BEST PRACTICES

SRI VENKATESWARA COLLEGE
Best Practices 2019-2020

BEST PRACTICE

1. EQUITY AND INCLUSIVENESS

Objectives

The best practice aims at creating conducive learning environment for all the students. The institution acknowledges the diversity of students as there are students coming from different socio-cultural, linguistic, regional and economic background. Also, there are students with different physical and learning abilities, who need special and tailored physical as well as academic infrastructure. Faculty members and staff are sensitive towards the diverse needs of students and ensure that their stay in the college is full of pleasant memories

Context:

Sri Venkateswara College has a population of student diversity coming from different socio-economic backgrounds. The challenging task was to bring them all together under one platform and yet address their unique needs. Say for instance, the teacher in the classroom often encounters a bunch of English-speaking students who come from private schools, a bunch from Hindi speaking government schools and a bunch of students who speak neither English nor Hindi but Telugu or Tamil. In a situation such as this the teacher in the classroom often adopts a bilingual mode of teaching for the English and Hindi medium students and for the Tamil/Telugu speaking students, the teacher tries to communicate in as simple language as possible for their comprehensive understanding.

Practices:

Under equity and inclusiveness, the college ensures that all students get equal access to physical facilities and learning resources, irrespective of their physical or learning challenges faced by them. Various societies and student union ensures that the campus is an inclusive space and provides conducive environment for the existence and expression of diversity in all forms. Sri Venkateswara College gives a academic and social ecosystem in which students from different states of the country and

abroad, speaking different languages, and having their own sexual identity have their own niche spaces that are not infringed upon. Additionally, the faculty in particular are very sensitive towards the need of slow learners or students with learning difficulties, and time and again appropriate measures are taken to help them have complete understanding of the subject at their own pace. A few of the measures taken under equity and inclusiveness are listed below:

- Learning challenges: Special remedial classes are held for the students who have learning challenges or are slow learners.
- Regional inclusiveness: The college has a North-east club that organizes festivals to celebrate the culture of north-eastern states
- Linguistic inclusiveness: Undergraduate courses in Tamil and Telugu
- Differently abled: Physical facilities such as Ramps, walkways, Braille readers, Braille books and associated software are present in the college to facilitate smooth learning
- Student union involvement
- Gender equity: Third gender sensitization

Evidence of Success:

Special classes have been proved to be very helpful for students who have different learning pace. Improvement has been observed in their understanding as well as scoring of marks. Students from different states stay in hostel which gives them a very conducive home-like environment. There is no discrimination of any form in the college as well as in hostel. The college provides a very inclusive and congenial environment and students often call it their second home.

Problems Encountered

To attend to the needs of such divergent groups and to keep them united.
- Conducting remedial classes and communicating with students from the Hindi medium in the absence of translations for English texts especially in the humanities
- Trying to integrate the students of the North East with the mainstream by sensitizing the mainstream to the unique requirements of the North Eastern students
- To understand and comprehend the problems faced by Tamil/Telugu students and their specific needs

- Being a co-ed institution enforcing a social environment conducive to the growth of all sexes including the third gender
- Resources to have better learning modules as well as pedagogic techniques for each of the above-mentioned categories including differently abled students.

BEST PRACTICE

2. ICT ENABLED TEACHING LEARNING PRACTICES

Context:

All higher educational institutions faced the challenges of teaching in the academic year 2019-20 owing to the pandemic situation that affected the entire globe. Faculty, students as well as administrative staff of Sri Venkateswara College very quickly adopted the new normal. Preparation to ensure smooth teaching-learning and timely completion of administrative tasks by using only digital mode of interaction

Goal:

The best practice aims at achieving academic targets in spite of the pandemic. In the absence of classroom teaching, the faculty members and students have adopted to technology facilitated learning.

Practices:

Covid-19 pandemic has pushed the various society structures to explore new horizons. Educational institutions are no exception to it. Due to lockdown and stay at home orders, physical classroom teaching was not possible since March 2020. Faculty members and students of the college were very prompt and quick in switching over to digital teaching-learning mode

Teaching-Learning:

- Classes have been regularly held during the pandemic by using various digital platforms such as Ms Team, Google classrooms, Google meet and Zoom
- Students and staff were provided with MS Teams account from the University of Delhi, and it was used to conduct classes

Evaluation and Assessment:

- Evaluation and students' progress was closely monitored and digital platforms such as

Google classrooms and MS Team were used for disseminating and evaluation of assignments and internal assessment

- Practical classes in Science were also conducted in digital mode and students were taught using virtual labs, simulation sheets and data sets to compensate for the lack of physical exposure to laboratories

- Since the college is a constituent college of the university of Delhi, Open Book Examination was conducted for all the students of different courses and semester

- Semester end Final OBE examinations conducted as per DU guidelines.

- Nodal officers were appointed to clarify any exam related query.

- Practical examinations and internal assessment evaluation was conducted through various digital platforms such as Ms team and Google meet/classroom

- Evaluation of the term end and semester end examinations was conducted by teachers by accessing the examination portal created by the University of Delhi, and marks were uploaded on the same

Faculty Development Programs

- The college conducted Faculty Development Program "ICT Enhance Teaching and Learning 2.0" from 25th- 29th July 2020 to orient faculty towards digital teaching-learning

- Many Faculty members also successfully completed ICT based Orientation Programs/ Refresher Courses / Faculty Development Programs conducted by academic staff colleges, TLCs of UGC and other institutions as well.

Evidence of Success:

Success of online mode of teaching and learning can be gauged from the fact that the pass percent in almost all courses has been 100%. Teachers have played role of mentors very efficiently and the mentor-mentee interaction has helped in addressing academic and other issues of students in a very sensitive manner. Online feedback and surveys conducted by various departments have reinforced the satisfaction students have experienced in the online teaching-learning. College has been very sensitive in handling issues faced by teachers as well as students.

Problems Encountered and Resources Required

Major issues faced during digital teaching learning were:

- Weak, poor or absence of Network was a major issue faced by students as well as staff
- Students living in areas such as Kashmir and Ladakh faced more internet challenges as compared to others
- Differently abled students also faced challenges during digital learning

  Scarcity of resource material particularly for some topics/courses was also a challenge.

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