Best Practice II:

Title of the Practice:

Technology-oriented Tea

Objectives of the Practice:

1. To embrace the new technology in order to keep pace with the changing environment in the Post-COVID era
2. To build a fine niche for virtual learning in the college so as to take maximum possible benefit from the latest technology vis-a-vis education
3. To develop basic infrastructure for interactive learning in the college and to develop in the staff/ students the skills in order to deliver better in the era of technology-driven education.

The context:

   The pandemic originating from the Wuhan city of China shaked whole of the world, killing people and drowning the economies. However, it came as a blessing in disguise for the humanity to realise the value of technology in the field of education. At GDC Uttersoo, the administration realised this fact too early. We started training the staff and the students about the basic skills required for the same and simultaneously, we started procuring the latest equipment for smart teaching-learning.

The Practice:

The practice is ***three-pronged:*** I. Development of Infrastructure, II. Development of Skill-set and III. Implementation of the plan

- **Development of Infrastructure:** The institution procured 5 interactive flat panel display boards taking the facility of smart-classrooms to each classroom available. A Browsing Centre with a high-end server and latest configuration desktops was procured. Power backup for all the digital classrooms is available.
- **Development of Skill-set:** The staff was trained on how to use the smart boards and also on how to use the latest digital applications like ZOOM, Google Meet amongst others to deliver online classes from home. Simultaneously, the students were engaged. A certificate course (1 month) was arranged for about 160 students of the college to train them to use the computers and the allied technology.
- **Implementation of the Plan:** After the procurement of the digital infrastructure and training the staff and students, the teachers delivered online classes. Even the examinations were conducted online. When the colleges opened as the COVID-19 threat eased, the teachers started delivering in the classrooms with the help of digital boards

which made learning more interesting. Currently, almost each of the staff members is trained to deliver online and through smart- boards.

Evidence of success:

Almost each staff member is trained enough to:

1. deliver through smart-boards
2. deliver online classes
3. set question papers in online mode and evaluate the students online

Some of the teachers have started their own YouTube channels to deliver effectively and to benefit not only the students of own institution, but the students of other institutions too.

Simultaneously, almost each of the students is able to learn online through digital applications and respond to the digitally set question papers.

We consider this as a big leap in the development of digital teaching-learning sense in the students as well as the students.

Problems encountered:

As the college is set up in a remote/ rural area and a big chunk of the population in the area live below poverty line, the possession of a mobile handset by each of the students became a hindrance. We had to persuade such parents to buy the mobile handsets for their wards. Altogether, it was a achievement to take the students of the college on a digital platform. We are sanguine that the practice will continue.

Sd/

Coordinator IQAC