

**Annual Progress Report of  
Teaching, Learning and Educational Technology (TLET) Cell  
For Higher Education Institutes in Goa**

*As part of the implementation of National Education Policy- 2020*

As per the DHE letter no. Dev/MISC/81/2022/7863 dtd. 30.03.2022, the College has established a Teaching Learning and Educational Technology Cell (TLEC). The TLETC comprises of the following as the committee members for the AY 2022-2023

1. Dr. (Ms.) Sameena Falleiro - Convenor
2. Mr. Andrew Barreto - Co-convenor
3. Ms. Amisha Shirodker
4. Dr. Sachin S. Moraes
5. Mr. Aresh Naik
6. Ms. Mithali

**Objective 1: Outcome based Education (OBE) and Orientation programmes to College faculty**

1.1) To impart high quality education, to assess and evaluate the effectiveness of the teaching-learning process in HEIs.

The College organized a series of workshops and training programmes for faculty to get trained in Outcome Based Education (OBE) by inviting resource people and also deputing faculty to get trained.

On 27<sup>th</sup> June, 2022 Prof. Niyam Marchon from the SHEC of DHE inaugurated formally the TLETC and also conducted the FDP on OBE for all Faculty of the College.

The faculty were then urged to frame Course Learning Outcomes (CLOs) to be central to the course curriculum of their department. They had to articulate these statements in words what students will achieve in each course and how their learning will be measured.

Next, a Learning Outcome (LO) had to be framed. This LO should be a statement that is measurable, observable, and specific that clearly indicates what a student should know and be able to do as a result of learning. The Faculty had to keep in

mind that a well-written learning outcome should involve Action verb, Subject content and Level of achievement.

The LOs were generated using Bloom's Cognitive Taxonomy. A level of achievement would identify how proficient students need to be in a task. The LOs is shared with learners for the purposes of transparency and expectation setting by displaying it on the website alongside the course syllabus. Doing so makes the benchmarks for learning explicit and helps learners make connections across different elements within the course.

Since LOs are statements about the key learning takeaways, they can be used to focus the assignments, activities, and materials within the course. Providing feedback to students regarding their achievement of the learning outcome is important for both the student and to the teacher.

With an aim to **ensure Quality and Effectiveness** of the teaching-learning and evaluation process at the time of Academic Audit, the adherence to the number of lectures/practical's taken vis-à-vis those assigned by the BoS is looked for and explanation sought for any variances. Besides this at the Audit OBE w.r.t the courses is also looked into.

1.2) To measure Programme, Course and individual student attainment. Give details.

The College has initiated the process for Attainment of CLOs from the Academic year 2018-2019.

Work done on OBE so far:

- (1) Framing of CLOs
- (2) Attainment of Course Learning Outcome

In view of Outcome Based Education (OBE) each Faculty is encouraged to map each question in the Question Paper to its Course Outcome. All this mapping is done through Spreadsheet templates that have been provided to every Faculty. There is a 'Learning Outcomes-based Curriculum Framework' LOCF Portal designed by the College that offers a structural approach for Storing, Updating and generating Reports of the data related to Course Outcomes. This portal is designed to offer an organized storage and retrieval mechanism of Course Outcome files for each course offered in the institution and access it whenever the need be.

Course Outcomes are central to the course's curriculum. They provide an understanding to students and faculty; about what students will achieve through

each course and how their learning will be quantified. It assists Faculty in creating a visual map of a programme. It is also used to explore how students are meeting course outcomes. This exercise is centralized on student learning.

To calculate CLO attainment, the following process was used:

1. Mapping CLO to each question.
2. What is the class strength?
3. What are the total Marks of the questions mapped to a particular CLO?
4. How many questions students attempted for a particular CLO.
5. What is the CLO threshold? – 60% or 6 marks out of 10 marks.
6. What are the total marks scored by students for each CLO?

The following Steps have been used:

**Step 1:** Map the Course outcomes to the questions mentioned in the Continuous Assessment/ Semester End Examination Question Paper.

