



# St. Christopher's College of Education

## TITLE OF THE BEST PRACTICE:1

### Digital Literacy – A Strategic Initiative

#### Objectives for the Best practice

Educating the faculty in the usage of digital tools to

- Acquire the knowledge needed to provide a high quality, technology-rich blended environment
- Use Learning Management system in teaching learning process.
- Train to use technology to engage with students.
- Integrate curriculum with appropriate tools in technology for the learning outcomes they seek.
- Practice digital skills in both online and face to face mode.

#### The Context

We are surrounded by technology every moment of our lives. ICT pervades all aspects of life, providing newer, better, and quicker ways for people to interact, network, seek help, gain access to information, and learn. Besides its presence everywhere, Information and Communication Technology has made an immense impact in the educational field also.

The college forecasted the vital role of ICT in Academic administration, office administration, teaching learning processes, improvement in student learning, accelerating and scaling up of the adoption of effective ICT practices and use of data and information for the continuous growth and development of the institution. This resulted in the planning and implementation of ICT digital tools training in a phased manner for the faculty and students even before pandemic.

#### The Practice:

Initially teachers were trained in basic computer applications such as working in MS office and to create and use google classroom for teaching and assessment. Hands on training on Education applications like Evernote, Kahoot Moodle, Moodle cloud, Quizzes, Mentimeter, Socrative, H5p, Arloopa was organized for teachers to provide digitally interactive teaching and learning. Teachers were trained to create and use Google Forms, Google Docs, Google Slides, Google Sheets, Jam Board, Screencastify, Loom kinemaster, etc., They were also trained in the preparation of e-content.

A value-added course on 'Digital Technology in Pedagogy' was introduced. Team teaching methodology is adopted by our faculty. Students were divided into groups and each group had a specialist in the main subject and a specialist in technology. Collaborative teaching and training were given consistently and all the students were given ample opportunities to practice teaching using digital technologies in their respective subjects.

**Kathleen Instructional Designing Space** was established in 2021 and it enables the staff and students in the preparation of e content effortlessly.

Staff use educational apps and digital teaching aids for content delivery. Materials are shared and assignments are given through Google Classroom. Micro teaching and peer tutoring are practiced by the students online and mentored by the teachers.

The Covid-19 crisis and subsequent closure of educational institutions threw a formidable challenge before us. The instinctive nature of the institution is to bounce back to normal in any situation. The ICT digital tools training given during the past four years and the adventurous spirit of the staff enabled them to switch over the programmes from offline to online mode smoothly. We were able to run the programme online and able to complete it as if it was in a normal situation. The consistent empowerment of faculty in digital tools helped to handle the unusual pandemic situation. Concurrently the staff were able to render their service to the faculty of other institutions in India to use the digital tools in their teaching.

**Evidence of Success:**

- Our college was *the first* to complete the theory as well as practical examination and internship online in our State.
- Student teachers became experts in preparing digitized teaching aids.
- The switch over from offline to online was smooth and hassle free.
- All the activities of the internship were done online by the student- teachers.
- Positive Feedback from the practising schools.
- Students were able to complete their course and pursued their jobs as teachers.

**Problems Encountered and Resources Required:**

- As many schools did not move to online mode classes in the beginning of the academic year 2020 -21, we were able to send our student teachers to only a few schools who conducted classes online.
- As we are in the beginning of the digital era in education, not all school students had proper devices. For those deprived students, the student teachers recorded video and audio lessons under the mentor's guidance and uploaded them in their parents' device in whats app groups so that the students could learn their lessons without any hindrance.

- Network issues were faced by the student teachers during online classes initially. Fortunately, the government of Tamilnadu offered sim card with free monthly data card for students according to their network preference and this solved the issue.

## **BEST PRACTICE – II**

### **TITLE OF THE BEST PRACTICE:**

### **SERVING TO LEARN, LEARNING TO SERVE.**

#### **Objectives of the Best Practice**

Service-learning programmes will enable the students to

- Find their area of passion **in community serving.**
- Use the concepts learnt in value education in community service for long term transformation in society.
- Demonstrate empathy.
- Serve the needy in the society.

#### **The Context**

The nature of a good teacher is not only to impart knowledge and teach the content to the students which helps in the intellectual growth but also to internalise noble qualities like empathy and patience. Teachers have the social responsibility to serve the community in which they live. Teaching is an ethical profession where they have been called out to travel two miles when compelled for a mile. The college provides opportunities and prepares students to volunteer their time and effort to improve their community as teachers spreading the fragrance of compassion and love which would in turn enable them to reap happiness and satisfaction.

#### **The Practice**

For greater bonds between Students and community, our college engages students in social service as a unified programme in the curriculum. They are divided into groups according to their interest to serve the community in different centres that are situated in the nearby location. An inauguration ceremony is held before they begin their social service where they take a special oath to serve the society.

The students visit the following Centres to render their service on Monday evening every week. They are

- Bala Vihar, a home for mentally challenged persons which is a unit of **GUILD OF SERVICE**

- The Friend in Need Society - a home for the aged and destitute
- Opportunity School, a school for mentally challenged children
- Visit the aged
- Inter Church Service Association
- Tamil Baptist Church Centre Chetpet

Services to the needy, help the B.Ed. trainees to inculcate and imbibe in themselves the vital human values which would ensure them to practice their profession uprightly.

The students reflect on their experiences gained through their service learning and share them with their peers.

Our student teachers in the evening time, coach the slow learners of our Model School Bentinck Higher Secondary School in their weak subjects and also teach them Spoken English. During the pandemic our students prepared video and audio lessons to help them to cope with their studies.

The volunteers of Youth Red Cross are very active in our college and conduct various activities that benefit our community.

- During the Organ donation awareness programme which was conducted by MOHAN Foundation, a Non-Government Organisation, our students voluntarily registered their consent to become organ donors.

- Dr. Agarwal Eye Hospital and M.N Eye Hospital conducted awareness programmes about eye donation and eye banking. Volunteers registered their consent to become eye donors.

Love your fellow man not only in words but in action. Our students raised to the occasion in times of crisis to help the affected people. Our students and staff collected provisions and clothes to contribute to the Gaja cyclone affected people specifically in Vedarnayam Tamilnadu and for the Opportunity school children.

Due to heavy rainfall severe floods affected Kerala in 2019. Our students collected Clothes and other materials and contributed to the flood victims. Thus, students are trained to be service minded under their mentors' guidance. The students' contribution to the community during the course is well appreciated and lauded in the records issued.

**Evidence of Success:**

- Organizations utilize the volunteers to improve their living conditions.
- Positive behavioural changes at the end of the course.
- The whole perception is moulded for the welfare of the society.

- Realisation of goals is evident in the lives of the students
- Whole personality development is achieved.
- Service makes their lives more meaningful
- Acquire real satisfaction and happiness in their real life.
- Participation in community service strengthened the development of important life skills, such as leadership abilities, self-confidence, patience and empathy.

**Problems Encountered and Resources Required:**

- Preparing lessons for slow learners and differently abled were difficult for student teachers in the beginning. But with the help of mentors, they were able to do it.