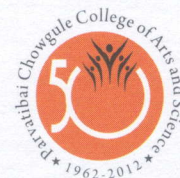# Parvatibai Chowgule College of Arts and Science
Autonomous

Accredited by NAAC with Grade 'A' (CGPA Score 3.41 on a 4 Point Scale)
Best Affiliated College-Goa University Silver Jubilee Year Award

BEST PRACTISE I

FOR THE ACADEMIC YEAR 2019-20

Title of the Practice : TECHNOLOGY INTEGRATED LEARNING

2. Objectives of the Practice

These are challenging times for students and Faculty in education because the reduction in attention span of students is evident and as a result, Faculty are constantly looking for ways to engage students. On their part, students too are also looking at multiple ways of acquiring knowledge, and critically analysing information that is being provided to them by the Web. The Web provides many avenues for the student to explore and learn in an environment suitable for them. The Web 2.0 and tools available on the internet offer a lot of potential to Faculty to use them in their Web-based practices for teaching, learning, and evaluation.

Hence the objective was to incorporate Web based teaching tools in the teaching-learning and evaluation process.

Outcome:

The students benefit because they are digital natives, technology-savvy, and looking for easier ways of understanding. The Faculty too are able to use these Information's Communication Technology (ICT) tools to facilitate the process.

3. The Context

Prior to the pandemic, all the Faculty have been using Learning Management Systems (LMS) like (Google Classroom/MOODLE) in organizing the content and providing resources to the students. The Smart Board was also used as an aid in effective communication and demonstration. However, during the pandemic, there was a need for transition into online modes of teaching, learning, and assessment on a larger scale, given the fact that the students and Faculty could no longer meet face to face. Since the Faculty were already extensively using the LMS, this transition was relatively easier and smooth. So,

during the lockdown period, most Faculty were able to complete the portion using video conferencing tools, some recorded their lectures and made them available to the students via the LMS, emails and WhatsApp groups (which they officially set up for this purpose/times). They also effectively evaluated the students using various web tools and modes of evaluation like e-portfolio, assignment and quiz.

Challenging Issues:

There were reported cases of inconsistencies in internet connectivity and internet speeds across the State and this was an issue for effective functioning. Ensuring learning and timely responses from all students was a challenge for the Faculty considering that there was no physical contact with the students. The Exam Department of the College framed some uniform rules, regulations and set up guidelines to be followed by Faculty and students (keeping in mind also students who face internet connectivity issues) so that there was no discrepancy in administering the assessments and also ensured that the assessments were conducted in a fair and all-inclusive manner by all.

4. The Practice

LMS have been used in the College since 2010. At the commencement of the semester, every Faculty is expected to create a course page on the LMS (Google Classroom/MOODLE) classroom. All the necessary information pertaining to the course (Course Details and Schedule, List of Mandatory and Supplementary readings, Class policies, Assessment schemes, etc) are made available in the introductory segment of the course page. Apart from this information, all the course-related resources (Lecture notes, research articles, videos, weblinks) are also made available to students in an organized format. LMSs mentioned above allow Faculty to create a centralized repository of various sources of information to ensure that the students are introduced to real-time research and other relevant information. This kind of information has helped the students to take the leap from defined higher secondary text book content to research-based learning.

Various other tools were put in use for obtaining an understanding of students' grasp on the subject matter. Some of these online applications include the apps provided within the Google suite subscription such as Jam board. During the lockdown when physical presence of Faculty and students on campus was not possible these LMS were further used to complete the portion through google meet and various resources were shared on Google classroom/MOODLE. Even evaluations were conducted effectively by

the means of Google form, submission of assignments.Initially before the google meet became popular faculties created videos on WhatsApp and circulated them in kind of online interaction with students. since WhatsApp has certain limitations a switch over to telegram app was made. As a preparation for the new academic year and uncertainty over the beginning of the classes, faculty explored various ways and means of reaching out to students using an all-inclusive approach. Video Recording Software like Open Broadcasting System (OBS) and Open Shot were used in combination on PC; Screen Recorder and Video Shows were used on the mobile to prepare videos to be made available to students via LMS. For face to face interaction, Google meet and its various extensions like meet attendance and full screen shot were used. The hardware tools like stylus pen, graphic tablet, HD camera. lapel mike was used by the faculty in self learning mode to make the e learning effective.