**Step 2:** Calculate the total marks scored by the student in the Continuous assessment/Semester End Examination with respect to Course Outcome.

**Step 3:** Finalizing the Threshold for Each Course Outcome.

- 1: Each Course Outcome can have a different threshold value.
- 2: Threshold can be decided based on
  - Average percentage scored by the students of the previous batch OR
  - Eligibility Criteria of the Programme.
  - Calculate the total marks for each CLO and compare it with the threshold assigned for each CLO.

**The following is the Procedure adopted for CO Attainment in College:**

Three internal tests (Two Continuous Assessments -CAs and one Semester End Examination-SEE) conducted based on COs.

Class performance activities consisting of subjective and objective tests/ presentations/ assignments/ multiple choice questions quiz/any other activity related to COs conducted.

A common format of programmed excel sheet has been prepared and made available to all Faculty.

This Excel sheet consists of the following parameters-

- Question wise CO mapping
- Question wise marks distribution
- Individual student wise marks statement
- Consolidated mark statement
- Level of attainment

- Action plan

This programmed excel sheet is used for finding the average attainment of COs.

The following are the three target levels: Low, Moderate and High attainment

Level 1 (Low) 0-30%

Level 2 (Moderate) 31-60%

Level 3 (High) 61% and above

Attainment level of all course outcomes of a course is displayed in a table format wherein it is then later tallied against the designated target level defined by the institution.

1.3) Strategize and recommend ways to improve NAAC accreditation & NIRF ranking.

After the announcements of the NAAC and NIRF ranking, a detailed analysis of the Report is done. The IQAC and various other coordinators' then draw up a SWOC analysis of the various aspects of the rankings and criteria. An Action Plan is then prepared as to how to bridge the gaps and address the various concerns etc. So that there is better performance in the next cycle.

1.4) Ways to provide high quality education in line with the NEP recommendation.

The College has a separate dedicated Team consisting of an NEP coordinator who is responsible for the smooth functioning and transition of various NEP matters w.r.t Cluster and liaison with the DHE and other colleges and Goa University etc.

Under this various Autonomy Ordinances under Autonomy Ordinances (AO) governing the National Education Policy (NEP) 2020 based on the Curriculum and Credit Framework for Undergraduate Programme (CCFUP) by the University Grants Commission (UGC) have also been initiated w.e.f. Academic Year 2023-24 onwards

Autonomy Ordinance of Parvatibai Chowgule College of Arts and Science, an Autonomous institution affiliated to the Goa University governing the National Education Policy 2020 for Undergraduate Programmes in Arts and Science in the disciplines of Languages, Social Sciences, and Sciences based on the Curriculum and Credit Framework for Undergraduate Programme (CCFUP) by the University Grants Commission (UGC).

**Introduction:**

The National Education Policy (NEP) 2020 (hereafter referred to as NEP) recognizes that higher education plays an extremely important role in promoting human as well as societal well-being and in developing India as envisioned in its Constitution - a democratic, just, socially conscious, cultured, and humane nation upholding liberty, equality, fraternity, and justice for all. It notes that “given the 21st -century requirements, quality higher education must aim to develop good, thoughtful, well-rounded, and creative individuals”.

The NEP states, “Assessments of educational approaches in undergraduate education that integrate the Humanities and Arts with Science, Technology, Engineering and Mathematics (STEM) have consistently shown positive learning outcomes, including increased creativity and innovation, critical thinking and higher-order thinking capacities, problem-solving abilities, teamwork, communication skills, more in-depth learning and mastery of curricula across fields, increases in social and moral awareness, etc., besides general engagement and enjoyment of learning”

In accordance with the NEP, the UGC has formulated a new student-centric “Curriculum and Credit Framework for Undergraduate Programmes (CCFUP)” incorporating a flexible choice-based credit system, multidisciplinary approach, and multiple entry and exit options based on which the college ordinances are framed. This will facilitate students to pursue their career path by choosing the subject/field of their interest.

