Hutatma Rajguru Mahavidyalaya

Rajgurunagar, Tal. Khed Dist. Pune

Internal Quality Assurance Cell

Best Practice 1

1. **Title of the Practice:** Seamless Learning: Leveraging Online E-Content, Google Classroom, Zoom, and Google Meet for Online Classes and Collecting Student Feedback through Phone and Online Surveys

2. **Objectives**

To ensure the continuity of academic activities and student learning during the Covid-19 pandemic and lockdown, the following measures can be taken:

1. Maximize student participation in online classes to ensure that students do not miss out on any important learning opportunities.

2. Ensure regularity of students by tracking attendance in online classes. Regular attendance is crucial for students to fully understand all the topics of any subject as they are often interrelated.

3. Maximize interactions with students as they are not able to come to college. Provide regular opportunities for students to ask questions, clarify doubts and engage in discussions with their peers and faculty members.

4. Provide notes and study materials in the form of e-content on the college website so that students can access them from anywhere and at any time.

5. Take feedback from students regularly to maximize their participation in online classes. Use this feedback to improve interactions with students, boost their morale and involve them in the teaching-learning process.

6. Motivate faculty members during this challenging time so that they can utilize their time in the teaching-learning process and maintain their enthusiasm, rather than feeling disappointed and depressed.

3. **The Context**:

The current higher education system places a strong emphasis on academic performance and achievement. In professional and technical courses, both continuity and regularity are essential for understanding the course content. However, the COVID-19

pandemic has disrupted traditional classroom learning, making online classes the only feasible solution in a socially-distanced world where neither students nor teachers can attend college.

To adapt to this challenging situation, colleges have turned to online tools such as Google Classroom, WhatsApp groups, Zoom, and Google Meet, as well as regularly uploading e-content to the college website. This allows students to access study materials from anywhere, anytime, as per their convenience.

To foster better interactions and engagement with students, colleges are also collecting feedback through online surveys and phone calls from teachers. These responses are recorded and used to improve the online learning process and incorporate suggestions from students, making them feel more involved in the teaching-learning process.

By leveraging technology and student feedback, the higher education system can continue to provide quality education, even amidst the ongoing pandemic.

4. **The Practice**:

To ensure continuity of academic activities, teachers have created their classes and passwords on the Google Classroom app. The class details and passwords are then shared with all students via SMS, allowing them to join the class. According to a set time schedule made by the department, teachers send an online link to Zoom classes on the Google Classroom app, which students can attend from the comfort of their homes, using mobiles or laptops. Teachers also maintain attendance registers for each class.

To supplement the learning experience, teachers regularly upload e-content on the Google Classroom app as well as the college website. They also conduct interactive sessions with students using Zoom and Google Meet apps, enabling effective communication and clarifying doubts. Feedback from students is obtained through phone calls, WhatsApp groups, and the Google Classroom app, with suggestions being incorporated to improve the quality of teaching-learning processes.

Quizzes and seminars are organised using Google Forms and Zoom meetings, while students submit their assignments on the Google Classroom app. Internal evaluations and quizzes are conducted online using Google Forms, Zoom sessions, and as per the guidelines provided by the university and government. Teachers also record daily attendance in attendance registers during Zoom classes.

By leveraging technology and various online tools, the education system can continue uninterrupted, even in a pandemic situation, enabling students to access quality education from the safety of their homes.

5. Evidence of Success:

The e-contents uploaded by teachers are available on the college website, providing students with easy access to them. Students can also provide feedback through forms available in their respective departments. Additionally, information about classes, schedules, and other updates are available on the Google Classroom app.

Attendance registers are maintained by teachers to ensure regularity and monitor attendance. Teachers are motivated to teach online, and students are encouraged to attend classes, as the number of participants has increased. Feedback from students, teachers, and parents has been overwhelmingly positive, indicating that the online learning process is effective and meeting the needs of all stakeholders.

6. Problems Encounter:

It's great to hear that the process is running smoothly, but slow network connectivity can be a challenge for students and faculty alike. It's important to address this issue to ensure that everyone has access to the necessary resources for effective online teaching and learning. One solution could be to invest in improving the ICT infrastructure, such as upgrading internet speed and providing access to electronic gadgets, especially for students in rural areas. Additionally, providing training and support for faculty and students to optimize their use of technology can also be helpful in overcoming connectivity issues.

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Internal Quality Assurance Cell

Best Practice 2

1. Title of the Practice: Student Mentoring System

2. Objectives: Higher Education Institutions (HEI) play a crucial role in the holistic development of students, not only to make them capable of sustaining society but also to contribute to the development of a strong nation. However, a large cohort of students with diverse backgrounds, thoughts, and levels of preparation face difficulties and challenges while pursuing higher education. These students may also struggle to recognize the goals of higher education. It is important for students to feel a sense of belonging and have an awareness of their rights and responsibilities. In response to this, HEIs have taken initiatives to provide mentoring facilities to students, with the following objectives:

1. To establish effective communication channels between each student and the institution, ensuring that every student is heard and their concerns are addressed promptly.

