**7.2.2 Evidence of success for the ICT usage at RVIM**
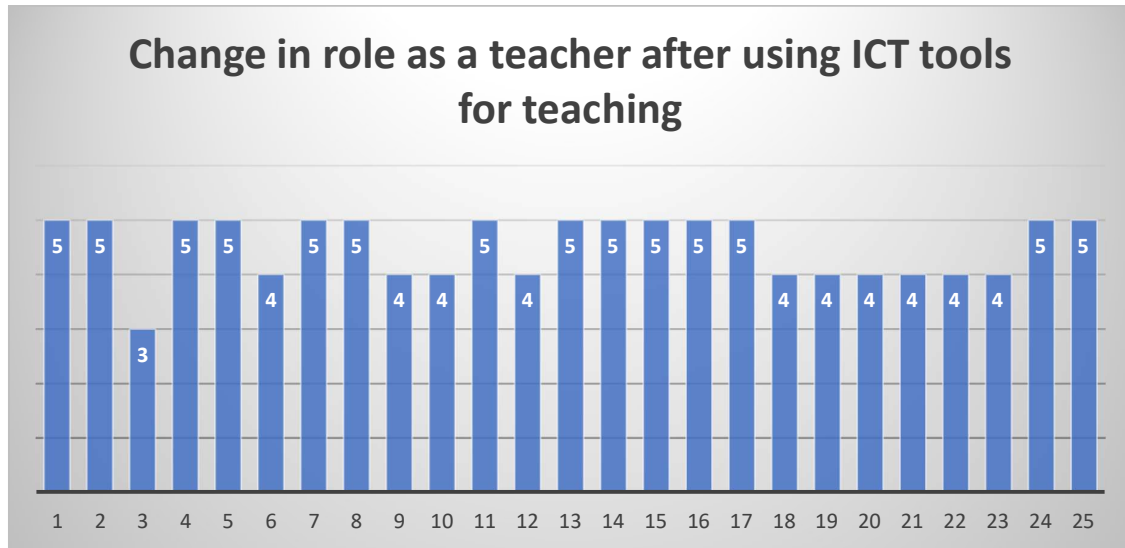
Based on the feedback from the faculties of RVIM the following areas of success through ICT tools have been identified as follows

**Chart 1: Change in role as a teacher after using ICT tools for teaching**



Change in role as a teacher after using ICT tools for teaching

**There has been knowledge revolution and role of the teacher:** The pace of technological revolution and emergence of a knowledge and information society have changed the traditional role of the teachers and the students. The development of ICT changed the centre of knowledge. We can say that there is a decentralization of the knowledge source. This has had an overall impact on the development of learning abilities among the students.

