**Response:**

The institution humbly intends to showcase the best practices as **Teaching-Learning in Online Mode and Online Internal Examination**. **Although environmental Awareness and Gender-equity come to the institutional forefront as the best practices, the institution humbly holds its originality of vision and proposes as best practices (because challenging in the rural areas) (1) Online Teaching-learning and (2) Online internal Examination.**

**Best Practice- I**

**1 Title of the Practice**

**TEACHING-LEARNING IN ONLINE MODE**

**Year of Inception: 2020-2021.**

**The practice opened up new possibilities of Teaching-Learning. Online Programs are still conducted as a result of this practice.**

**2 Objectives of the Practice**

* To successfully keep going teaching-learning process in online mode.
* To timely complete the syllabi.
* To contribute to character-building and nation-building in online mode as the traditional method of class-room teaching was not possible due to increasing cases of Covid-19.
* Most importantly, to convert the traditional method of chalk and duster into the online mode of teaching-learning linking both the faculty and the students of the rural belt of Mansa.

**3The Context**

* The context, obviously, was the continuation of teaching-learning and evaluation during Covid-19 pandemic and the challenge was to establish a set up for online mode of teaching-learning and evaluation. Like every other fields of human thought and activity during pandemic situation, the institution also faced problems of teaching-learning and evaluation. The teachers decided Online teaching-learning so that the education of students cannot suffer. Though theoretically it sounded a good idea, practically it involved lots of challenges in the rural set-up.
* It was an unprecedented event entailing a set of newer challenges as involvement as well as technical knowledge of teachers and especially students of rural belt was required in online mode.
* Some teachers came up with Teaching Apps and Government of Gujarat provided facility of **Microsoft Teams.** To learn all intricacies of the apps was a challenge for teachers who were mostly accustomed to class-room teaching. It was more challenging to train students of the rural area on uses of Apps.

**4The Practice**

* Under the guidance of IQAC **“Technical Committee**” was formed consisting of techno-savvy teachers. These teachers were assigned special responsibility to convert traditional teaching-learning in online mode. They had a number of challenges—to train senior teachers, to train students, to face problems of connectivity and power cut in the rural area and to deal with the rural students who have a single mobile in entire family.
* The “Technical Committee” studied several Apps and their functioning and trained the entire faculty for teaching-learning. The Technical Committee underwent training on Microsoft Teams provided by Department of Higher Education, Gandhinagar, and conducted a practical training program for the rest of the faculty members. Special Training Programs were organized in the college on use of Zoom, Google Meet, Webex, Microsoft Teams and others. The spirit during Training Programs was highly motivating. The initial atmosphere of fear and uncertainty was gradually converted into an atmosphere full of collective target and team-work. The teachers felt that something new, concrete and innovative and unprecedented was in the process of making and they were part of this substantial change. This feeling gave them pride as academic warriors against Covid-19 situation.
* Special Training Programs were organized for students too. After systematic training, the IQAC of the college pioneered online teaching-learning to reach the specifically stated objectives.
* Online teaching-learning process became smooth as the Technical Committee solved technical problems of staff and students and provided helping hand.
* The practice of online teaching-learning kept the staff and the students connected. The teachers provided support to students and motivated them during the hard pandemic times.

**5 Evidence of Success**

* Gradually, online teaching-learning became an everyday practice both for the faculty and the students.
* The senior faculty members also ardently got involved and also enjoyed online teaching. They learnt PPT, recording of their online lectures and downloading attendance of the students. The confidence level of all the teachers in technology-enabled teaching-learning was indeed high and it was a significant institutional achievement in the rural area.
* The students also welcomed online teaching keeping in view the pandemic situation. The problems of registration and connectivity were solved by the Technical Team. The cell phones of the Technical Committee were shared among students for technical assistance. This created a feeling among students that their teachers are with them in every developmental phase whenever they need motivation and technical support.
* The result was unbelievable. During the entire year of 2020-2021, every department of the college continuously imparted education through online mode. Every day, the teacher would enter the details of the lectures taken by him in the Google Form created by the Technical Team, and in this way, the record of online lectures and the attendance of students have been maintained. Total 16 teachers and 2300 students of the rural area entered into online teaching-learning.
* To make teaching-learning more interactive, the teachers assigned tasks to students such as Group Discussions and Presentations and aimed at Participative Learning.
* One significantly positive side of the pandemic situation was that it opened newer and technology-enabled alternatives for teachers and students in their academic journey.

