

BEST PRACTICE: 1

1. Title of the Practice: **Improving Teaching – Learning Process (ICT)**
2. Objectives of the Practice
 - To ensure the completion of the syllabus according to the academic planner of each department and its proper documentation.
 - To encourage teachers to adapt to technological advancements, including ICT adoption in classroom teaching.
 - To improve pass percentage and enhance the number of ranks bagged by the college at the university level examinations
 - To widen access to students through online Classroom and Institutional Repository Systems and if any other Official repository is available.
 - To facilitate the training of ICT Teaching to faculty members.
 - To promote research-related activities among students through the use of the project submission.
 - To widen their knowledge by presenting them audio-visual window.
 - To arrange for more ICT-enabled smart rooms.
3. The context
 - The syllabus coverage is sometimes pressurised, especially towards the end of the semester, when information is crammed at once. Even proper documentation is not maintained. This sluggish coverage initially and hurried coverage later should be avoided, giving students enough time to comprehend the topics and assimilate the facts. They can have a general knowledge of the syllabus.
 - At times, it becomes very difficult for teachers to keep pace with techno-savvy student learners. It has become essential for teachers to adopt the latest educational styles and include ICT in classroom teaching. The mismatch between the student learner and the teacher in the use and comfort of handling the various tools available for teaching and learning needs to be bridged.
 - Traditional perspectives of the teaching-learning process should be updated in this way.
 - ICT can be used as an effective teaching tool for a better learning experience. Intensive and extensive use of ICT in teaching-learning has a significant and positive impact on students' achievement, which results in better knowledge acquisition and enhancement of presentation. Our college has introduced ICT methods for these reasons.
4. The practice
 - Academic planner along with the calendar of events is uploaded on the website for information to students
 - In the official or departmental routine the time of ICT classes has properly been mentioned.
 - The teaching-learning committee, along with the heads of different departments, monitors the pace of syllabus coverage, and if needed, extra classes are taken using ICTs.
 - Students provide informal feedback regarding the content delivered by different teachers. The teaching-learning committee members and the class teachers hold frequent informal meetings to gather the needed information.
 - Frequent assignments, tests and evaluations are conducted to improve performance in the semester-end examinations.

- Some classrooms are made ICT-ready, and many departments have the necessary tools for handling classroom teaching with the help of ICT.
 - Teachers from all departments who have sound knowledge of ICT train the teachers/students in using PowerPoint presentations, browsing the Internet for useful resources, uploading content on the college website, using Google Docs for information sharing, etc.
 - To make the practice more effective following steps were followed:
 - Preparation has been done to Plan for ICT-based Teaching Learning.
 - The college campus has a free Wi-Fi zone so that teachers and students can access the Internet properly during class.
 - Making the infrastructure ready.
 - An internal budget is prepared for purchasing necessary items.
 - Quality check for ICT teaching.
 - Upgradation of ICT teaching and infrastructure required for the same.
 - Getting feedback from students, parents and employers and have a proper analysis of that feedback.
5. Evidence of Success:
- Some of the teachers have adopted modern pedagogic styles and ICT in their classes.
 - Even ICT-enabled classes are recorded and uploaded periodically to the college website.
 - Some of the notes are uploaded on the college website.
 - Appropriately paced and timely completion of syllabus due to the acceptance of this updated measure.
 - Increased attendance in the classes.
 - Improvement in results.
6. Problems encountered and Resources Required:
- The demand for ICT resources is increasing, and the paucity of funds has been the biggest impediment, which may dampen the spirit of technology adoption by teachers. At the same time, Government procedures to get the necessary resources are very time-consuming.
 - Most of the faculty acquired the basic skills in ICT, but they lack in application of the same in teaching.
 - In some cases some parts of the syllabus are needed to be modified according to the ICT requirements.
 - Advance training for the preparation and use of ICT is needed.
 - Some students are unable to use e-learning material prepared by faculty due to lack of proper resources.
- Following resources are significant in order to continue this practice:
- Human Resources – Existing faculty, Inviting industry experts, MoUs and informal linkages with Industries and other institutes.
 - If possible, nearby technical colleges or institutions can also be consulted to ensure proper access to ICT-enabled classes.
 - Infrastructural resources – Addition and updating of existing infrastructure of the college.
 - Financial resources – UGC funding, and funding by the parent institution.
 - If any local funding is possible.
7. Notes (Optional) : Proper measures will be taken to continue the present practice.

BEST PRACTICE: 2

1. Title of the Practice: Conducting Book sessions at the time of Covid-19

2. Objectives of the Practice:

At the time of the quarantine period, the whole world had been shut down; human beings apprehended something ominous could take place at any moment. Consequently, every human soul was thinking about keeping themselves safe by maintaining social distancing. Likewise, our students could find themselves locked in the room, completely unaware of their imminent future. Our college, like other educational institutions, managed to run the whole syllabus in online modes not only to maintain the official routine of the ongoing semesters but at the same time, there was a dire need to keep the mental health of those students intact. At that crucial time, apart from taking formal classes, the institution took the responsibility of maintaining the psychosomatic life of the students fit and fine. Online platforms were used to provide them with a kind of freedom from the quarantined life with the help of the “ Book reading sessions” that offered them enough space to nourish their troubled soul and nurture their creative urge even in times of disaster.

3. The Context

The time was out of sync, plenty of problems existed, and opportunities that could have been availed from external sources were completely unavailable at the time. Even in this condition, this practice appeared significantly contextual.

4. The Practice:

Regarding online classes, routines were already served to the students. In online mode, informal and formal meetings among the teachers and the authorities of the institutions made decisions that extra arrangements should be made to provide them with ‘out of the box’ type sessions. Book Reading Session was one of them. Each department took responsibility on its shoulders, departmental meetings were called for, and separate sessions were started to be arranged. In these reading sessions, priorities were given to morally uplifting books, specifically storybooks that had instances of life-changing perspectives. Autobiographies or biographies and memoirs of legendary figures were read with students to let them understand how to survive even in times of extreme distress.

5. Evidence of Success:

The whole practice, which continued for almost one year, had a noteworthy impact on the mental fibre of the students. Their enthusiasm, their continuous support and their repetitive requests to arrange for more sessions proved the timely importance of the practice. Though in initial classes, it was a one-way delivery from the side of the teachers, the more the classes continued to take place, the more the participants started to respond to the caregiver’s deliberations. Some stories were told, and they also added their versions, and

there were attempts to compose their own stories, too. Eventually, it was found that two-way communication was actually possible. Students who were barred from going out of their enclosed spaces started enjoying those sessions, forming a mental space where their psychological exercises could be done.

6. Problems encountered and Resources Required

Problems were there regarding the adoption of the online medium as the mobile network was continuously breaking down in the initial days due to the increasing number of participants. Our college unanimously decided to buy “Google Spaces”, which resolved the issues by providing every teacher ample digital space as well as speed to conduct such online sessions.

7. Notes (Optional)

It was a genuine therapeutic session. The whole practice, which was a boon to the students at that crucial juncture, healed those minor minds who unfortunately found themselves locked in their own homes for almost two golden years of their growing times.