Best practice -1

I. Title of the best practice: ICT Enabled Teaching-Learning

II. Objectives of the best practices:

1. To develop independent knowledge and skills.
2. To analyse and interpret the data.
3. To engage in higher order thinking and engage in active learning.
4. To work collaboratively with others.
5. To empower students to take ownership of their learning.
6. To develop research skills.
7. Refine and update their advanced technological skills.
8. To increase a variety of educational services.
9. To promote equal opportunities to obtain education and information.
10. To develop a system of collecting and disseminating educational information.
11. To promote technology literacy of all citizens, especially for students.

III. The Context:

Education is the manifestation of perfection already in men. It helps all round development in persons. Education without Philosophy is blind and Philosophy without education is invalid. Hence education is key to development through which skills for life achieved. Teaching learning is a dynamic and interactive process which includes norms, policies and practices. There are two challenging issues in present education. We are following semesters with CBCS pattern of grading system in education. It is a difficult and challenging issue in completion of syllabus in each semester by implementing comprehensive teaching learning methods along with teaching aids with in stipulated time. The teachers find it difficult to keep pace with the techno – savvy student learners. It has become essential for some of the teachers to adapt to the latest pedagogic styles and include ICT in class room teaching. The mismatch between the student learner and the teacher in the use and comfort of handling varieties of tools (Eg. Edmodo) available for teaching learning needs to be bridged.

IV. The Practice:

1. **ICT Enabled Learning:**

a. ICT refers to the use of Information and Communications Technology to teach the scientific ideas that promotes open source learning. Most of the departments in our college are using ICT in Teaching and Learning.

b. In order to make the accessing, storing, transmitting, and manipulation of information more easy, this approach integrates telecommunications, computers and relevant enterprise software, storage, middleware, and audio-visual systems required to handle the topic. We are conducting digital classes to encourage students in advanced learning.

c. ICT in education is the mode of education that uses information and communications technology to support, enhance, and optimise the delivery of information. Students are improved after their exposure to ICT education.

d. ICT can lead to an improved student learning and better teaching methods.

e. Online digital repositories for lectures, course materials, and digital library.

f. Employing the flipped classrooms.

g. Making use of handheld computers, audio players, and projector devices. By using these facilities our lecturers are delivering good ICT classes along with daily classes.

h. Enhancing learning experiences and providing new sets of skills.

i. We are encouraging students to enrol in Massive Open Online Courses (MOOCs). Interested lecturers completed on line Refresher Courses through SWAYAM to enrich their skills. Some of our lecturers completed MOOCs courses from STANFORD UNIVERSITY and Technical University of Denmark (DTU). Students are also doing MOOCs courses.

j. The use of ICT in pedagogy improves learning and creates a learner centered learning culture. The creativity and critical thinking in students is improving. The overall development of student is important which can be achieved by the integration of pedagogy –technology.

2. Video clips:

a. This teaching technique makes use of instructional video clips available online or in libraries to show and teach a new concept.

b. The evolution of a process can be conveyed better with animation videos. It can also be videos of demonstration of an idea or an application side of a theory or an interview with a scientist, tutorial by a subject expert and more.

3. Power Points Presentations (PPTs):

a. Instead of the conventional talk and chalk methods, teachers now include power point presentations in their classroom sessions to make it more interesting.

b. They connect the computers to projectors to address a larger classroom and include interesting slides with diagrams and flow charts to make the teaching more interactive.

c. Using innovative teaching methods we can get good learning outcomes.

5. Evidence of success:

a. The teachers have adopted modern pedagogic styles and ICT in their classes.

a. Some of the notes are scanned and uploaded in the Departmental computer.

b. Some of the prepared notes shared to students through mail or some advanced ICT tools.

c. Appropriately paced and timely completion of syllabus

d. Increased attendance in the classes

e. Improvement in results.

f. Increase in the number of students securing high marks.

g. Increase in the enrolment to higher education institutes from the college.

h. Increase in the quality of results (number of first classes, etc.)

i. Attendance in the classes by these classes of students has improved.

j. ICT has impacted on the quality and quantity of teaching, learning, and research.

k. It has the potential to accelerate, enrich, and deepen skills of the students.

l. ICT Enabled Learning motivates and engages students in learning.

m. Teacher education and professional development of teachers is achieved.

n. The pervasiveness of ICT has brought about rapid technological, social, and economical transformation.

The above results indicated that following and usage of methodologies properly in time to time along with traditional methods of teaching. The collaborative mode of teaching enrich the knowledge and increases the comprehension in students.

6. Problems encountered and Resources required:

Problems encountered and resources required: Identify the problems encountered and resources required to implement the practice.

a. Lack of infrastructure so as to equip with all kinds of experimental instruments.

b. Lack of second experimental laboratory.

c. Lack of technical lab assistants (Human resources) to keep up the furniture properly in the laboratory and to arrange during conduction of practicals.

d. Concentrating more on other than the academic activities.

e. Extra-curricular activities are given more important.

f. Poor attendance of students in very 1st period.

g. Development of animation based power point presentations in teaching, particularly in science subjects, has been hindered due to the want of technical expertise.

h. The demand for ICT resources is increasing and paucity of funds has been the biggest impediment which may dampen the spirit of technology adoption by teachers.

i. Lack of genuine software, inadequate computers in the classroom, and low speed internet.

