

# PSN COLLEGE OF EDUCATION

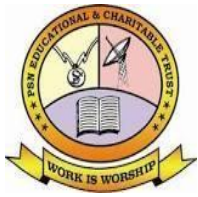
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## 7.2.1 Best Practices

**BEST PRACTICE:** 1. Online Teaching and Learning during COVID period 2. Objectives of the Practice Due to the COVID-19 pandemic, the college had to make the difficult decision to close and conduct all activities online. However, later during the year at least some activities became in the physical mode. Moreover, the year was marked by lots of uncertainties and accordingly a new practice had to emerge to adapt to this new world.

The objectives of this practice were threefold: 1) To ensure that the teaching learning practice goes on effectively in an online world during the pandemic by responding quickly and appropriately 2) To gradually reopen the institution as per GoI guidelines so that at least some teaching takes place in the physical face to face mode 3) To ensure COVID appropriate behaviours as well encourage prosocial behaviours in all 3. The Context There was an urgent need to rethink education as regular teaching was disrupted and the majority of the teaching learning process became online. Teachers have been forced to re think their teaching pedagogies to accommodate online learning. Doing practical work in an online mode has been one of the most difficult obstacles. Other activities, such as internships, seminars, and field work, had to be moved online as well.

Administrational so became online. All these changes necessitated the acquisition of new skills in order to adapt to the changing environment. The impact on women's education was massive as many women students struggled to manage their studies with academics. Everyone has struggled with the loss of personal interaction. Research suggests that anxiety, despair, and stress have become frequent among students and employees. The college had to build the necessary infrastructure to support the online modality. The college also had to think about how to reopen at least some educational activities while ensuring that COVID appropriate protocols are followed. 4. The Practice •Training for ICT skills: Since the technology is new for several teachers therefore several webinars as well as FDP were organized. • Developing innovative teaching pedagogies appropriate to online mode: Pedagogy was mainly participative with a focus on students engaging in online learning and giving PowerPoint presentations, as well as discussions and other activities. Besides online lectures, teachers used PowerPoint presentations, lecture recordings, uploading on google drive, and Audio/video aids. Google Forms were used for taking feedback, research-based activities, maintaining attendance etc. All webinars, FDPs, workshops, exams, have been virtual and conducted through ICT.



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- Enhancing communication during lockdown: All students, faculty and other staff were in constant contact with each other through various means such as whatsapp, emails etc. Faculty groups and student groups were created and university/college communications were immediately posted on student groups/faculty groups through WhatsApp and email. At times a small support group was created online for helping a critical member. Evidence of Success Although the face-to-face interaction of physical classes cannot be replicated in the online approach, the colleges response to the pandemic was appropriate given the circumstances. The following examples show how the college acted quickly and effectively: 1. In March 2020 itself all classes and other activities such as webinars and exams became online. 2. The feedback survey and satisfaction survey taken during the pandemic year indicated that students were quite satisfied with the online mode. This experience has implications for future preparedness of the college under similar circumstances if these were to arise again: 1. To ensure that ICT tools are upgraded from time to time and teachers and others stakeholders are trained in them. 2. Innovative teaching pedagogies alongside lecture methods are important. 3. Inequities in education need to be reduced by providing financial and other support. 4. College should take up the responsibility of creating awareness about COVID19. 5. Counseling and other support during such times is essential for the mental health of everyone.

BEST PRACTICE – 2 1. TITLE OF THE PRACTICE : Computer Education Training 2. AIM The Training in Basics of Computer Education aims to familiarize student-teachers with Microsoft Windows, Excel, basic computer skills and successful completion of the Practical component of B.Ed. curriculum in a supportive computer lab environment. 3. Objectives of the Practice: The following are the objectives of the Computer training Programme • To appropriately start up and shut down his/her computer • To navigate the operating system and start applications • To perform basic functions of file management 4. The Context Modern culture relies heavily on electronic communication and digital classroom. They are used in professional as well as educational institutions. Thus, to learn effectively the student teachers of today's society should possess the basic training in Computer Skills like sending emails, doing presentations, prepare digital lesson and collecting and storing data. Hence Our College has planned to conduct Free Computer training on Basic Skills for Student-teachers in every academic year. 5. The Practice In this training the following basics in Computer Education are provided to the Prospective teachers. 6. Benefits of the Practice Training in Basics of Computer would help the student teachers to increase their employability, improve their skills, preparing score sheets of students' progress, preparation of Power Point Slides for subject matter, increased productivity and career advancements. 7. Evidence of Success the training programme in Basics of Computer Education provided to the prospective teachers of Our College was very useful and successful.