

Best Practice 1

**Enhancing Readiness of Faculty and Students for
Adoption of Digital Tools and Technologies of Teaching
and Learning**

Context:

The COVID-19 pandemic precipitated an urgent shift towards the integration of ICT tools in the educational landscape. However, this transition posed unique challenges, especially for students hailing from underprivileged backgrounds who lacked access to essential technology and internet connectivity. Bridging this digital divide necessitated comprehensive orientation and ongoing support to empower both faculty and students in leveraging digital tools for effective teaching and learning.

Objectives:

1. Enhance readiness of both faculty and students in utilizing digital tools and resources for online teaching and learning.
2. Mitigate the impact of the digital divide by providing targeted support and resources to underprivileged students.
3. Foster a collaborative learning environment where difficulties are openly addressed and resolved through collective efforts.

The Practice:

1. Faculty Workshop: The college's Computer Teacher conducted a workshop for faculty members, focusing on key topics such as features of Google Meet and accessing teaching-learning resources online.
2. Faculty-led Student Workshops: Following the faculty workshop, individual teachers organized similar workshops for their respective students, ensuring that they were equipped with the necessary skills to navigate online classes and utilize digital resources effectively.
3. Ongoing Support: Regular sessions were held to address any difficulties encountered by students, providing a platform for open dialogue and problem-solving.

4. Continuous Monitoring: Faculty members remained actively engaged in monitoring student progress and providing guidance as needed, facilitating a seamless transition to online learning.

Resources Needed:

1. Internet Data Allowances: In cases where classes are conducted exclusively online, students should be provided with internet data allowances to ensure uninterrupted connectivity, especially for those facing financial constraints.

Evidence of Success:

1. Increased Participation: The number of teachers organising online classes and number of students attending online classes witnessed a noticeable increase, indicating improved accessibility and readiness to engage in virtual learning environments.
2. Enhanced Engagement: Student participation in online classes surged, with a notable uptick in interaction and engagement levels, fostering a more dynamic and interactive learning experience.
3. Improved Completion Rates: The completion rate of assignments utilizing online resources saw a significant improvement, underscoring the efficacy of the initiatives undertaken in enhancing student preparedness for digital learning.

Problems Encountered:

1. Poor Internet Connectivity: Teachers and Students faced challenges due to poor internet connectivity, hindering their ability to fully participate in online classes and access digital resources.
2. Limited Availability of Data: Financial constraints resulted in limited availability of data for some students, exacerbating the digital divide and impeding their access to online learning opportunities

Practice 2

Enhancing Faculty Participation in Faculty Development Programs (FDPs)

Context:

The education sector is amidst rapid transformation, necessitating continuous training for in-service teachers to adapt to evolving methodologies and technologies. Skill obsolescence is a looming challenge, demanding a paradigm shift in professional development strategies. Despite numerous initiatives, only a limited number of faculty members participated in FDPs in the preceding years. In response, the Internal Quality Assurance Cell (IQAC) recognized the urgency to bolster faculty engagement in capacity-building endeavors.

Objectives:

1. Increase faculty participation in FDPs and related events.
2. Facilitate the unlearning and relearning process for faculty members.
3. Foster a culture of continuous professional development among teaching staff.

The Practice:

1. **Information Collection:** IQAC systematically gathers information on available FDP opportunities from diverse sources.
2. **Dissemination:** The collected information is promptly shared with all faculty members.
3. **Motivation and Guidance:** IQAC actively engages with faculty members, identifying relevant FDPs aligned with their disciplines and motivating their participation.
4. **Logistical Support:** Necessary permissions and duty leaves are swiftly provided to interested faculty members.
5. **Preparation Assistance:** Support is extended to faculty in preparing abstracts and presentations for their selected FDPs.
6. **Attendance and Reporting:** Faculty members attend the events and submit concise reports outlining their experiences and key takeaways.

Resources Needed:

1. Digital Devices: Exclusive access to digital devices for each faculty member.
2. High-Speed Internet: Reliable high-speed internet connectivity to facilitate seamless participation in virtual events.

Evidence of Success: In the academic year 2020-21:

- Participation: 11 faculty members engaged in 21 FDPs, compared to 5 faculty members in the previous year.
- Duration: Total participation accounted for 298 days, a significant increase from 46 days in the previous year.
- Additional Engagement: Nearly 50 short-duration webinars were attended, enriching faculty knowledge and capacities.
- Application in Teaching: Faculty members effectively applied gained knowledge and skills in their respective classrooms, enhancing teaching quality and student learning outcomes.

Problems Encountered:

1. Multiplicity of Web Platforms: Managing participation across various online platforms posed logistical challenges.
2. Poor Connectivity: Inadequate internet connectivity intermittently hindered faculty members' engagement in virtual events.