

## Best Practice

### 1. Title of the Practice

Use of ICT for effective teaching-learning interaction, including e-content production.

### 2. Objectives of the Practice

Keeping academic process on track during Covid-19 situation. Stimulating students to participate in teaching-learning process during the pandemic. Taking care of mental health of students by creatively engaging them in academics. Generating interest in fresh students about higher education scenario and introduce them to CBCS. Finding alternative and effective ways of delivering curriculum to students, especially to those who are less privileged.

### 3. The Context

During first lockdown in 2020, college teachers prepared e-lectures and shared. Entire college schedule, university examination came to standstill till June 2020. On this backdrop, college decided to reach out to students through different types of e-content, academic and emotionally appealing. During the process of unlocking, college decided to use ICT not only for lectures but for other college activities. This recolouring of earlier events into virtual reality was an experience itself. Right from staff meetings, webinars, competitions, cultural events and prize distribution was held online. Teachers indulged themselves in creating impact-making content by using platforms like YouTube. Even in a short phase when college reopened for students in February-2021, college used ICT along with classroom-teaching to avoid loss of those who could not come. Due to Covid-19, earlier best practices were halted and new ones need to be established. Our college used this challenging situation to find new ways.

### 4. The Practice

In the wake of Covid-19, Quality e-content production was necessary as all offline academic interaction was halted. With IQAC's initiative, teachers could produce online sessions, with the help of PPTs and other user-friendly softwares. Some teachers even attended FDPs and workshops for developing e-content. They shared their knowledge with other teachers. By using platforms like Google classrooms, Google groups and WhatsApp groups, this e-content was delivered to students.

Resource Material and Question Bank were made available on college website for students' facility. E-content of some teachers is endorsed by university and was uploaded on university website. Internal assessment and even the final exams for some papers were conducted online by using popular tools like Google Forms. Apart from lectures, college produced e-content useful to students while taking admissions or issues faced during lockdowns. Resource material, question bank, live interaction with students ensured that teaching-learning process did not hamper completely. Further, the college went on to conduct seminars, guest lectures, cultural events and competitions to hone talents for the physically locked and mentally down students. Even Certificate Courses were conducted through online mode. That immensely helped in keeping students positively engaged. College thus made a full use of online modes and created synergy even in the difficult times. College staff meeting and departmental meetings were held in online mode. Interaction with students in the form of meetings, induction programme were also effectively conducted. Blending learning proved to be effective strategy for facing unimagined situation.

#### 5. Evidence of Success

The college as a unit and teachers at individual levels took great efforts to establish use of ICT as a practice.

#### 6. Problems Encountered and Resources Required

There were manifold issues countered while introducing ICT for blended learning for all students in college. The technological infrastructure was not adequate at the beginning. The college infrastructure was idle for in the previous year. Hence it required updation. Teachers also used their individual resources to compliment the college facilities. At another level, many students did not have required internet connections or in some cases smartphones. Some students, out of the town, could not easily get connected due to their physical location disadvantage. In such cases, teachers provided recorded lectures instead of live sessions, helping students to learn at his/her pace and availability of internet. The resource material on the college website and shared through google classroom ensured that students would not suffer academic loss even if they are away from the college. Conduct of online examination also facilitate students to complete university evaluation timetable on time. The college constantly updated its resources including use of online workspaces, updation of websites, use of various social apps to reach out to the students.

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