

## 2021-22- Best Practice No.1

### **1. Title of the Practice: AUDIO-VISUAL RESOURCE DEVELOPMENT THROUGH ICT BY THE STUDENTS**

#### **2. Objectives:** The objectives of the practice are-

- ❖ To build the capacity which is supported by the Information and Communication Technology (ICT) application in various aspects of the students.
- ❖ To use ICT to enrich the teaching-learning process.
- ❖ To use ICT for increasing work efficiency, save time and avoid duplication of work.
- ❖ To use ICT for cost-effective, systematic, paperless documentation and record-keeping.
- ❖ To increase confidence of students in ICT skills.
- ❖ To bring the departmental students at an efficiency with ICT skills.
- ❖ To acquire and introduce the latest methodology in teaching learning process with E content development process.

#### **3. The Context:**

The present day education is worldwide experiencing a paradigm shift from the input-output based education to the outcome based education. The student –centric teaching learning process is essentially required in the present scenario. The Government of India has a major policy emphasis to promote Digital India and e-governance. In the same spirit, the Institution was conscious of the fact that ICT will have a deep impact on student’s education in their future studies. Quantitative research, audio visual content development were to be an integral part of the teaching-learning process. In this context, Dwijendralal College proactively undertook the process of E content development. The traditional methods are needed to be complemented with the modern ICT to acquire and disseminate knowledge, to keep pace with the fast changing digital world and the students’ evolving aspirations. In this post pandemic situation, the teaching-learning method adopts blended mode. So this type of E-content Development skill would be helpful for innovative study plan and digitally learning process in their future.

#### **4. The Practice:**

- ❖ In the last five years, consistent efforts and financial investments have been made to augment the existing ICT infrastructure. The entire College fraternity has acquainted themselves and embraced the digitalization process enthusiastically.

- ❖ Department of English has taken an initiative from the students to development the E-content.
- ❖ Each department has been provided with a laptop along with a pen drive. The Students use the laptops as per their requirements.
- ❖ The Students are upskilled in specialised software and newly acquired equipment.
- ❖ With the departmental initiative, the video screening is launched for the students. After the screening, students are guided to make a video content with the presentation. These are recorded and uploaded to the departmental website.

### **5. Evidence of Success:**

- ❖ 75% students from all departments of the College have been trained in the use of ICT application.
- ❖ There is an increased use of ICT and E Content Development Process by the teachers in the use of audio-visual resources, applications to engage the students themselves, recording/uploading lectures in various platforms through software.
- ❖ Students are starting to use laptops and concentrate to develop the audio visual resource using any software.
- ❖ Students feel a deep interest in this type of innovative study system. Students from other than science and technology discipline, are now equipped with the necessary infrastructure and software.
- ❖ The students also prepare the production and post-production of films/videos/documentaries.
- ❖ Dwijendralal College has a vibrant presence on the official YouTube Channel of the College. The students as well as the staff also are akin to using these platforms for effective and various curricular and extra-curricular events.
- ❖ In the Covid-19 induced transition to online teaching-learning, the College has this type of digital platform for innovative study plan and ICT enabled students.

### **6. Problems Encountered and Resources Required:**

- ❖ The non-availability of strong network connectivity (low bandwidth) from the service providers is a major handicap in the use of ICT facilities.
- ❖ Varied levels of technical know-how, at times, are a challenge to have all the students on the same page.
- ❖ In the initial stages, some students from rural background found the transition to ICT-based work, time consuming and difficult.
- ❖ Due to poor connectivity, students are unable to use the internet speed properly from their home in rural area. They cannot manage good Wifi-connections due to their financial family problem. College has to manage the extra tutorial classes for these students to

complete their assignment and research work regarding E-content Development with audio-visual resources.

## 2021-22- Best Practice No.2

### **1. Title of the practice: BACK TO THE RHYTHM OF THE COLLEGE WITH NORMAL TEACHING LEARNING PROCESS IN POST-PANDEMIC**

**2. Objectives-** The objectives of the practice are-

- ❖ Students are brought back to the traditional direct teaching mode after Pandemic
- ❖ Students are equipped to face the learning strategies of post-pandemic world.
- ❖ The socialization among students was hampered during the blended mode teaching procedure. Students are encouraged to return to the main current of the teaching-learning procedure.
- ❖ Group studies are conducted and by sharing ideas and activities teamwork and confidence are boosted amongst students.

**3. The context:** The Covid-19 Pandemic disrupted the world in ways unimaginable. The harsh repercussions of the Pandemic have impacted the education system gravely. This college speedily prepared to embrace the shift to online platforms and blended modes. The effectiveness of online teaching and the overall development in teaching-learning development and social skills in blended mode is always a subject of debate. The physical access to the college library, Language Laboratory, Geography Laboratory and access to the field for the students of Physical education was curtailed significantly. In the Post-Pandemic times, Dwijendralal College was prepared for face-to-face and direct interaction between teachers and students. Students were given all the traditional facilities of the College.

**4. The Practice:**

- ❖ Initially, students were informed, via notice (college website and WhatsApp group), about the commencement of offline classes.
- ❖ Class tests are conducted frequently the strengths, weakness and progress of the individual students.
- ❖ Remedial classes are arranged for the slow learners.
- ❖ The college has developed the system of mentorship for the overall development of the mentee.
- ❖ ICT teaching-learning facilities are made available to the students.
- ❖ Language laboratory and Geography laboratory are made available to the students.

- ❖ Fully Digitized Library System with SOUL.2 is made available to the students.
- ❖ Career oriented courses are organized for the development of employability of the students in the post-pandemic era.

#### **5. Evidence and Success:**

- ❖ The statistics of students' attendance has increased positively.
- ❖ Students' enthusiasm and participation in various co-curricular activities have increased.
- ❖ The willingness to access the library by the students is also improved.
- ❖ There is a significant development in students' reading habit.
- ❖ College is engaged in several alumni engagement initiatives which assert praiseworthy improvement in offline mode of teaching.

**6. Problem Encountered and Resource Required:** It was a hard task to bring back the students into the offline mode of direct teaching after these two years of pandemic scenario. The earnest efforts of the faculty members have encouraged the students towards physical classroom. The use of audio-visual aid in the teaching-learning process has rejuvenated the interest of the students towards direct teaching. The facilities of Library and Language Lab are upgraded. Students are engaged in various works related to the beautification of the college. The involvement of the students in various cultural programs is also encouraged. The feedback from the students and the outputs of Parent-Teacher meetings are used to identify the difficulties and problems of the learners. If necessary, spot counseling is done by the faculty members to make the students interested to be back to the rhythm of the college with normal teaching-learning process.