**Objectives:**

- i. Recognizing, identifying, and fostering the unique capabilities of each student to promote her/his holistic development;
- ii. Flexibility, so that learners can select their learning trajectories and programmes, and thereby choose their own paths in life according to their talents and interests;
- iii. Multidisciplinary and holistic education across the Sciences, Social sciences, Arts, Humanities, and Sports for a multidisciplinary world;
- iv. Emphasis on conceptual understanding rather than rote learning, critical thinking to encourage logical decision-making and innovation; ethics and human and constitutional values, and life skills such as communication, teamwork, leadership, and resilience;
- v. Extensive use of technology in teaching and learning, removing language barriers, increasing access for Divyang students, and educational planning and management;

- vi. Respect for diversity and respect for the local context in all curricula, pedagogy, and policy;
- vii. Equity and inclusion as the cornerstone of all educational decisions to ensure that all students are able to thrive in the education system and the institutional environment are responsive to differences to ensure that high-quality education is available for all.
- viii. Rootedness and pride in India, and its rich, diverse, ancient, and modern culture, languages, knowledge systems, and traditions.

**Transformative initiatives that have a bearing on the undergraduate education:**

These include:

- Introducing holistic and multidisciplinary undergraduate education that would help develop all capacities of human beings - intellectual, aesthetic, social, physical, emotional, ethical, and moral - in an integrated manner; soft skills, such as complex problem solving, critical thinking, creative thinking, communication skills; and rigorous specialization in a chosen field (s) of learning.
- Adoption of flexible curricular structures in order to enable creative combinations of disciplinary areas for study in multidisciplinary contexts that would also allow flexibility in course options to students, in addition to rigorous specialization in a subject or subjects.
- Undergraduate degree programmes of either 3 or 4-year duration, with multiple entry and exit points and re-entry options, with appropriate certifications such as:
  - UG Certificate after completing 1 year (2 semesters) of study in the chosen fields of study,
  - UG Diploma after 2 years (4 semesters) of study,
  - Bachelor's degree after a 3-year (6 semesters) programme of study,
  - 4-year Bachelor's degree (honours) after eight semesters programme of study. If the student completes a rigorous research project in their major area(s) of study in the 4th year of a Bachelor's degree (honours with research).
- The 4-year Bachelor's degree programme would provide a better opportunity to experience the full range of holistic and multidisciplinary education in addition to a focus on the chosen major and minors as per the choices of the student.
- Inclusion of credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based education.

- Environment education to include areas such as climate change, pollution, waste management, sanitation, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living.
- Value-based education includes the development of humanistic, ethical, constitutional, and universal human values of truth, righteous conduct, peace, love, nonviolence, scientific temper, citizenship values, and life skills.
- Lessons in service and participation in community service programmes to be an integral part of holistic education.

### **Curriculum Framework:**

The new curriculum framework will have the following features:

- i. Flexibility to move from one discipline of study to another;
- ii. Opportunity for learners to choose the courses of their interest in all disciplines;
- iii. Facilitating multiple entry and exit options with UG certificate/ UG diploma/ or degree depending upon the number of credits secured;
- iv. Flexibility for learners to move from one institution to another to enable them to have multi and/or interdisciplinary learning;
- v. Flexibility to switch to alternative modes of learning (offline, ODL, and Online learning, and hybrid modes of learning).
- vi. Academic Bank of Credits ensures students to earn credits through multiple institutions and online platforms.

**Credit hours for different types of courses have also been described in detail in terms of hours and course work for Theory, Practicals, Projects, Seminar/ Internship/ Studio activities / Field work / Community engagement and services / NSS / NCC / Sports.**

1.5) To create an ecosystem of motivated faculty and students.

Since its inception, the College has always been at the forefront in educational innovation. Having been conferred with the autonomous status by University Grants Commission in June 2014, as can be seen from the various NAAC cycle reports decentralizing and shifting of responsibilities has helped increase number of activities across the departments. The key focus of Parvatibai Chowgule College under autonomous status has been able to make education relevant, imbibe skills and increase scope of employment.

The following are the highlights of the various criteria.