**Chart 2: Improvement in level in your expertise of teaching after the usage of ICT**
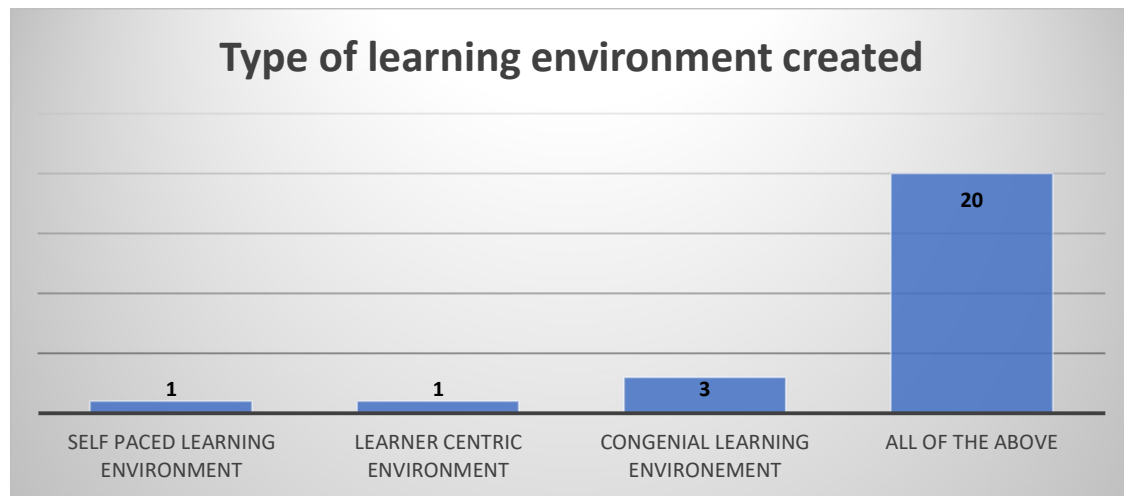
**Improvement in level in your expertise of teaching after the usage of ICT**
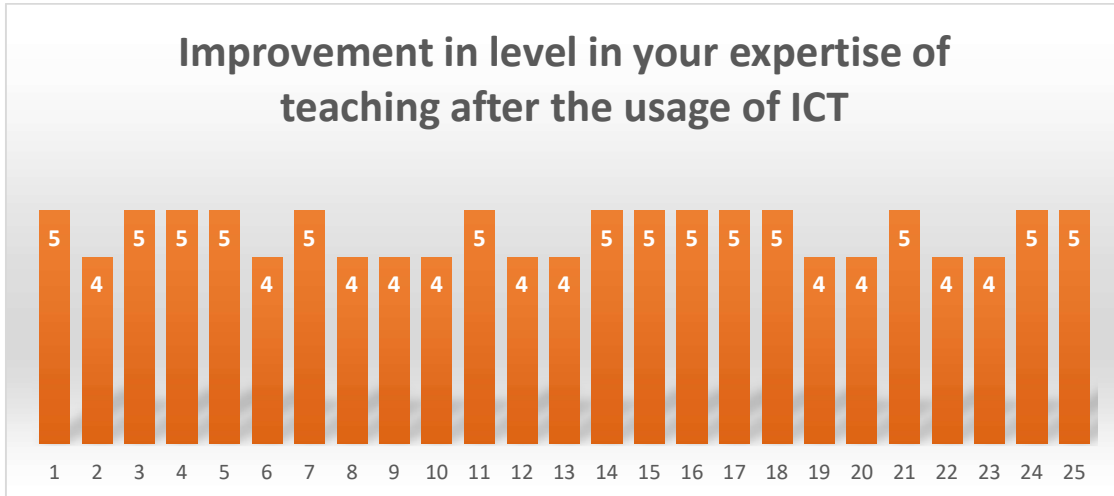
**Improved expertise of the faculty:** ICT enabled education to a great extent, has combated the problem of updated content The acquisition of ICT skills among teachers helps students in knowledge sharing, thereby multiplying educational opportunities. They have got opportunities for acquisition and exploration of a new knowledge.

**Chart 3: Usage of ICT helped in delivery of your content in the class**



**USAGE OF ICT HELPED IN DELIVERY OF YOUR CONTENT IN THE CLASS**
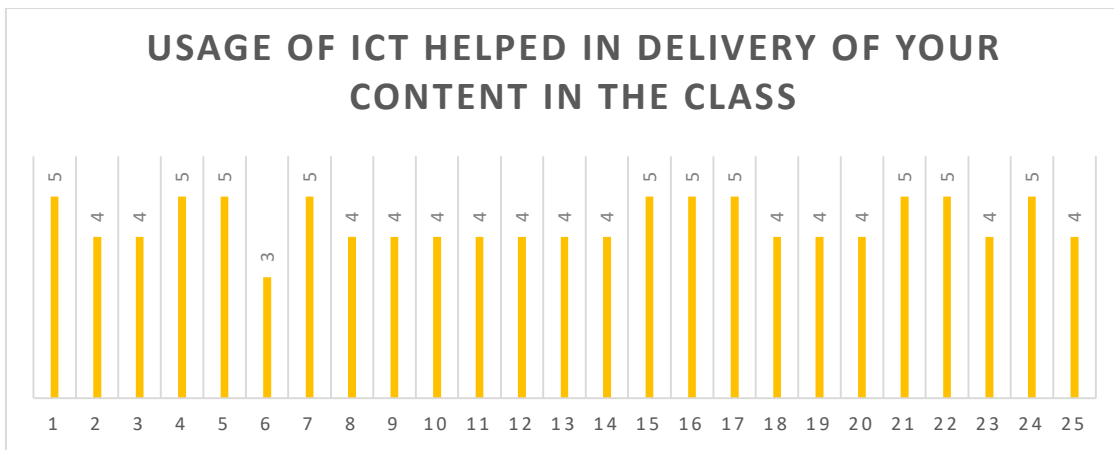
**Delivering Content:** It has enabled teachers to deliver their lessons effectively. It has offered new ways of teaching and delivering the same lesson in new and different ways such as pictures, graphs, videos, audio etc. thus creating curiosity among learners leading to joyful teaching-learning. ICTs have provided the efficiency of delivery mechanisms of educational services by supplementing conventional delivery mechanisms. Students have been encouraged to revisit the lessons/topics to reinforce learning without active intervention by teachers. Students can repeat sections according to their need, time and place thus helping in individualized instructions resulting in accelerating and enriching of

