BEST PRACTICE 1
Name of the College: M.E.S. College of Arts and Commerce, Zuarinagar, Goa

1.   **Title of the Practice:** Peer learning

2.   **Objectives of the Practice**

What are the objectives / intended outcomes of this "best practice" and what are the underlying principles or concepts of this practice (in about 100 words)?
The main objective of peer learning is to make the students understand the concepts thoroughly. In this mode of learning, students interact with their peers and learn from each other without any supervising authority. When a bright student teaches concepts to his classmates, it happens in a free and conducive leaning environment. In such an environment, learning takes place at the student's level and discussions are held without any fear of judgement. This creates an environment of open communication which is very important for learning. Therefore our institution has given top priority to peer learning as one of the methods of teaching and learning.
 The intended objectives of peer learning are

1. To provide the students free and conducive learning environment
2. To make the students understand subject/concepts
3. To improve the academic performance of students

3.   **The Context**

What were the contextual features or challenging issues that needed to be addressed in designing and implementing this practice (in about 150 words)?
Peer learning can provide a great support system for students, and the interchanging roles of teacher and learner create a dynamic learning experience.

The issues that needed to be addressed were

1. Identifying the students/advanced learners having good subject knowledge to teach the peers.
2. Motivating the slow learners to come forward voluntarily so as to bebe guided by the advanced learners.
3. Identifying the courses for which peer learning needs to be introduced.
4. Creating a monitoring mechanism for peer learning.
5. Establishing a mechanism to assess the end result of peer learning.

4.   **The Practice**

Describe the practice and its uniqueness in the context of India higher education. What were the constraints / limitations, if any, faced (in about 400 words)?

- Peer learning has been considered as one of the methods of interactive learning. This is a process wherein an academically bright student teaches a group of academically weaker students. Students learn a great deal by sharing their ideas with others and participating in activities as they get an opportunity to learn from their peers. Further they develop skills in learning activities, working collaboratively with others, giving and receiving feedback and evaluating their own learning.

- Peer learning involves sharing of knowledge, ideas and experience between the participants. It can be described as a way of moving beyond independent to interdependent or mutual learning.

- The teaching methodology of peer learning has been practiced in our institution as one of the effective ways to help undergraduate students understand concepts more clearly and enhance their knowledge about the subject.

- Peer learning has been going on informally at M.E.S. College for several years. As per the recommendations and decisions taken by the IQAC, peer learning was formalized in the year 2017-18.

- To begin with, students were briefed about the purpose of this teaching methodology, wherein the advanced learners will teach slow learners.

- Teachers conducted a basic test (objective type/concepts/brief answers, etc) in their respective course/paper. This has been considered as one of the ways to identify the advanced learners and slow learners.

- In certain courses, advanced learners were identified by the teachers, while in others, advanced learners voluntarily agreed to help their peers.

- Generally, an advanced learner was assigned a group of five or less than five slow learners. The number of advanced learners varies between 1-4 or even more per class.

- Peer learning was conducted in certain courses of the B.A/ B.Com programmes. The same has been documented. Each advanced learner records the details of sessions taken (namely, date, time and topics covered) with their peers. These forms are submitted to the teacher of the respective subjects. In addition to this, every teacher maintains a record sheet of the details of the advanced learners and slow learners. These documents are then submitted to the IQAC.

- The advanced learners were given appreciation certificates at the end of the academic year.

5. Evidence of Success

Provide evidence of success such as performance against targets and benchmarks, review results. What do these results indicate? Describe in about 200 words.

- Peer learning has been found to be useful as it helps the students to develop their independence as learners and to share their knowledge with their peers.
- There has definitely been a positive outcome. Students of Semester I, II, III and IV have benefited in terms of better results. Some students who were tutored by advanced learners in Semester V and VI have pursued higher education. The advanced learners, were given appreciation certificates at the end of the academic year.

6. Problems Encountered and Resources Required

Please identify the problems encountered and resources required to implement the practice (in about 150 words).

The problems encountered in peer learning are:

1. There are time constraints in scheduling the peer learning class as all students in the group may not be available at the same time.
2. Some of the slow learners were hesitant of being taught by their own peer.
3. Some of the advanced learners have the subject knowledge but lack the ability ot transfer this knowledge to their peers.
4. The advanced learners faced the problem of teaching their peers since the levels of understanding and grasping concepts differed from peer to peer.

7. Notes (Optional)

Please add any other information that may be relevant for adopting/ implementing the Best Practice in other institutions (in about 150 words).

BEST PRACTICE 2
Name of the College: M.E.S. College of Arts and Commerce, Zuarinagar, Goa

1. **Title of the Practice:** Environmental-friendly Initiatives

2. **Objectives of the Practice**

What are the objectives / intended outcomes of this "best practice" and what are the underlying principles or concepts of this practice (in about 100 words)?

M.E.S. College of Arts and Commerce has taken the following initiatives to make the campus eco-friendly:

1. Creating environmental awareness through 'Kasturi' Lecture Series

2. Setting up of Butterfly Garden 'Chrysalis'

With a view to create an awareness among students and staff of the college as well as people living in the neighborhood about environmental and social issues, The Foundation For Environment Research and Conservation (FERC) in association with Murgaon Education Society and in collaboration with the Nature Club of M.E.S. College, has started a monthly lecture series , namely, 'Kasturi'. This initiative has been dedicated to the memory of Dr. Kasturi Desai, an eminent botanist and environmentalist from PES's Shri Ravi S. Naik College of Arts and Science, Farmagudi Goa. These lectures touch on various topics of significance and concern to Goans by proving to be a platform for open discussions and knowledge sharing with a view to create an awareness about environmental and social issues.

