

# Institute for Excellence in Higher Education (IEHE), Bhopal (MP)

(Session: 2020-21)

## FIRST BEST PRACTICE IN MY INSTITUTION

### 1. Title of the practice: **Online Teaching Using MS Teams**

#### **The context that required the initiation of the practice (100 – 120 words):**

The session 2020-21 was the year of pandemic. The lockdown situation in the country witnessed an unprecedented circumstance. The staff of IEHE geared up to teach in the best possible manner to our students. Microsoft Teams subscription was arranged. All students, staff profiles and passwords were generated and classes were taught in online mode as per the time-table.

This facilitated the smooth teaching in online process during the lockdown which was a big asset for students who had moved back to their homes because of the lockdown.

### 2. Objectives of the practice (50 – 60 words):

After the online admission was completed, the classes started in an online mode due to the pandemic. The Institute arranged for MS Teams subscription and classroom teaching for all undergraduates and postgraduate classes started. The lockdown eased out but as the hostels were not opened and the government did not allow offline classes hence all teaching learning took place in the online mode.

### 3. The Practice (250 – 300 words):

The teaching learning process using MS teams during the lock down made the best possible use of the time of students and staff. The staff used an Interactive-Whiteboard, screen sharing and live-demonstration for making teaching more effective. Experiments were also conducted through interactive mode via vlab.co.in & software like SciLab/Matlab etc., while numericals were taught with various interactive modes including Videos and PowerPoint presentations thereby making learning more effective. Making the optimum use of MS Team class notes were shared with the students. Students had the option of submitting their assignments through MS Team/Gmail/WhatsApp etc. Various innovative ways were devised by staff to make teaching and learning eased out.

### 4. Obstacles faced if any and strategies adopted to overcome them (150 – 200 words):

The students who were in rural areas sometimes lacked net connectivity and faced difficulties in attending online classes. Students who did not possess personal smartphones and laptops also faced difficulty in attending online classes. Power cuts, low bandwidth, device issues sometimes caused disruption in online teaching. Some students did not have soundproof place to study and were distracted due to a non-classroom environment.

### 5. Impact of the practice (100 – 120 words):

During the troubled times, the teaching did not get hampered and stayed connected with the curriculum, staff and their classmates. The teachers tried their best to teach the syllabus in an interactive and interesting manner. They also acted as mentors & guide and provided help in the best possible manner. In line with the government initiatives on the pandemic, the teachers were able to mobilize groups of students to not only be of academic help, but

also reach out to the under-privileged and deprived sections of society. This was of benefit in the development of confidence and a strong sense of social responsibility amongst several students of the Institute thereby communicating the powerful message of social service through the groups that already existed on the Institute portal.

6. **Resources required:**

A stable internet connection (Wi-Fi Facility) for staff to conduct online classes smoothly from the institute's premises is of utmost importance. It was observed that many faculty had to depend on their own resources to conduct classes. Additionally, many classrooms did not have adequate ICT facility (Notebook, Computer System, UPS, Wi-Fi, etc.) due to which faculties could not make optimum use of their potential.

7. **About the Institution**

- i. Name of the Institution: **Institute for Excellence in Higher Education, Bhopal M.P.**
- ii. Year of Accreditation: **2004**
- iii. Address: **Kaliasot Dam, Kolar Road Post Box No 588, Post Office Ravishankar Nagar, Bhopal- 462016**
- iv. Grade awarded by NAAC: **A**
- v. E-Mail: **[iehebhopal@mp.gov.in](mailto:iehebhopal@mp.gov.in)**
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# Institute for Excellence in Higher Education (IEHE), Bhopal (MP)

(Session: 2020-21)

## FIRST BEST PRACTICE IN MY INSTITUTION

### 1. Title of the practice: **Online Evaluation (Internal & External)**

#### **The context that required the initiation of the practice (100 – 120 words):**

The session 2020-21 was the year of Pandemic. The Institute encouraged its staff to use the Institute Portal for conducting tests, quizzes etc. for Continuous Comprehensive Evaluation (CCE). The COVID-19 resulting in lockdown caused closure of the Institute. The classes, tests and assignments were conducted online. Fortunately, the Institute for Excellence in Higher Education had improvised the facility of access to the inhouse portal to the staff and students in the year 2019-20. This resulted in the smooth transition of information from the teachers to the students and vice-versa. This also facilitated the online evaluation procedures that were a necessity during the pandemic time period. Not only was the staff vigilant about the issues being confronted by the students but was also in a position to solve several academic as well as issues of personal importance to specific students. This facilitated the smooth conduction of online end-semester examination during the lockdown which was a big asset to students who had moved back to their homes because of the lockdown.

