

BEST PRACTICE I

Title of the practice: Utilizing Information and Communication Technology for Optimal Teaching and Learning.

GOALS

- To empower our teacher-trainees with the proficiency to effectively utilize technology in the teaching and learning process.
- To confidently navigate the rapidly advancing technological landscape of today's world.
- To familiarize ICT tools that can be utilized for effective classroom transaction.
- Enhancing the efficacy and resourcefulness of teaching and learning.
- Expands their knowledge and comprehension of the material by utilizing technology.

OBJECTIVES OF THE PRACTICE:

- To promote the skill using Information Communications Technology and there by optimizing the learning outcomes
- To provide “Head-Heart and Hand approach- 3H” to learning
- In order to enhance the speed and effectiveness of teaching and learning
- To motivate teacher-trainees towards innovative learning
- To enrich the process of teaching - learning by using ICT techniques.

THE CONTEXT:

The conventional pedagogical approaches of utilizing chalk and lecture techniques possess constraints such as classroom discipline, meticulous diagramming, and proficiency

in writing on a blackboard. The modern education system designs its curriculum to cultivate the skills and abilities of both faculty and teacher-trainees, aiming to achieve optimal performance. Curricula are increasingly prioritizing the development of skills and addressing the practical use of information. ICT can effectively meet all of these objectives. ICT has become an essential component of the teaching and learning process. The proficient utilization of technology enhances the dynamism of the class, stimulates teacher-trainees, and rejuvenates the teacher's passion by facilitating the acquisition of new skills and technologies. The adoption and utilization of Information and Communication Technology (ICT) in education have a beneficial effect on the process of teaching and learning.

THE PRACTICE:

ICT utilization in the classroom is crucial in the current digital age as it provides teacher-trainees with valuable chances to acquire and implement the necessary skills for the 21st century. The majority of the classrooms in the institution are equipped with projectors and whiteboards. All faculty members deliver lectures using the same method. The entire campus of the institute is equipped with Wi-Fi connectivity. The faculty members are using Information Communication Technology (ICT) as a supplementary tool in classrooms to enhance conventional teaching methods.

SIGNIFICANCE OF ARTIFICIAL INTELLIGENCE (AI)

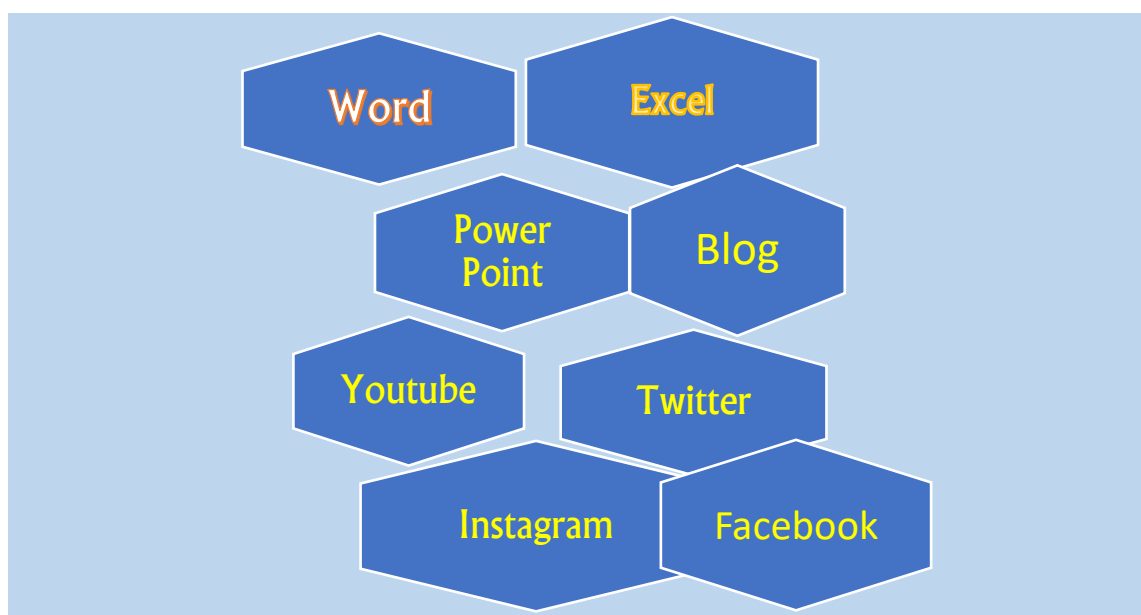
Today we are living in a world of Artificial Intelligence (AI). AI offers numerous benefits to teacher-trainees, revolutionizing the way teacher-trainees are prepared for their roles. AI algorithms can analyse individual learning styles, preferences, and progress, allowing teacher training programs to tailor their curriculum and resources to meet the specific needs of each student. AI-powered analytics can track student performance, engagement levels, and areas of weakness, providing valuable insights to instructors and administrators. This data can inform curriculum adjustments, teaching strategies, and intervention efforts.

