

Two best practices successfully implemented by the Institution in the academic session 2020-21.

BEST PRACTICE - I

1. Title of the Practice

ICT enabled Teaching-Learning system

2. Objectives of the Practice

- To inculcate the competencies of the faculties in the use of ICT enabled teaching learning methods.
- To utilize the period of work from home or lockdown as an opportunity to make use of ICT tools such as video conferencing, virtual whiteboard, etc. for e-learning.

3. The Context

The teaching learning process was more or less through chalk and talk method and it was slowly and gradually shifting to learning through smart classes/ interactive boards/ presentations. The challenge here was to learn the knowhow of ICT tools such as Google Meet, JamBoard, Google Classroom, etc. and to make the students used to take classes online.

4. The Practice

In the meeting of the academic committee and the staff council, it was put forward by the faculty members to improve upon the current pedagogical methods and incorporate the use of ICT in teaching learning process. The principal in the staff meeting further shared with the faculty members to adopt the use of audio-visual methods in teaching such as PowerPoint presentations, videos or other such e-resources.

The initial constraints were in the usage of ICT tools, especially online video conferencing in which the mode of operation and its knowhow took time to absorb. Further, at the level of students, the internet availability at their respective locations are a matter of concern. In such a case, it was thought worthwhile to share a recorded lecture with the students and discussion on the problems in the live class or when the offline classes resume.

5. Evidence of Success

In this effort, the departments have also included the students in the learning process by organizing various activities such as paper presentations through PowerPoint. This has further made the teaching-learning process participative and a two-way progression.

To further strengthen this process, the college has established more number of smart classrooms, upgraded the existing ICT related infrastructure and internet connectivity at each and every corner of the institution.

Since the learning approach is now more and more student centric where he/she is in constant touch with their faculties through online WhatsApp groups, the study material is handy and available through college website and LMS. Their performance in class-tests has improved. The assignments are received on time through pdf via email and the students are enjoying this blended approach of learning.

6. Problems Encountered and Resources Required

Primarily, the resources were required to establish more number of smart classrooms and strengthening of the WIFI facilities which was ably met with the funds allocated by the management.

BEST PRACTICE - 2

1. Title of the Practice

Student Mentorship Program

2. Objectives of the Practice

The main objective was to establish a functioning Mentor-Mentee System to address the academic challenges faced by the students and to provide them a pleasant learning environment.

To provide support and guidance towards curricular, co-curricular and personal concerns of their mentee in weekly meetings.

3. The Context

The college has assigned class-incharges to different classes who have been given the responsibilities to check on student's attendance, their performance in various subjects and keep vigil on their academic progress. However, not much opportunity is available to access the strength and weakness of the students and guide them in the directions of their strengths and suggest measures to overcome their weakness. The students in this young age are susceptible to the excess usage of social media, short attendance in classes, and casual approach towards their career and well-being. It is therefore, a mentor can fill this gap and counsel the students to cope with their problems and create a positive environment for the students to groom and grow as a responsible citizen.

4. The Practice

The mentors were advised to go through with the document prepared by UGC "Deeksharambh – Student Induction Program" and attempt to inculcate in the institution through student mentorship programme.

Mentor-Mentee system is being implemented in the context and setting of universal human values. A faculty member has been associated with a batch of 30-40 student and are responsible for monitoring the performance of their mentees.

A mentor acts as a friend, philosopher and guide to the students and help the students to overcome obstacles and boost their confidence and focus in academics, co-curricular or extra-curricular activities.

At regular intervals, the mentor gives the feedback to their respective subject faculties in which the student is weak and discuss/suggest corrective measures.

In case of any violation in student code of conduct or indiscipline the mentor informs the disciplinary committee and students' parent for further necessary actions.

5. Evidence of Success

- Mentoring the students has improved the trust between a teacher and a student which thereby reflected in their sincerity and aptitude.
- There is a significant improvement in the class attendance and participation in co-curricular and extra-curricular activities.
- The self-esteem of the students has increased.
- The discipline in the college has improved with an ambience of dignity and respect for every individual.

6. Problems Encountered and Resources Required

Initially, the student was hesitant to talk about their weakness and unable to identify their strengths. However, one to one sessions have been found fruitful in overcoming such situations. Creating the records of the students and maintain the files of each and every individual is a tedious task, however, with constant and continuous mentoring sessions this task was efficiently carried out by the faculty members. Few of the faculty members have also devised ways to make the record go electronic through the usage of Google Form and Google Sheets.