Best Practices of the Institute

1. Title of the Practice: Online teaching in times of Covid-19

Objectives of this practice:

Covid-19 has forced universities across India, and the world indeed, to suspend physical classrooms and shift to online classes. In India, while this transition has been smooth for most private universities, the public ones were still adapting. There have also been debates on the nature of classes, and the future of examination and evaluation — whether they could be conducted online or not.

While faculty grappled with new ways of managing this sudden transition to online education, students were left clinging on to their mobile phones and computer screens. Still an initiative was taken immediately by the university and faculties to search ways to impart educations so as the students were not facing any losses and in the time of pandemic when there was so much chaos and disturbance going on in the society help them maintain their sanity.

The context:

Online education is conducted in two ways. The first is through the use of recorded classes, which, when opened out to public, are referred to as Massive Open Online Course (MOOCs). The second one is via live online classes conducted as webinars, or zoom sessions. Universities require high-speed internet and education delivery platforms or learning management systems, besides stable IT infrastructure and faculty members who are comfortable teaching online. Students also need high-speed internet and computers/mobiles to attend these sessions or watch pre-recorded classes.

Various arrangements were made by the administration in this regard, at the faculty level meetings were conducted various ways of teaching was discussed, faculty prepared teaching material and before that those who required assistance were taught how to take online and on which platform they can and should take so that students can also manage. One of the challenging issues which was faced by the institute was availability of mobile or computer and internet facility which was not provided to many students by their families as they were girls and students staying in remote area had internet accessibility issue.

The Practice:

The pandemic of COVID-19 caused several schools and colleges to remain temporarily closed. This had negative impacts on educational activities, as social distance was crucial at that stage. Educational agencies were trying to find alternatives ways to manage this difficult circumstance This shutdown stimulated the growth of online educational activities so that there would be no interruption to education. Many faculties have been involved in how best to offer online course material, involve students, and perform evaluations.

This crisis made the new technology accepted by organizations that were previously resistant to adapt. This was a difficult time for the educational sectors to deal with the

current situation; professional education, particularly the field of Home Science where skill-based education required face to face teaching and was more challenging for the faculties and administration to justify syllabus. After many meeting with the authorities Zoom platform was enabled for teaching the faculty prepared power point presentations, those who were not comfortable made notes and scanned and shared in WhatsApp groups.

This was a measure to cater to the needs of quality education higher education utilising the full power of technology. Technology can enable different teaching methodologies, and also allow teaching a large number of people. Though face to face teaching had its merit adapting suddenly to online classes, has been difficult both for faculties and students Education is not just about classes. It is about interactions, broadening of ideas, free-flowing open discussions, debates, and mentoring of each student. While we try to do all of this, a lot gets lost in translation on the online platform. the absence of face-to-face teaching and cutting off form the library was a disadvantage.

For capacity building through co-curricular activities many webinars were conducted by departments so as to promote gain in knowledge. The students got an advantage to listen to speakers of international level from reputed institutes which would not have been possible otherwise and were more interactive after one or two sessions.

Most faculty in the institution agreed that there is a need to invest in creating standardised online education platforms, and not using apps and Google hangouts only; and to train both students and teachers. Others highlight the necessity to introspect on the nature of these platforms and how students are taught using different online tools and methods, while keeping accessibility and equity challenges in mind. There is also the need to understand all this across academic disciplines and institutions.

Evidence of success:
After many initiatives from the government Microsoft teams was given to the colleges and lectures could be recorded, material could be uploaded, by the students and the faculty and evaluation could be done with ease. Online exams were conducted easily and education was continued even in pandemic.
The students benefitted as they became more technology friendly, parents understood the role of technology in imparting education and became positive to give access to technology the students.
The results indicate that online teaching is good definitely it engaged students in the time of pandemic they did not have any loss in the field of education but examination and evaluation needed more scrutiny, adoption of higher technology to prevent cheating should be adopted.

Problems encountered and resources required:
The pandemic came uninvited disrupting the lives at the global level, faculty and students at mental level were not prepared for this transition, mentally, and emotionally it was

challenging to cope with the situation and at the same time with all the technical glitches continue normal teaching.

Resources were required with internet speed, better computers with latest features, audio visual facilities and skills to use this.

