



BEST PRACTICES OF SAMSİ COLLEGE DURING 2020-2021 ACADEMIC SESSION

Best Practices 1:

Title of the Practice:

Student-Centric Strategies for Effective Two-Way Teaching-Learning Approach Aligned with Outcome-Based Education

Objectives of the Practice:

Samsi College is employing student-centered teaching and learning methodologies in order to shift from input-output to outcome-based education. This method prioritises student learning outcomes above material delivery. The goal is to meet contemporary higher education requirements, as students prioritize further study and competitive exams over immediate job opportunities.

The Context:

Higher education in India is increasingly embracing outcome-based learning, although there are certain limitations. Even though ICT provides a student-centered approach, but teachers still need to be trained in it. The epidemic made practical learning even more important, necessitating creative approaches in several academic fields. To fulfil current teaching requirements, the institution prioritises improving students' presenting and communication abilities in digital platform.

The Practice:

Since 2019, Samsi College has adopted a student-centered approach that is consistent with the university's outcome-based curriculum. The college revised

its pedagogical approach in response to student feedback. This includes formative evaluations, interactive seminars, and student mentorship programme that began since 2019. Group discussions, debates, and presentations in class helped students develop their critical thinking and communication abilities. Additional assistance was provided to both struggling and advanced learners. Practical classes, projects, and field excursions were used to include experiential learning prior to the epidemic. In 2020, as a result of COVID-19, education shifted to an online format. Computer-assisted instruction techniques were combined with online lectures and study materials given to students who had restricted internet connection.

Evidence of Success:

- A notable improvement in student performance in university exams since 2018.
- Higher student placement rates in reputable institutions and national institutes.
- The effective use of computer-assisted instruction techniques throughout the pandemic to maintain learning continuity.

Problems Encountered and Resources Required:

The use of computer-assisted teaching methodologies was hindered by slow internet connections or remote locations, as well as their limited access to ICT resources and internet connectivity.

Some faculty members needed more assistance and training as they made the shift from traditional to student-centric teaching practices.

Improving ICT infrastructure would cost money and require access to key devices and dependable internet connectivity.

Investment is required in improving ICT infrastructure, including access to reliable internet connectivity and necessary devices.

Digitization of the library and e-resources is required.

Procurement of additional computers is required to improve the student-to-computer ratio.

Best Practice 2:

Title of the Practice:

Development of Social Responsibility among Students during the COVID-19 Pandemic

Objectives:

To inculcate a feeling of social responsibility and empathy for the marginalized members of society during this challenging epidemic time.

To motivate students to actively participate in community service and outreach programmes.

To provide a platform for students to develop leadership skills, problem-solving abilities, and a greater grasp of societal concerns, training them to be socially responsible citizens.

The Context:

The COVID-19 pandemic created significant difficulties to communities globally, exacerbated existing vulnerabilities and generating new socio-economic inequities. In such difficult times, it became critical to instill in young people a feeling of social duty and collective action, particularly among students. Samsi College recognised the potential to engage its student body in meaningful programmes that would not only help individuals afflicted by the epidemic, but also foster compassion, resilience, and a dedication to societal well-being.

The Practice:

The institution conducted awareness programmes to educate students about the pandemic's concerns for marginalized populations.

Students were urged to donate monetarily or by donating essential items (such as food, hygiene kits, and educational materials) to aid relief efforts managed by the college in partnership with local non-governmental organisations and community organisations.

The institution provided online counselling sessions and peer support groups for students to address mental health issues caused by the pandemic's impact on their personal and academic life.

Students took part in virtual community outreach programmes, interacting with local communities to create knowledge of Covid-19 safety standards, refute

myths, and provide assistance on how to obtain government help and support services.

Evidence of Success:

Students from all disciplines actively participated in the college's social responsibility initiatives throughout the epidemic.

Beneficiaries, including impoverished students, communities, and non-governmental organisations, have provided positive comments, recognising the impact of the college's work.

Local authorities and community leaders have expressed their appreciation for the college's dedication to social responsibility during the crisis.

Increased student understanding and empathy for society concerns, as indicated by their ongoing participation in community service activities long after the epidemic.

Challenges and Resource Needs:

Limited access to digital resources and internet connectivity for some students and beneficiaries, which hindered their participation in virtual initiatives.

Logistical issues in organising relief operations and ensuring the safe transfer of critical goods amid lockdowns and mobility limitations.

Additional funds were needed to assist the college's relief efforts and purchase materials and equipment for online tutoring and digital literacy programmes.

Collaboration and assistance from local governments, non-governmental organisations (NGOs), and community organisations were required to successfully execute the social responsibility projects.