7. Notes (Optional):

1.Computer experts and programmers train the traditional teachers in the use of Power Point Presentations, advanced ICT tools, educational apps, browsing the internet for useful resources, uploading content on the college website, use of Google docs, sheets for information sharing, etc.

Best Practice 2

1. Title of the practice: Invoking the idea of serving the needy and deprived

2. Objectives:

- To make the students aware of their responsibility towards the society.
- To inculcate the universal brotherhood, sharing and caring.
- To utilize some of their valuable time to cherish in their memory through serving.
- To reach the highest goal of mankind service to the poor is service to God.
- To make the students as good citizens through humanism with their compassion, love, empathy, humility and kind towards fellow beings etc.
- To mould the students as good human beings by inculcating human values practically and encouraging their helping nature towards the poor people, senior citizens and orphans.

3. The Context:

Service to society is service to God. Any work or service for the welfare of the society is called social service. To remove poverty and illiteracy, to help people in the matters of sanitation, to clear slums, to give food to poor people are some of the social services. A student is a member of the society. He /she should imbibe the ideals of social service in his/her early life. The main goal of student is education. Students can also involve in social services in their leisure time. SGA GDC Yellamanchili is seeding human values in our students by encouraging them not only in education but also in social services. The students of SGA GDC Yellamanchili are voluntarily involved in social services and so the faculties of the college encourage their service spirit in many ways. If the students are educated with good knowledge and human values and they become the good citizens of India.

4. The Practice:

The college as a unit selected some areas to serve in this regard. As a part of it taking the N.S.S. Units together with students and staff have been visiting the nearby a voluntary social organization ' Premasamajam' which is located in Kokkirapally village, sheltering the old and orphanage. Realizing the truth that together we can do miracles, even though all the students are socially backward, they came with a big heart and extended a handful of rice and

commodities to make the small quantities of each a huge amount of ration to the organization, enough for some months. In a friendly and congenial weather, the students listened the other needs and provided blankets, clothes to escape the ravages of cold in winter. A little bit of financial help to the organization also not escaped from the minds of students and staff to meet the hospitalization and power charges of the people. It's really great to be empathetic by extending education paraphernalia to their younger up-coming generation of their brother-hood that are also there.

Just like citizen-ship training, to grow stronger, and make their thoughts and dreams come true, the students themselves formulated a voluntary service organization and named it after the great writer and on whom name the college was established as 'Sri Gurajada Apparao service Foundation' on 2nd January 2019. As a part of leadership training in their foundation course of studies, they learnt this, and put it into practice. This learning helped them to interact with the people in the society, to make good communication, presenting and establishing good relation, negotiation, problem solving and creative thinking. As a part of this practice, students interacted with the people on the pavements, railway platform and bus stations and tried to fill their hunger at least for a day or two. The students in doing so learned the social evils of the society which made them beggars, dependents and deprived. They also learned the necessity of being good human, human relations, the effects of alcoholism and drug addiction. They are also educating poor students in their leisure time by conducting classes like stenography classes. They are trying to increase literacy by giving books and stationary to poor students and encouraging them in studies. They conduct quiz and essay writing competitions in nearby schools and distribute prizes to encourage them in education. They are giving their helping hand towards poor and deprived people in the society.

5. Evidences of success:

- Academics give employment, but this co-curricular activity made them man making and nation building. It is evident that all our students of previous batches engaged in various service organizations and leading their life with contentedness and satisfaction on this firm foundation of college activity.
- This activity, being empathetic in nature, because of the close association, keen observation made the students so emotional to eradicate the thought of 'old age-

homes' in their future and they expressed the idea of Indian concept of "Vasudaika Kutumbham".

- It is no wonder to say that our students are growing with many human values and are having social responsibility.

- Another evidence of this training helped the students for a better understanding of gender differentiation, and social inequalities. So, there are no ragging cases in our institution. Both the genders study harmoniously.

- They are serving honestly to increase literacy by encouraging poor students in nearby schools.

- Last but not the least, proud to state that our institution produced a wealthy and healthy community, where there is no scope for terrorists, extremists or anti-social activists except national lovers and builders (so many people serving in services at border). Our students are good citizens of India.

6. Problems Encountered and Resources Required:

Most of the students are economically backward. They have less financial support from their families. Our college is with 65-70% women students. Many of them are married in the middle of the education. They need good financial support and hostel facilities. Counselling to parents is necessary to encourage the women students in education. Most of the women students are not going to further studies after degree and they become housewives. Parents of the women students are making their daughters as good housewives rather than good employees because of so many social issues. Our students are facing many problems like poor financial background, early marriages and restrictions to higher education due to less financial support. They should be encouraged to study after degree also. They should be empowered and so Women Empowerment Cell members are giving counselling to women students to encourage them in all fields. Women Empowerment Cell is conducting many programmes to empower them.