

Buddy Learning: Best Practice of Department of Accountancy

1. Goal:

- To Build an active and cooperative learning environment.
- To Encourage students to give and receive feedback and evaluate each other's learning.
- To Increase participation, motivation, and student engagement.
- To Promote deeper understanding of new concepts.

2. **The Context:** The Department of Accountancy always makes an effort to make the students excel academically along with creating an active and cooperative learning environment. Teachers of the department follow this practice of encouraging the advanced learners to help out their fellow slow learner students to explain a topic along with the practical sums, during some of the lectures. This is done to increase the students' engagement and participation and to promote peer learning.

3. **The Practice:** As per the practice two teachers of the department viz. Ms. Kirti Sigtia and Ms. Varsha Tandel conducted such sessions at the TYBCOM and SYBCOM students respectively.

In this practice the classroom is divided into small groups which are led by an advanced learner. The advanced learner takes a lead to help his team members to understand the concept and solve the problem. The peer buddy is given direction as to the approach that he/she needs to follow.

The attending students were quite enthusiastic to accept the practice. The slow learners felt more comfortable to ask their peers their doubts. The teacher was always available if required.

4. **Evidence of Success:** This method teaches and gives students the opportunity to practice, the important values of respect, care, valuing difference, responsibility, friendship and including others. The students learn the skills associated with empathy and compassion through activities in the classroom. It can also help students to feel valued and supported. They can create connectedness that enables the buddies to bond more closely, thereby increasing the likelihood of more positive social behaviour. Buddy systems help reduce negative behaviours such as bullying.

5. **Problems Encountered and Resources Required:** The slow learners feel shy to get them identified and share their problems. Low attendance during the lectures is also a problem.

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