Web www.pinglacollege.ac.in

PINGLA THANA MAHAVIDYALAYA

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Best Practices of Pingla Thana Mahavidyalaya
2020-2021

A. Practice one : Mentor-Mentee system for Students

1. Title of the Practice: Mentor-Mentee system for Students

2. Goals for the Practice: To lessen dropout rates, enhance performance, and relieve student stress through individual counseling.

3. The Context

Numerous stress-related issues related to personal, academic, physical, and mental problems affect students. College professional life is unfamiliar to students. It causes a lot of worries, particularly for hostel students who are spending their first time away from home. Students with weak educational backgrounds experience difficulties and hesitations in class and are inhibited, making it difficult for them to perform successfully. Statistics show a rise in both suicides and dropout rates in higher education in our country. It can be challenging to provide each student with individual attention in class due to the high student-teacher ratio. A "Mentor" who can truly connect with pupils is one solution as a result. For pupils to make general improvements, and emotional stability, and to encourage clarity in thinking and decision-making, mentoring is necessary.

4. The Practice

(i) In our college Semester wise mentor-mentee lists are prepared for each department.
(ii) Approximately 7-8 students are given to each teacher for the course of their studies.
(iii) They get together at least once a month to go through, clarify, and share a range of issues, whether personal, academic, etc.
(iv) Both their academic achievement and extracurricular activities are kept track of.
(v) The mentors encourage the students to take part in extracurricular, co-curricular, and sports activities.
(vi) The mentors also communicate with the parents weekly on attendance, test results, fee payments, examinations, etc.
(vii) The mentors communicate with the appropriate staff and resolve any issues the students may be having in any department, whether they are related to the staff or the completion of assigned work.
(viii) The mentors also counsel the students in need of emotional problems.
(ix) Slow learners are given extra attention by mentors, who also provide study notes and advise on how to organize their time and study effectively.
(x) Students' issues are discussed with the Principal and other faculty members, and appropriate action is then taken to resolve them.
(xi) Our college principal oversees the mentors' progress in helping pupils.

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5. Evidence of Success

University rankings improve in end semester examinations, improved test scores, greater attendance, fewer dropouts, increased engagement in co-curricular and extracurricular activities, enhanced campus discipline, and cordial relationships between students and teachers are all examples of practices that have been successful. The students are more at ease and get along well with the teachers.

6. Experiencing issues and needing resources

This method calls for a dedicated teaching staff that is capable of assisting students outside of scheduled class times. During the program's implementation, there are no restrictions or limitations.

B. Practice 2: Implementing Digital mode of teaching by use of Institutional Learning Management System

1. Title of the Practice : Implementing Digital mode of teaching by use of Institutional Learning Management System

2. Goals of the practice:
   (i)   By acting swiftly and responsibly, we can make sure that the teaching and learning process continues successfully in the online environment during the epidemic.
   (ii)   To make students familiar with the digital mode of teaching.
   (iii) Introducing new approaches to learning and teaching in place of conventional ones.
   (iv)   Production of digital content of study materials.
   (v)   Making use of ICT effectively.

3. Context:

During the pandemic period when all worlds are stupefied and many difficulties were put in front of educational institutions then we understand the need for a digital mode of teaching. As traditional teaching was disrupted and the majority of learning took place online, there was an urgent need to rethink education.

In order to accommodate online learning, teachers have been pushed to reconsider their pedagogical approaches. Today's teaching and learning processes are difficult and demanding. Since students are evolving, outdated teaching strategies are no longer effective. By doing this, we achieve the twin goals of introducing students to cutting-edge technology and utilizing ICT in regular classroom settings.

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4. **The Practice:**

To conduct online lectures, distribute resources, and administer internal examinations and assignments, Google Meet and Zoom were heavily utilized. For implementing a Digital mode of learning with ease for the students our college introduced Institutional Learning Management System. Besides using different ICT-based tools and social media during the pandemic period for taking online classes and class tests, the teacher and students both use this ILMS platform. In this platform, a login id and password are generated for both the students and teachers to access ILMS. Study materials are uploaded in this platform and students are taking this advantage. All faculty were provided institutional email ids. Through various channels like WhatsApp, emails, and other communications, all students, teachers, and other staff were in regular communication with one another. College communications were quickly uploaded on the college website, student groups, faculty groups, and through email and WhatsApp.

5. **Evidence of success:**

Although the online approach cannot replicate the face-to-face interaction of physical classes, the college's response to the epidemic was appropriate given the circumstances. Most of the students are benefited from this program. According to the student's exam scores during the aforementioned time span, overall, they did fairly well. According to the feedback and satisfaction surveys conducted during the epidemic year, students were generally satisfied with the online mode.

6. **Problems Encountered and Resources Required**

While many students benefited from these new pedagogies and showed resilience, some suffered, particularly those from underprivileged backgrounds. This is a big problem as many of our students are first learners and belong to poor families. Both students and faculty members are stressed and anxious during this period. As our college is located in a remote rural area, here network issues are there. The college understood that students from socially deprived groups did not have access to computers or smartphones, so computers or laptops may be given to those underprivileged students through Government.