- I) **Curricular Aspects:** The Curriculum focus has been implementation of choice-based credit system (CBCS) on UGC guidelines. Courses of all

programmes were designed based on the departmental mission and then later keeping in mind Outcome Based Education (OBE). Core course were designed to give strong fundamental knowledge. Elective courses floated to impart special trainings/exposure to the essential skills in respective fields; Skill-based courses were floated for increasing hands-on exposure; Internship was made as a compulsory component of the curriculum to offer industrial exposure/ on-job training to students.

**II) Teaching-Learning-Evaluation (TLE):** The TLE processes were relooked to incorporate Bloom's Taxonomy in TLE. Multiple FDPs were conducted to train Faculty to adopt new teaching pedagogies. IQAC of the college also prepared handbook of various teaching and evaluation methods for the reference of the teachers. The handbook gives information on the process and rubrics of assessment of 16 evaluation modes. The exam committee made several reforms to focus on quality of students and for giving flexibility to faculty to adopt different modes of assessment, rather than examining students for their memorizing skill only.

**III) Research, Innovations & Extension:** Faculty members of Chowgule College were encouraged to undertake research activities related to various TLE methods. Extracurricular community engagement has claimed to enhance a graduate's employability by combining experiential learning, course-work and perhaps community service. The College has established various students' activity clubs.

**IV) Infrastructure and Learning Resources:** This has been done through RUSA funding by setting up CRL and Centre for Teaching and Learning (CTL) well equipped with an AV Room and Flipped Classroom; ICT facilities in almost all classrooms; High-end Lab equipment's and well-maintained infrastructure.

**V) Student Support & Progression:** In Pursuits to add value to education and make students responsible, apart from academics, community engagements departmental activities and participation in NCC, NSS and sports has given the needed impetus the students are able to develop life skills like self-confidence, ethics, teamwork, time management leadership and sensitiveness to societal issues.

**VI) Governance, Leadership & Management:** Decentralizing and shifting of responsibilities has helped increase numbers of activities across the board. Where responsibilities used to lay at the feet of the college, now departments have taken it up as they may be in a better state to organize them.

**VII) Institutional Values & Best Practices:** The college has been able to use autonomous status in true spirit by providing students global exposure to initiatives like international exchange programmes and academe

<p>mictransferoverlastfew years there have been students who have taken both the above-mentioned facilities at college as well as departmental level larger number of students has been benefited by visiting faculty of foreign universities on the campus.</p>
<p>1.6) Any other information /activities conducted based on OBE.</p>
<p>On 7<sup>th</sup>December, 2022 OBE Software Demonstration was conducted by Inpods (A Software Development Form based in Pune) on OBE software that they have developed.</p> <p>Google meeting for Inpods Free Pilot - OBE &amp; AMS (NBA and NAAC) was scheduled on Friday 24 February 23 at 12.30 pm, wherein they shared their MOU and were open to give free usage of their SW for one year.</p>
<p><b><u>Objective 2: Pedagogy and Education Technologies</u></b></p>
<p>2.1) To promote the use of the latest teaching pedagogy and educational technologies among faculty. Give details.</p>
<p>Continuing the legacy of being pioneers on using cutting edge technology in the teaching-learning process since early 2000, the College uses ICT enabled tools and resources in its teaching-learning and evaluation process keeping in mind Educational Pedagogy. In view of this we can proudly say that 100% Faculty use ICT in theory Teaching-Learning, Evaluation and Academic Administration process. The College has always benchmarked Institutions of International repute like MIT, Harvard, Georgia Tech, Boston University and Waseda University for their Course Delivery. It borrows best practices from these world class Institutions and internalizes them to cater to their own student needs.</p> <ul style="list-style-type: none"> <li>➤ The reduction in attention span of students is evident, hence Faculty are constantly looking into new ways of engaging the students. Our objective, therefore, was to incorporate innovative practices using web-based teaching tools. With an aim to experiment, innovate, explore and upgrade teaching-learning process at the same time not compromise on <b>Quality</b> in Higher Education, the College has been able to <b>Standardize templates</b>, go through many iterations and cycles of changing/ upgrading versions of its LMS and Lecture Plans; ICT Tools; Evaluation Modes; Class Policies and incorporate new learning strategies to suit the needs of students.</li> </ul>