Virtual Teaching Assistants: AI chatbots and virtual assistants can provide on-demand support to both teacher-trainees and teachers, answering questions, providing feedback on assignments, and offering guidance on teaching methods and best practices.

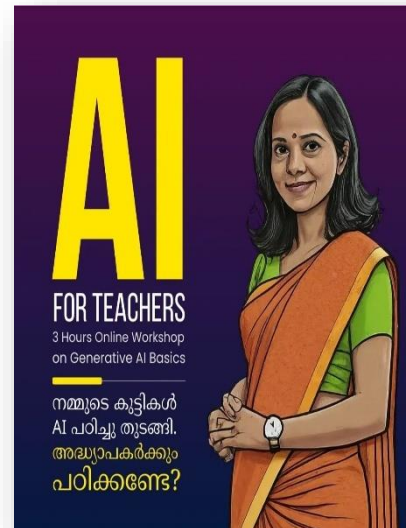
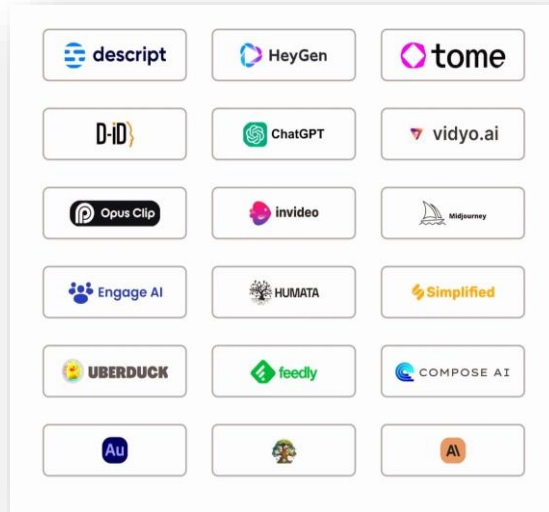
Content Curation: AI algorithms can curate and recommend educational resources, including articles, videos, lesson plans, and teaching materials, based on the specific needs and interests of teacher trainees.

AI-powered simulations can recreate real-world teaching scenarios, allowing trainee teachers to practice their skills in a risk-free environment. These simulations can provide valuable feedback and help teachers develop their classroom management, instructional, and communication skills. AI systems can automate the grading of assignments, quizzes, and exams, freeing up instructors' time to focus on more meaningful tasks. Additionally, AI can provide instant feedback to teacher-trainees , helping them identify areas for improvement and reinforcing learning objectives. AI technologies can streamline administrative tasks such as scheduling, resource allocation, and student enrolment, allowing teacher training institutions to operate more efficiently and allocate resources effectively. Overall, AI has the potential to enhance the quality, accessibility, and effectiveness of teacher training programs, ultimately improving the preparation and performance of teacher-trainees in the classroom. The Muslim College of Education is currently offering a certificate course in ICT in partnership with the NANO DOT RESEARCH FOUNDATION, in response to the observed trends in the teaching and learning process. A Memorandum of Understanding (MoU) was signed between the Muslim College of Education and the Nano Dot Research Foundation for this.

They offer training to teacher-trainees in the specified areas.



In addition, they provide training in AI Tools



Faculty members began incorporating ICT in various aspects of their work, such as

- creating the annual plan
- topic time table
- teacher-trainees ' practice teaching time schedule
- attendance records
- question bank and
- question papers.

