

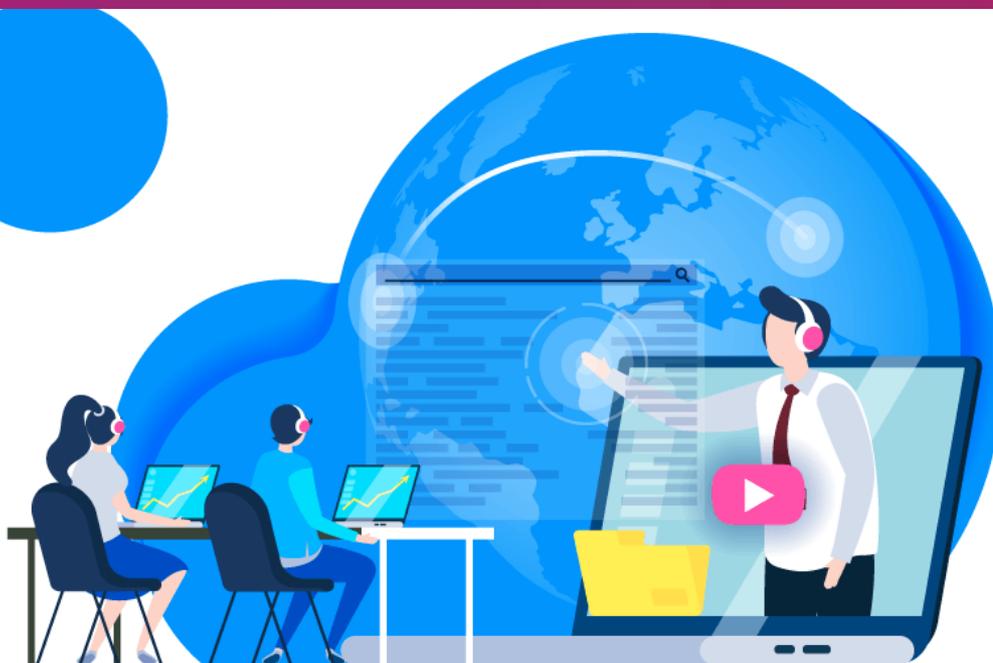


Al-Ameen
College, Edathala



Best Practice 2

**Blending the Teaching
Learning Process with ICT:
An Al Ameen Experience**



Best Practice 2

Title of the Practice: Blending the Teaching Learning Process with ICT: An Al Ameen Experience

Objective of the Practice:

- To make the class room process more inclusive and to address the multiple learning abilities
- To integrate ICT in the daily teaching and replace their traditional methods with modern tools and facilities

The Context:

Al Ameen College, Edathala is located in the rural fringe of Aluva town. Most of the students who take admission to various UG and PG programmes hail from rural areas and are not acquainted with the online platforms to gather information. Even though information technology has reached every nook and corner, there exists a remarkable digital divide between rural and urban education institutions and the students remain “information illiterate” due to the lack of formal training programmes on e-learning. In this context IQAC of our college suggested to blend the teaching learning process by integrating ICT into the curriculum.

The Practice:

Learning becomes more interesting and enjoyable when there is a shift from teacher centred approach to learner centred approach. The first step to introduce the shift was to blend the conventional method limited in class room with the new method enriched by ICT and facilitated by LMS (Learning Management System) and social networks. The college started the integration of ICT into the TLE process by conducting an e-Literacy Hunt among the students. Comprehensive orientation and training are provided to the students especially fresher's to cope up with the learning Management software-MOODLE. Adequate preparations for practice are given to upgrade the professional competency of the academic staff. The generic training programme to faculty includes various in house programme and hands on experiences including usage of different tools for making slides, video content, e-quizzes, course contents etc. After a series of intensive sessions by eminent trainers in this field, faculty became well versed in the new methodology of teaching. The institution takes measures to deploy the MOODLE based activities through an institutional coordinator and Department coordinator and all the instructional process are

geared up for an e-future. The department coordinator ensured the registration of students in the student portal through tutors in charge. At the commencement of academic year, the teachers uploaded the courses, course plan, and syllabus in the Moodle platform. Emphasis is laid on the development of learning objects such as Course notes, presentation slides, and question banks for the effective integration of this online platform into the instructional process. Conducting one internal examination and submitting assignments via MOODLE is made compulsory for every programme. Students are also motivated to organize and participate quizzes in MOODLE for providing an exposure to digital world of information. The teachers orient the students to access online resources for the preparation of seminars and assignments. The students are directed to present seminars in the classes, symposium, and workshop with the help of ICT tools. Institution plans and provides online additional courses in relevant areas of specialization such as JAVA, LATE, Spoken Tutorial and encourage students to enrol in these courses.

Additional measures are taken to automate the student attendance, internal marks and student and teacher database through automation software “Total Campus Solutions”. Report of absence of students to their parents through SMS is achieved due to the automation of attendance. Different initiatives are introduced to automate administrative tasks .Incorporating “Tally “,an accounting software help to achieve three critical functions –accounting, inventory and compliance in the office administration. Salary and Provident fund related processes are addressed through SPARK software, an initiative of Government of Kerala.

Evidence of Success

- With the integration of ICT in the curriculum Teaching –learning process became democratic and student’s cantered.
- Students gained more confidence in using ICT tools to prepare their day to day academic activities such as assignments, seminars ,surveys
- Rate of usage of ICT has tremendously increased in the campus in diverse areas of extracurricular activities and curricular activities. They gained much expertise in conducting Quizzes, making of short films and documentaries, handling classes to school students as a part of extension activities.
- Academic flexibility and evaluation reforms could be achieved with the help of incorporation of Learning management software into the teaching learning process
- The teachers were able to use many innovative strategies for teaching process to make it more creative and effective.

- Teachers and students performed joint practices in LMS and MOODLE which brought a closeness among them

Problems encountered

- To find out the financial resources for creating the infrastructure, procurement of computer, air conditioner. Furniture, Internet, LAN was the major constraint faced in the initial stage of implementation
- The critical challenges raised in the initial stage were solved with great effort and stress as there were only a meagre number of trained faculty in the institution

Resources required:

- In order to use ICT for the effective transaction of curriculum, enough computers were needed
- Broadband internet facility was required as students were expected to use internet facility
- Physical infrastructure for computer lab was an essential requirement
- Well trained human resources with professional competency were required for the smooth and efficient management of the process.