**Chart 4: Type of learning environment created when using ICT tools**

## Type of learning environment created

| | | | |
|---|---|---|---|
| 1 | 1 | 3 | 20 |
| SELF PACED LEARNING ENVIRONMENT | LEARNER CENTRIC ENVIRONMENT | CONGENIAL LEARNING ENVIRONEMENT | ALL OF THE ABOVE |

**Self-paced learning:** Integration of ICT in teaching-learning process has facilitated to the need, psychology and understanding of diverse learners and hence provides quality education. ICT has fostered better teaching-learning process as various technologies such as Mobile technology, wide varieties of communication services such as teleconferencing, audio chats, interactive videos and seamless communications technologies support 24x7 teaching and learning according to the convenience and interest of learner. It has promoted the concept of learning anytime and anywhere making learning environment facilitating and provides more opportunities for learners to learn

**Learner-centered environment:** It provides varieties of educational services to deliver knowledge to learners using different approaches such as smart classes, electronic whiteboards, guided web tours, programmed learning, interactive CDs/videos, virtual labs, digital libraries, simulations etc. which makes teaching effective and teaching-learning process enjoyable, arouse curiosity, develops interest, makes topic easy, understandable and to the level of learners thereby making the environment learner-centered.

**Congenial learning environment**: Integration of ICT in the teaching-learning process helps the teacher to pair students together or place them within groups allowing everyone more time and opportunities to participate in the discussions taking place after PowerPoint presentation, interactive video sessions, audio-video chats, etc. Learners are divided into small groups after receiving instruction from the teacher. They then work on the assignment/projects and shares their thoughts, ideas, information, and knowledge until all group members successfully understand it. ICT helps in collaboration and exchange of ideas among learners freely thus

results in learner-centered activities enabling the learning related to the context. Cooperative efforts lead towards mutual benefit so that all group members gain from each other's efforts making learning environment congenial.

**Chart 5: ICT usage has helped in the retention of learning among your students**



ICT usage has helped in the retention of learning among your students
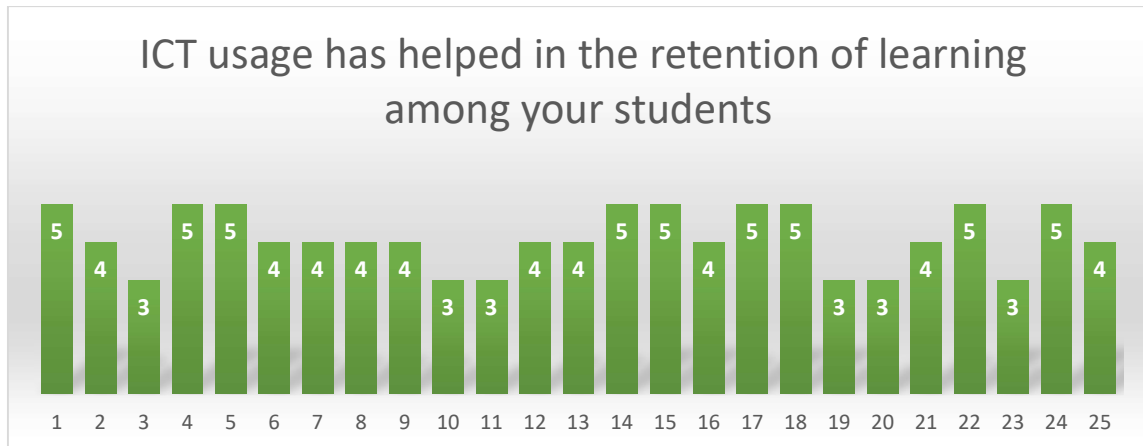
**Retention of learning:** ICT helps teachers to explain the difficult or complex concept with the help of PowerPoint presentations, interactive videos, audios, graphics, animations, images etc. engaging multiple senses of learners. Teachers can make a friendly interactive environment in the class which in turn improves students' concentration, resulting in easy retention of information and knowledge.

