

|| JAI SRI GURUDEV ||



Sri Adichunchanagiri Shikshana Trust (R.)

## SRI ADICHUNCHANAGIRI FIRST GRADE COLLEGE

*Kuvempu Road, CHANNARAYAPATNA-573116 :: Hassan District*

Permanent Affiliated to Hassan University

Accredited with "B<sup>+</sup>" Graded by NAAC

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### Best Practices

There are many best practices of the college leading to quality sustenance and enhancement. Some of them are enlisted as under

1. ICT enabled teaching learning
2. Teacher's participation in faculty development, syllabus restructuring, evaluation, examination reforms etc.
3. Holistic student centric practices in the college.
4. Gender sensitization programs in college.
5. Daily reading newspaper in prayer assembly.
6. Student wall magazine and annual issue of the college.
7. Regular NSS, Scouts and Guides and NCC activities annual Camps etc.
8. Annual free health campus and blood donation camp for the students, public and the employees.
9. Clean and environment friendly campus.
10. Contribution of alumni in college development.
11. Celebration of important days in the college like International Women Day, Gandhi Jayanti, Republic day etc.
12. Outreach programs conducted at individual, departmental and college level.

Out of these two best practices of the college highlighted are as under

#### BEST PRACTICE: 1

##### 1. Title of the Practice:

**Blended teaching: Merging ICT techniques with traditional pedagogical method**

##### 2. Objectives of the Practice:

Our goal is to equip our students to monitor and manage their own learning, think critically and creatively, solve simulated real-world problems, work collaboratively,

engage in ethical decision-making, and adopt a global perspective towards issues and ideas by combining ICT-enabled learning with conventional pedagogical methods. E-learning enables increased contact and participation that is both effective and high. Simultaneously, students who have only experienced traditional or classical techniques of instruction may not be amenable to change, so a combination of diverse approaches is used to disseminate knowledge.

### **3. The Context:**

In contemporary information-driven society, people need to acquire knowledge via ICT-facilitated channels in order to be abreast of the most recent developments in diverse sectors. E-books, online journals, digital libraries, emails, multimedia, the internet, and online interactive learning sites are just a few examples of the many ICT tools that are used to enhance learning capacities, provide flexibility and customizable options to suit the needs of a diverse range of learners, and reach a large number of students.

### **4. The Practice:**

The institute has adopted and utilized ICT tools and pedagogies seamlessly over the years and has brought a significant positive impact on the teaching-learning process. Wi-Fi enabled campus, LCD projection facility in classrooms, help the faculty to deliver interactive lectures and demonstrations through PowerPoint presentations, e-modules, learning videos, tutorials and quizzes.

An partially automated library complete with barcoded acquisitions using ILMS Software Koha 21.11 provides computerized cataloging, check-in, and check-out of books. E-resources include Inlibnet (N-List). Three browsing systems have been made available to enhance student learning on campus. The OPAC service available in the college library provides easy access to data regarding availability of books. All library acquisitions are barcoded. Remote access is available to these databases.

Blended learning is the combination of self-paced learning where students study at their own pace, watch or read adaptations of these materials on film or the internet, read articles that faculty members have recommended, and read assigned texts. A lot of the time, sessions are held in virtual classrooms where the instructor uses Power Point presentations to help the students grasp a subject in an organised manner. Students frequently receive downloaded resources and helpful links to browse and learn from. One fascinating by product of this practise is that it challenges the traditional teacher-taught paradigm by turning the teacher and the taught into knowledge sharers rather than givers and takers. In a postmodern world in which hierarchies are rearranged and reaffirmed,

students from groups that are underprivileged in society—including female students—become empowered and proficient in utilising new technologies very rapidly, and class discussions become more participatory. Blended learning not only builds technical proficiency but also fosters autonomous, reasoned thought, as well as communication and teamwork skills.

#### **5. Evidence of success:**

Both teachers and students feel ICT use greatly contributes to student motivation for learning. When ICT is integrated into lessons, students become more engaged in their work. This is because technology provides different opportunities to make it more fun and enjoyable in terms of teaching the same things in different way, which greatly benefits them in the largely IT-driven job market. Later in life, our students become teachers and effectively instruct their students using contemporary pedagogical methods.

#### **6. Problems encountered and resources required:**

Students who are financially low were not able to attend in LMT tools, as the costs of gadgets are high. Continuous training on usage of ICT and teaching methodologies is difficult due to the network problem of rural area students. In addition to being expensive, ICT equipment requires on going professional maintenance and repair.

## **BEST PRACTICE: 2**

### **1. Title of the Practice**

Daily reading newspaper in prayer assembly.

### **2. Objective of the Practice:**

The objective of incorporating daily newspaper reading into a college prayer assembly as a best practice encompasses several key objectives:

- To keep students aware of current events and societal issues, fostering a sense of responsibility and awareness as active citizens.
- To encourage students to critically analyse news stories, differentiate between facts and opinions, and evaluate the reliability of sources.
- To inspire students to participate in civic and community activities, and to consider their roles in addressing societal challenges.
- To contribute to the personal growth and development of students by broadening their horizons and encouraging lifelong learning.

### **3. The context:**

In a college setting, the daily reading of newspapers during the prayer assembly serves as an innovative educational practice aimed at enhancing students' awareness of current events and promoting critical thinking. This practice is implemented in a structured environment where students gather daily for prayer and reflection, creating an opportunity to integrate news into their routine.

### **4. The practice:**

This practice involves presenting news stories during the daily gathering, where students and faculty come together for prayer and reflection. The integration of current events into this setting enhances the educational experience by connecting academic and spiritual life with real-world issues. Two newspapers are read every day: one in the local tongue and one in English. For this a faculty member is assigned for a week and the students are guided.

The news covers a wide range of areas, including politics, economics, science, technology, culture, and positive news stories. This diversity ensures a well-rounded perspective.

- Students stay informed about current events, fostering a better understanding of global and local issues.
- Encouraging reflection and discussion on news stories helps students consider their role in society and promotes active civic participation.

### **5. Evidence of Success:**

The evidence of success for the daily newspaper reading in prayer assembly is multifaceted, encompassing enhanced academic outcomes, personal growth, and a strengthened sense of community. This practice not only keeps students informed but also equips them with essential skills and values, preparing them for active, responsible participation in society.

## **6. Problems encountered and Resources required.**

- Selecting news stories that are appropriate for a diverse student body can be difficult. Some topics may be sensitive or controversial, potentially causing discomfort or disagreement among students.
- Limited time during the assembly can restrict the depth of discussion and reflection on the news stories.
- Ensuring that the news is presented without bias and covers multiple perspectives can be challenging, particularly with the increasing polarization of media sources.
- A team responsible for selecting and preparing news content, ensuring it aligns with the college's values and educational goals.
- Training for presenters and moderators on how to handle sensitive topics, lead discussions, and encourage respectful dialogue.

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