

BEST PRACTICE : 1. Use of Technology in online and Digital Education

1. Title of the practice :

Use of technology in online and Digital Education

2. Objectives of the practice :

With the use of smartboards appropriate videos of various experiments can be shown. 3D models can be shown. Resources from the internet can be used. Animation can be utilized for clear understanding of the concepts. Links can be created in the main presentation.

During pandemic online teaching platforms such as Google suite, Microsoft teams, Google classroom , moodle etc. were the options that could be explored.

To enhance the overall college experience generating enthusiasm and a more positive learning environment for students.

3. Context : The recent rise in epidemics and pandemics necessitates that we are ready with alternative modes of quality education wherever and whenever traditional and in-person modes of education are not possible. This has also been stated in National Education Policy 2020.

4. Practice :

1. 80% of the classrooms are equipped with smartboards running on android/windows platform. These smartboards are having many advanced features including provision for internet connectivity for online resources instantly. These smart boards are also provided with a visualiser device which assists teacher to use pen and paper for explanation. Some classrooms are provided with digital podiums.

One of the classroom is converted into a virtual classroom. These smartboards can be used for online as well as classroom teaching.

2. College has made arrangements for various platforms for online teaching.

1) Use of Moodle:

2) Using OBS studio, YouTube and google drive

3) Microsoft Office Teams: Accounts for all the teachers are created. The teachers can create their teams subject /paper wise. All the students are provided with login ids.

4) Google suite: College has provided this platform too.

3. College Library : Nlist e-resources ,also National digital library.

4. 1. Training for use of smartboards was given to all the teaching staff by the franchise who provided the smartboards. The practice sessions were held.

2. The department of Teaching, Learning and Education Technology of our College organised a training programme on OBS studio, YouTube and Google drive for the faculty members of the college. The faculty was divided into 3 batches. A team headed by Mr. Brian D'Souza was constituted by the Principal to conduct the programme.

3. The department of Teaching, Learning and Education Technology of our College in collaboration with IQAC of our college organised a training programme on online Teaching and Moodle basics for the faculty members of our college.

5. Evidence of success:

Smart boards have been effectively used by all the teachers.

Online teaching was what enabled teaching learning to be conducted in the times of the pandemic.

6. Problems encountered and resources required :

1. Power interruptions: Resource required: Sufficient financial provision be made in funds to run the generator in the case of power failure.
2. Internet connectivity specially in remote areas. Resource required: Request higher authorities to approach government for setting up more mobile towers or wifi spots, specially in remote areas.
3. Presently all the classrooms are not provided with smart boards. Resource needed: Financial support from government.
4. Skilled technical staff to overcome the problems faced by teachers in operation. Resource required: appointment of technical staff.
5. Lack of recording facility for teachers willing to prepare their video lectures. Resource required: Provision of a recording studio.

Resources

BEST PRACTICE: 2. Mentoring Programme

1. Title of the practice:

Mentoring Programme

2. Objectives Of the practice:

Students come from diverse socio-economic background. Students may be hence facing problems which they may ordinarily not freely divulge. Mentors seek to offer support, guidance, encouragement. Mentor mentee develop a relation of trust and faith. Mentor is required to invest time and patience to understand the difficulties and offer solutions, apprise of different schemes available e.g., schemes related to financial assistance and career opportunities.

3. Context:

Students may be facing a host of problems: personal, financial, academic, health related, domestic which they may not be willing to express to anyone causing emotional imbalance and frustration.

Through this programme, a mentor develops a close relation of trust allowing the student to confide in them.

Wherever required the student can be referred to a professional counsellor empanelled by the college.

4. Practice

In our college we have a committee headed by a convenor coordinating the mentoring programme. In this programme each mentor teacher gets 10 to 15 students as mentees. The committee does the work of allotting mentees to mentors.

Mentors conduct regular meetings with their mentees. Mentor teacher collects contact details, personal ambitions, difficulties faced, etc.

Mentors also discuss issues like discipline, punctuality, attendance, examination rules and regulations.

Mentors provide motivation and gives guidance in time management, stress management, overcoming various distractions, importance of sports and co-curricular activities, importance of civic sense, personal hygiene, career guidance.

5. Evidence of success:

The scheme was a very vital link between the students and the college during the difficult times of this pandemic. It has provided support to the students in the times of uncertainty witnessed during these unprecedented times. Students have been participating in placement drives. Students are made aware of various scholarship schemes provided by the college and other sources and given guidance to apply for the same. Students are encouraged to participate in various co curricular and academic activities. There have been increase in the number of student participation in certificate courses. The students are now participating in election related SVEEP activities.

6. Problems encountered and resources required:

1. Department wise allocation of student mentees to their mentor was done where possible however as student teacher ratio in all departments is not the same and hence students were also allotted to teachers belonging to other departments.
2. Due to packed lecture timings and resulting space and time constraint; it is difficult to arrange simultaneous formal sessions.
Every teacher mentee hold sessions with the students according to their time table. So multiple sessions are required to be held for the same group as students belong to different subject combinations.