- Parvatibai Chowgule College has always been proactive and instrumental in integrating ICT in teaching- learning. In the year 2009, the Institute started using its own online teaching learning platform called **CLAAP** (Chowgules Learn Anytime Any Place) through MOODLE and in recent years, also incorporated the use of Google Classroom. With time we have made amendments to the content organisation by addition of new sections like Course home, Course Page, Class Policies, etc. Institution has empowered and encouraged teachers to integrate teaching with ICT through workshops and training programmes.
- In the year 2017, the College was the first in the State of Goa to establish a **Centre for Teaching and Learning** (CTL). The CTL takes initiative in organizing guest lectures, providing hands on training/ workshops to Faculty. The Institution purchased G-suite and merged all the email-ids and drives with Google. This was an added advantage because each teacher was provided with unlimited drive space to store their teaching-learning content (Video lectures, e- books, etc). Teachers could conveniently share the links to these resources to the students.
- As a part of the teaching learning process the department of English introduced an **audio / video recording** of some of their lectures with an innovative idea of using the same to assess the students. Also, the use of film screening was done to develop the skill of critical writing in the students.
- Most of the departments made use of **ICT enabled teaching-learning** and used tools like Google Classroom, Moodle, Jam board, Mentimeter and Smart Board that aid in effective communication and demonstration.
- Due to the **pandemic**, there was a need to **transition into online modes of teaching, learning, and assessment**. As the teachers of the institute are well versed with LMS, this transition was relatively easier and smooth. During the lockdown period, most teachers were able to complete the syllabi and conduct effective evaluation of students using various web tools and record lectures through OBS. The Faculty are also involved in contributing to the state level MOOC of DHE called as Dishtavo.
- There is always an Induction Programme conducted for newly joined Faculty of the College to orient them about the various TLE methods we use in the college.

- This year there was a two day FDP also organized to go in depth wrt the same on 1<sup>st</sup> and 2<sup>nd</sup> Dec, 2022 so that the new Faculty get a hands-on wrt the same.
- There was also an interactive talk series session called Ghazali that was launched during the academic year. “Ghazali” is being promoted as a voluntary initiative of Teachers in which they periodically assemble on a certain day to share their teaching practices and learn from each other. In this way not only good practices get shared, peer reviewed, but also a culture of participatory learning gets promoted. This practice is expected to make teachers proactive for their own learning and improvement of the College. It will focus on how to use different modes for conducting lectures, how to involve active participation of students during lectures in correlation to passive learning, how certain practices or ideas have been executed, difficulties faced and assessment related practices and issues.

2.2) Faculty Development Programmes (FDPs) attended/organized for teaching faculty in areas of Teaching, Learning Education Technologies. Give details.

Teaching Learning Educational technology Cell (TLETC) and Internal Quality Assurance Cell (IQAC) of Parvatibai Chowgule College of Arts and Science (Autonomous) organized a 2 - day Faculty Development Program for all the new faculties of the institute. Eminent in-house Faculties in the field, Prof Dr. Nandakumar Sawant, Prof. Dr. Nandini Vaz Fernandes and Mr. Andrew Barretto were invited as a resource person for the workshop.

The workshop was inaugurated by the convener of Teaching Learning Educational Technology Cell (TLETC) Ms. Sameena Falleiro. Vice Principal Addressed the gathering and highlighted the importance of implementing different modes of teaching and evaluation for the benefits of the students.

Two day workshop was divided in multiple sessions to facilitate better understanding of different modes of teaching and evaluation with hands on training. The goal of this FDP is to Enhance the skills of teachers while encouraging faculty to adopt digital pedagogic approaches to integrate teaching-learning and evaluation with the latest digital tools/techniques, which are useful in today's education.

