

Best Practices: 1. ISO Certification: 1.1 Quality policy formulated, finalized, approved by vice-chairman communicated to all, displayed at various strategic locations in the campus. 1.2 Quality objective established, implemented being monitored and reported on half-yearly basis 1.3 Risk and opportunities, identified for various processes and activities, controls implemented to mitigate the risks 1.4 External and internal issues identified and reviewed on half-yearly basis 1.5 Core processes process-mapping done Performance indicators identified monitored and reported 1.6 20 internal auditors have been certified and carried out half-yearly Internal Quality audits – 2 Rounds completed. 1.7 Two Rounds of Management Review of QMS carried out headed by Vice-Chairman and Principal Actions implemented 1.8 Quality improvement projects 12 nos identified and projects completed, improvement actions implemented 1.9 MIS instituted for each department and clubs and cells implemented. Monthly reporting reviewed by top management principal and vice-chairman 1.10 All the processes have been documented and available for use 1.11 Course guides and lab manuals have been prepared for students use for better academic results 1.12 Maintenance plans worked for all infrastructure including laboratories 1.13 QMS Training conducted for all teaching and non teaching staff using various modules 1.14 As part of FDP, SGC has developed annual teaching plan that includes domain topics with pedagogies under comprehensive competency mapping for the faculties mapping the proficiency levels for each academic topics. Annual training plan worked out to meet the competency gaps and short falls being implemented. Peer review check list introduced and followed for internal and external faculties . 2.. Increased role of ICT in Pedagogy: Context: 2.1The Covid -19 pandemic at the end of the academic year 2019-20 had caused a severe blow to the academic activities in general and to the Teaching-learning process in particular. 2.1 Technology came to the rescue of the teaching fraternity in the form of enhanced application of ICT tools shifting the pedagogy from Teacher centric to Learner centric. 2.3 The management immediately responded to the situation and made subscription to the GSuite account which enabled the faculties to conduct online classes through Google Meet. Institutional mail IDs provided to each faculty through the sgcpdy.com domain of Google server. International and National Webinars were conducted by the departments during covid -19 pandemic through the institution G Suite Account. Practice: 2.3 Classes were scheduled through Google calendar and assignment and assessment tests are conducted through Google classroom. 2.4 Though there was an initial struggle by the faculties in handling the newer technologies, they were given adequate training by the peers and faculties from computer science, applications and information technology departments. 2.5 The availability of smartphones, laptops and social media provide a conducive learning environment with a flexible space and time for both the learner and teacher. Classes were held at convenience and in an environment that stimulated and enhanced the learning and in a new dimension to understand how their mobile phones and internet can be used to store and access large amount of processed information. 2.6 Teaching was revolutionized by the application of ICT tools

because of the continuous interaction of the students through the chat box in which a number of questions were posted by the students and answers provided by the teacher. 2.7 Even the students who were reluctant to ask questions in the physical classroom due to shyness raised their questions in the chat box and got their doubts cleared. 2.8 Teachers frequently received valuable feedback from the students about their difficulties in understanding of the subject to make the content of learning more personalized for the benefit of the group of students in the online class. 2.9 Flipped classrooms enabled the teacher and learner a greater freedom of expression and students can revisit information whenever they want if they feel the need to review some important concepts because the resources are available online. 2.10 Online quiz programmes were conducted by the departments to elucidate the knowledge of the students in different subjects. The quiz programmes were conducted through Google Forms which had a very good response even from the students of other colleges also and e-certificates issued to the students who scored good marks. 2.11 International Webinars on topics such as “Customer Relationship Management, Enterprise Resource Planning, Data Analytics, Micro Services, and Insight into IT Industry Functionalities” were conducted by the Department of Computer Applications. Webinar on “Opportunities in Company Secretaryship” by Department of corporate Secretaryship, 2.12 National Level Webinars by Department of Hindi, National Level Workshop on “ The importance ICT and its Tools” by Department of English, Two Day National Webinar on “ Research and Communication skills” by IQAC, National Webinar on “Life skills for 21st Century” by Youth Red Cross, One Day International Conference on “ English Language Teaching” by English Department, National webinar on “Health Hazards” by Women’s Cell were conducted. E-quiz on “Tech Skills in Multimedia Technologies” by Department of Computer Applications, “Data Structures and Algorithms” by PG Department of Computer Science, “Tech Skills in Web Development”, “Database Management System” by UG Department of Computer Science, “Brainstorming in Math” by PG Department of Mathematics, Quiz on “The English Language” by Department of English, “Programming Languages” by Department of Information Technology, “French Language Learning” by Department of French were conducted. 2.13 E- Quiz Programmes had tremendous welcome from the student community proved by their enthusiastic participation during covid-19 pandemic. 2.14 University Examinations for the even semester were held online. Students sent their answer scripts to the department mail ID after scanning their answer scripts and converting them into a PDF file. Poor network bandwidth in rural areas and non-availability of quality smartphones by the students were the handicaps in this practice.