Best Practices of B. M. Ruia Girls' College

2019-20

BEST PRACTICE – I

Title of the Practice:

"Empowering Students as Community Changemakers"

1. Goals:

The primary objectives of the Community Service practice were as follows:

- To cultivate a sense of civic responsibility and social consciousness among students.
- To actively involve students in community service and outreach programs.
- To provide students with opportunities to apply their academic knowledge to real-world societal issues.
- To empower students with practical experiences that enhance their personal and social development.
- Strengthen the bond between the institution and the local community.
- Empower students to become active contributors to community development.

2. Context:

In our institution, we recognized the need to instil a sense of civic responsibility and community engagement among our students. The context demanded the initiation of a comprehensive community service program to sensitize students about community issues and actively involve them in community service. It aimed to inculcate compassion and develop empathy among students for a broader understanding of societal challenges.

3. Practice:

Community Service practice involved a range of initiatives and activities:

Students were encouraged to volunteer for various community projects, such as health awareness campaigns, environmental clean-up drives, awareness and educational programs. Students had the opportunity to work with Government, University, local NGOs and community organizations. Students actively volunteered for various events and projects related to Swachh Bharat Sarvekshan 2020 awareness campaign, Ek Bharat Shreshtha Bharat Abhiyan, women empowerment, gender sensitization, legal awareness, environmental conservation, Swachh Bharat Abhiyan-cleanliness campaigns, Beach

Cleaning, skill development, youth empowerment, education, healthcare, COVID-19 awareness, mental health, and many more.

Volunteers diligently participated in Annual Community Engagement Events. They managed and interacted with more than 5000 beneficiaries during the Free Eye Check-up and Free spectacle distribution Camps organised by KARM NGO. They performed community awareness during Pulse Polio immunization camps in association with Municipal Corporation of Greater Mumbai and administered polio vaccine to children at the centre and door-to-door visit on the stipulated dates.

The institution and student volunteers played an active role in identifying community needs and organizing relevant initiatives throughout the year. Some of the events organized in association with NGOs, for the students and community during the year included, Health Check-up camps, Blood Sugar Check-up with Rotary Club of Bombay Queen City, Bone Muscle Density check-up, Eye Check-up and Free spectacle distribution, Self-Development Workshop with Rotary Club of Bombay Mid City, etc. During COVID-19 pandemic, volunteers made posters, short videos, slogans, brochures, flyers, for creating awareness on safety measures to be adopted, appreciation to frontline workers, and more. Community service activities were also organised at the adopted village Umroli in Palghar District. Shramdaan, Medical Check-up Camp, Yoga sessions, health awareness programmes, Mental health, workshops on skill development, scientific temperament, self-defence, and many other community engagement programmes.

4. **Evidence of Success:**

The Community Service practice had a significant impact on both students and the community. It instilled a sense of social responsibility in students and empowered them to address community needs. It increased civic awareness. Students became more aware of community issues and the importance of active citizenship. The community benefited from health check-up camps, awareness programs, and support during the COVID-19 pandemic. Engagement in community service enhanced students' leadership, teamwork, and problem-solving skills and enhanced personal growth. The students' and institution's relationship with the local community strengthened, resulting in more collaborative initiatives.

These community engagements exemplify the institution's commitment to social responsibility, promoting a holistic education that goes beyond the classroom and prepares students to be responsible and empathetic citizens, nation builders and empowered community changemakers.

5. Challenges Encountered and Resources Required:

Engaging the community effectively required careful planning, coordination and communication. Strategies included door-to-door campaigns, workshops, and awareness resources. Students' activities schedules were efficiently designed to balance academic and community commitments. Limited resources for organizing large scale events were overcome by seeking partnerships with external organizations, NGOs and leveraging student volunteers. The Community Service practice required both financial and human resources. It required resources such as volunteers, partnerships with NGOs and government agencies, funds for organizing events, and materials for awareness campaigns. Human resources included faculty and staff time for planning and coordination, as well as student volunteers.

5. Challenges Encountered and Resources Required:

BEST PRACTICE II

Title of the Practice:

"Enhancing Teaching Pedagogy in Higher Education through ICT Skill Development"

1. Goals:

- Equip staff members with modern teaching pedagogies for higher education institutions.
- Enable educators to effectively utilize Information and Communication Technology (ICT) tools in their teaching.
- Prepare faculty for the shift to online teaching, which became imperative during the COVID-19 pandemic.

2. Context:

The Faculty Development Programme, conducted by the Internal Quality Assurance Cell (IQAC), aimed to address the need for updated teaching methodologies in higher education. Hands-on training was provided to the staff members. The COVID-19 pandemic necessitated the rapid adoption of online teaching, making ICT skills crucial for educators.

3. Practice:

The Faculty Development Program 'New Teaching Pedagogies in Higher Education Institutions' included a comprehensive curriculum covering various aspects of ICT in education, such as:

- Creating Moodle Accounts and Course Content.
- Developing Webpages and Uploading Educational Resources using Google Sites.
- Utilizing Open Educational Resources (OERs), freeware, and paid sources.
- Creating and Managing Blogs.
- Implementing Apps for Online Teaching, Learning, and Evaluation.
- Exploring animations, speech-to-text, audio tools, and voice modulation.
- Addressing security issues related to online teaching.
- Creating Google Forms for assessment.
- Familiarizing participants with online assessment tools and other relevant resources.

4. Evidence of Success:

Faculty members who participated in the Faculty Development Programme demonstrated enhanced teaching quality and effectiveness. Staff members gained practical skills in using ICT tools for teaching and learning. They integrated ICT tools into their pedagogy, leading to more engaging and interactive lessons. Testmoz, Kahoot, Google Forms for conducting online Quiz. Improved teaching pedagogies led to enhanced engagement and learning outcomes for students. Students benefited from multimedia-rich learning experiences, which contributed to a deeper understanding of course resources, videos, animations, infographs, mindmaps, etc. Student feedback and evaluations indicated a high level of satisfaction with the use of ICT in the classroom. Students appreciated the dynamic and interactive learning environments created through these technologies. As a result of the faculty's exposure to ICT during the faculty development program, they were better prepared to transition to online teaching during the COVID-19 pandemic. This adaptability ensured the continuity of education during challenging times. Faculty members began to implement innovative teaching practices and assignments, such as advanced multimedia presentations, online discussions, and sharing resources on faculty designed webpages, YouTube channels, blogs, which enriched the learning experience. Faculty members gained confidence in their ability to use ICT tools effectively in teaching. They became more willing to experiment with new technologies and adapt to changing educational trends. It enhanced peer collaboration among faculty members, leading to the sharing of successful ICT integration strategies and best practices. This collaborative environment contributed to ongoing improvement.

5. Challenges Encountered and Resources Required:

The challenges faced were, lack of access to advanced ICT tools and resources, hindering the implementation of cutting-edge teaching methods. The financial constraints made it difficult to invest in acquiring the necessary ICT tools and resources for faculty development. Not all classrooms were equipped with technology.

Resources Required: Securing additional financial resources to invest in advanced ICT tools and resources for teaching and learning is essential. Seeking grants from government and organizations that support educational technology initiatives could be explored. Priority should be given to upgrade Classrooms with modern technology infrastructure to ensure uniform access to ICT resources for all faculty members. Enhancing internet speed and reliability across the campus is crucial. Provide ongoing training and professional

development opportunities for faculty and staff to effectively use available ICT tools and
resources. Workshops, seminars, trainings and access to online courses should be provided.

**Faculty Development Program 'New Teaching Pedagogies in Higher Education
Institutions' organised by IQAC from 4th to 24th July, 2019**