

BEST PRACTICE

BEST PRACTICE 1

Title: ICT in Teaching Learning and Research

Objectives of the Practice:

- There is a global requirement and demand to replace traditional teaching learning techniques. Integration of Information, Communication, and Technology (ICT) facilitates our teachers in meeting this demand through technology-based teaching, learning and research.
- The topic of ICT integration, specifically in the classroom, is critical since students are familiar with technology and would learn better in a technology-based setting. The use of technology in education has a significant impact on pedagogical aspects and hence the usage of ICT will lead to successful learning with the assistance and support of ICT elements and components. ICT integration is a continuous learning process that provides a proactive teaching-learning environment, rather than a one-time learning procedure.

The Context:

While designing and implementing this practise the following features and challenges were aimed to be addressed:

1. To improve India's educational system's competency, the integration of ICT in the classroom must be seriously considered.
2. Advanced technology and communication should be available to children wherever they are, whether at campus or at home, to drive the changes that are occurring.
3. To promote effective learning and satisfy the requirement for 21st century teaching skills, instructors must be literate and have solid skills and knowledge in using ICT to improve their teaching techniques and approach.

The Practice:

- For educational reformers in India, integrating ICT into teaching and learning is a key priority. Learning Management System, Virtual Labs, Virtual Libraries, Open Source and Access Tools, Virtual Conference Tools, Talk to Teacher programmes and simulated lab experiments have all been created under the backing of the National Mission on Education via Information and Communication Technology (ICT).
- We have extended the same mission and incorporated it in our system. The institute has always emphasised, encouraged and practised the use of ICT in teaching learning methodologies.
- The pandemic altered the country's education system, forcing every institution to shift to online mode. Even before the pandemic, Mithibai College under its visionary management SVKM, has been proactively using ICT tools like Blackboard Learn (Learning Management System) and an active user-friendly Student Portal. In the year 2020, we added MS Teams to our tool list, which enables all students, faculty, educators, and staff to meet, work together, create content, and share resources on a single platform.
- Here at Mithibai college, ICT adds assistance and complementary support for both instructors and students when it comes to successful learning with the use of computers as learning aids. We believe that computers and technology are not meant to be replacements for quality teachers;

rather, they are seen as supplementary tools for improved teaching and learning. The importance of ICT integration in education is critical because, with the aid of technology, teaching and learning can take place not only in the classroom, but even when teachers and students are physically separated.

Evidence of Success:

- Since inception, there has been a constant shift in Teacher and Student roles in our learner-centred environment at Mithibai College. With teachers, we've witnessed a transformation from knowledge transmitter to learning facilitator, collaborator, mentor, and co-learner from being a teacher who directs and regulates learning to becoming a coach who gives students more options and responsibility for their own learning. In terms of students, a transition from being a passive receiver of information who only understood how to duplicate knowledge to becoming an active participant in the learning process who produces, participates, and shares knowledge collaboratively with others.
- Technology-based teaching and learning using educational films, stimulation, data storage, databases, mind-mapping, guided discovery, brainstorming, music, and the World Wide Web has made the learning experience more gratifying and meaningful. Students, on the other hand, have profited from ICT integration since they are no longer constrained to a restricted curriculum and resources; instead, hands-on activities in a technology-based course are meant to promote their comprehension of the subject. It has also aided instructors in developing lesson plans that are successful, innovative, and engaging for students, resulting in active learning.

Problems Encountered and Resources Required:

- The use of ICT in higher education has resulted in not only a diversity of higher education but also the creation of new opportunities. However, inadequate access to technology and inequity continue to plague India's higher education system. While we adore the benefits of ICT in higher education, we must equally consider the challenges and opportunities for its implementation.
- During the pandemic, a considerable chunk of our student population had migrated back to their hometowns. Access to a good and stable internet connection from tier 2 and tier 3 towns was a major concern for students. Students who had siblings in the same age group had the challenge of sharing technological devices as lecture schedules collided. Limited and shared access to technological devices created a gap in the teaching-learning environment.
- Teachers and administrators too faced difficulties at various levels. The sudden shift to everything online gave almost very little time for teachers and administrators to learn and adjust. Although trainings and workshops were held at institutional level to cater to this problem, no clear directions were chalked by the government agencies.
- Our management has been helping through funding and trainings, but considering Mithibai's growth and expansion plans for a university, we would need more assistance and funding from the government agencies to meet the goals.

