



Arts & Science College, Pulgaon

★ Accredited 'B' Grade by NAAC Bangalore

★ Approved by Govt. of Maharashtra

★ Affiliated to Rashtrasant Tukdoji Maharaj, Nagpur University, Nagpur

★ Recognised by U.G.C., Delhi Under Section 2 (f) & 12(b) of UGC act of 1956

Super Express Highway, Nachangaon-Pulgaon, Tal Deoli, Dist. Wardha

Tel : (07158) - 282774 Email : ascpulgaon@gmail.com Web : www.ascpulgaon.org

7.2 BEST PRACTICES

1. Title of the Practice: Virtual innovation, career guidance and stress management counselling sessions

- Objective of the Practice:
To enlighten and educate students on various professional and Career prospects.
- Information on skill development, grassroots innovation and Entrepreneurship
- To help them gain a real-life understanding of their fields of interests and gain work experience.
- To help them gain insights into different industries.
- To help college students secure their future academic and career prospects.
- To stay on track academically and achieve success in their chosen career path.

The Context: The COVID-19 pandemic continues to pose challenges for college students, including concerns around academics and future career prospects. In light of these challenges, it becomes essential to organize academic and career guidance counselling activities for students. With the pandemic forcing social distancing requirements and limiting in-person interactions, the college can provide virtual counselling sessions. Academic expert can use online tools, such as video conferencing, email, or chats to engage students and offer guidance on academic or career-related matters.

The Practice: The following activities outline essential strategies and guidelines for conduction of innovation, research and career guidance Counselling activities for students during the COVID-19 pandemic:

1. Online Industrial expert talk on Good Manufacturing Practices (GMP)
2. National Webinar On "Grassroots Innovation and Entrepreneurship"
3. National Webinar on Importance of IPR in Higher Education & Brief of IPR and Plagiarism
4. State Webinar on "Role of Life science in Medical Coding"
5. National Webinar on "Where Chemistry could Take You In Research"
6. State Webinar on "How to Draft and Design Patent for Academic"
7. Workshop on "Career Guidance for Banking Examination and Soft Skills in Interview"
8. National Webinar on "Stress Management in Sports During Pandemic"
9. State Webinar on "Inculcation Of Scientific Temperament In Students And Role Of Different Stakeholders In Environment Protection"



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Evidence of Success:

The positive outcomes experienced by the students who received guidance counselling. This can include higher graduation rates, increased college enrolment, improved academic performance, and successful career placements. Collecting data on these outcomes and tracking the progress of individual students can provide evidence of the effectiveness of counselling activities.

Keeping in touch with alumni and tracking their progress can provide subjective evidence of the effectiveness of guidance counselling activities. Alumni who attribute their success to the guidance received during their academic years can serve as testimonials to the value of counselling services. Sharing these success stories can inspire current students and highlight the positive impact of counselling.

Successful academic and career guidance counselling often involves collaborations with other stakeholders, such as colleges, employers, and community organizations. Evidence of successful partnerships, joint initiatives, and mutually beneficial relationships can demonstrate the effectiveness of counselling activities in connecting students with relevant opportunities and resources.

Problems Encountered and Resource Required:

Less participation due to poor internet connectivity

Internet issues in rural setup

Quite expensive online platform subscription



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Best Practice 2

Title of the Practice:

SCHEMES FOCUSED ON THE STUDENT IN ORDER TO PROVIDE AN EFFECTIVE TEACHING-LEARNING TOOL KEEPING UP WITH THE OUTCOME BASED EDUCATION

Objectives of the Practice:

The input-output approach of education is being replaced by an outcome method of modern education across the globe. In the current situation, a student-centered teaching and learning process is absolutely necessary. It depends more how much the students learn than how much we educate them. In order to adopt teaching-learning methodologies that will benefit students in their future studies and employment, the institution has taken the necessary steps.

Comparing to the handful of students who take advantage of career prospects, the majority of this institution's pupils move on to higher education or enter competitive exams. The goal of this method is to keep up with current trends in higher education.

The context

Since India's gross enrollment ratio in higher education is lower than that of other nations, outcome-based education has brought with it unique issues for the country's higher education system. Every aspect of life uses ICT-enabled technologies, which is one of the most effective methods for the outcome-based education system's student-centric teaching-learning mechanism. Our teachers were required to receive training in the use of ICT for the teaching-learning process by attending seminars, workshops, watching online videos, putting their knowledge into practice, and engaging in discussions about any problems they encountered. The pandemic crisis required the development of experiential learning techniques.

In several disciplines, especially during the pandemic situation, it was difficult to relate the students' practical experiences with their applications to the challenges in real life. The student-centric teaching-learning approach prioritizes the development of lifelong learning



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habits such as critical thinking and problem solving, therefore appropriate strategies were used. In order to stay up with modern education, it was also meant for students to strengthen their presentation and communication abilities.

The Practice

The practice includes the following:

- **Assessing the learning levels of students:**

In order to develop the teaching process in accordance with the students' learning levels, the first phase of the student-centric teaching-learning process required assessment. This was accomplished through interactive sessions, in-class question-and-answer periods, formative evaluations, and academic mentoring from the mentors. The advanced learners were advised to participate in contests, creative writing, and the processing of their research-oriented thinking in various aspects, while the slow learners received specialized attention through remedial sessions and help outside of class hours.

- **Experiential learning by studying real life problems for practicals and projects**

Science stream students carried out practicals as per their syllabus. In addition to that few department like Zoology, Botany, Microbiology, Commerce, History and Fashion Designing arranged educational tour to different places every year.

- **Google classroom and computer-assisted methods usage:** When online classrooms began using the Google Meet or Zoom App in March 2020, the practice of employing a learning management system was established. Teachers were supplied their study materials and copies of reference materials after holding online classes so they could post them to Google Classroom. In the past, students would download the study materials they needed. It greatly aids those who are unable to participate in online courses or who have slow network speeds. This made it easier for them to implement computer-assisted teaching techniques, and this approach turned out to be the most successful one during the pandemic.

- **Students had the freedom to actively participate in the teaching-learning process and**



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select their own optional papers. Group discussions, student seminars, teacher impersonation in class, student-made PowerPoint presentations, among other techniques, were used.

- Improving students' ability to think critically and solve problems: This was done by giving students assignment themes but not the solutions. They came up with several solutions and decided on the finest one to use. In practical lessons, students collaborated in groups to share ideas and find solutions to problems.

- Student feedback on the curriculum and the teaching-learning process: The University implemented the learning outcome-based curriculum framework beginning with the 2020–21 academic year.

. The feedback on the curricular aspects by the IQAC was taken from students.

Evidence of Success

- From 2018 to 2022, student performance on university examinations increased dramatically. Students have participated in poster competitions, quiz competitions, presentations, and other online events.
- The institution was able to successfully handle the problems of online education during the pandemic crisis starting in March 2020 thanks to the ICT techniques of teaching-learning activities employed since 2017.

Problems Encountered and Resources Required

- The teaching-learning activities sometimes suffer time constraints due to prolonged time taken by the affiliating university in conducting the semester examination and commencement of classes of the next semester




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