2.Title of the practice: Gyan ke liye Anudaan

Objectives of the Practice:

Rural women play a growing role in agricultural systems around the world. One of the biggest challenges they face is as resource time. Time poverty refers to lack of time after engaging in necessary or expected duties -to pursue discretionary activities. For rural women this can mean participating in income generating activities and education.

One of the barriers to girl's education is priority of son's education over daughter's education. If family has to choose between education of a son or daughter because of financial restriction son will be chosen. Negative parental attitude towards girl's education is also a barrier as many see it as a waste of money as daughter will eventually live with their husband's family and higher education demands higher dowry expenses.

The college is situated in rural area where there are still first-generation students and still gender bias is seen in terms of girl's education, seeing this for years and helping at personal level for years, it was decided unanimously that a fund be formed and financial aid should be given systematically and recorded.

The Context:

The college administration when decided to make this as official act then few issues were to be addressed as to who will be handling the fund, how do we find the authenticity of the student requesting the fund. It was seen in past that even if financial aid was given few students did not complete the course.

So, a committee was formed which consisted of Principal, senior faculty and senior accountant and a bank account was opened and every year as per the requirement the money was collected form the staff member and amount was put in the bank to be used to pay fees, sports gear, things required in practical.

The committee would talk to the students who could not pay fees and call the parents to confirm take an application and decision was taken accordingly. And all the documents were kept for future reference and fees would be paid for all three years.

The Practice:

Fortunately, and gradually people are accepting the importance and education. With changing times and state of mind growing broader parents are also accepting the need to educate the girl child. But it is often observed the high costing of education often becomes a barrier for girls belonging to the families with not-so-prosperous financial background. Apart from the various socio-cultural norms and conservative gender biases, Money also

becomes a major factor for parents to draw their daughters out of schools or to refrain from letting them go for higher studies. In order to curb this barrier and situation, several government departments and private organizations offer a number of scholarships. Apart from the scholarship given and since girls education is free in Gujarat and the students is exempted from this then also the faculty on interaction during admission counselling realized that few students from the rural area could not take admission because of financial constraint as they are not eligible for any scholarships. Financial aid gives to the student confidence and opportunity to learn, develop leadership qualities, skills to enhance their knowledge and employability. The constraints faced by the college was not able to reach more students in need as still they find it difficult to ask for help and don't know how to do it.

Evidence of Success:

In the year 2020-2021 around Rs. 48,330 was given to the students. The counsellors in normal situation keep a track of these students by counselling and make sure that these students give their exam regularly, attend classes and submit their projects and practical work. 2020-2021 due to pandemic and as teaching was online not much could be done. More-over all the students were given mass promotion. But our target was achieved as to help the students financially and make sure they succeed and move on to their next class.

List of the students who received financial assistance:

Date	Name	Amount
13-07-2020	Vaishki Solanki	2690/-
13-0702020	Daxa Bharvad	2690/-
14-07-2020	Tejal Vaghela	2690/-
14-07-2020	Leela Solanki	2690/-
15-07-2020	Megha Tadvi	2690/-
17-07-2020	Divya Thakor	1000/-
07-08-2020	Ashiyana Banu Malek	3450/-
07-08-2020	Payal Parmar	830/-
02-09-2020	Malvi Kirit Ka Patel	2520/-
21-08-2020	Sweta Pachasara	1320/-
01-09-2020	Ishita Soni	1000/-
03-09-2020	Shakuben Parmar	2520/-
28-08-2020	Krishna Sakaria	3520/-
03-09-2020	Shreyaben Parmar	3520/-
04-09-2020	Ekta Vishwakarma	4730/-
07-09-2020	Anjali Prajapati	2000/-
07-09-2020	Krishna Goswami	4730/-
07-09-2020	Taruna Joshi	2730/-
15-09-2020	Janki Parmar	320/-
28-09-2020	Anjali Sakaria	690/-
	Total	**48330/-**

Problems encountered and resources required:

The problems that we encountered was that the students did have any respect for faculty even though they were being paid by them. Few students didn't do submission on line on time. Funds should be collected and disseminated in a systemic way. The college should try up with NGO's and other government organizations to provide scholarships to the needy students so as to maintain the dignity of the students by providing financial aid.

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