Issues related to Internet connectivity proved to be a hindrance to effective delivery of online lectures and timely submissions and access to the LMS.

5. Evidence of Success

As a result of using web-based LMS students are acclimated to the use of technology. Faculty completed the portion in spite of the pandemic. Faculty used online methods like google survey, assignments for conducting exams and also open book examinations. Faculty were able to complete their Continuous Assessment (CA) and Practical Assessment (PA).

Along with Faculty, students' adaptability to technology and new modes of learning brought them par with global learning experience. The institute has now a vast repository of offline videos made using multiple mediums, the face-to-faceGoogle Meet recordings and the E-resources shared with them on LMS. The support of addons in Google Chrome has helped to maintain the attendance records, screenshots and interactive presentation website like Mentimeter also has created a pool of documents. All this data is available with each Faculty in the course that they have taught. In order to maintain quality and standards, the Centre for Teaching Learning (CTL) of the college has prepared a handbook to help Faculty. It contains guidelines/formats to display courses in the LMS and tips on effective design of slides. The Internal Quality Assurance Cell (IQAC) of the college too has prepared two Handbooks namely one for Teaching-Learning (TL) Methods (wherein various TL methods are explained w.r.t the

Methodology and use/application of the same) and the Assessment Handbook contains information on how to go about conducting various evaluations modes.

6. Problems Encountered and Resources Required

Integration of Web Technology Integrated Learning was a relatively seamless process due to the existing use of some web tools. In spite of this, there were a few flaws. The Faculty need to be trained more on the various options that are available for teaching, learning as well as evaluation in an online/web-based environment. The use of apps for real time online classes has been beneficial. That being said, there is a need for tools that can be used to better interact with students as well to ensure better engagement during class.

One drawback of the practice was the inability to conduct practical as far as the science stream is concerned. However, A few dry lab practicals could be conducted online, because they were practical demonstration type experiments.

Another major setback is not being able to ensure the authenticity of student responses when evaluations are strictly online (especially due to the pandemic situation). But efforts are being made to incorporate, Viva-voce, or increase the percentage of higher order questions to induce critical thinking in students.

Internet Connectivity issues have still remained a point of concern. Also, the pace of acclimatisation of faculty to new technology is uneven. Since the resources are multiple and its usage depends upon the level of comfort and adaptability of faculty, there is non-uniformity in presentation without compromising the quality of the resources.

BEST PRACTISE II

FOR THE ACADEMIC YEAR 2019-20

1. Title of the Practice: <u>NON EVALUATIVE CREDITS FOR EXTRACURRICULAR ACTIVITIES THROUGH CHOWGULE COLLEGE STUDENT CLUB SYSTEM.</u>

Formulation and implementation of College Extracurricular Activity Policy and Procedures leading to effective management of extracurricular activities and events, Students' and Sports Council activities and events, and provision for Non Evaluative Credits for Extracurricular activities through Chowgule College Student Club System.

2. OBJECTIVES OF THE PRACTICE

This College Extracurricular Activity Policy is embodied in the following objectives;

- To set and maintain appropriate standards for conduct of extracurricular activities as they relate to all the students of the college.

- To maintain these standards by following statutory requirements, established best practices and guidance and, where and when appropriate, to review and improve these practices on a continuing basis.

- To ensure that all students and faculty members involved in extracurricular activities are informed of these standards by effective training, communication and supervision.

- To ensure extracurricular activity administrating responsibilities are properly assigned and that all faculties, student administrative bodies, club management bodies understand their responsibilities and discharge them with reasonable care.

- To encourage the participation of students in extracurricular activities and the promotion of effective joint efforts between students' administrative bodies and faculty consultation in extracurricular activity matters, and to see that suitable arrangements exist within the college to further such joint consultation.

