

Best Practices: (1)

Title of the Practice: Maintaining Teacher's Diary:

Objectives:

- 1) To enhance Teachers' accountability towards institution and self.
- 2) To develop a tool for documentation at the micro level for individual teachers
- 3) To help record all such activities which teachers performed as duties as well as beyond their stipulated workload.
- 4) The diary provides the Head of the Department as well as the Principal a detail picture of the teacher's classroom activity.
- 5) The Diary pages have a remark column, which the individual teacher is expected to use for jotting down any suggestions, complaints, and grievances necessary to be brought to the notice of the authorities.

The Context: The College maintains various records such as daily attendance of students, musters for teachers, individual timetables at the departmental level as well as the College level. Since these are separate records, there was no mechanism to get all the details of an individual teacher's contribution at a glance. There was no mechanism, which could help teachers to record their daily work. The additional duties, which they undertook, such as working in various College committees, conducting extra lectures, counseling students, helping weak students and other such activities were not properly documented. Their contribution would go unrecorded and the teachers felt that such involvement should be noticed and recognized. Hence, the Teacher's Diary was devised and is in use for the past eleven years.

The Practice: At the beginning of every year, the individual teacher gets a diary from the College office. The Diary is divided into three parts:

- 1) Annual/Term wise individual teaching plan, distribution of syllabus, and the individual timetable is appended on the back cover page of the diary. The Mission, Goals and Objectives are printed on the inside of the front cover page that constantly reminds our teachers of their role in the entire working of the College.
- 2) Actual practical, classes taken by the teacher, time, venue, number of students present in the classroom, portion taught and a remarks section where the teacher is free to note down anything worth mentioning from inconvenience in the classroom, exchange of lectures, leave taken, any other significant point...
- 3) Library record, books borrowed, returned from the library or else where etc.

The Diary is used in the following manner:

1. The Principal issues a notice after every three months/ a stipulated period for submission of diary duly completed. The Head/In charge of the department checks the

diary, signs it and sends it to the Principal on the date mentioned. The Principal checks the entries, makes observations where necessary and sends it back to the individual members.

Evidence of Success:

The Diary helps Staff members to maintain a true record of the actual work done such as classes engaged, syllabus completed, extra work done, meetings attended. It helps in communicating problems or other significant issues to the Principal and establishing a dialogue. It helps to maintain a record of student counseling, library visits, inter departmental activities, co-curricular and extracurricular activities, record of leaves taken along with purpose etc.

HoD /IC can keep track of the work done by the departmental colleagues; it helps to monitor planning of work, teaching assignments and syllabus completion, solving problems of all kinds faced during the actual working in laboratories and lecture halls etc. The diary helps the principal to maintain a free and fair communication both ways between the staff, head, and take an overview of the work accomplished. The daily attendance provides a picture of the students' as well as the teachers' academic involvement. Problems are sorted out before they escalate and get out of control. The diary is a micro-representation of the entire work carried out during the academic year by every individual member and it helps in maintaining fair and prompt records.

Problems Encountered and Resources Required

Reluctance of the Teachers: The most important problem, which we faced initially, was trying to convince the teachers of the relevance and significance of maintaining a diary. They first were a little reluctant to adopt the diary because maintaining the diary meant adopting a transparent attitude towards recording their work. They were also a little apprehensive about filling the diary daily which meant spending some time of their day regularly to write down details about the work done or otherwise in their diary.

Suspicious about use of information: The teachers had to be ensured that the details in the diary would be used strictly for enhancing teacher credibility and accountability. At the outset they had to be explained how to make entries in the given columns and how each of them was interrelated.

The resources required for this Best Practice viz. maintaining a Teacher's Diary is a printed diary and the data of teachers' activities.

Best Practices:(2)

Title of Practice: Teaching and Learning Initiatives during the COVID-19 pandemic

Objectives:

1. To provide quality education to the students even during pandemic.

2. To motivate teachers for adapting online teaching mode.
3. Use of various methods for evaluating online teaching mode.
4. Frequent meetings arranged by Principal with staff members

The context:

The college is situated in the remote tribal belt of Palghar district, village Bordi. Majority of the students belong to tribal communities and come from economically weaker background.

Education is the only means of improving their quality of life. During this pandemic teacher played a crucial role by imparting quality education to students especially to girl students as it was important to ensure that students did not quit education at the primary level itself. It was necessary to shift the offline teaching mode to online teaching mode.

Therefore, we decided to adapt online teaching mode, and teachers were asked to participate in various workshops, webinars, training programs and FDPs to get acquainted with online mode of teaching.

Practice:

Some of our teachers were making use of ICT as part of the teaching process.

In order to orient other staff members and train them in online methodology, they took the initiative.

Teachers actively participated in online workshops and training programs to record and to make good quality and effective video lectures.

To deliver lectures for UG and PG student's various modes such as Google meet, Zoom meeting, Teach mint, YouTube were used.

Google classroom were formed for each class to upload information about lecture and other academic inputs

WhatsApp and Telegram groups were formed to share information about lectures and to discuss the doubts of the students.

Recorded video lectures were uploaded on YouTube and links were shared through Google classroom, WhatsApp group and telegram group helped the students, can watch lectures according to their convenience and for number of times.

Doubts and difficulties were solved by conducting online meeting through Google meet or Zoom platform.

During the pandemic, demonstration videos of experiments were recorded by expert teaching staff and then it was shared with students.

This year due to COVID-19 pandemic, we were not able to arrange the annual health checkup camp at Khorepada.

Evidence of Success:

For the teachers' teaching from home was an extra-ordinary experience and at the same time it was very challenging, just as doctors who were doing their duties as frontline warriors, Teachers have been working hard to provide quality education to the students.

To check the effectiveness and delivery of online teaching content, assignments were given to students and frequently tests were conducted.

Our college is recognized as the cluster head. Our cluster contains five colleges affiliated to the University of Mumbai in the vicinity. The Principal arranged frequent meetings to facilitate the decision and directives of the University. All duties assigned by the University to the cluster head were performed effectively and smoothly. Question banks were set centrally and paper set at the cluster.

Problems encountered and Resources required:

While transforming from brick class to click class teachers and students faced adaptability issue during online teaching and learning process.

Majority of students are from remote areas they faced poor internet connectivity.

They faced problems in buying data pack required for attending the classes. Our challenges were numerous but unitedly we helped students to steer clear and continue with their education despite of Pandemic.