

# **DEPARTMENT OF MATHEMATICS**

## **BEST PRACTICE**

**2019-2024**

**TITLE: - DIGITAL TEACHING-LEARNING PROCESS USING ICT TOOLS**

### **OBJECTIVE OF THE PRACTICE:**

- To analyze, formulate a better method of learning and establish a digital and ICT based Teaching
- To use tools of Information and Communicative Technology (ICT) for effective teaching and learning process.
- To enable them to understand and use ICT tools in learning process.

### **THE CONTEXT:**

A significant change in the teaching and learning resources for the 21st century is the digitalization of the educational system. It has drastically altered how information is shared, stored, and disseminated. The need for technological innovation has sped up the development of technological applications in teaching and learning as well as the revolution in communication. The prevalent teaching and learning practices used in higher education around the world have changed because of the quick development of technological applications in ICT.

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In India, a wide range of factors affect the teaching and learning process. Due to a variety of factors, including socioeconomic, cultural, and familial backgrounds, the majority of rural students fall behind in obtaining higher education.

As a result, in the current higher education system in India, teaching is difficult for any teacher, so implementing ICT-enabled digital teaching is crucial to encouraging students to pursue higher education that leads to research.

For the purposes of teaching and learning, the term "ICT" specifically refers to computer-based technologies like desktops, laptops, tablets, and smart phones as well as software and internet-based technologies like email, websites, and social networking sites.

### **THE PRACTICE:**

Technology in the classroom aids teachers in increasing student engagement, enhancing teamwork, and, most importantly, making learning enjoyable. The use of ICT tools in the teaching and learning process by faculty members is encouraged.

- ❖ In an effort of self-learning, the students are also encouraged to prepare slides and Power point presentations as part of assignments and in seminars. This makes the teaching and learning a two-way process, involving both the teachers and learners.
- ❖ This pattern is very helpful for slow learners, and the department has recently (2021–2022) been teaching the students entirely on the ICT Platform, displaying the same repeatedly until they greatly benefited.
- ❖ Quizzes have been conducting on this digital mode only to inculcate the interest about the subject.

### **EVIDENCE OF SUCCESS:**

The students

- Improved communication Skills.
- Mastered effective body language.
- Increased creativity that makes them progress.

### **ISSUES ENCOUNTERED AND RESOURCES NEEDED:**

- Mother tongue interference is more while conversing with others and making ICT tools effective ones.
- No adequate e-Class Rooms
- The College is not yet registered under MOOCs and MOODLE etc.
- Not enough skills to cope up with the present scenario
- To improve the fundamental practical knowledge that must be put into practice, we must employ the services of JKC and the Departm-

-ent of English to conduct oral and written activities like student seminars, JAM sessions, group discussions, debates, role plays, mock interviews, and idea expansion, among others.

- We must make use of the services of Department of Computer Science to attain skills to meet the standards of ICT enabled teaching –Learning process (M S Office etc.).
- The department does not have a digital classroom with a smart board to accommodate students' needs on a greater scale, nor does it provide each student with a laptop so they can turn in their assigned assignments in Google Sheets, etc.







