

# **Dr. S.R.K. Government Arts College, Yanam**

## **Best Practices (SSR)**

### **BEST PRACTICES – I**

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

- Use of ICT in teaching and learning process.

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

- Use of Information Communication Technology (ICT) in teaching learning process.
- Use of ICT can enhance the teaching and learning outcomes.
- Improvement in ICT infra in the college campus.

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

- Use of Information Communication Technology (ICT) in teaching learning process facilitated an alternative method of teaching-learning, during closure of the college due to Covid lockdown.
- Use of ICT enhanced the teaching and learning outcomes in the College.
- Improvement in ICT infrastructure in the college campus.

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

- Teaching faculty used various ICT tools in order to continue teaching learning process, during Covid lock-down period in academic year 2020-21.
- Teaching faculty under took many Refresher Courses, Faculty Development Programme (FDP), Short Term Courses, Workshops and Seminar / Webinars.
- In order to facilitate use of ICT in the institution, ICT infrastructure was enhanced by establishing ICT enabled classroom in every department and improved Wifi facilities in the classroom.
- College subscribed for membership of National Digital Library (NDL), Inflibnet and N-List to provide access to online resources to faculty and teachers.
- Use of ICT in teaching-learning process improved the academic result.

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

- Teachers used platforms like Google meet, Zoom, Webex meet, Whatsapps, Youtube, etc to carry forward the teaching – learning process during Covid pandemic lockdown period.
- Teaching faculty using ICT tools during lockdown, under took many Refresher Courses, Faculty Development Programme (FDP), Short Term Courses, Workshops and Seminar / Webinars.
- Use of ICT in teaching learning process improved the result and performance of the students in both internal and external examinations. The pass percentage of the students was about 99% in Pondicherry University examinations.
- Internal and External examinations were conducted through online mode. Assessment and evaluation of course outcomes were done through online format.
- Use of ICT facilitated creation of an alternative method of teaching-learning process and blended method.

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

- Inability and Non availability of ICT tools like Smart Phones and internet facilities with the Students.
- Lack of tech-know among some faculty members and students in usage of modern ICT tools and technology.
- Need of orientation and training for faculty and students on the use of advanced ICT teaching and learning applications.
- Lack of financial support for the purchase of ICT teaching –learning software in the institution.

## **BEST PRACTICES - II**

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

- Mentoring System

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

- The College would like to achieve the vision of the institution, that of a life-oriented education.
- To improve discipline and human interaction on the campus through the mentoring system.

### **3. The Context**

- The College had earlier class teachers in charge of their respective classes, they were in charge of handing over the examinations progress reports after every exam conducted, wherein, the academic progress of the students was monitored, with not much opportunity to look into the strengths and weaknesses in the personal life of the student and guide him/her. To overcome this problem, the mentoring system was adopted in the College.
- The students, at the cusp of adulthood, tend to be both confused and indisciplined and the mentoring process is aimed showing them right direction on making right choices.
- The mentors also strike a balance between the students coming from different strata of society thus creating an environment of self-respect and respect for others.

### **4. The Practice**

- Mentorship is assigned to each faculty based on the subject and classes they handle. Each staff member is allotted about 20 students and She/he is a mentor for all the three years of their stay in Dr. S.R.K. Government Arts College at the UG level. The mentor sheets have been designed to make provision to include all academic, co-curricular and personal details of the candidate including his /her family during the first year of study.
- The mentor helps the student understand the organizational culture. She/he provides guidance on personal issues and guides her/him to choose credit courses offered in the institution.
- The mentor points out strengths and areas for development in each student. She/he also helps the student to set long-term career goals and short-term learning objectives to enable them to perform effectively.
- The mentor meets her/his wards regularly. Parents are called for interactive sessions to know how constructively their ward utilizes the time at home. Constructive suggestions are made for the overall development of the student.
- Sometimes mentors even address health problems and personal problems of the students.

## **5. Evidence of Success**

- Mentoring has proved to be the ideal system to have adopted, as tremendous improvements have been seen in the overall performance of the students.
- There is a significant change and marked improvements in the students' attendance and attitude.
- High self-esteem, appreciation for oneself and respect for others.
- Mentorship was highly appreciated by the parents who felt that their children were in safe hands.
- Students felt that they had somebody to turn to in times of trouble.
- Improved discipline and humanizing environment on campus.

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

- Lack of support from the faculty due to academic activity and time constraints.
- Lukewarm attitude of the parents in responding and interacting with the teachers.
- Independent attitude of the students, not interested in making use of mentoring system.