### 2. **Objectives of the practice (50 – 60 words):**

During Continuous Comprehensive Evaluation (CCE) system of the Institute, students appear for regular tests, presentations, class-room teaching, group-discussion etc. throughout the session. The nature of evaluation is based on semi-surprise test; hence the students are regular in class and are diligent in their online studies. The Institute arranged software for end term examination.

Due to pandemic the switchover from offline to online teaching, learning & evaluation process was easy. This initiative was of particular importance for the final year students who were seeking admissions in other colleges in India and abroad.

### 3. **The Practice (250 – 300 words):**

This also put in place the use of the new software which came in handy for the evaluation of the test papers. The significance of the teacher-student relationship was facilitated through this online mode resulting in good academic progress as well as better teacher student interaction which came in handy during trying times caused by the pandemic.

The Internal-Examination through Continuous-Comprehensive-Evaluation (CCE) mode and External-Examination (semester end-examination) both have equal weightage. This pattern has been followed continuously since inception of the Institute while the UGC has recommended in its Evaluation Guidelines (Nov-2019) of up to 70% of internal weightage. The continuous comprehensive evaluation which is fifty percent of total marks are on the basis of semi-surprise-written tests, presentations, quizzes, assignments, group-discussion, group-talk, class-teaching, poster/chart-making, etc. The curriculum is designed in such a manner that each student selects an honours subject (two papers in each semester) and has a choice of selecting one subsidiary subject (one paper in each semester) during the entire three-year degree course. We conduct regular meetings of Board of Studies (BOS) to update and upgrade the syllabus owing to everchanging scenario. This pattern explores the learning needs of the students as well as the potential of students. It also helps develop cognitive, psychomotor and effective skills. To lay emphasis on thought process and de-emphasize memorization the CCE helps make the process of teaching and learning a learner centric activity.

The end term examination was conducted in online mode by developing a dedicated software. Students were provided with login ID and passwords. The students could access their question papers and uploaded the answer books in stipulated time. The access was provided to each external examiner and evaluations were done. The statement of marks was uploaded online by the examiner & the results were declared on time.

4. **Obstacles faced if any and strategies adopted to overcome them (150 – 200 words):**

The students who were in rural areas lacked net connectivity and faced difficulties in attending online evaluation. There were students who did not possess personal smartphones and laptops also faced difficulty in appearing in online tests. Power cuts, low bandwidth, device issues sometimes caused disruption in online examinations. In the end semester examinations, there was heavy traffic because each student submitted a 40-page Answer Book which the Institute's server could not handle. Some students had to be provided extra time as they could not upload the Answer Book on time due to various connectivity reasons.

5. **Impact of the practice (100 – 120 words):**

In line with the Government initiatives on the pandemic, the teachers were able to teach and evaluate students. This was of benefit in the development of confidence and a strong sense of social responsibility amongst several students of the Institute thereby communicating the powerful message of perseverance and diligence.

The Continuous Comprehensive Evaluation helps students to grasp the topics in easily digestible chunks. They become very confident in public speaking, creative writing and comprehension. They are more knowledgeable and have a well-rounded personality. The system has created goodwill of the Institute. It acts as the USP of the Institute and students from faraway seek admission here.

6. **Resources required:**

A stable internet connection (Wi-Fi Facility) for staff to conduct online test in classes smoothly from the institute's premises is of utmost importance. It was observed that many faculties had to depend on their own resources to conduct classes. The end term examination was conducted with borrowed Server which had a limited capacity. The Institute requires its own server.

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