DAV College of Education, Abohar

Institutional Best Practices

Practice 1:

Title of the practice: Blended/hybrid learning in practice

Objectives of the practice:

1. To make education possible under all circumstances
2. To make learning easy and accessible
3. To inspire trainees to integrate technology in their teaching.
4. To make learning automated

Context:

The context of introduction of this practice was compulsion rather than choice, but later it became more than a choice, a favourite mode for teaching. With the outbreak of Covid-19 pandemic and sudden closure of all educational institution in between the session, our teachers left with no other option, but to find some online alternatives for reaching and teaching the students. We train the teachers online to teach online, but it worked very well and we are continuing even in the post Covid times and enjoying it like anything.

The practice:

It was started with as simple as sending recorded lectures through screen recording soft wares like *X-recorder* on our smart phones and later more sophisticated software on Windows like *OBS studio*. Teachers also joined online FDPs to learn these things. As we progressed we started using Google meet, Zoom free version for live classes. Also we learnt to use LMS (locally hired) as well as Google classroom and some teachers even used Moodle. Now our teachers can very effectively use online classes for teaching under any circumstances to continue learning of students. In the post pandemic times also it has become the best tool to contact/teach students in the evening or on a holiday by just informing in the appropriate WhatsApp or Telegram group. Due to easy operation of WhatsApp teachers are not using much of LMS, but are slowly and surely picking up.

The evidence of success:

- All the syllabi by all teachers finished in time even with the outbreak of the pandemic
- All students taught through online passed their exams
- All teachers became tech-savvy and mastered online teaching on various platforms

Problems encountered:

- Initially it was difficult to learn screen casting and live classes on Google meet or zoom
- Internet connections were not stable in the beginning
- Data cost was an issue to start with
- OER were limited in availability

- Legal issues regarding copyright of the content was a hindrance

The resources required:

- An android phone or a desktop or a laptop of at least window 7
- A stable high speed internet connection
- Sufficient data license
- OER or self-created learning resources

Practice 2:

Title of the practice: Training/Mentoring/guiding school teachers in pedagogical aspects

Objectives of the practice:

1. To provide in-service training to school teachers
2. To share latest pedagogical knowledge with the in-service teachers
3. To earn reputation of "excellence in mentoring" for our institution
4. To give chance to our teachers to explore their talents
5. To showcase one of the USPs of our college to attract new admissions

Context:

The practice is expected one for any training institution, but for a long time the sharing of knowledge among institutions was an unknown phenomenon. In the last decade with the picking up of concept of knowledge economy our teachers started working in this direction. Initially we only participated in seminars, conferences, paper publishing etc. After some experiences our faculty members started moving out as resource persons on various academic platforms. Teachers also faced problems with finances and provision of duty leave for such activities. But Covid-19 brought a great opportunity in the form of online meeting as an alternative mode of interacting with teachers in schools. This was fueled by authenticating this mode by sponsoring authorities like CBSE, Universities, SCERTs, Schools and local administration.

The practice:

We started with simply going to the nearby schools and colleges to deliver lectures, conducting workshops or be a resource person in some seminar or some conference. With the sudden outbreak of Covid-19 pandemic we lost the way, but with the introduction of online platforms we got a huge opportunity and we caught it at the right moment. Our teachers started online teaching to our students and at the same time started exploring our possibility of training teachers I the school through the newly found tool. Various organizations including CBSE helped us in realizing the purpose. One of our faculty members Mr. Ajay Khosla was chosen as resource person for capacity building workshops for social science teachers in CBSE schools. Till now he has conducted more than hundred online workshops. Other faculty members have also acted as resource persons on various other online platforms.

The evidence of success:

- In total on around --------occasions our college teachers had been resources persons for teachers training in various schools/colleges in last one year in spite of being lockdown and only online mode was available to interact.
- As mentioned above one of our faculty members has been star mentor for social science teachers in CBSE schools.
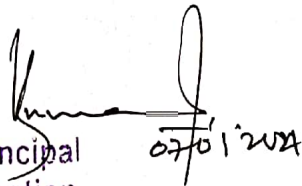
Problems encountered:

- Initially being from a college (not from a university), it was difficult to get an invitation for being a resource person in various training programs
- Being placed in a remotest location we lacked the intellectual network to get opportunity for such invitation, the problem was resolved by online platforms.
- Lack of our own training to be a resource person on such occasion.

The resources required:

- Academic literature
- Intellectual and institutional network
- Institutional support for exposure
- An authentication by the authorities

for
Dr. Urmil Sethi

Principal   Principal   07/01/2021
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