

**Best Practice No. – 01 (2015-16).**

1. Title of the Practice :	<b>Learning Through Group Discussion.</b>
2. The context that required the initiation of the practice (100 – 120 words) :	Group discussion is one of the most fruitful methods that encourages the learners to think about issues and problems in different ways. It creates a scope for the learners to exchange their own experiences with other learners. It provides the opportunity for sharing of ideas and concerns among the learners. It enhances learning in both the effective and cognitive domains. It is a practice most commonly accepted by different management institutions for grooming their students. It is the context to introduce such a practice in the teaching-learning process both as experimental and innovative process.
3. Objectives of the practice (50 – 60 words) :	The objectives of this practice are : <ul style="list-style-type: none"><li>• To understand through exchange of ideas.</li><li>• To develop new ideas through open thinking.</li><li>• To collect ideas through discussion.</li><li>• To authenticate ideas through sharing with each other.</li></ul>
4. The Practice (250 – 300 words) :	<p>In the practice departmental teachers make student groups by mixing students of different merits. Students are informed well ahead about the topics of discussion. There are some rules for group discussion in different departments such as scheduled time for answering question, every student's participation for at least once in the discussion. The discussion begins in presence of teachers. In our college there are several technological opportunities (such as LCD projectors, Interactive white boards, etc) which a student can take-up during the discussion process.</p> <p>To conduct the process smoothly becomes often very challenging for teachers, because in maximum cases the discussion turns into an argument, dominant participants will not allow the other shy participants to answer, sometimes the discussion goes out of the track. The teachers act like Supervisors who supervise the entire process from the back of the students. The teachers encouraged each students of each group to participate in the discussion actively, such as – asking questions, giving clarifications, making comments etc. the participants are always encouraged to take part in the discussion actively and assisted to state their views distinctly in clear language. If any participant fails to communicate his/her views properly, the teachers present in the discussion assist him/her to clarify his views so that the other participants of the same group can easily catch the points and thereby respond to those points in a befitting way. Sometimes if any participant cannot clarify his views, he is encouraged to proceed with follow-up questions. In this regard the LCD projector or the black board plays a significant role as an interactive medium.</p>

<p>5. Obstacles faced if any strategies adopted to overcome them (150 – 200 words) :</p>	<p>Conducting discussions often means dealing as smoothly as possible with the problems that arise.</p> <ul style="list-style-type: none"> <li>• <i>The participant who talks too much:</i> Some active participants often talk much. If it happens the topic is redirected to the less active participants.</li> <li>• <i>The member who will not talk:</i> A way to approach non-participants is to provide opportunities for smaller group discussions or pair-share discussions.</li> <li>• <i>The discussion that turns into an argument:</i> In good discussions, conflicts will sometimes arise. If such conflicts are left ambiguous.</li> <li>• <i>Unclear or hesitant comments:</i> Teachers can encourage participants making unclear contributions to give examples and factual evidence of their points.</li> <li>• <i>The discussion that goes off track:</i> Some teachers keep discussions on track by listing the questions or issues they want to cover on the board or summarizing the discussion on the board as it proceeds.</li> </ul>
<p>6. Impact of the practice (100 – 120 words) :</p>	<p>Through group discussion students have acquired more complete understanding about a topic. Using discussion they can collect ideas. It also improves their own thinking power for argument. It attracts the students to the class room as this learning process is a participatory one. Students feel the learning as most enthusiastic. Such type of learning process benefits the students in future when they will face competitive examinations where group discussion is one of the important parts. It is another important that such a practice makes the teacher-students relationship more friendly. It also builds up a good teacher-student rapport.</p>
<p>7. Resources required :</p>	<ul style="list-style-type: none"> <li>• A separate room with computer and internet facilities. Financial assistance for arranging seminars and workshops.</li> <li>• Computer.</li> <li>• LCD Projector.</li> <li>• Internet Connection.</li> <li>• Black Board.</li> </ul>
<p>8. About the Institution :</p>	
<p>i) Name of the Institution</p>	<p>i. Egra Sarada Shashi Bhusan College.</p>
<p>ii) Year of Accreditation</p>	<p>ii) 2015.</p>
<p>iii) Address</p>	<p>iii) At + P.O. – Egra, Dist – Purba Medinipur, West Bengal, PIN - 721429.</p>
<p>iv) Grade awarded by NAAC</p>	<p>iv) 2.32</p>
<p>v) E-mail</p>	<p>v) <a href="mailto:info@egrassbcollege.ac.in">info@egrassbcollege.ac.in</a></p>
<p>vi) Contact Person for further details</p>	<p>vi) Principal / Co-ordinator, IQAC.</p>
<p>vii) Website</p>	<p>vii) <a href="http://www.egrassbcollege.ac.in">www.egrassbcollege.ac.in</a></p>