- To abide by the college extracurricular policy and imply the same while collaborating with other institutions, organisation, agencies and to implement the same to all those individuals who attend any extracurricular activity or event in the college campus.
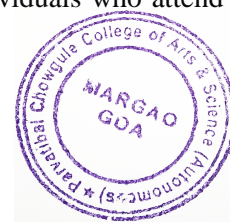
3. The Context

Contextual Features or Challenging Issues

The challenging issues that were persisting prior to implement this practice were;

- ✓ Only three options to students that is, NSS, NCC and Sports.
- ✓ No clear choice of organising and participating in activities.
- ✓ Repetition of activities by departments or student councils.
- ✓ No definite annual calendar of activities.
- ✓ No systematic budget planning and administrative procedures.
- ✓ Lesser involvement of student and faculties in college extracurricular activities.
- ✓ Overlapping of academic and extracurricular activities.

Challenging issues post implementation of this practice;

- ✓ Formulation of policy covering a massive set of activities involving a large number of students and faculties in administrative and supervising work pertaining to the activities.
- ✓ convincing student administrative bodies to follow a proper guideline in planning, proposing and administrating activities as per the policy

4. The Practice

Parvatibai Chowgule College of Arts and Science encourage the students to be regularly involved in extracurricular while pursuing curricular and co-curricular programs offered to them. College administration and faculty members strongly believe that when a student is actively involved in the community and other activities in high school, there is a good chance that they will be doing something similar in higher classes. Chowgule College like to be known as hubs of activity, charity, art and culture, and it's largely the students that make them that way.

This policy lists various extracurricular activities that are presently being offered to the students and the guidelines for organisation and administration for smooth conduct & governance of these activities. The policy also defines the role of college administration, faculty members, departments and student administrative bodies involved in organisation, administration and supervision of extracurricular activities and the events.

The extracurricular activities are divided in four major fractions, NSS, NCC, Sports and Other Extracurricular activities. NSS, NCC and Sports has a pre-defined curriculum/programme and is governed by NSS programme officer or NCC officer as per the directives of respective central and state agencies. Sports is managed by Department of Physical Education and Sports Management and is in accordance with the Inter Collegiate programme offered by Goa University.

The group of other extracurricular activities are further divided in to five sub groups. These sub groups are Healthy Lifestyle Activities, Literary Activities, Social Outreach Activities, Art and Cultural Activities and Life Skill activities.

These activities are managed by Student initiated and governed clubs under the supervision of faculty members. Clubs, active in similar functional area, are grouped together. Each group of clubs is supervised by a faculty adviser. Each club is under a supervision of a faculty member. As of now there are 62 affiliated club. The entire student club logistic management system is administered by College Club management board comprising of students.

The college extracurricular activity committee governs the entire programme as per the Extracurricular activity policy.

There is a provision of two hours per week in the college time table for club members to pursue the activity of their choice.

5. Evidence of Success

The student club system was introduced in 2010 so as to provide an opportunity to students to pursue activities of their choice. The students were empowered to manage their respective activity through formation of club in the functional area and from 4 clubs in the initial year today there are 62 different clubs.

The total number of students enrolled for these clubs have increased from 68 in the year 2010-2011 to 1236 in 2019-2020.

Implementation of non-evaluative credits in extracurricular activities from academic year 2015-16 and introducing social credits as an additional component from 2020-21.
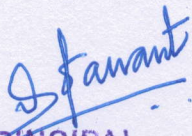
The college academic council has formulated and passed an ordinance pertaining to allotment of 6 non evaluative credits in extracurricular activities in 2015 and formulating a policy of introducing 4 credits in other extracurricular activity and 2 social credits as compulsory from academic year 2021 -22.

6. Problems Encountered and Resources Required

There were no problems encountered in formulating the policy. However, few problems were encountered in implementing the same.

Notable problems encountered during implementation were;

1. Setting up of an office of students' affairs for handling registration and day to day monitoring of the activities by following guidelines as mentioned in the policy.

2. Training students to administrate respective activities and submitting details of the same using e-resources.

3. Merging activities of similar kind that were being organised by students' and sports councils, departments, NSS and NCC units, and college administration.

4. Students submitting data in the handwritten format instead of the prescribed e-format leading to doubling of work at the office of students' affairs.

5. Lack of communication between students of different departments.

6. Need of a specific website for displaying online options for joining clubs, enrolling for various activities offered by number of clubs and other college units and uploading of completed Non-Evaluative Credits.

PRINCIPAL
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