

BEST PRACTICE: I

1. Title of the Practice: “Minimizing Pandemic Academic Loss”

2. Objectives of the Practice

- To continue learning during the Pandemic
- To keep the institution academically functional

3. Context: Covid-19 Pandemic was sure to affect academia in the form of possible learning loss and discontinuity of Education to many learners. Financial and psychological issues were bound to create discontinuation of learning of the students coming from the disadvantaged sections of the society. The conscious Management made a faculty survey regarding the preparations in this regard and this practice was run.

4. Practice: COVID-19 Pandemic challenge brought 360-degree change in the institutional academic and administrative functioning. The top Management collected data from the faculties to know the institutional preparedness to keep the learning continued. The IQAC initiated and implemented different measures to sustain the quality and avoid the impact of the pandemic leading to academic loss and possible dropouts. The Department of Political Science took the lead in a student survey to study the learner's access to smartphones. The Science and Professional Program Department- led Cell was initiated to train the faculties in use of technology in teaching, administration and E-content development. Workshops were arranged by the Cell to create awareness to face the challenges. In addition to the institutional LMS, the use of OERs was promoted. The institution went online both in Teaching-Learning and Administrative Activities. The Department of Psychology arranged counselling activities to the stakeholders. Since, majority of the learners are from surrounding villages and the slums, special practices were needed. Learners were badly in need of access to internet and electronic gadgets to continue their learning and the examinations to test their learning. The institution initiated the sensitive policies to keep up learning by training the teaching and non-teaching staff to support the learners. Changes in mode of teaching, use of digital material, counselling the learners, paying the admission fees in instalments, using poor student fund and faculty providing learning instruments were initiated. The Examination Department implemented COVID appropriate examination policies implemented by the Government and the parent University. Every faculty member contacted the learners several times and motivated them to continue learning. To motivate the learners, different activities like competitions, quizzes were arranged by the institution and the students were also motivated to participate in the activities initiated by institutes in the country and abroad. The cultural department in collaboration with NGO (Rtract Club) organized an Online Youth Festival. Responding sensitively many

Departments and faculties supported the learners to fill the learning loss. Examinations were conducted with the task force assisting the students in their problems. The guidelines by the Government and the parent University were implemented effectively.

5. Evidence of Success:

All the students admitted have taken the examination amidst innumerable difficulties and kept the terms. The confidence created by the institution could attract the usual numbers of learners to the First-Year classes. Online Co-curricular and Extracurricular activities have kept the learners engaged.

6. Problems encountered and resources required:

It was a challenge to maintain the rapport with the learners and their parents. Students have to depend on the mobile sets of their friends and relatives. As a result conducting online classes and examinations proved an uphill task. Students losing their family members and their financial resources were difficult to convince and continue their learning. The institution needed Learning Management Systems.

7. Outcome:

Respectable number of students have continued their learning. Many of them are taking active part in Online Co-curricular extracurricular activities. Usual number of aspirants has sought admissions. Resiliently, the institute has remained academically functional.

Best Practice II

1. Title of the Practice: “OBE (Outcome Based Education) Initiative”

2. Objectives of the Practice:

To make academic activities result-oriented

To make learning outcome based

3. Context: The policy makers and the accreditation agencies are stressing OBE to the traditional academic programs. As a result, the IQAC has been promoting the significance of the Outcome Based Education to match the institutional standard of learning and the international standards.

4. Practice: Under the academic autonomy, it was decided by all the Board of Studies, to adopt advanced methods of teaching-learning and evaluation. Different initiatives were being implemented to shift to an Outcome Based Education system. Faculty Development Programs were initiated to introduce the concept of Outcome Based Education through the experts and academic visits to different academic institutions. As a part of the long term plan, the National

Education Policy 2020 was understood in spirit by organizing the Online Academic Meets. The stakeholders were motivated to attend the meets organized by other institutes too. In addition to this the institutional vision statement and the objectives were studied completely to fix graduate attributes and the academic outcomes. The concepts of Program Outcomes, Course outcomes and Program Specific outcomes were learnt in spirit. The local needs were taken into consideration while redesigning the syllabus. Teaching- learning and evaluation are done according to advanced techniques with the help of Bloom's taxonomy. .

5. Evidence of Success: The faculties actively participated in the workshop and could plan the Departmental POs, POSOs Cos, PEOs. They have realized the significance of OBE to traditional ways of teaching-learning and evaluation. Application of the new techniques has started bringing uniformity in the teaching, learning and evaluation process. The faculties have realized the professional pleasure in the result-oriented system rather than the rote learning tradition.

6. Problems encountered and resources required: Attitudinal change of the stakeholders is a big challenge. Many are of the opinion that OBE is successful in technical education but difficult to apply to the conventional courses. Shift from rote to Outcome Based System needs a lot of learning from the stakeholders. The initiative needed the expertise from different institutions.

7. Outcome: The institution is heading for the advanced teaching- learning and evaluation methods to make the activities student centric make learning student-centric and participative. The faculties already applying the advanced techniques have been strengthened with their OBE concepts. Very soon there will be completely different objective-based learning. With the implementation of full academic autonomy from the next academic year the curricular, co and extracurricular activities will be to fulfil the expected graduate attributes decided by the institution.

YouTube link for activities under best practices https://youtu.be/NNm6cvihX_U