Best Practices- 1

Title – Improving Teaching and Learning Process

Objective of the Practice– To achieve the principles of the teaching learning process which are multi-fold. The principles on the basis of which this best practice was decided was – to raise the curiosity of a student in a particular topic, to encourage the students to ask questions and to increase the interaction in the class.

The Context – Rapid advancement in technology is one of the major issues that affect the teaching learning process. The facilitator is required to use a variety of tools to keep the learner engaged in the learning process. Hence, the teaching learning process is given immense importance in the institute. The institute trains their facilitators continuously to help them enhance their teaching abilities. The learning imparted to the teachers is implemented in enhancing the learning experience of the learner.

The Practice – The teaching learning process starts with designing of a lecture or lesson planned by the facilitator. Teaching nowadays, requires teachers to be flexible and find new ways to improve their teaching quality. During the lecture, discussion and questioning is encouraged. Holistic learning is encouraged through the continuous evaluation system. Various forms of assessment are used for continuous evaluation such as group discussions, assignments, class test, paper presentation. Various co-curricular activities are also organized for the learner. These activities gives opportunity to the students to put their knowledge into application. An aspect very unique about our teaching learning process is the freedom given to learners to share their views and ideas. Even ideas that sound impractical are discussed and a proper explanation is given to the learner as to why they cannot be implemented. The learner is part of the learning process rather than just a spectator of the same. A major limitation of the teaching learning process is the time constraint. The facilitators have various ideas which they would like to implement in their class, however due to paucity of time all of them cannot be implemented.

Evidence of success: The evidence of success is visible, qualitatively as well as quantitatively. The qualitative indicators are a more positive outlook towards life, improvement in etiquettes and desire to understand things. The quantitative indicators for learners who actively participate in co-curricular activities are that they show improvement in academic performance. Students who have passed out have done extremely well in the corporate world. The results bring some prominent factors to light. Some of the factors are that students when shown the right direction and given the right encouragement can achieve the goals they desire. Holistic development rather than only academic success contributes in creating socially sensitive individuals which is a prominent requirement of educational institute.

Problems encountered and Resources required: The non availability or non workability of technology is one of the major problems encountered in the teaching learning process. Further, encouraging discussion in the lecture become self-obliterate towards its aims, at times. Questions posed by learners may not be to find an answer to the problem but to test the knowledge of the facilitator. Teachers today have to play the role of an educator and entertainer combined, rather

than just an educator. Resources in terms of finance are continuously required to upgrade technology requirements.

Notes: The Academic Calendar is prepared before the beginning of the academic year. This aids the facilitators and the learners in understanding the time schedule for implementation of the learning process.

Best Practices II

Shift of Physical Learning towards Online Learning

The Context: Due to the Pandemic the usual teaching learning process in the educational institution could not be carried on because of the suspension of educational institution. This has created a big challenge to the teachers as they are not able to finish the course in time and students faced problems because they are not able to come to the college to attend their classes. Academic activities involving internal assessments, University examination has created a big problem for the institution on how to conduct them. Even though Academic activities were suspended but this did not stop the students from learning. The College started online classes for the undergraduate students. Teachers were instructed to adopt innovative teaching methods for continuing education through online learning platforms. This is the first time that the college has initiated online teaching - learning activities. This move has been met with enthusiasm, and faculty have dealt with many challenges so as to help the students acquire knowledge during the pandemic.

Objectives:
Because of the Pandemic the syllabus could be completed by conducting online classes and students will not be left idle. Students are engaged during the pandemic by attending online classes, writing assignment at home and tests are also conducted via online.
The Practice:

The change from physical learning to online learning is challenging and requires a lot of preparation. Teachers who are not accustomed to online learning found it difficult to adopt new methods. As a result, it became a trial and error method for the teachers. But one of the advantage of this pandemic is that it acted as a change and enabled many teachers to find new solutions within a relatively short period of time. During previous years the percentage of teachers using ICT were very low whereas during the pandemic the number of teachers using ICT for conducting online classes were more. Students are provided with learning material, assignments and test to complete within a given time period through Google Classroom, Screencast-O-Matic, WhatsApp Groups, Google Meet, Zoom, video call, phone call, etc. which serve as a means to help students acquire learning material during the pandemic.

Obstacles:
Though it is necessary to make students engage themselves in learning activities during the pandemic but the new experiment has some disadvantages.

1. Online teaching and learning process are filled with challenges such as lack of requisite digital equipment, reliable internet access.

2. Poor students does not have access to smart phones or laptop.

3. Students living in rural areas faced problem of poor network connectivity.

4. Physical class teaching are far better for inexperienced faculty members.

5. Compared with physical class lectures, teachers have less control over the students as most of the students skip the class on the pretext of poor network connectivity, no smart phones etc.

6. Only few students participates in class discussions.

Required Resources: The resources needed are just a proper wi-fi connection, good internet connectivity and a digital device such as a phone or laptop.