

Advancing Pedagogy Through Innovation: iCiTeL-2.0

The 2nd International Conference on Innovative Teaching and Exuberant Learning



Navi Mumbai, India

Advancing Pedagogy Through Innovation: iCiTeL-2.0 – The 2nd International Conference on Innovative Teaching and Exuberant Learning, Navi Mumbai, India

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Welcome to the Advancing Pedagogy Through Innovation: iCiTeL-2.0 – The 2nd International Conference on Innovative Teaching and Exuberant Learning



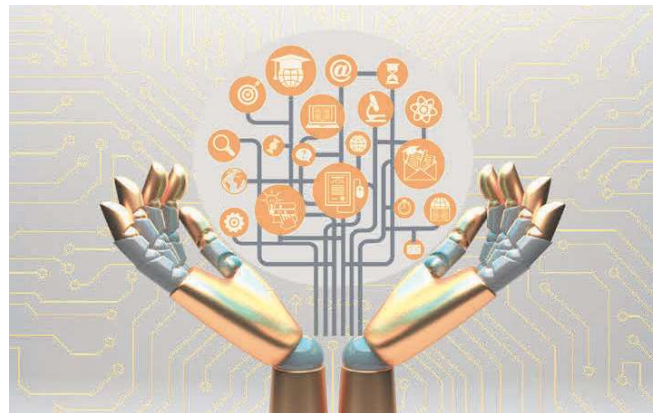
The 2nd International Conference on Innovative Teaching and Exuberant Learning (iCiTeL-2.0), a global platform that brings together educators, researchers, and academic leaders to exchange bold ideas, transformative practices, and inspiring strategies under the theme “Advancing Pedagogy Through Innovation.” Organised by

Anjuman-I-Islam's Kalsekar Technical Campus, New Panvel, India.

This prestigious virtual conference stands as a testament to our commitment to academic excellence and collaborative learning. The event is proudly hosted in collaboration with the School of Dentistry and Medical Sciences, Charles Sturt University, New South Wales, Australia, and Universitas Muhammadiyah Sumatera Utara, Indonesia, and held in association with the Indian Society for Technical Education (ISTE). This three-day conference features six expert sessions, an engaging panel discussion, and thought-provoking oral presentations from educators and scholars across the globe. Together, these sessions aim to foster diverse perspectives, ignite innovation, and empower teachers with forward-thinking insights for the future of education.

LIST OF ORGANIZERS

Anjuman-I-Islam's Kalsekar Technical Campus, New Panvel, India;
School of Dentistry and Medical Sciences, Charles Sturt University,
New South Wales, Australia; Universitas Muhammadiyah Sumatera
Utara, Indonesia



**Advancing Pedagogy Through Innovation:
iCiTeL-2.0 – The 2nd International Conference on
Innovative Teaching and Exuberant Learning**

Organised On:

18th-20th September 2025

Organised By:

Anjuman-I-Islam's Kalsekar Technical Campus, New Panvel-410206, India

In Collaboration with

School of Dentistry and Medical Sciences, Charles Sturt University,
New South Wales, Australia & Universitas Muhammadiyah Sumatera Utara, Indonesia

In Association with

Indian Society for Technical Education

Programme Schedule

Day 1 | 18th September 2025

Time (IST)	Session Details/Topics	Speakers/ Session Hosts
9:45 am to 10:00 am	Online Joining of Participants	-
10:00 am to 10:05 am	Gracious Welcome	Dr. Abusufiyan Shaikh Controller, CiTeL & Conference Convenor
10:05 am to 10:10 am	Opening Remark	Dr. Ramjan Khatik Director, AIKTC
10:10 am to 10:15 am	Chief Guest's Remark	Dr. Louise Pemberton Acting Sub Dean (Learning & Teaching)/ Associate Head (Learning & Teaching), School of Dentistry & Medical Science, Charles Sturt University, Australia

10:15 am to 10:20 am	Presidential Remark & Formal On-Screen Inauguration of the conference	Dr. Zahir I. Kazi (Padma Awardee-2024) President, Anjuman-I-Islam, Mumbai, India
10:20 am to 10:25 am	Remark of Hon. Exe. Chairman, BINM	Mr. Burhan Harris Hon. Exec. Chairman, BINM, Mumbai, India
10:25 am to 10:30 am	Vote of Thanks	Dr. Rajendra Magar Dean, AIKTC-School of Engineering & Technology

