



NAVNIIRMAN SHIKSHAN SANSTHA'S

# LAXMIBAI SITARAM HALBE COLLEGE OF ARTS, COMMERCE AND SCIENCE, DODAMARG

(Permanently Affiliated to University of Mumbai and recognized by Govt. of Maharashtra)

Accredited by NAAC with "B" Grade

At. Post - Kasai Dodamang, Tal. Dodamarg, Dist - Sindhudurg - 416 512.

## 7.2 Best Practice - 1

### 1. Title of the Practice

"Teachers at Doorstep"

### 2. Objectives of the Practice

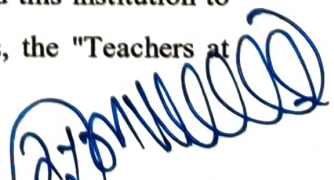
- To bring students of economically weaker section and socially backward classes into the mainstream of higher education.
- To explain the importance of education to students and their parents.
- To convey students and their parents various government scholarships for education.
- To ensure that no girl student should remain deprived of education.

### 3. The Context

Dodamarg tehsil, which has 56 small villages under its jurisdiction, is located in the lap of the Sahyadri mountain range. Due to its hilly terrain and the weaker economic conditions of families, students often quit their education after passing the higher secondary examination and find jobs as unskilled laborers. In most cases, parents are either illiterate or have only completed their higher secondary education, resulting in a lack of awareness about higher education.

Before the establishment of this institution, students had to travel nearly 70 km to Sawantwadi to pursue a degree education. Due to the remoteness of the area and poverty, higher education was not accessible to all. With the slogan "*Shikshanachya Hakkasathi*" (For the Right to Education), Navnirman Shikshan Sanstha established this institution to impart higher education to the youth of Konkan. To accomplish this, the "Teachers at Doorstep" practice is effectively implemented.



  
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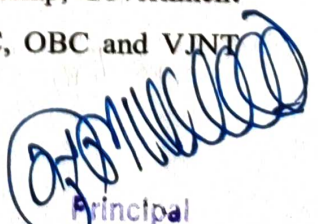
#### 4. The Practice

The institution runs the "Teachers at Doorstep" practice predominantly to bring students from socially backward classes and economically weaker sections of Dodamarg tehsil and frontier villages of Goa state into the mainstream of higher education. The practice is effectively executed by the admission committee of the college, which collects data of HSC passed students from various sources such as junior colleges in the tehsil, alumni, and current students of the college. The committee then forms a team of four teachers and assigns them villages to visit. Three teams of four members each visit HSC pass-out students at their homes, where they explain the importance of graduation, job opportunities, and the scope for further studies, as well as inform them about scholarships and freeships available to assist with their education. Students are also informed about the facility of paying fees in installments. Teachers ensure that no student should remain deprived of education due to their economic condition. All students met during the campaign are guided towards higher education, with a particular focus on those belonging to socially backward classes and economically weaker sections. Teachers provide brochures and explain the online admission process to students, suggesting that they come to the college for online admission. After admission, students are allotted mentors under the "Mentor-Mentee Scheme," who guide them regarding academic problems. The BC Scholarship Advisory Committee and Maitri Sangh also assist them in applying for various scholarships for which they are eligible, and the committee helps them obtain their documents from the tehsil office in a timely manner. This practice has facilitated many students in obtaining their degree education, particularly those who may have remained away from higher education due to a lack of awareness or weaker economic conditions.

#### 5. Evidence of Success

- Through "Teachers at Doorstep" campaign, the college attempted to reach to 479 HSC pass-out students in five years that is from 2017-18 to 2021-22. On an average around 39% of total admissions in the first year of graduation were the outcomes of the "Teachers at Doorstep" campaign.
- Students availed the benefits of various scholarships and financial assistance programs such as the Rajarshi Chhatrapati Shahu Maharaj Scholarship, Government of India Post-Matric Scholarship, Post-Matric scholarship for SC, OBC and VINT



  
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students, financial assistance to needy students from the University of Mumbai, ANGC scholarship, HPCL scholarship, financial assistance to needy students from Bhaubeej Nidhi, BC Book Bank Scheme, Siddhivinayak Book Bank Scheme, etc. from 2017-18 to 2021-22.

- Alumni and parents have always shown their gratitude towards the teachers for spreading awareness to pursue degree education during their visits.
- Every year, the admission statistics showcase that the percentage of girls is higher than the percentage of boys.