**Chart 6: Assessment the learning of your students with the help ICT tools**



Assessment the learning of your students with the help ICT tools
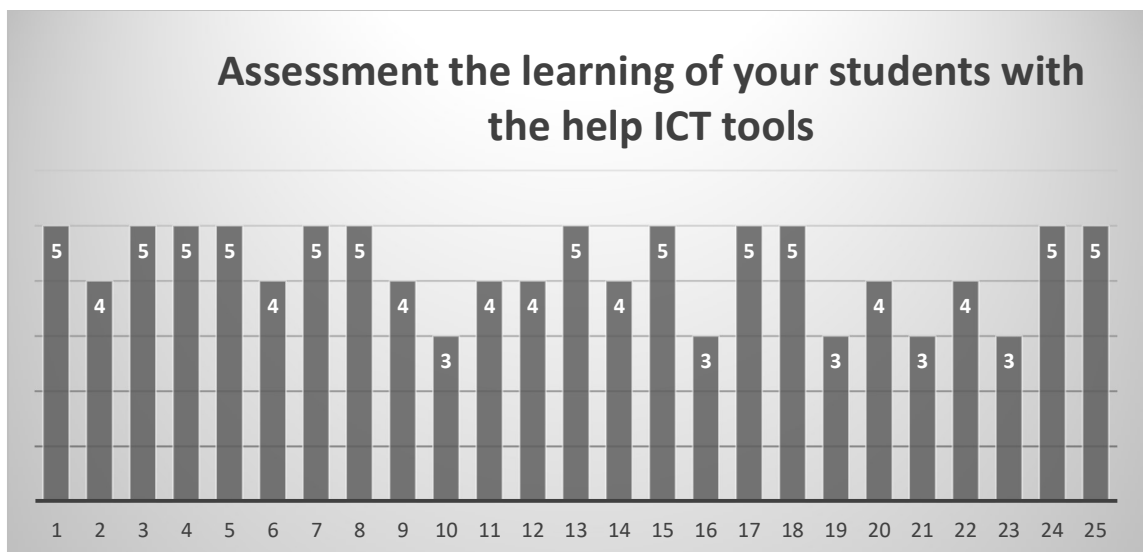
**Maintains the quality of education:** Multimedia enabled learning modules can be developed by a group of master teachers and instructional designers, which can then be shared with all schools to assure quality standards of learning delivery. ICT facilitates open-ended learning environment and makes complex topics easier to understand through simulations thus contributing to the quality of education.

**Chart 7: Relationship between student and faculty with introduction to ICT tools**



Relationship between student and faculty with introduction to ICT tools
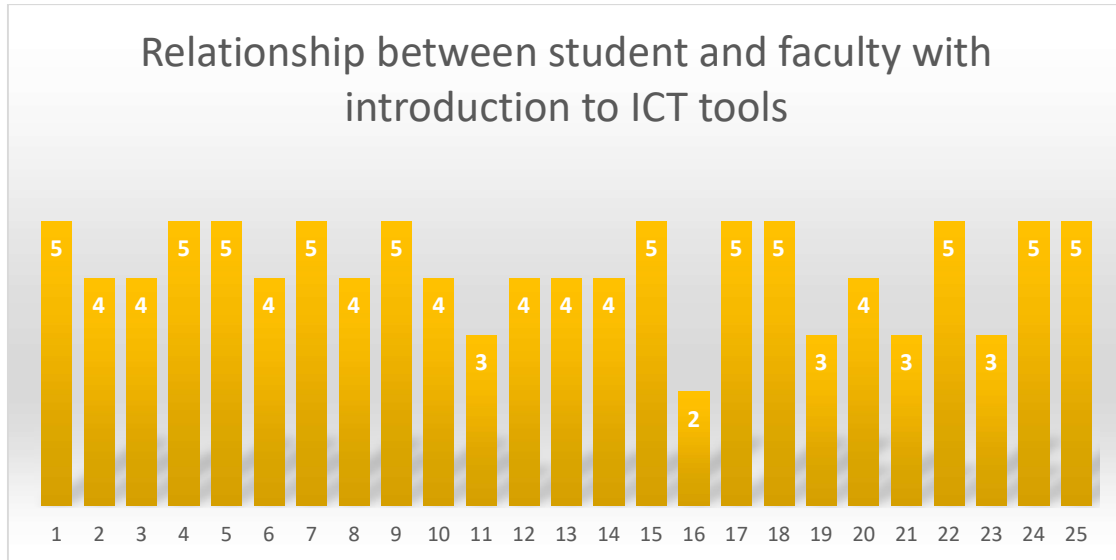
**Enhances students'motivation:** New technologies encourage independent and active learning thereby making teaching more active and joyful. Teaching in ICT integrated setting is more stimulating and interesting. Students feel motivated to learn and explore more resulting in increased intrinsic motivation.