



SBES College of Arts and Commerce Aurangabad

Institutional Distinctiveness

The outset of the year 2020 witnessed an unprecedented cataclysm in the garb of the COVID-19 Pandemic. The entire world was shut down for a period of six months and normalcy took over two years to be restored.

Much like the rest of the métiers, the pandemic took a heavy toll on the field of education as well. A whole generation of undergrads was ousted without experiencing much of their college life. Even though technological advancements ensured the conduct of the teaching-learning process through online mode, the pedagogical process was no longer as effective as yore. Most of the higher education institutes in India relied on free videoconferencing software which did not leave much control at the institution's end and were marred with lesser facilities like limited number of participants, fixed timeslots, no scope for retrieval of data, and lesser control features. The free software had to be used by the individual teachers on their own accord. Resultantly, there was no monitoring of the process as the software did not allow for any centralized access, nay the recordings of the lectures.

SBES, an institute that hails imparting education as the foremost duty, was insistent on not compromising the quality of education. In order to systematize the pedagogical process, the institute decided to opt for CISCO Webex after extensive scrutiny and tests of the contemporary videoconferencing software. The licensed version of CISCO Webex offers features like meeting recording, record keeping of participants' attendance, 1000 number of participants, unlimited number of meetings, unlimited duration of the meetings, pedagogical tools that facilitate e-learning, user-friendly interface, and a system that has lesser disturbances compared with other software. Webex can be used through desktop, web, and mobile apps.

In tandem with updating the institute's hardware to expedite the online teaching-learning process, the institute invested a hefty sum in the purchase of the CISCO Webex software for two consecutive years post the pandemic. The institute also subsumed G-Suite to assist the online teaching, learning, and evaluation process.

The hindered lectures were brought on track by the institute with the active support of all the teaching and non-teaching staff. The faculty members underwent an orientation programme in


order to effectively use the CISCO Webex along with the dynamic teaching-learning aids offered by the software.

A refurbished timetable that was embedded with links to online classes was circulated separately to the students and the teachers through WhatsApp/Telegram groups. The students logged in using only the link whereas the teachers were required to login with an ID and password to ensure exclusive control over the features of the software. The two links were shared separately to the students' as well as the teachers' WhatsApp/Telegram groups to avoid any confusion. The teachers, along with the enthusiasm of the students, made sure that the conduct of the classes was hassle-free and efficacious. Teachers made sure that the students were able to quench their queries during and after the online lectures. The user-friendly interface of the system allowed for the incorporation of teaching methodologies like Flipped Classroom, Brainstorming, Cooperative Learning, Inquiry-based Learning, Problem-based Learning, Collaborative Learning, Competency-based Learning, Educational Games, Case Studies, Group Discussion, etc.

The institute also made sure to incorporate CISCO Webex and G-Suite in the evaluation process, Internal Assessment, Online Guest lectures, Workshops, and Seminars. Luminaries from all factions of the society chipped in with their expertise as guest speakers.

As the lockdown strictures were gradually alleviated with the waning pandemic, the institute started to witness the students' hustle and bustle to some extent. However, the majority were still confined in the shackles of the aftermath of the pandemic as per their regions and socioeconomic situations. Thus, the institute decided to hybridize the pedagogical process where the on-campus students attended the offline lectures and the off-campus students attended the online lectures. Teachers were provided with ICT-enabled classrooms and laptops to ensure the productivity of the hybrid pedagogy.

SBES's investment to perpetuate the education process came to fruition as an entire batch of learners successfully acquired the knowledge that was assiduously imparted to them by the faculty members of the institute. The students progressed to further classes with flying colours prevailing all the adversities.



Incharge Principal