Keynote Session Chair:**Dr. Gregg Maynard**

Faculty, School of Dentistry & Medical Science, CSU, Australia

10:30 am to 11:30 am	Keynote session 1: Reimagining MOOCs: Pedagogical Strategies for Learner-Centred, Active Learning	Dr. Sameer Sahas- rabudhe Professor of Practice in Design at IIT Gandhi- nagar, India
11:30 am to 12:30 pm	Keynote session 2: Generative AI in Teaching and Learning: Practical Applications and Future Possibilities	Dr. Deepak Mishra Professor, Indian Insti- tute of Space Science and Technology, India

Lunch Break**Oral Presentations 2:00 PM IST Onward**

Track 1: Innovative learning models and student engagement (OP01 TO OP12) &

Track 2: Pedagogical innovations and interdisciplinary approaches (OP13 TO OP24)

Day 2 | 19th September 2025

Session Chair Day 2:

Dr. Ratih Yulistika Utami

Secretary, Undergraduate Program in the Faculty of Medicine
UMSU, Indonesia

Time (IST)	Session Details/Topics	Speakers/ Session Hosts
10:30 am to 11:30 am IST	Keynote session 3: Reimagining Outcome-Based Education: Enhancing Critical Thinking, Lifelong Learning, and Scientific Inquiry Skills in Generation Z Learners	Dr. Tahir Ansari Associate Professor, University of Nottingham, Malaysia
11:30 am to 12:30 pm IST	Keynote session 4: Breaking boundaries: transforming healthcare through interprofessional education and collaborative practice	Dr. Diantha Soemantri Professor in Medical Education, Department of Medical Education, Faculty of Medicine, Universitas Indonesia

Lunch Break

Oral Presentations 2:00 PM IST Onward

Track 3: Learner-centred strategies and holistic education (OP25 TO OP38) and

Track 4: AI, technology, and emerging paradigms in education (OP39 TO OP52)

Day 3 | 20th September 2025

Session Chair:

Dr. Salim Shaikh

HOD, Department of AIML-SoET

10:30 am to 11:30 am IST

Keynote session 5:

Rethinking Pedagogy with
Emerging Technologies

Dr. Goh Wei Wei

Associate Professor,
School of Computer
Science, Faculty of
Innovation & Technol-
ogy Taylor's University,
Malaysia

11:30 am to 12:30 pm IST

Keynote session 6:

Education 4.0: Personalizing
Learning through Digital
Pedagogy and Emerging
Technologies

Prof. Md. Sabbir Hossain

Assistant Professor
Education, School of
Education, Bangladesh
Open University

Lunch Break

Panel Lead:

Dr. Shariq Syed, Dean

AIKTC-School of Pharmacy, New Panvel, India

3:00 pm to 4:00 pm IST

Panel Discussion Entitled:

From Chalkboards to
Chatbots: How GenAI is
Reshaping Classrooms

Panellists:

**Dr. Mohmad Farooq
Shaikh**

Head, Discipline of
Pharmacy, School of
Dentistry and Medical
Sciences, Charles Sturt
University (CSU), New
South Wales, Australia

Dr. Syed Misbahul Hasan

Dean, Department of Pharmacy and Director, IQAC at Integral University, Lucknow India

Dr. Sunil Kute

Dean (Academics) and Professor at K.K.Wagh Institute of Engineering Education and Research, Nasik

Dr. Aiedah Khalek

Senior Lecturer, Monash University, Malaysia

VALEDICTORY PROGRAMME

4:00 pm to 4:30 pm IST Valedictory Programme

Chief Guest

Dr. K.K Sangle, Dean, Academic Program and Registrar, VJTI

Guest of Honour

Dr. Siti Masliana Siregar,

Dean, Faculty of Medicine & Health Sciences, UMSU, Indonesia

Innovative teaching through digital literacy: A comparative study of AIKTC faculties before and after the pandemic

Author

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Sarika Sawant – SHPT School of Library Science, SNDT Women’s University, Churchgate, Maharashtra, India

Citation

Momin, S.S., Sawant, S. Innovative teaching through digital literacy: A comparative study of AIKTC faculties before and after the pandemic.

