RAMAIAH
College of Arts, Science & Commerce

M S Ramaiah College of Arts, Science and Commerce
Re-accredited 'A' by NAAC, Permanently Affiliated to Bengaluru Central University,
Approved by Government of Karnataka, Approved by AICTE, New Delhi,
Recognized by UGC under 2F & 12B of UGC act 1956

BEST PRACTICES

Best Practice: 1

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 towards 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 tech savvy, hence 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 course etc. attending physical classes.

3. The Context

The curricular delivery in 20th Century was mostly through didactic lectures and chalk and talk method. 21st Century calls for digital and blended learning. ICT enabled teaching and learning is the part of 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 classes and online learning.

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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 live class, counseling and mentoring.

Students use the mobile app for submitting assignments, MCQ test and descriptive online test. Value added /certificate courses, skill based courses, career oriented courses are also offered to the students through Mobile App. Students can login for live online classes through mobile app. Course material can be downloaded from the ERP software any time they want.

360 º + 1 Youtube channel : The department of Journalism at MSRCASC has created a YouTube **News Channel** and a **Newsletter** named "**Ramaiah 360°+1**" with the tagline – "**You Provide, We Present**". This channel apart from giving practical exposure to the students of Journalism, acts as a show case for all the events organized by the college. The channel also highlights the current social issues which benefits the society. E.g.: The channel showed the garbage dumps in the locality and after viewing this, the BBMP took immediate action and cleared the garbage dump.

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 online class.
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 skill based, value added/ certificate courses has increased.
4. Use of mobile app has helped the 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 those 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 course for their career enhancement.

6. Problems Encountered and Resources Required

Students find it difficult in understanding the practical papers like accounting, mathematics. 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 use of Videos or PPTs.

Uninterrupted power supply and internet bandwidth is required throughout the day. Network issues from the students end makes online teaching ineffective.

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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 the society. Values, Character, Capacity building programs have to be included in the curriculum.

3. Context:

The present day class room and college dynamics revolve around proficiency in subject and scoring of marks for competitive materialistic world. Less emphasis is for 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, the teachers 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, celebrates 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, spirit of Nationalism, Gandhian Values etc. This is done by inviting scholars and experts to talk on these issues. The Center for Holistic Education takes an initiative to conduct various in association with DISHA, a Non-

profit Social Initiative, since 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 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 programmes, 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 personality development module which is more intensive than the Orientation programmes. It is an activity based programme 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 programmes are activity-based and involve exercises which 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 by the Orientation Programmes and Personality Development Workshops conducted by DISHA. Initially the students were skeptic 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 programmes 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 team work have been enhanced.

6. Problems Encountered

- The no. of students to attend the DISHA programme 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 programme 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 times we have seen clash of dates.

- Coordination among the many departments. Faculty and large numbers of students is the biggest challenge faced by the organisers.

- 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.

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