**Government Degree College**

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 **Best Practices (2020-21)**

**1. Title of the practice: Covid -19 Awareness Programs and Health Safety Measure**

**Motto: “Health is Wealth**”

**Goal:**  To take care of each and every member of College in the view of Corona-19 pandemic and perform its social responsibility towards the society.

**Context:**

Good health is the most valuable possession of an individual in his life. Everyone’s view on health has been changed after Covid -19 Pandemic. People are more concerned about their health which includes not only physical but also mental health. Each and every student, staff member is the part of our College family, so health of each member of college family is of utmost priority. In this view, College has opted for new practices to fulfill the social responsibility by creating awareness among students of COVID-19 and take measures to prevent its spread.

**Practices:**

To take care of College Staff and Students in Covid -19 period College has purchased infrared temperature checker to regular check the faculty and staff. Mask shield, sanitizer and gloves were compulsory during the examination. Mental health session was provided to the college and student via online mode. Organization of online poster competition on COVID-19's safety threat to Public Health. To make students aware about COVID-19 pandemic, structure of Corona virus, its host and mode of infection, various online sessions were organized by the faculty member. Further, sanitization of college campus on regular basis was done. To aware the locals, poster and slogan completions were organized under NSS banner which was later distributed to local by the volunteers of NSS in their areas. Distribution of sanitizer made by Department of Chemistry was also done by the students to protect the local from pandemic.

**Evidence of the Successes**:

Only few cases of corona virus is observed in the nearby region.

**Problem Faced**:

As the College is situated in the remote area, to communicate with the student via internet /phone due to poor connectivity was problematic. Student from poor families don’t have Smartphone facility or Laptop facilities.

**Title of the practice: Application of ICT in Teaching-Learning Process**

**Context:** Whole worlds was facing pandemic situation, in which along with all fields education also got affected. Due to lockdown, teaching-learning came to stand still. The entire faculty in the College tried diligently and succeeded to embrace ICT to minimize loss of teaching learning process.

**Objectives:**

• Acquaintance with ICT tools used in teaching-learning Process

• Application of ICT tools to continue teaching-learning Process

• To avoid academic loss of students

• Consistently and continuously encouragement and motivation management of students during COVID-19 Pandemic

**The Practice**: COVID-19 Pandemic caused lockdown that absolutely stand stilled class teaching-learning process. Students were in a perplexed situation due to their academic loss. Teaching faculty realized it and took it as a challenge to equip them with ICT technology to avoid students’ academic loss. All teaching faculty got themselves familiarized with online platforms through which they had to teach to their students. They went on to use different apps such as Zoom, Google meet, WebEx, Google Class, and many others. They organized online classes and once again teaching-learning process for the benefit of students got started. The entire above Endeavour’s ultimately minimized the students’ academic loss.

 **Impact of the practice:**

 • Academic loss of the students avoided

• It became possible to encourage the students during pandemic situation

 • Teaching faculty also got equipped with ICT technology

•Large number of e-content (pdf and videos) on various topics of syllabus got developed.

• E-contents are very useful for students that they can refer it number of times at his suitable time

**Obstacles faced:**

• Most of the students coming from rural areas are poor and introvert.

• Their economic condition did not permit mobile phone and internet pack required for online learning.

• Internet facility was unavailable in many hilly places.

• Slow internet speed was also a hindrance to online teaching