engaged in the curricular, co-curricular and extracurricular activities. Their performance in the continuous assessment evaluation was noticed better. The institutional performance in the sports and the cultural activities has gone up.

Problems Encountered and Resources Required: Approaching the learners after pandemic was a great challenge. The learners' loss of interest in learning under frustration was one of the major issues. Changing the attitude was the challenge. The resources required were the soft skills of the faculties in changing the attitude.