## 7.2.1 – Describe at least two institutional best practices

1. Title of the Practice Blended Learning – ICT enabled Teaching and

Conventional method of Learning 2. Objective ICT enabled teaching and blended learning makes students responsible for learning. ICT helps students to prepare themselves by exploring, analyzing, exchanging, and presenting the information in a reasonably well-structured manner. Present generation learners are techsavvy, hence the use of ICT in day-to-day learning makes them confident and presentable. Students are encouraged to use mobile app for all kinds of learning such as PPT, Videos, value-added courses, skill development courses,s etc. attending physical classes. 3. The Context The curricular delivery in the 20th Century was mostly through didactic lectures and the chalk and talk method. 21st Century calls for digital and blended learning. ICT enabled teaching and learning is the part of the present education system. ICT based education support, develop and optimize the delivery of information in an effective manner. The institution provides the platform for online classes, Lecture capturing through ERP software. ICT has enabled any time anywhere and recapitulation sessions from teachers across the globe. The classrooms are enabled with LCD, and wi-fi facility, that support and encourages faculty to upload the lecture contents and materials for smooth conduct of online classesand online learning. The technology also provides great opportunities for

making learning more effective for everyone with different needs. Technology helps to develop many theoretical and practical skills such as creating presentations, preparing from academic and competitive exams, learning to differentiate between reliable and unreliable internet sources, and so on. 4. The Practice • Mobile App for faculty and students • Learning Management System • Enterprise Resource Planning • ICT tools and platforms • Training of teachers • Use of AI, Animations, Simulations • Practice of Self Directed Learning, Computer Assisted Learning, and Interactive learning Mobile App (Posto New) has been used extensively in teaching and learning by the faculty and students in the institution. Faculty development programs and training programs are conducted regularly on e-content development. Faculty develops e-contents and uploads the module-wise lecture videos, PPTs, and other learning materials in the ERP software. Faculty interacts with the students through Mobile App for the live class, counseling, and mentoring. Students use the mobile app for

submitting assignments, MCQ test,s and descriptive online tests. Value-added /certificate courses, skill-based courses, career-oriented courses are also offered to the students through Mobile App. Students can log in for live online classes through the mobile app. Course material can be downloaded from the ERP software any time they want. 5. Evidence of Success Students are happy to explore new technology through ERP software. Following has been observed during this process: 1. Students have shown improvement in attendance for the online classes. 2. Complicated topics made easy to understand, this, in turn, increased their interest in the respective subjects and motivated them to learn. 3. No. of students opting for skill-based, value-added/ certificate courses have increased. 4. Use of mobile app has helped slow learners to understand the concept of the complicated topics by watching video lectures repeatedly. 5. Classes are scheduled during convenient hours i.e., even after working hours. Students who are absent have the option to attend the classes physically. 6. The faculty and students are encouraged to take up E-learning courses from National Programme on Technology Enhanced Learning (NPTEL) which

provides E-learning through online Web and Video courses of various streams. More than 350 students and 25faculty have undertaken NPTEL courses for their career enhancement. 6. Problems Encountered and Resources Required Students find it difficult in understanding practical papers like accounting, mathematics. The conduct of lab experiments is another challenge for online classes. But ICT is used effectively to show videos relating to laboratory experiments which are attractive and interesting. Certain subjects like languages, accounting, mathematics, taxation require board work other than the use of Videos or PPTs. Uninterrupted power supply and internet bandwidth is required throughout the day. Network issues from the students end make online teaching ineffective. Best Practice: 2 1. Title of the Practice "Development of

students through Centre for Holistic Education" 2. Objective: There is a

compelling need to evolve a more holistic approach, an enriching blend of

academics and value initiatives. A profound understanding of this great country and its glorious culture forms the foundation of value and complete education. This wholesome approach helps youngsters evolve into better human beings with character, integrity, and social responsibility. Educations should include wholesome development of students for the betterment of society. Values, Character, Capacity building programs have to be included in the curriculum. 3. Context: The present-day classroom and college dynamics revolve around proficiency in subject and scoring of marks for the competitive materialistic world. Less emphasis is on personality development, social empowerment creativity, and grooming of talent and leadership guidelines. Hence, there is a need for a strategy to achieve for same. Therefore, MSRCASC has developed and implemented this practice. 4. Practice: The Center for Holistic Education was established in September 2014 to help students cultivate integrity, insight, intelligence, and empathy through holistic learning models. At MSRCASC, we, theteachers and students, strive for excellence in academics and inculcate positive attitudes. The Centre for Holistic Education conducts special initiatives like Conservation of Water, women empowerment, gender-related issues, celebrate special days such as National Youth Day, Constitution Day, Gandhi Jayanthi, Swami Vivekananda Jayanthi, etc., to imbibe in the minds of students' awareness on contemporary issues, the spirit of Nationalism, Gandhian Values, etc. This is done by inviting scholars and experts to talk about these issues. The Center for Holistic Education takes an initiative to conduct various in association with DISHA, a Non-profit-Social Initiative, from 2016 onwards and aims to energize and motivate young minds to carry forward the rich

and glorious legacy of our nation. This is done by conducting Personality

Development Programmes (Holistic Approach of Education). Using value education as a vehicle, DISHA endeavors to guide and channelize the students' capacities toward the nation-building process and help in the overall development of students. The workshops conducted by DISHA focuses on three aspects: know yourself, know your country and know your culture. As a part of the programs, Orientation Module is used for the First Year Students so that they can be

taught about themselves, their inner capacities, the Country, and their Culture in the beginning of their undergraduate student life. The Second and Third years are taken through the personality development module which is more intensive than the Orientation programs. It is an activity-based program with a unique blend of building self – confidence, value for our unique culture and imbibe in them a spirit of patriotism and love for our nation. These programs are activity-based and involve

exercises that encourage inquiry and introspection, kindles the spirit of Patriotism, equips with values and skills for personal excellence. These workshops are a blend of learning, reflection, fun and are highly motivating. Students are made into groups and are counseled by a worker so that their inner fears and anxieties are brought out so that

necessary advice is given for self-improvement. Students participate in great numbers and very enthusiastically take part in all the activities conducted by the DISHA, an initiative of MSRCASC. 5. Evidence of Success More than 1500 students annually are benefited from the Orientation Programmes and Personality Development Workshops conducted by DISHA. Initially, the students were skeptical about the workshops but when the first batch spread the information about the workshop, good numbers of students expressed the desire to take part in the programs and participated enthusiastically. After counseling, nearly 10

married women students have continued and completed the course. Dropout  has been totally reduced, attendance has become near cent percent. Enthusiasm, creativity teamwork has been enhanced. 6. Problems Encountered • The no. of students to attend the DISHA program is limited per batch as it is an interactive session. More than 120 students cannot be accommodated in a single batch and therefore, multiple batches have to be made and the program lasts for several days. • Many times availability of venue becomes difficult especially on the dates which are required by DISHA as they have a state-wide presence and conduct these workshops to several other institutions. Many a time we have seen a clash of dates. • Coordination among the many departments. Faculty and large numbers of students is the biggest challenge faced by the organizers. • When

many guest lectures are conducted on Gender issues, or Value Education or on the rights and responsibilities, we see a lack of interest in the students and a lack of intellectual curiosity to learn about these issues