M.E.S. College has set up "Chrysalis" which is a joint effort between M.E.S. College Nature Club outreach activity Kasturi and FERC. It is a unique garden aimed at encouraging butterfly breeding and creating habitats for butterflies, insects and other organisms by planting appropriate plants.

The objectives of the butterfly garden are as follows:

1. To create butterfly friendly habitat through plantation of butterfly friendly plants.

2. To protect and conserve different species of butterflies, insects and other organisms by planting host and feeding plants.

3. To create awareness among students and society about natural habitat of butterflies.

3. **The Context**

What were the contextual features or challenging issues that needed to be addressed in designing and implementing this practice (in about 150 words)?

The main objective of the butterfly garden is to create a natural habitat and protection of endangered species of butterflies in and around places. Creation of such gardens at different places

will surely help to protect the butterflies. The steps identified to set up a butterfly garden in our college are as follows:

1. Selection of a suitable site for setting up butterfly garden
2. Collection of information about butterfly diversity in that area
3. Identifying the requirement of the butterflies
4. Identifying different types of host and feeding plants and the butterflies associated with them
5. Planting and maintaining different types of plants which attract different species of butterflies

4. The Practice

Describe the practice and its uniqueness in the context of India higher education. What were the constraints / limitations, if any, faced (in about 400 words)?

The details of the 'Kasturi' lecture series are as follows:

The Nature Club of MES College of Arts and Commerce was inaugurated on the 10th July 2019. On the occasion of its inaugural function, a documentary film "Saxtticho Koddo: The Granary of Salcete' by Vince Costa was screened.

The second lecture of the Kasturi series was held on 14th August 2019. The guest speaker for the day was Shri Prajal Sakhardande, Associate Professor, Dhempe College of Arts and Science. He spoke on the history and heritage of Goa with special reference to Vasco and its surroundings from earliest times to 2019.

The third lecture of the Kasturi series was held on 11th September 2019. The speaker for the day was Mrs. Apurva Apte who is an energy auditor from the NGO Shubhankar environment services. She spoke about how each one of us could be an energy champion.

The Kasturi series of lectures celebrated their first anniversary on 9th October 2019. Padma Shri Wendell Rodricks' talk revolved around being the pluralist persona. As part of the anniversary celebration of the Kasturi series a competition on wealth out of waste from waste fabric was held. There were 9 entries and out of which the entry by Master Sahil Naik of class XII was adjudged the best.

The fifth lecture of the Kasturi series was held on 11th December 2019. The guest speaker for the day was Shri Parag Rangnekar, Founder member, FERC. He spoke about creating a Butterfly Friendly habitat in the college premises. In continuation with this talk the members of the Nature

Club in association with NSS volunteers have initiated with the work of preparing the Butterfly Habitat on campus.

The sixth lecture of the Kasturi series was held on 11th March 2020. The speaker for the day was Dr. Divya Karnad who is an Assistant Professor with the Ashoka University. She spoke on how to save the ocean one bite at a time.

As far as the Butterfly Garden is concerned, Shri Parag Rangnekar, Founder, Foundation for Environmental Research and Conservation (FERC), while delivering his talk in December 2019, explained the life cycle of the butterfly and also highlighted steps that need to be undertaken for the creation of a butterfly friendly habitat. He also spoke about the different types of host and feeding plants and the butterflies associated with them. He motivated and created awareness among people to create natural habitat for butterflies and other organism. He put forward the idea about creating a Butterfly Garden in the college campus. This idea was welcomed and the ground work of the butterfly garden started. The area identified for 'Chrysalis' was the open area in front of the college library.

Volunteers from the NSS unit of the college, Nature Club and the Green Corps of M.E.S. Higher Secondary section under the expert supervision of FERC members worked together for the creation of the garden right from site selection to the planting of the plants for the habitat. The Lions Club of Cortalim provided the feeding plants and host plants for the butterfly garden. The garden was inaugurated on 26th January 2020 at the hands of noted architect and environmentalist Shri. K. D. Sadhle. Maintenance of the garden is done by the support staff of the college by regularly watering the plants and by removing plants which are not necessary in that garden.

5. Evidence of Success

Provide evidence of success such as performance against targets and benchmarks, review results. What do these results indicate? Describe in about 200 words.

Through the 'Kasturi' Lecture series, the college has succeeded in sensitizing all stakeholders and the general public about the various environmental issues and the significance of creating an eco-friendly campus. This has been possible due to the pioneering efforts of the Foundation For Environment Research and Conservation (FERC).

In fact, initiatives undertaken from FERC along with the participation of the Lions Club, Cortalim, NSS unit of MES College, Green Corps and students have contributed to the success of the butterfly garden within a very short span of time.

A few months after the establishment of the butterfly garden when the flowers started blooming on the plants, different species of butterflies was seen in the garden.

6. Problems Encountered and Resources Required

Please identify the problems encountered and resources required to implement the practice (in about 150 words).

The problems encountered and resources required are as follows:

1. The butterfly garden should be spread over a much larger area so that a larger variety of plants can be planted.
2. Maintenance of this garden needs to be done regularly with the help of experts.
3. At the initial stages of clearing and digging the ground, difficulties were encountered as it was done by students.
4. Different fertilizers and pesticides are required to maintain the garden.

7. Notes (Optional)

Please add any other information that may be relevant for adopting/ implementing the Best Practice in other institutions (in about 150 words).

1. Seminars and workshops could be conducted for the general public to create butterfly garden at their own backyards.
2. Promotion of such a butterfly garden is required to encourage other institutions to have their own butterfly garden.