

# **Best Practices of the Institution**

## **1. Title of the Practice**

Media Centre – Centre for E-Content Development.

## **2. Objectives of the Practice**

- To create awareness among teachers and students about LMS platforms.
- To understand the standard of E-Content & digital resources for teaching learning process.
- To develop the content for producing E-Content videos

## **3. The Context**

In today's knowledge-based society, technology plays a crucial role in the dissemination of knowledge, the innovation of creative content, and the inclusion of innovative communication and information at all levels of Higher education. Now a days, access to information has become easier through new media technologies with the help of advancements of the technology. Technology implementation is pivotal in the educational background and strong, innovative digital devices have the potential to remarkably enhance the educational outcomes.

## **4. The Practice**

In the recent years, online education is being widely established among students, teachers and parents. The use of E-content has changed the style of education in numerous ways. A structured and validate E-content acts as an efficient virtual teacher in the E-learning process.

Staff from each department will come with the contents for producing the E-Content videos on a regular basis. Videos will be uploaded in 'KSRCAS Media Centre' – YouTube

channel to be viewed by the students. Videos will be uploaded in both public, private and unlisted categories.

## **5. Evidence of Success**

It encourages students to learn through new media technologies. Media Centre develops learning styles and active participation of learning through online resources. Motivate teachers and students to access and produce the online resources for teaching and learning process.

### **YouTube Channel Link:**

[https://www.youtube.com/channel/UCVFdH3c4mRwTJnSgdWox\\_GQ](https://www.youtube.com/channel/UCVFdH3c4mRwTJnSgdWox_GQ)

## **6. Problems Encountered and Resources Required**

Personal interaction between students and teachers is lacking in e-learning. Physical and creative extracurricular activities are vital for a student's full development. For persons who live in rural locations, e-learning is a significant barrier. Artificial Intelligence and other technologies have created a tough media landscape. Every year, new technological tools, gadgets, and software are introduced to help for better e-learning delivery methods. However, with so much digital transformation, it can be difficult to determine which new learning technology is worth the cost, especially when it comes to equipment that is to be constantly updated.

## **7. Notes (Optional)**

Anyone with Internet connectivity can access the learning facilities / resources without any physical boundaries. E-learning is generally less expensive than the traditional learning options since it allows more people to participate in a course at the same time.

## **BEST PRACTICE - II**

### **ONLINE TEACHING AND LEARNING**

#### **1. Title of the Practice: Online Teaching and Learning**

#### **2. Objectives of Online Teaching**

As covid pandemic emerged, education has changed dramatically, with the distinctive rise of online learning, whereby teaching is undertaken remotely and on digital platforms. The Institute conducts online classes for students through resources available online (Google Meet, Zoom, Microsoft Teams) that are available in Android and Windows platforms. The main objectives of online teaching are

- Classes are conducted through online apps/ through Windows support.
- Classes can be easily monitored through recording the session.
- Connecting the students remotely.
- Delivering the content to students beyond geographic location.
- Valuating by tests online.
- Collecting feedback and act according to the received information.
- Acts as a tool for students and teachers to keep a record of progress made.

#### **3. The Context**

The institute imparts online teaching as a part of regular classes from the rise of pandemic. The faculties are motivated to handle online teaching without any lags. The class content is delivered on time by connecting the students. The students are of capable of grasping the knowledge of online classes by attending the classes regularly. The online teaching is only chance of getting close to the student individually.

#### **4. The Practice**

- Online Classes are made available through android apps for mobile phones or through Windows platform, where students can download apps.
- Students are motivated to attend sessions.
- Class attendance is monitored through the apps or web extensions.
- Assignments are posted and submitted through Google Classrooms.
- Class contents are posted where in turn student download and access (Google Classroom, WhatsApp).
- Class Tests and semester exams are conducted through online mode. The students can submit the scanned copies of their answer sheet in Google Classroom. The written copies

are sent through post to college for verification during the valuation. The valuator will verify the scanned copy submitted with the answer sheet sent through postal.

- Results are published in college website.
- Using online resources for classes are very easy at the time of conducting classes.

## **5. Evidence of Success**

The online mode of teaching has added flexibility and self paced learning. Time management among student community has improved better. Self motivation of learning has increased among students. A broader and global perspective on using online resources has improved. Refined critical thinking of students has widely initiated through online teaching. Using new technical skills has made a remarkable improvement on student attending online education. Online courses give students full control over their own learning, students are able to work at their own speed.

## **6. Challenges faced in Online Teaching**

Transforming from traditional way of teaching to online teaching from rural based community, faced some issues on transforming. Lack of required materials and resources, technical problems, and lack of internet facilities and constant power cuts were some of the challenges that faculties faced during their virtual classes. Faculties discovered that students don't actively engage as much as they do in a real classroom. Students turn off mics and faculties are met with an uncomfortable lull in class when no one answers a question or responds. But all stated above are challenges faced at the time of introducing to online teaching which in later days got into right path by students starting to participate actively in online teaching.