The above evidence proves that because of the effective implementation of this practice, the college could bring around 39% of students from varied sections of society into the mainstream of education.

#### 6. Problems Encountered and Resources Required

- Remoteness of the area and inadequacy of transportation facilities were the major hurdles to students' higher education.
- The weaker economic condition of families was also a major barrier to implementing the practice.
- Lack of awareness about higher education among parents and students was a major issue.
- Heavy rainfall was sometimes a big hindrance to reaching students in remote areas.
- Unavailability of students and parents at home during the daytime was a major problem.



  
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## 7.2 Best Practice - 2

### 1. Title of the Practice

“ICT Enabled Teaching-Learning”

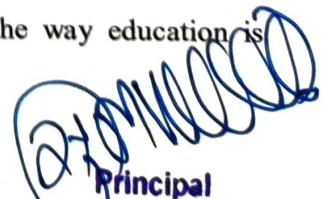
### 2. Objectives of the Practice

- To enhance the quality of education and improve learning outcomes
- To make a teaching-learning process more effective, enjoyable, comprehensible and knowledge-enhancing
- To bridge gap between students of urban colleges and rural institutions
- To offer students an opportunity to learn at their space and time
- To make a teaching-learning process more interactive and student centric
- To employ innovative teaching methods for effective learning
- To enhance access to knowledge resources available online
- To enhance teaching-learning experience of both faculty and students with ICT tools
- To orient faculty to use online platforms such as Google Classroom, Google Meet, Zoom, Webex etc.

### 3. The Context

ICT enabled teaching-learning refers to the use of various digital technologies and tools to facilitate the teaching-learning process. It has revolutionized the way education is



  
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delivered and received in the modern world. With the widespread availability of digital devices, the internet, and software applications, ICT-enabled teaching and learning methods have become increasingly popular. In rural areas, they can provide several benefits to students, teachers, and the community as a whole. Some of the key reasons why ICT-enabled teaching and learning methods are important in rural areas in India are improved access to education, personalized learning, collaborative learning, and access to information. Furthermore, ICT-enabled teaching and learning methods can provide several benefits to students, teachers, and communities in rural areas and bridge the gap, providing students with more opportunities for success and personal growth.

#### 4. The Practice

The teaching faculty of the institution is aware of the importance of ICT-enabled teaching and learning methods, which are effective, enjoyable, comprehensible, and knowledge-enriching, leading to improved learning outcomes. The IQAC and CDC meetings suggest that the teaching faculty adopt ICT-enabled teaching-learning methods alongside traditional methods to deliver the curriculum. Before the academic year begins, teachers prepare their presentations, collect videos, and other materials to be delivered with the help of ICT tools. IQAC monitors the effective implementation of ICT-enabled teaching-learning methods for quality enhancement and improved learning outcomes. In the pre-pandemic period, teachers extensively used projectors and computers for curriculum delivery. During the pandemic, ICT-enabled teaching-learning methods were the only option available for teachers. IQAC conducted a workshop to orient the teaching faculty to use online teaching platforms, wherein they were given hands-on training. Teachers delivered their lectures using Google Meet and Zoom platforms, and they also used Google Classroom to provide notes, measure attendance, and Google Forms for conducting internal tests, semester end examinations, and surveys. WhatsApp groups were also used to provide e-content, and some teachers developed e-content and uploaded it to YouTube for students. In addition to this, the institution organized national webinars, workshops, guest lectures, etc., online for students. The college library provides access to online e-materials through INFLIBNET and offers free internet access to students.

#### 5. Evidence of Success

- ICT-enabled classrooms and seminar halls.



  
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- The library provides access to online e-materials through INFLIBNET and offers free internet access.
- The campus provides free WiFi facilities for students.
- Faculty and students have had opportunities to upgrade their skills and knowledge.
- E-content created by faculty is available for use.

#### 6. Problems Encountered and Resources Required

- Lack of advanced ICT tools, educational software, and smart boards.
- Unavailability of a language lab.
- The student-computer ratio was high.
- Students from remote places in Dodamarg Tehsil faced major hindrances due to low network connectivity, which prevented them from joining online sessions.
- Some students did not have their own smartphones.
- Advanced training was needed to prepare e-content and to use ICT effectively.



A handwritten signature in blue ink, appearing to be "S. J. ...".

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