**6 Problems Encountered and Resources Required**

* The problems, initially encountered, were both from the faculty and the students.
* The teachers wanted continuous guidance on operations of Apps. They wanted more practice to understand intricacies like creating Teams, registering students, downloading attendance, uploading material and recording lectures. Trainings were provided to teachers.
* The students encountered problems of registration and those related to operation of Apps. The problems of students were also solved by Technical Team.
* Many teachers are indeed techno-savvy in the staff. They have scored very high in CCC+ Examination and have tendency to learn newer Apps and to share their knowledge with the staff and the students. It is the spirit of learning and knowledge-sharing that has brought a sea-change in the institution located in the rural area.

**Best Practice-II**

**1 Title of the Practice**

**ONLINE INTERNAL EXAMINATION (through Microsoft Teams/Google Forms/Forms App: 2020-2021)**

**The practice still helps IQAC and Administrative Wing in Feedback Collection and other sort of Data Collection.**

**2 Objectives of the Practice**

* To train teachers on how to conduct online Internal Examination.
* To conduct Mock Test for practice in online mode.
* To successfully conduct online Internal Examination.
* To organize online Additional Examination for students who could not submit their response due to technical glitch.
* To submit the results of Internal Online Examination to University.

**3 The Context**

* At a time when the pandemic was playing havoc, the teaching-learning process was introduced in online mode through Microsoft Teams and other Apps. Initially, it was challenging, but gradually, it became a successful mode of curriculum delivery.
* But at the end of the semester, it was essential to measure the achievements of students and to map out their learning outcomes. For the students, taking online Examination was the first experience of their life. And they were taking online Examination at a time when many of their family members and relatives were afflicted with the pandemic. The prime concern of the institution was to keep students free of panic and to engage them in academic activities. Online teaching-learning was successful. But then conducting Internal Examination in online mode was challenging as many families and relatives of the students were affected by the pandemic. Proper training was provided to students on online Internal Examination process. During online lectures, the teachers mentally prepared the students for taking online Internal Examination. At last, the online Internal Examination was successfully conducted by the college Examination Committee with the help of the Technical Committee.

**4 The Practice**

* The biggest concern of the Technical Team was that the students must not feel panic. They needed motivation and guidance on how to take online Examination. An Orientation Program was conducted by the Technical Committee on how to take Examination. Doubts and queries of students were solved. A motivating and helping atmosphere was created in the Orientation Program. In order to boost the confidence of students, **Mock Tests** were conducted by every department of the college. The problems encountered by the students were solved immediately by the Technical Committee. After properly orientating the students, the online Internal Examination was conducted as it was not possible to arrange offline Examination due to the increasing cases of Covi-19 in Mansa area. Almost all students of the college successfully took online Examination. Additional Online Examination was conducted for those students who could not take online Examination due to some technical glitch.
* Every Department prepared online Tests through Google Forms and successfully conducted online Internal Examination both at Undergraduate Level and Post-Graduate Level.
* The results were downloaded from Google Forms App and converted from excel sheet into college marksheet and were submitted to Gujarat University.

**5 Evidence of Success**

* The college indeed got thumping success in conducting online Internal Examination for the students of Undergraduate level and Post-graduate level.
* **The most important thing is that those students whose parents and relatives were afflicted with Covid could take online Examination from home and could get relieved of the burden of coming to college for offline Examination mode.**
* Online Internal Examination ensured their safety as such a big mass of students could mutually get affected in pandemic situation. Almost all students successfully took online Internal Examination of each of their respective courses.
* **The students of the rural area then learnt how to submit online Google Forms, how to submit Questionnaires, how to apply online for Government Schemes.**

**6 Problems Encountered and Resources Required**

* To conduct Internal Examination in online mode was indeed an unprecedented event in the institutional history and it demanded training both for the faculty and the students.
* “How” was the biggest problem. So, the Technical Team of the college trained the faculty members on drafting of online question papers, on adjusting the setting of the App, on generating link to be shared with students and on downloading the Excel sheet.
* The Technical Team also trained the students on how to take online Internal Examination. The **success ration** of Mock Tests was analysed. After complete training both to the faculty and the students, the college ventured into online Internal Test.
* .**Other Information**
* The Online Teaching-Learning opened new possibilities of **Open and Distance Learning (ODL).**
* The teachers became more techno-savvy and explored newer apps in order to make their teaching more effective.
* The teachers joined **Online FDPs and Courses even in foreign universities**.
* A few teachers started their own **YouTube Channel.**
* During many lectures, Group Discussions, presentations by students and Q and A Sessions became very fruitful. Online teaching helped in boosting the confidence level of the rural students in technology-enabled presentation sessions. The students and the teachers submitted Feedback Forms to IQAC on online teaching-learning and the Feedback Forms reflect the success story of this technology-enabled academic journey.
* Even after pandemic period, online teaching/guidance strengthened **Mentor-Mentee relationship.**
* The students learnt how to take online examination.
* The students got exposure to various online activities.
* The students learnt **how to appear in online interviews and how to online apply for jobs.**