

# ANNA ADARSH COLLEGE FOR WOMEN

## Best Practice 1

### 1. Title of the Practice

Virtual classes and digital tools during the pandemic.

### 2. Objectives of the Practice

Effectively transform formal classroom education into online education with the help of virtual classes and other pivotal online tools.

Explore the full potential of online learning platforms.

### 3. The Context

The pandemic has been the most surreal and scary experience to all, resulting in new habits, new forms of entertainment, new ways to work / learn / socialize and communicate. Suspension of face-to-face classroom teaching-learning led to concerns on learning, acquiring of knowledge / skill, and course completion. The Institution immediately rose to the occasion and found new ways to continue learning during this challenging time. Several creative strategies were adopted to combat this crisis.

### 4. The Practice

In order to continue offering quality education in the new academic year, careful planning was done as new challenges emerged. The Institution adopted smart solutions to overcome the pandemic crisis by adopting the online mode of education, with teachers and students quickly adapting to an entirely new way of life. Software such as Google classroom (GCR) was initiated through GSuite Education, providing new ways and solutions to continue learning. Special faculty training was provided in the usage of GSuite tools which eased their transition to the virtual mode of teaching. The training honed their skills in this virtual space, enabling them to use Docs, Sheets, Slides, Forms, Sites and Jamboard with ease. Teachers could communicate with learners anywhere with Google meet, chat and Gmail, and engage students directly within the classroom to provide clear guidance. Gmeet provided the hosting platform to conduct live webinars for learning, skill training, faculty-oriented programs, and meetings. Virtual classroom features helped to streamline workloads by posting and scheduling coursework and assignments. The students were introduced to new apps and ICT tools to supplement their learning along with their regular syllabus. Audios and videos on communicative English were played using Podcasts and Youtube. Assessment was conducted in the form of quizzes using G-Form and Kahoot. Learning was made more interesting through fun learning apps like “book widgets”, “Word scramble”, “Grammar Wizard”, etc. Exclusive online picture puzzle activities were created by the teachers to improve the vocabulary of the students. Encouraging students to use chat helped those students who may be quiet during discussions or debates to share their ideas and views in the chat space. Study material and video lectures were uploaded in the GCR for students to access in their own free time. The video clips and video records sent online, pertaining to their syllabus,

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helped them with a visual memory, giving them a deeper understanding of their lessons, not to mention the excitement and interest kindled in them to learn the subject. Special counselling was given by the teachers to the students to help them cope with the repercussions caused by the unexpected onslaught of the pandemic.

## **5. Evidence of Success**

During this time of crisis, the online teaching and learning experience enabled much flexibility in issues of time and place for both teachers as well as students. Both teachers and students got the opportunity to explore new and innovative online resources. Syllabus completion, online tests, and assignments were possible as per the plan. Regular communication and counselling with the students helped to lessen their mental stress and make them active in the learning process.

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

The occasional mismatch between the student-learner and the teacher in the use and comfort of handling varieties of tools available for teaching-learning needs; the inaccessibility of internet facility to economically-weaker sections of society; and the inability of some students to operate from a private and quiet home environment were the challenges encountered.

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## Best Practice 2

### 1. **Title of the Practice**

Routine Student centric activities

### 2. **Objectives of the Practice**

To bridge the gap between industry requirements and curricula of the institution. To reinvent and offer programs that enhance the employability and holistic growth of students.

### 3. **The Context**

A healthy learning environment is where there is a holistic growth of students. Student activities and workshops in music and drama, clubs, practical learning, knowledge and skill development are offered by the institution to promote intellectual health, physical wellness, and a personally-engaging college experience for every student.

### 4. **The Practice**

The Internal Quality Assurance Cell from time to time organises student participation programmes. Workshops, seminars, guest lectures, soft skills programs, and awareness programs have enabled in adopting a Student-Centric approach not only in the learning process but also in institutional quality enhancement. All these programs were conducted in virtual mode due to the pandemic situation. The departments invited speakers from the Academia, industry and Alumni to share their knowledge and expertise. In addition to the regular programs, career-oriented, value-based and skill-based programs were also organized, thus imparting a holistic growth.

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

Students who participated in such activities got an opportunity to enhance their knowledge, skills and talents. Their improved confidence allowed them to participate in various curricular as well as co-curricular activities and excel in those with good results. The academic results of the students have been a continuous hallmark of their capabilities as well as the success of the program. The written feedback of the participants have given positive input to conduct such programs on a regular basis.

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

Due to the pandemic, the students faced varied personal difficulties, technical hassles and network issues, which restricted their participation during such sessions.