

7.2 Best Practices

Describe at least two institutional best practices. Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link

Best Practice 1: Quick Response to the Pandemic

1. Title of the Practice

Quick Response on part of the College to the Pandemic and Lock Downs with special reference to teaching, learning and evaluation.

2. Objectives of the Practice

1. To ensure the continuity of the TLE processes that were threatened to be disrupted due to the LockDown 1.0 in mid-March 2020
2. To keep the students aware of the decisions on part of the Govt., UGC and the affiliating University SPPU about the conduct of exams and practicals / orals at the end of the academic year 2019-20.
3. To ensure that the faculty are well-prepared for the possibility of continued Lock Down periods and the resultant need to impart Online Education to the students
4. To be able to create enough E-Content for synchronous as well as asynchronous delivery so as to start off the next academic year 2020-21 smoothly.

3. The Context

1. The sudden halt to the on-campus TLE process in the wake of the COVID19 Pandemic and the National LockDown was declared on 24th March 2020 when the annual and semester end evaluation process had just started for the year 2019-20.
2. The uncertainty about the end of the Lock Down and the conduct of exams and practicals thereafter.
3. The subsequent possibilities of Online conduct of exams and orals and the need to prepare the students to face the MCQ or some such online ways of evaluation
4. With the world-wide spread of the pandemic, the need to create E-content and search for feasible options of LMS for the conduct of Online education for the next academic year
5. The proliferation of all such information among the students and teachers

4. The Practice

In the face of the Pandemic related LockDowns, the college took up the challenge to give a quick and responsible response to the threats posed by the situation to the health of the stakeholders, college functioning in general and the TLE processes in particular. The following stepwise measures were taken to counter the situation effectively.

1. At first, a Class & Division-wise teacher-students WhatsApp groups were formed so as to ensure a continuous two-way communication between them. The teachers kept disseminating important information, circulars, deadlines etc. and helped the students overcome the trauma and panic in this difficult situation. These groups provided effective psychological support particularly to the TY students.
2. All the teachers quickly created revisionary E-content, Question Banks as per the possible online evaluation methods like MCQs etc. and posted it on the internal communication platform Miniweb. In this regard, the earlier conducted two days' Workshop on "E-content Development" by experts from Knowledge Bridge Pvt. Ltd. On 16th & 17th Oct 2019 proved to be immensely helpful.
3. The college took proactive steps to arrange for a national and international level brain-storming over the need to reboot the Indian HE systems during and Post COVID. It was decided to arrange a National level webinar titled "Rebooting Indian HE System: A March towards Self-Reliance" on 16th June 2020. Hon. VC, SPPU, Hon. Chairman AICTE and Associate Dean, University of Hull were sent the invitation being expert invitees for the webinar.
4. The faculty contribute actively to the affiliating university SPPU's call to contribute suggestions and ideas to conduct the final year online exams effectively.
5. As further Lock Downs continued, the College realized the need to prepare for a fully online curriculum delivery in the upcoming academic year 2020-21. Hence, the following various measures were taken:
 - a. The College library also developed a digital platform for soft-copies of a wide range of books in association with KopyKitab.com so that students could have remote access through this site to textbooks as well reference books.
 - b. On 7-8-9th May 2020, a special Moodle Training Workshop was organized by the Staff Academy. This 3 days' workshop acquainted the teachers with the Moodle LMS and subsequently, all the faculty were to explore, experiment and create their own subject-specific virtual classrooms on the Moodle Platform and accordingly few teachers created the courses.
 - c. A few faculty members also completed online short-term training for Moodle during May 2020 while some got self-trained with the help of You-tube tutorials.
 - d. A special Moodle LMS group was also formed to explore the various LMS solutions available apart from Moodle. The group also tried to evaluate the need for IT infrastructure and Internet connectivity upgradation for such LMS and have been looking for various LMS & ERP solutions available in the market.
 - e. In the meanwhile, the management provided G-Suite accounts to all faculty and the college decided to explore the effective use of various google services till an long-lasting ERP-LMS solution is purchased. The faculty were asked to create their subject specific Google Classrooms with the required E-content for synchronous as well as asynchronous curriculum delivery.
 - f. To aid the creation of quality E-content for these Google Classrooms, the staff academy organized a special 5 days' FDP on "Applications

useful for creation of E-content” from 19th -27th Aug 2020 wherein the participating faculty were encouraged to create their E-content using the tools taught during the FDP. The special feature of the FDP was, it was conducted by the faculty for the faculty.

g. Webinar on 'Implementation of CBCS-An experience sharing' by IQAC and Staff Academy was conducted.

h. As the admission process for the academic year 2020-21 began, proper Zoom and You-Tube webcasts were conducted to orient and acquaint the students with the Online Curriculum delivery systems at GCC and the first semester of the academic year 2020-21 started off smoothly, completely online without any hassles. The college has been maintaining a continuous interaction with students and other stakeholders through Facebook, Instagram, YouTube etc.

5. Evidence of Success

The evidence of the success of this strategic planning and methodical execution of well-monitored activities on part of the management and the faculty is:

1. The continuous orientation and updation of the faculty regarding online teaching tools and techniques could help to boost the confidence and to deliver the curriculum effectively.
2. In response to suggestions on conduct of online exams of SPPU, a draft of suggestions was sent to the controller of examination of SPPU titled 'Suggestions for Alternative Evaluation Patterns in times of COVID'
3. The college conducted an online survey about 'Learner's Suitability for Online Learning' for which 859 students responded quickly in a positive way.
4. Online Guidance Session on action plan for Pre-Final Examination in association with SPPU was organised.
5. Smooth conduct of exams and orals for the academic year 2019-20 as and when directed by the affiliating University SPPU.
6. The resultant vibes of confidence and faith developed among the students about the accessibility, reliability and attentive availability of all the college authorities and faculty in such difficult times. The smooth process of admissions was the result for the entry level (FY) for the grantable as well as the non-grant courses for the academic year 2020-21 is a strong pointer to this successful bridge of faith among the college and its stake-holders. The entire admissions and Fees payment process was successfully completely online.
7. Despite the lockdown, the administrative activities were conducted as per the regular routine, without hampering the operational efficiency for example, initiation of timely recruitment of temporary staff, admissions etc.

