

1. Title of the Practice: Technology driven transition in Teaching –Learning and Evaluation

2. Objectives

1. To assess the critical thinking skills of the students in their related subject domain
2. To develop time management skills
3. To build the capacities of the students to become self-reliant
4. To create an environment for peer collaborative and cooperative learning
5. To foster competitive skills for ensuring life settlement in various field either by job or higher education

3. The Context:

Critical thinking skills in each subject domain with right mind set is essential for every student to be successful in their life. Also in today's world, every employer (both Government and non-Government organizations) seeks critical thinking skills among their employees. They want staff who can solve problems, make decisions and take appropriate action. These attributes are tested by objective questions in quantitative aptitude, verbal & nonverbal reasoning, Mathematical reasoning, data interpretation, General knowledge and current events using digital platform (online). The knowledge in these areas also help one to develop critical thinking. So, we believe critical thinking should be fostered, developed and assessed. To prepare our students to succeed in their future life, the college has planned to conduct two objective type examinations. As this initiative consumes more paper and impact paper pollution in the campus and all employers are also opting for exams through digital mode, we have decided to go for paperless exam by incorporating digital Examinations. This will provide an opportunity for the students to develop self-learning skills, peer learning skills, self-evaluation and practice for the competitive exams to become self-reliant.

4. The Practice:

This academic year, the college attempted to test the reasoning, analysis, inference, inductive and deductive skills in each subject using online exams by using assessment tools like Testmoz and Google forms. Two exams were conducted in almost all courses covering objective type questions like fill in the blanks, multiple choice questions, matching questions, true- false, assertion- reason type questions. Due to Covid pandemic, we have conducted online exam in their subjects only.

5. Evidence of Success:

- Conducted online exams by using Testmoz and google forms by all the departments
- Created a platform to assess the abilities of a students in a comprehensive manner
- Automatic grading facilitated immediate results
- Students attained awareness on ICT based exams
- Flexibility in allotment of marks on degree of difficulty based on Blooms taxonomy
- Analysed student's abilities in terms of critical thinking, reasoning and analytical thinking

6. Problems Encountered and Resources Required

- Resistance from students
- Lack of training

- Poor network connections
- Power fluctuations
- Inadequate Infrastructure facilities
- Need common digital platform
- Financial resources to buy additional features of digital platforms

1. Title of the Practice: Lady HOPE (Holistic personality Enhancement Programme)

2. Objectives of the Practice

1. To address the psycho-social wellbeing needs of the students for all round development
2. To foster life coping skills to become self-reliant
3. To create a favorable college climate for holistic development of students
4. To facilitate support services aid in promoting the best personality of the students

3. The Context

The transition from adolescence to adulthood is a major move experienced by every student. As this is the phase of life crucial for students to develop competencies, coping their emotions, moving to self-autonomy, inculcating inter personal relations and thereby establishing their personal identity. Even though majority of the students can able to cope with this transition, some students may face the problems may be due various factors like personality related – inferiority, language barriers, financial, family and friends related that may have an effect not only on their academic performance, but also on their personality. This can be more observed in case of hostel students due to adjustment problems as they are far away from their homes and parents. Our college offer equal priority to all the students without exception. So, to cater and council the needs of the students who need support our college started a programme last year titled Lady HOPE (Holistic personality Enhancement Programme)

4. The Practice

To provide an encouraging environment for building a better personality, college has effective ward counseling system. In ward counseling, for each teacher 20-30 students will be allotted and teachers are responsible for the wellbeing of their respective students. Monthly once or twice based on the need ward counseling meetings will be held where the mentors will discuss various problems of their students.

To provide special attention and care to the students who need counseling, a circular is circulated among the students by displaying in various notice boards of the college about the counseling services offer by the psychology department through HOPE programme. But, due to inbuilt stigmas most of the students are not turned up. So, to break ice, the psychology department conducted an ice breaking session to the students, where a questionnaire indicating various personality related traits and problems was given to students to motivate their voluntary participation. Based on the scores attained in the questionnaire, periodic oral counseling sessions were organized to problems such as, over usage of mobiles, addition to social networking sites, lack of time management skills, exam stress etc. Moreover, personal counseling sessions were organized for some students periodically two to three months based on the density of the problems. Case studies of these students were also collected and reported improvement in their problematic areas.

5. Evidence of Success

- Observed positive behavior changes
- Improvement in personality traits such as interpersonal skills among peers and with teachers
- Addressing the problematic areas in their personal life reflected in improved academic performance

6. Problems Encountered and Resources needed

- Initial resistance on the part of the students
- Time constraints
- Limited number of specialized human resources to run the HOPE programme
- Limited finance to organize counseling sessions with professionals
- Capacity building programmes for the teachers
- More number of trained professionals to conduct counseling session