The incorporation of multimedia teaching tools such as PowerPoint presentations, videos, LCD projectors, smart classrooms, and internet-enabled computer systems in everyday teaching and learning. The student teachers of B.Ed. and M.Ed. utilize Information and Communication Technology (ICT) in their internship programs and when delivering practice sessions. The M. Ed teacher-trainees utilize ICT for several purposes, including teaching, conducting research such as reviewing existing studies and literature, analysing data, and typing dissertations. The lecturers and teacher-trainees utilize the e-library to access information related to their research endeavours.

Teacher-trainees from the faculty have begun utilizing a fully equipped Language laboratory to improve their proficiency in English communication and writing abilities.

EVIDENCE OF SUCCESS

- All teacher-trainees, including those pursuing B. Ed and M.Ed. degrees, receive training in creating Power Point presentations on their respective topics.
- Teacher-trainees receive specialized instruction in building and managing blogs, Twitter accounts, YouTube channels, Instagram profiles, and Facebook pages.
- All the teacher trainees including those pursuing B. Ed and M.Ed. degrees are mastered in the use of blogs, Twitter accounts, YouTube channels, Instagram profiles, and Facebook pages.
- M.Ed. teacher-trainees are conducting their dissertation work utilizing information and communication technology (ICT).
- The digital versions of the dissertation work completed by M.Ed. teacher-trainees are also accessible in the library for consultation.
- Each faculty member keeps blogs to store study materials for convenient access by teacher-trainees.

PROBLEMS ENCOUNTERED

- The major problems encountered are, sometimes internet facility range problem.
- All of the teacher-trainees and faculty members may not be comfortable using ICT in Teaching Learning process due to various reasons.
- Resources required network with broadband connectivity. E-format content is unavailable.
- Information Communication Technology is not acceptable in most school where our teacher-trainees go for practice teaching.

BEST PRACTICE 2

LIFE SKILL /OUTBOND TRAINING FOR CAPASITY BUILDING

DEVELOPMENT OF LEADERSHIP QUALITIES THROUGH VARIOUS ACADEMIC PROGRAMMES.

GOAL

The purpose of this approach is to improve Teacher-Trainees leadership skills, life skills, and values through a range of academic programs.

OBJECTIVES:

- To cultivate and nurture the leadership qualities of the Teacher-Trainees.
- To identify leadership talents and provide opportunities for development.
- To develop problem solving skills and critical thinking.
- To expose Teacher-Trainees to real day to day life situations and have hands on experience.
- To help them set goals for the benefit of themselves and society.

THE PRACTICE:

The Muslim College of Education, No 1 New Street, Thiruvithancode, Kanyakumari District Tamil Nadu-629174 and Dr. Rajan's Life Care Foundation, 34 Eagle Gate, Court Road, Nagercoil, Kanyakumari District-629001 decided to enter into Memorandum of Understanding with the following terms and conditions.

OBJECTIVE OF THE AGREEMENT

The objective of this agreement is to mutually associate in providing training on the core competence areas for the Teacher-Trainees and faculty members of Muslim College of Education.

Areas of co-operation

- Student Orientation Programmes
- Faculty Enrichment Programmes
- Out Bond Training programmes
- Life Skill Training Programmes
- Value Added Training Programmes

4. RESPONSIBILITIES OF DR. RAJAN'S LIFE CARE FOUNDATION

- Dr. Rajan's Life Care Foundation shall provide training programme for the faculty of the College.
- Dr. Rajan's Life Care Foundation, shall develop training modules and provide resource materials to the faculty to conduct the classes.
- Dr. Rajan's Life Care Foundation, shall conduct the assessment of the Teacher-Trainees and award certificate to those who completed the courses successfully.
- Dr. Rajan's Life Care Foundation, shall undertake periodic follow-up as necessary and evaluate the effectiveness of training.

4.EVIDENCE OF SUCCESS:

- Teacher-trainees get the opportunity for decision making, mobilization of resources and networking through the organization of various programmes under their leadership.

PROBLEMS ENCOUNTERED:

- Even though the college association provides opportunities for leadership development, the college has a long way to go to ensure the participation of all Teacher-Trainees

- The observation of the college is that some of the Teacher-Trainees are inhibited to come forward to actively take part in the leadership development programme due to several impeding factors like lack of encouragement from family and external peer groups. Their confidence level is low despite the college handholding and encouraging them to take the first step to enrol themselves in the leadership development programmes.
- New strategies need to be worked out to promote such candidates with additional inputs that will enable them to make use of every opportunity that is provided by the college.