6. Problems Encountered and Resources Required

The problems encountered while dealing with the threats of the Pandemic to the TLE process of the college, the College encountered numerous infrastructural, HR as well as financial problems. Some of those challenges and the way the college overcame/is overcoming them are as follows:

Sr. No.	Problem Encountered	Solutions sought / are being sought
1.	Need to step up the IT infrastructure of the college	The college purchased the necessary equipment to facilitate the teacher for online teaching, learning and evaluation.
2.	Need to create reliable and cheaper ways of information dissemination and a two-way communication among the students and teachers	<ol style="list-style-type: none"> 1. Effective use of the college website 2. The internal communication platform Miniweb 3. Creation of Class and Division wise WhatsApp groups with the teachers as Admins of the group 4. Creation of Google classrooms by teachers for the subjects they teach 5. Zoom packages were purchased for larger online meetings
3.	Need to look for cost-effective and student-friendly LMS solutions for the Online TLE processes ahead	The Management purchased and provided the G-Suite accounts for all the teachers so that they could create their Google Classrooms and use the various features like Google Meet with recording facility, Google groups, Google Drive etc. seamlessly. In the longer run, the college is looking for complete LMS solutions like Moodle and is currently experimenting and weighing various options.
4.	Need to look for one-stop ERP solution for online admissions and other admin procedures	The college made successful use of multiple social media channels as well as available ERP solutions to counter the sudden challenges posed by the pandemic. But the College is looking for one stop ERP and LMS integrated solutions in the longer run.
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Best Practice 2: Development of Knowledge Network at International Level

Objectives:

- To enrich the academic and cultural experience of the students and faculties through Internationalization.
- To initiate collaborative activities with Universities and Institutions of international repute.
- To provide assistance to students aspiring to pursue higher education abroad.

The context:

In the wake of growing internationalization in the educational domain with unhindered communication channels being on offer, universities across the globe are already seeking to make the most of the possibilities which are presented by forming global partnerships and relationships with other Institutions. Acquisition of knowledge and transfer of knowledge has now become an indispensable for quality enhancement in HEIs.

Knowledge sharing platforms can be generated using collaborations and partnerships between HEIs across the globe. Exchange of teaching-learning methods, student engagement, collaborative research, student and faculty mobility are the various means to establish such platforms.

Evidence of success:

The International Relations Committee was formed in 2016-17 to plan, design and execute the international activities of MES Garware College of Commerce and enable the students to gain a global perspective in order to function effectively in the rapidly globalized environment.

Following activities are conducted -

1. Student delegate visits to international institutions:

Student delegates visit Singapore to get an insight of the cultural, economic and other business aspects. During the visit to an international University campus tour, faculty lecture and interaction with the admission staff is facilitated to know about the educational requirements for pursuing higher education.

Industry visits also planned during such tours like the Chamber of Commerce, processing or manufacturing industries, construction industries, banks etc., where international trade, foreign operations, supply chain management, etc. are understood.

2. Guest lectures by international faculties:

International Relations also organizes lectures by eminent guest faculties from International Universities like James Cook University, Maastricht School of Management, University of Hull, etc. Such expert lectures are an excellent way to provide faculty with the international teaching pedagogies.

3. Collaborations with International Universities:

International Collaborations are aimed for quality enhancement and student mobility in other Countries through delegate visits and study abroad programs. It is an ongoing task to interact with various international universities in the UK, USA, Europe, Singapore, Australia, UAE, SAARC countries to benefit the students.

4. Familiarization Activities:

To be added

5. Study Abroad programs:

Students avail the facilities of Letter of Recommendation, get guidance and counselling for such programs. International transfer programmes are also conducted at the UG level. Students apply to the partner universities through the International Cell. They also avail scholarships and are guided throughout the entire process of application.

6. Faculty Development Programme by International faculties:

The faculties of MES GCC are motivated to participate in FDPs held in international universities. Advanced techniques, research, teaching and assessment methods are suggested for the FDPs.

7. Organisation of international conference with Sister concern

International Conference on Computer Technology, Management, and its Applications. IC2TMA – 2020 was organised with sister concern.

8. Student transfer program in International University

One student has taken admission under 2+1 program and one student has taken admission for PG program in University of Hull, UK

9. The webinar series on career opportunities and Entrepreneurship Development

1. The webinar series in Marketing, Supply Chain Management, Financial Management, HR etc. was conducted in association with University of Hull, UK from 27th May 2020 to 03rd June 2020
2. Webinar on Entrepreneurship Development in association with Navyuvak Entrepreneurs and OES Netherlands was conducted on an Introduction to Inner Leadership and How to create a right Pitch Deck? by TiE chairman of a pan India Agent Network.
3. Webinar on Opportunities in Entrepreneurship for commerce and Management by E-Cell mentor and one of the past student entrepreneurs.

Problems encountered and resources required:

The strong ecosystem in connection with the international knowledge network is evolving on campus. The students and faculty are getting the benefit of such an ecosystem developed by the International Cell and Entrepreneurship Cell. However, with regard to student transfer programs, the main problem encountered initially was of syllabus mapping and understanding the legal requirements of the MoUs. But eventually after several meetings and detailed study, the entire process was completely understood. Similarly, counselling for the transfer students had to be done to enable them to get accustomed to the new learning environment.