

TITLE OF THE PRACTICE: ADAPTING TO THE NEW NORM OF EDUCATION

OBJECTIVES OF THE PRACTICE: (100 WORDS)

One of the standard terms heard in Higher Education after the Covid pandemic is the term 'new normal'. The new normal in education is the increased use of online teaching-learning tools. The COVID-19 pandemic has triggered new ways of learning. Online teaching-learning provides greater flexibility to address varying learning styles and use different technologies with a student-centric approach. Online learning has the benefit of allowing instructors to focus on individual students. The new standard is now a transformed concept of education, with online knowledge at the core of this transformation. Realizing the significance and demand for online teaching-learning methods, CIMAT has initiated the adaptation of the recent Blended learning trends by combining teaching with digital tools and resources designed to deliver the best possible learning experience in the college. Blended teaching-learning fulfils the following goals of higher education.

1. Affordability
1. Efficiency
1. Flexibility and self-paced learning
1. Accessibility of time and place
1. Improved virtual communication and collaboration
1. Refined critical-thinking skills
1. New technical skills
1. Suits a variety of learning styles

A broader and global perspective

THE CONTEXT: (150 WORDS)

The COVID-19 pandemic outbreak in 2020 had a profound impact on education systems worldwide, leading to a significant shift towards online teaching and learning. With schools and universities closing their doors to prevent the spread of the virus, educators and students quickly had to adapt to a virtual learning environment. Online platforms and video conferencing tools became the primary means of instruction, enabling teachers to deliver lessons remotely and students to continue their education from the safety of their homes.

This transition presented several challenges. Access to reliable internet and suitable devices emerged as significant barriers, particularly in disadvantaged communities. Teachers had to develop new strategies to engage students and ensure effective communication, often dealing with technical issues and limited interaction. Additionally, maintaining student motivation and managing time effectively became crucial concerns.

Teachers and students discovered innovative ways to collaborate, share knowledge, and develop digital literacy skills. The remote learning experience during the pandemic highlighted the importance of technology integration in education and prompted educators to reimagine traditional teaching methods for a digital age.

As the pandemic continues to evolve, the lessons learned from online teaching and learning will likely shape the future of education, with blended learning models and digital tools playing an increasingly significant role in classrooms worldwide.

THE PRACTICE : (400 WORDS)

During the academic year 2019-2020, CIMAT successfully adopted online teaching and learning methods to educate its students through virtual platforms. In response to the COVID-19 pandemic outbreak, which led to the closure of educational institutions worldwide, CIMAT swiftly transitioned to a remote learning environment to ensure continuity in education.

One of the primary modes of online teaching employed by CIMAT was live classes conducted through video conferencing platforms such as Zoom and Google Meet. These platforms allowed teachers to deliver real-time lectures, engage with students, and facilitate interactive discussions. Students could ask questions, seek clarifications, and actively participate in learning from the comfort of their homes.

In addition, to live classes, CIMAT utilized various other tools to enhance the online learning experience. Webinars were organized to invite guest speakers and experts to share their knowledge and insights with the students. Recorded lectures were made available on platforms like YouTube and the institution's website, enabling students to revisit the material at their own pace.

CIMAT also effectively used learning management systems like Google Classroom and Moodle. These platforms served as virtual classrooms where teachers could share assignments, distribute study materials, and provide student feedback. Through these platforms, students could submit their work, access resources, and engage in collaborative activities with their peers.

To supplement the course content, CIMAT leveraged e-texts and e-content. Online textbooks and digital resources were accessible to students, ensuring they had all the necessary materials for their studies. E-learning platforms were utilized to provide supplementary educational resources, including interactive modules, quizzes, and practice exercises, fostering a comprehensive learning experience.

CIMAT's adoption of online teaching and learning during the 2019-2020 academic year was a testament to the institution's adaptability and commitment to delivering quality education.

Integrating various online tools and platforms helped bridge the gap between physical and virtual classrooms, providing students with continuous access to educational resources and support.

Despite the challenges posed by the sudden shift to online learning, CIMAT's faculty and staff worked diligently to ensure a smooth transition. They actively engaged with students, addressing their concerns and providing guidance. Continuous communication channels were established, allowing students to seek assistance and receive timely instructor updates.

The adoption of online teaching and learning methods by CIMAT during this period showcased the institution's resilience and willingness to embrace technological advancements in education. It demonstrated that remote learning is an effective alternative to traditional classroom settings, and it opened doors to explore new pedagogical approaches and enhance the overall learning experience.

As the academic community at CIMAT looks towards the future, the experiences gained from this period of online teaching and learning will undoubtedly inform their practices. The institution will likely continue to leverage the benefits of digital tools and platforms, incorporating blended learning models that combine the best aspects of both virtual and in-person instruction. The online applications are developed and designed to facilitate easy learning and better understanding. It is the best way to create a perfect learning environment suited to the needs of each student.

EVIDENCE OF SUCCESS:(200 WORDS)

During the academic year 2019-2020, the Coimbatore Institute of Management and Technology (CIMAT) implemented online learning methods with remarkable success. The evidence of this success was apparent through several key indicators.

First and foremost, student engagement and participation remained high despite the shift to virtual classrooms. CIMAT witnessed active student involvement in live classes, webinars, and discussion forums. Interactive tools and platforms encouraged students to actively participate in their learning, ask questions, and participate in discussions.

Secondly, the institution observed a positive impact on academic performance. Despite the challenges posed by the sudden transition, students could adapt to online learning and continue their studies effectively. Assignments were submitted on time, and examinations were conducted smoothly through virtual proctoring systems. This indicated that the online learning environment provided an effective means for students to grasp and retain the course material.

Additionally, the successful implementation of online learning at CIMAT was reflected in student feedback. Surveys and evaluations conducted at the end of the academic year indicated overall satisfaction with the online learning experience. Students appreciated the flexibility offered by online classes, the availability of recorded lectures for review, and the convenience of accessing resources through digital platforms.

PROBLEMS ENCOUNTERED: (150 WORDS)

One of the prominent problems encountered was the issue of access and connectivity. Not all students had reliable internet access or suitable devices to participate fully in online classes. This posed a significant barrier, especially for students from disadvantaged backgrounds, resulting in disparities in learning opportunities.

Another challenge was the adjustment to the virtual learning environment. Both students and faculty had to adapt to new platforms, tools, and teaching methods, which required a learning curve. Technical difficulties, such as internet disruptions or software glitches, occasionally disrupted the flow of classes and hindered effective communication.

Despite these challenges, CIMAT actively addressed these issues by providing technical support, conducting training sessions for students and faculty, and implementing strategies to foster student engagement. Through continuous efforts and improvements, CIMAT aimed to overcome the obstacles and ensure a successful online learning experience for its students.