



7.2.1

BEST PRACTICE-2

1. Title of the Practice: Emancipation of Digital Transformation of Education: Blending Pedagogy with Technology

2. Objectives of the Practice :

Digital transformation, tech advances, and COVID-19 spurred online education, distance learning became mainstream in 2020s. **With the implementation of NEP-2020, the actualization of the visionary path leading to Education 5.0 was achievable** which is based on Humanized teaching, tech integration, social-emotional focus, and societal solutions for better learning experiences.

The institution not only **embraced the digital transformation steadily integrating the core values of NEP-2020, but also upgraded its pedagogies accordingly amalgamating revised Bloom's Taxonomy, 21st century skills, Sustainable Development Goals (SDGs).**

3. The Context

Blended learning, Student-Centric Learning challenge to assimilate identity, equity, diversity, inclusion, and belonging.

- Applying Blended learning and **enhancing knowledge acquisition** through

- Shifting from **synchronous to asynchronous** learning during pandemic, then to **hybrid** mode post-pandemic.
- Enforcing NEP-2020 core values.
- Transforming Teacher role as facilitator.
- Incorporating **revised Bloom's Taxonomy, ICT, 21st Century Skills, SDGs**.
- **Ethical, quality education** ensured through **FDP-trained faculty** and **innovative pedagogies**.

4. The Practice:

Planning, design, and promotion of appropriate curriculum:

- Proper **planning, designing, and implementation** of the curriculum.
- To **identify the critical needs of the learners** and **related educational deliverables**.
- **Systematic execution of pedagogical practices** through a **predefined concept map**.
- Student-centric **innovative pedagogical delivery** (ICT-based approaches to teaching included **flipped classrooms, paired discussion, case-based learning, freely-available computer-based learning solutions** such as use of virtual labs, research-based pedagogy etc.)

Promotion of intellectual infrastructure:

- Variety of skill sets developed, e-content creation included.
- Faculty and student **up-skilling and re-skilling** vital for digital transformation.
- Training in technology usage, **ICT tools, LMS, virtual platforms**, and innovative pedagogy as per **blended education policy**.

Promotion to technical infrastructure

- Pedagogical changes led to tech adoption.

- Experiential learning with latest technologies and fast internet.
- COVID shifted from offline to online, then blended mode.
- Zoom, G-Suite, and Holkar LMS used and upgraded.
- ICT-enabled classrooms, computer labs enhance learning.
- Customized assessment software constantly improved.

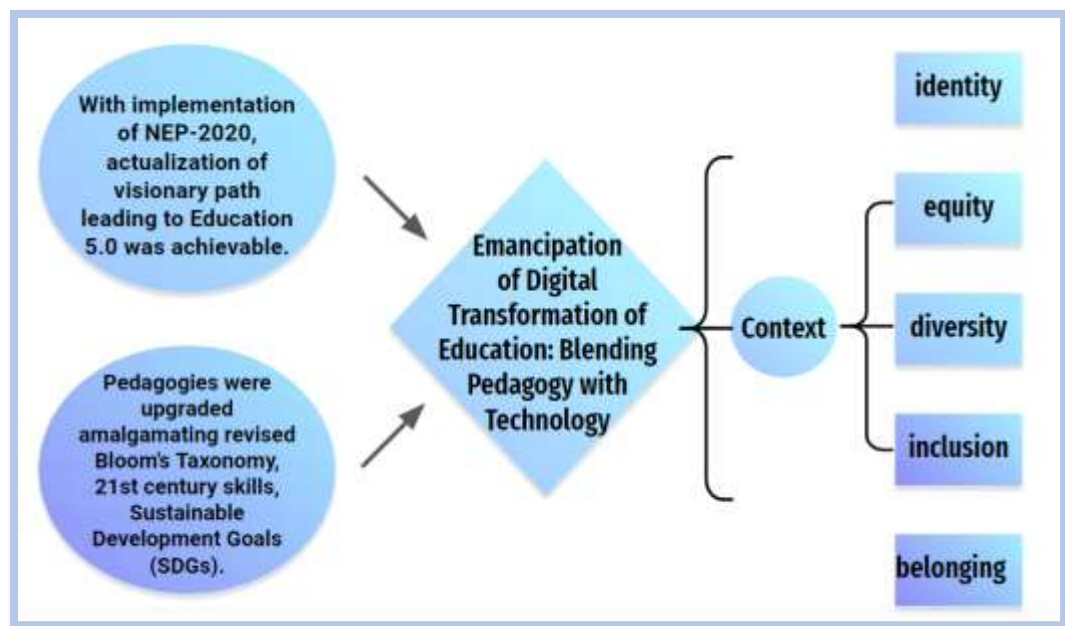
Promotion of innovative attitude

Embracing and **Incubating innovations with the inclusion of digital means with respect to newer methodologies of teaching-learning was inculcated in the pedagogies.**

Care was taken such that innovation never proves to be complex in terms of Education 5.0 adoption.

Response to demands from society

- Modify 20th-century pedagogy for 21st-century students.
- Design dynamic, realistic curricula fostering digital competencies.
- Constant interactions and stakeholder feedback drive innovation.
- Utilize digital tech to align with societal needs.



5. Evidence of Success

This best practice has enriched the already existing quality culture through:

Evidence of Success

- Faculty's teaching plan **ensures content adherence.**
- Blended learning suits **learners' pace, adaptability and flexibility.**
- Holkar LMS and other digital interfaces offer various **diverse learning experiences** such as experiential, participatory, and collaborated learning, design thinking, flexible and inclusive learning, flipped classrooms, and testing high-order cognitive learning capabilities.
- Digital pedagogies **enhance academic performance, inclusivity, and competitiveness.**
- Detailed hybrid course planning leads to **successful outcomes in knowledge, skills, values, and attitudes.**
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6. Problems Encountered and Resources Required

Boom in e-delivery of curriculum, satisfactory implementation, but challenges for sustainable success observed.

Problems Encountered:

- Unstable network connectivity hampers learning delivery.
- Some students lack access to smartphones or computers.
- Faculty needs time and training for digital acclimatization.

- Technology-based materials at times lack interactivity, impacting student participation and teacher presentation.

Resources Required:

- Annual budget allocation for digital infrastructure.
- Substantial capital expenditure for videoconferencing and online classes.
- Computers provided for economically disadvantaged students at library and Department of Computers.

7. Future Enhancements:

In the future, the following enhancement of e-modes is envisioned:

- Online proctored examination system, so that the examinees can avail of this facility from anywhere.
- Initiation of Holkar MOOC Course.

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[Vasudhaiva Kutumbakam]

FINISHING GOAL



STARTING GOAL

Our SDG-2030 Goals Tree

कल्पवृक्षः