The global pandemic served as an unprecedented catalyst for digital transformation in teaching pedagogy, where teachers adapted to digital practices that reshaped their teaching in online and blended contexts. As institutions return to traditional classrooms, but its long-term impact on faculty perceptions of teaching effectiveness in offline modes, their digital literacy levels, and the institutional support necessary remains a critical area of study. This study employed a comprehensive digital survey of 100 faculty members across three different schools (Engineering, Pharmacy & Architecture) of the AIKTC, using Likert scales and open-ended responses club into 5 parameters as self-assessment of digital literacy (before and after pandemic), adoption of innovative teaching practices (before and after pandemic), impact of digital literacy on teaching, identify the perceived

activity & benefits on collaborative platforms, and necessary support systems to sustain pedagogical innovation in a new blended educational landscape, with data analyzed through descriptive statistics and thematic coding. The responses indicated a balanced gender distribution (55 males and 45 females) with a majority of respondents aged between 36–45 years, followed by 26–35 years and 46–55 years from 73 faculty holding a Master's degree, 22 a PhD, and 5 a Bachelor's degree. Designation-wise, Assistant Professors constituted the largest group, followed by Associate Professors (16), Lecturers (9), and Professors (4). This diversity ensured a comprehensive representation of teaching experiences across seniority levels and disciplines. A significant improvement was observed in the analysis of adoption of digital competencies where the most faculty rated themselves as basic/intermediate across core skills like Learning Management Systems (LMS), video conferencing, digital content design, online assessment, resource evaluation, cybersecurity, tech troubleshooting, and self-learning through MOOCs/workshops before the pandemic (BP) rating rose from 3.19 (BP) to 3.93 (Now), representing a 23% increase. After the Pandemic, the majority reflects an overall shift from intermediate to advanced proficiency levels, especially significant gains in the use of Video Conferencing tools (BP: 3.21, Now: 4.26) and Learning Management Systems (BP: 3.41, Now: 4.17). Skills like cybersecurity and independent troubleshooting, while improved, showed a smaller relative gain, indicating areas for targeted training. The adoption of Innovative teaching Practices increased substantially from 2.85 (BP) to 3.92 (Now) with highest adoption included Digital Content Creation (\approx from 3.28 to 4.10) and the use of Online Collaborative Platforms (\approx from 2.86 to 3.99), adoption of flipped mode (\approx from 2.93 to 3.91), blended mode (\approx from 2.86 to 4.04), gamification tools, and learner analytics also showed marked increases. Faculty strongly agreed that digital literacy has helped them to reshape their teaching lesson plans & deliver engaging students, differentiating between learners, timely feedback, research quality and visibility (\approx 4.06), and enabled marked professional growth after the pandemic (\approx 4.21). On the other side the faculty's activity on professional networking & knowledge sharing platforms (like LinkedIn, Twitter, GitHub etc), activeness on Research & Academic Collaboration Platforms (like

Google Scholar, Academia, ResearchGate etc), enhanced their teaching ideas/innovations, received invitations and also enhanced their visibility & network with industry/academic (≈ 3.47). In case of research productivity, faculties report more publications in the last three years compared to the pre-pandemic period i.e. 243 (2017-19) to 306 (2022-2024) as well as increased collaborative undertakings via platforms such as LinkedIn and ResearchGate from 39 to 129. Despite the pandemic improved the digital literacy of faculties (≈ 4.05) and teaching pedagogies, 90 Faculty from 100 responded "Yes" on the effectiveness of offline teaching along multiple dimensions such as maintaining eye contact and classroom presence (≈ 4.63), keeping students attentive and engaged (≈ 4.57), building teacher–student rapport (≈ 4.55), offline environments were valued for identifying slow and fast learners (≈ 4.57), observing non-verbal cues such as gestures and expressions (≈ 4.59), providing personalized guidance (≈ 4.61), effective discipline and classroom control (≈ 4.59) further reinforced the perception that traditional classroom settings enable holistic student engagement. In conclusion, the survey shows that AIKTC faculty have made lasting improvements in digital skills, confidence, and the use of new teaching methods after the pandemic. To maintain this progress, strong infrastructure, regular training, and institutional support are needed, providing a clear path towards a student-centred and digitally driven future in higher education.

Keywords: Digital Literacy, Innovative Pedagogy, Post-Pandemic Teaching, Faculty Development, Higher Education