



BEST PRACTICES

TRAINING TEACHERS FOR ONLINE MODE OF CURRICULUM DELIVERY

GOAL – The aim of the practice was to enable teachers to manage alternative medium of teaching and ensure effective curriculum delivery.

CONTEXT – With COVID 19, since the effectiveness of curriculum delivery completely depended on technical skills, need was felt to train the teachers and enable them to cope with the changed scenario.

THE PRACTICE:

167 teachers were grouped into ten batches for training. Pre-session work and assignments were designated to them to ensure that they were able to cope with the new techniques, based on which they were graded. This unique initiative by the College equipped the teachers to adapt to the online mode.

EVIDENCE OF SUCCESS:

The College made Online G Classrooms available for the teachers. Teachers could successfully conduct online classes on G Suite for three semesters. Examinations were conducted smoothly and resource banks were created for the students in each of their G Classrooms.

PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED:

During the pandemic, the individual concerns of health and related stakes escalated. It was difficult to plan a course where most of the teachers could be included beyond college hours.

NOTES (OPTIONAL):

The College procured GSuite for institutional purpose. This encouraged optimum use of Google Drive where all data related to the College could be uploaded and maintained by the faculty members.

FACULTY MENTORSHIP PROGRAMME TO PROVIDE HOLISTIC SUPPORT TO THE STUDENTS.

GOAL – To enable teachers to provide support to the students, academically as well as psychologically, and ensure holistic development for them.

CONTEXT – With COVID 19, since direct contact between teachers and students has been limited, need was felt to ensure that teachers could provide all-round support to the students despite the distance.

THE PRACTICE:

The College collaborated with UMMEED Counselling and Consulting Services. The teachers attended a Mentoring Workshop conducted by Ms. Salony Priya, Director (UMMEED), where she explained the requirement for teachers to act as mentors to the students and elaborated on different kinds of mentoring practices adopted in the Higher Education sector.

EVIDENCE OF SUCCESS:

The teachers attended the Workshop in two batches through the day and engaged in interactive sessions to discuss the need for mentoring and challenges faced in the post-pandemic situation. Certificates were awarded to the teachers after completion of the Workshop.

PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED:

With the renewed rise in infections, it was difficult to safely organize a Workshop including all teachers. The diversity of concerns regarding students could not be addressed in one day.

NOTES (OPTIONAL):

Teachers submitted feedback forms after the Workshop expressing their interest in acquiring professional mentorship skills. The College proposed to conduct an additional course on mentoring for the teachers in future.