Workshop was divided into following sessions:

- Quality Higher Education & Overview of Bloom's Taxonomy
- Digital Blooms
- Teaching Learning methods

- TL Method 1 - Case Study
- TL Method 2 - Problem Based Learning
- TL Method 3 - Blended Learning
- Hands-on-Activities

The workshop focused on familiarizing the participants with Blooms taxonomy and importance of implementing it to improve the quality of higher education in the country. Resource person explained the Blooms taxonomy and how different levels in blooms taxonomy cater to identifying different areas of students' knowledge. Session on Digital blooms familiarized the participants on different digital platforms that can be used to implement blooms taxonomy. The resource person familiarized the participants of different tools and web resources which can be utilized by the faculties.

Session on Teaching Learning methods acquainted the participants with the different modes of teaching learning and evaluation and how they help different students in understanding the concepts in a better way. Different teaching learning methods were also deliberated. Next sessions were focused on understanding the three teaching learning methods which are Problem based learning, case study and Blended learning. The first day of the workshop came to an end with hands on training of the three teaching methods.

### **Objective 3: Massive Open Online Courses (MOOC)**

#### **3.1) Initiatives taken by college to develop and create MOOC**

The College has State-of-the-art infrastructure. Science laboratories with facilities for research, multimedia-equipped auditoriums, classrooms, conference room, campus-wide Wi-Fi network, computer labs, web-based virtual infrastructure for teaching-learning via an LMS like Google Classroom and MOODLE that is known as CLAAP (Chowgules Learn Anytime Anyplace).

- i. The CLAAP is a platform where the faculties display all the prepared teaching plan/course plan, course schedule, objectives, learning outcomes, assessment modes, evaluation dates etc.
  - The CLAAP provides a platform for the student and teacher to interact academically and initiate discussion. The CLAAP follows the MOOC structure of SWAYAM NPTEL.
  - Faculty from the College have contributed towards the MOOC of the DHE Dishtavo project

3.2) Give details of promotion of MOOC courses in the college.

Advanced learners are encouraged to take up online classes and answer the certification provided on SWAYAM/NPTEL/Open Course Ware. The College is also a recognized nodal center for SWAYAM/NPTEL courses. There is a provision in the marksheets of such students to display the same as extra credits. They are also motivated to participate in presentations and seminars at State and National Level. The students many times display their research projects on such platforms.

3.3) Whether any proposal is submitted to DHE or any other agencies for creating of MOOCs. Give details.

No

**Objective 4: Use of ICT in classroom teaching & Blended learning using Dishtavo teaching modules and other ICT Tools.**

4.1) List the ICT tools used by faculty for effective teaching-learning process in the college.

**Teaching-Learning Processes:**

Teaching methodologies adopted by the faculty-members focused on developing skills in students besides giving information. College has also taken initiative in Structuring Teaching learning processes in an Outcome Based Education framework.

Modes of Teaching	
1.Lecture method	8.Flipped Classroom
2. ICT supplemented teaching.	9.FieldBased studies
3.Group Learning activities	10.Projects
4.Case Studies	11.Student Seminars
5.Experiential Learning	12.Group Discussions
6.Problem Based Learning	13.Outdoor Activities
7.POGIL	14. Lab Experiments

4.2) Use of ICT tools for effective curriculum delivery for teaching-learning and evaluation process.

Continuing the legacy of being pioneers on using cutting edge technology in the teaching-learning process since early 2000, the College uses ICT enabled tools and resources in its teaching-learning and evaluation process keeping in mind Educational Pedagogy. In view of this we can proudly say that 100% Faculty use ICT in theory Teaching-Learning, Evaluation and Academic Administration process. Most of the departments made use of ICT enabled teaching-learning and used tools like Google Classroom, Moodle, Jam board, Mentimeter and Smart Board that aid in effective communication and demonstration. Due to the pandemic, there was a need to transition into online modes of teaching, learning, and assessment. As the teachers of the institute are well versed with LMS, this transition was relatively easier and smooth. During the lockdown period, most teachers were able to complete the syllabi and conduct effective evaluation of students using various web tools like google forms and record lectures through OBS. The Faculty are also involved in contributing to the state level MOOC of DHE called Dishtavo.