BEST PRACTICE 2

Title: ICT in Co-curricular & Extra-curricular

Objectives of the Practice:

- The objective of this practice has been to effectively use ICT tools to organize and conduct the various co-curricular and extracurricular activities of the college exclusively on an online platform. This was to enable learners to remotely plan, organize, participate and benefit from the same even from home, to ensure that learners have the opportunity to gain valuable experience and skills by taking part in these activities and by learning to overcome the particular challenges of conducting activities online.

The Context:

- Due to the ongoing Covid-19 pandemic and existing lockdown situation it was necessary to work remotely in order to successfully conduct co-curricular and extra-curricular activities. This was possible only through the integration and use of ICT tools as activities were not permitted in any offline mode. The practice of using of ICT tools for conducting the events made it possible to ensure that learners do not miss out on the various skills and experience that these activities aim to provide.

The Practice:

- Here at Mithibai College, extracurricular activities are aimed at maintaining a learner's motivation and providing challenges in order for the learner to gain experience outside of the classroom and in relation to curriculum subjects. As the pandemic hit reality hard, we looked at ICT to help reach and achieve this goal.
- From the very first to the last day in our academic calendar, students and teachers ensured the best use of technology and communication tools to cater to the need of students' extra-curricular and co-curricular activities. Mental health sessions and wellness programs were conducted to help students beat the pandemic blues. Online physical fitness sessions by industry experts were also held. An online student support buddy group with the help of our college counsellor was made available for students who struggled to connect and interact with fellow students on academic virtual platforms.
- To bridge the pandemic induced communication gap, ICT was used for co-curricular activities in which various events were held by departments. The events ranged from competitions, quizzes, debates, panel discussions, conclaves, outreach activities and a lot more that were organised online. Entrepreneurial skills and expert sessions too were held to ensure student exposure to growth opportunities. Conclave, expert sessions, commemorative days and workshops were designed meticulously to direct student towards their holistic development.
- The college cultural festival Khistij took to online platforms and made it a success event across the globe. Even departmental fests like Chem Trek (Chemistry Department), Mind Labyrinth (Psychology Department), Numero (Accountancy Department), Reclamo (Commerce Department), Trushna (Philosophy Department), Finanza (Finance Department) and Luminescence (Bio-Chemistry Department) were held online where it catered specifically to their target audience students.
- The college's culture staff and student group planned activities that aimed at interacting with students on a non-academic level. Online events like Annual Talent Search through Instagram and Youtube enabled to identify the hidden gems. Online Musical evening and Online Annual Day celebration garnered in huge participation from students and teachers. E-Farewell for the graduating batch was the icing on top.

Evidence of Success:

- In our learner-centred atmosphere at Mithibai, there has been a steady movement and growth in Teacher and Student roles. At our institute co-curricular and extra-curricular activities are integrated into the curriculum and academic blueprint to help pupils develop generic abilities and skills that will help them prepare for the industry in specific and future in general.
- All the events including, conferences, expert sessions, competitions, fests and miscellaneous activities under extra-curricular and co-curricular activities witnessed participations from students and staff members in large numbers. The enthusiasm and energy levels of organisers and participants were high. Even in an online shift, the goals, targets and benchmarks and program outcomes that were set for every event were successfully achieved.
- We were able to entertain, educate, build, guide, nurture and channelize the students and staff towards the mission and vision objectives of our institute.

Problems Encountered and Resources Required:

- Higher education has become more diverse as a result of the usage of ICT, as well as the emergence of new opportunities. However, lack of access to technological devices, centres and a stable internet connectivity across the country continue to be some serious problems in India's higher education system. While we are enthusiastic about the advantages of ICT in higher education, we must also examine the problems and possibilities that it presents.
- During the pandemic, a considerable chunk of our student population had migrated back to their hometowns. Access to a good and stable internet connection from tier 2 and tier 3 towns was a major concern for students. Students who had siblings in the same age group had the challenge of sharing technological devices as competitions, debates and other events collided. Limited and shared access to technological devices created a gap in the extra-curricular and co-curricular environment.
- As teachers and administrators embraced the unanticipated total technological shift, they too faced challenges on a variety of levels as well. They had practically little time to learn and adjust when everything went online all of a sudden. Despite the fact that trainings and seminars were organised at the institutional level to address this issue, the government agencies did very little to provide clear directives, trainings and adequate resources.
- Our administration and management has been assisting with financial aids and trainings, but given Mithibai's plans for development and expansion as a university, we look forward to further aid and funding from government agencies to fulfil our objectives.