2. To create a sense of belongingness and inclusivity among students towards the institution and foster a positive campus culture.

3. To identify and mitigate psychological, societal, and other issues faced by students and provide them with support and guidance. Where necessary, refer them to experts for further assistance.

4. To help students become self-aware of their strengths and weaknesses and take necessary remedial action to improve their academic and personal growth.

5. To foster healthy relationships between students and teachers, encouraging open dialogue and constructive feedback.

6. To ensure academic and professional performance of the students by providing them with adequate support and resources.

7. To sensitize students towards various issues of social relevance, such as environmental sustainability, gender equality, and social justice.

8. To Inculcate the human values such as empathy, respect, and integrity among the students, which can positively impact their personal and professional growth.

9. To establish a learner-friendly and inclusive environment that encourages diversity and inclusivity, and supports the academic and personal growth of all students, regardless of their background or identity.

3. Context: Colleges aim to provide quality education to the needy and socioeconomically deprived masses, in order to contribute to the development of society. However, students at higher education institutions require support in various areas, such as exploring their potential, experiencing the joy of learning, standing up to peer pressure, making courageous decisions, and developing human values, among others. Unfortunately, students often face challenges such as difficulty in learning, financial constraints, peer pressure, health and well-being issues, lack of motivation, skills, and guidance.

To address these challenges, the Student Mentoring Cell (SMC) has been established with the sole purpose of building healthy relationships between staff and students, providing academic and professional development support, and inculcating universal human values. The institute has adopted a student-centric approach to ensure the all-round development of students, in all possible ways. By providing mentorship, the SMC aims to foster an environment where students feel supported and encouraged to achieve their full potential.

4. The Practice: The SMC holds regular meetings to plan the Student/Staff Induction Programme, mentor-mentee allotment, staff orientation, methodology review, and annual reports. A well-defined mentoring methodology is followed, with periodic reviews in accordance with policy mandates.

Periodical meetings are held between the mentors and their mentees to discuss any problems, such as academic, financial, psychological, etc. These open-ended discussions are thought-provoking, giving exposure to new ideas, guiding thoughts, and fostering the realization of values. The mentor teacher regularly reviews the student's progress in terms of attendance, academics, health, etc. and maintains detailed records of these mentoring sessions. Additionally, the mentor identifies poor learners and interacts with them to resolve their issues, with the active involvement of parents, head, and the principal in the development of the student.

5. Evidence of Success: With the implementation of mentoring at HEI, several targeted objectives have been achieved, including:

a) Improved attendance and increased involvement in activities.

b) Enhanced academic success, resulting in higher ranks, better progression, and more placements.

c) Encouragement of advanced learners to excel and reach their full potential.

d) Improved academic and professional development.

e) Boosted moral and human values, leading to increased social commitments.

f) Stronger teacher-student relationships, which have helped build a sense of community and belonging.

Overall, the introduction of mentoring has had a significant positive impact on the holistic development of students at HEI, leading to their success and growth as individuals, professionals, and members of society.

6. Problems Encountered and Resources Required:

While the benefits of student mentoring systems are clear, there are also some challenges and resource requirements that need to be addressed for these systems to be effective. Some of the problems encountered in student mentoring systems include:

1. Lack of Resources: Adequate resources, including funding, staffing, and training, are essential for effective implementation of mentoring programs. Without adequate resources, it may be difficult to provide the necessary support and guidance to students.

2. Lack of Time: Mentors may find it challenging to balance their mentoring responsibilities with their other academic and professional commitments, which can lead to reduced effectiveness of the mentoring system.

3. Diversity of Student Needs: Different students may have different needs and require different levels of support, which can make it challenging for mentors to address everyone's needs effectively.

4. Resistance to Mentoring: Some students may be resistant to the idea of being mentored or may have negative perceptions about the program, which can hinder their engagement and progress.

To overcome these challenges, several resources are required, including:

1. Trained Mentors: Mentors should receive adequate training to develop the necessary skills and competencies required to support and guide students effectively.

2. Adequate Funding: Adequate funding is required to provide necessary resources, including materials, equipment, and personnel, to support mentoring activities.

3. Time Management: Mentors should be given adequate time to fulfill their mentoring responsibilities, including regular meetings with students.

4. Support from the Institution: The institution should support the mentoring program by providing necessary resources, including staff, training, and funding, and by promoting the benefits of the program to students.

Overall, the success of student mentoring systems depends on the effective management of resources and the commitment of mentors and institutions to supporting students' growth and development.