4.3) List the training programs/workshops conducted by college to promote ICT tools among faculty.

- Beginning of the academic year the Faculty are given an Induction Programme on the various TLE of the College.
- There was an orientation on OBE that was conducted by DHE SHEC team on campus.
- The Research Team of DHE SHEC also has a session for the Faculty on various research projects etc.
- There was a two day FDP conducted for the new faculty wherein they were taught various ICT tools wrt TLE.
- There was an online orientation on OBE that was conducted by Inpods Pune.
- Faculty from the College were deputed periodically to attend the DHE lead FDPs from time to time throughout the academic year.

4.4) Give suggestions for creating the additional infrastructure/technical requirement for ICT implementation in college.

Since the College already has the CTL that was established in 2017, the infrastructure is already in place. However, it only needs to be maintained. Further in view of MOOCS, there is a requirement for technical expertise

(videographer/multi-media experts)

### ● Best Practices

List the best practices by TLET Cell of the Institute: *(if any)*

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- The reduction in attention span of students is evident, hence Faculty are constantly looking into new ways of engaging the students. Our objective, therefore, was to incorporate innovative practices using web-based teaching tools. With an aim to experiment, innovate, explore and upgrade teaching-learning process at the same time not compromise on **Quality** in Higher Education, the College has been able to **Standardize templates**, go through many iterations and cycles of changing/ upgrading versions of its LMS and Lecture Plans; ICT Tools; Evaluation Modes; Class Policies and incorporate new learning strategies to suit the needs of students.
- Parvatibai Chowgule College has always been proactive and instrumental in integrating ICT in teaching- learning. In the year 2009, the Institute started using its own online teaching learning platform called **CLAAP** (Chowgules Learn Anytime Any Place) through MOODLE and in recent years, also incorporated the use of Google Classroom. With time we have made amendments to the content organisation by addition of new sections like Course home, Course Page, Class Policies, etc. Institution has empowered and encouraged teachers to integrate teaching with ICT through workshops and training programmes.
- In the year 2017, the College was the first in the State of Goa to establish a **Centre for Teaching and Learning** (CTL). The CTL takes initiative in organizing guest lectures, providing hands on training/ workshops to Faculty. The Institution purchased G-suite and merged all the email-ids and drives with Google. This was an added advantage because each teacher was provided with unlimited drive space to store their teaching-

learning content (Video lectures, e- books, etc). Teachers could conveniently share the links to these resources to the students. This CTL now continues to lead the way for TLE in the college under the aegis of the TLETC team.

- With an aim to **ensure Quality and Effectiveness** of the teaching-learning and evaluation process at the time of Academic Audit, the adherence to the number of lectures/practical's taken vis-à-vis those assigned by the BoS is looked for and explanation sought for any variances.
- Most of the departments made use of **ICT enabled teaching-learning** and used tools like Google Classroom, Moodle, Jam board, Mentimeter and Padlet that aid in effective communication and demonstration.

#### ● **Future Plan**

List the measures to improve the knowledge and appropriate planning for achieving the mentioned TLET objectives.

1. Funding/Budget to be allocated to the TLETC from the DHE to conduct need based and other programmes, FDPs, workshops, seminars, talks, activities etc at the Local level in the college or State and Inter State level.
2. Also funding to attend programmes in other colleges or universities like FDPs, workshops, seminars, tasks, activities etc at the Local level in the college or State and Inter State level.
3. Funding to conduct research
4. Funding to create and maintain ICT Infrastructure labs for TLE of the college.
5. Planning to set up Institute of Academic Excellence for TLE ie CTL of the college in line with NEP.

#### ● **Challenges**

List the challenges for the TLET Cell for achieving the mentioned TLET objectives.

1. Lack of Financial support to maintain the existing Infrastructure of the CTL-TLETC.
2. Lack of Financial support to conduct activities relating to TLETC.

**Report Prepared By:**

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