

Krishnasamy College of Education for Women, Puducherry

Institutional Best Practices of the Year 2016-17

Quality education is the major goal of the Krishnasamy College of Education for Women, and hence, the college has made a lot of efforts to maintain the best administrative and academic processes. It has also marched towards the vision of a "Centre of Excellence in Teacher Education". The college has number of best practices such as

1. Assembly: Everyday prayer is conducted by the student teachers, and they play major roles in conducting different activities in the assembly programme- flag hosting, pledge, daily kural, thought for the day, daily news and discussion, etc., on a rotation basis.
2. Birthday wishes: The student teachers and faculty members wish and share their birthday greetings.
3. Green gardening: Student teachers are getting environmental oriented training
4. Felicitation to retiring teachers: The felicitation functions are organized to appreciate the services of the retiring teachers.
5. The teacher's services are recognised and appreciated on time to boost the morale of the faculty member. The publication, completion of Ph.D. work and other appreciable work
6. arranging peer tutoring and remedial teaching,
7. organising student council and leadership development activities,
8. conducting special training programmes,
9. conducting programmes for competitive examinations,
10. functioning co-operative society,
11. Green gardening program, and organising annual sports, literary, and cultural activities.

Institutional best practices - I

Title of the Practice: Enhancing Teaching – Learning Process with ICT

1. Objectives:

The following are the objectives of teaching learning process are:

- To ensure the completion of syllabus according to the academic planning.
- To encourage teachers to adapt to technological advancements including ICT adoption in class room teaching
- To improve pass percentage and enhance the number of ranks bagged by the College at the university level examinations

2. Context

- The teaching –learning process should be flexible and as per the expected plan and objectives.
- This slow coverage initially and hurried coverage later should be avoided giving enough time to student teachers in comprehending the topics and assimilating the facts.
- The teachers find it difficult to keep pace with the techno – savvy student-teachers. It has become essential for some of the teachers to adapt the latest pedagogic styles and include ICT in classroom teaching. The mismatch between the student -teachers and the teachers in the use and comfort of handling varieties of tools available for teaching – learning needs to be bridged.

3. The practice

- Academic planner along with the calendar of events is uploaded on the website for information to student-teachers.
- The teaching-learning committee along with the Head of the Institution is to monitor the pace of coverage of the syllabus.
- Informal feedback is obtained from student-teachers regarding the content

delivery by different teachers. The teaching – learning committee members and the class teachers hold frequent informal meetings and get the information needed.

- Frequent assignments, tests and evaluation are conducted to improve performance in the year end examinations
- A multipurpose hall is ICT ready and a well-equipped computer lab is used for classroom teaching.
- The staff members are trained to use the PowerPoint Presentations, browsing the internet for useful resources, uploading content on the college website, use of google docs for information sharing, etc.

4. Evidence of Success

- Some of the teachers have adopted modern pedagogic styles and ICT in their classes.
- Appropriately paced and timely completion of syllabus is ensured
- Increased attendance in the classes
- Improvement in results.

5. Problems encountered and Resources required

- Development of animation based power point presentations in teaching has been hindered due to the want of in – house technical expertise.
- The demand for ICT resources is increasing and paucity of funds has been the biggest impediment which dampens the spirit of technology adoption by teachers.

Institutional Best Practices - II

Title of the Practice: “Mentees and Mentors practices for supporting student-teachers”

1. Objectives of the Practice:

The College follows the mentoring scheme wherein teachers are allotted the responsibilities to mentor the student-teachers for their overall academic and social progress and developments. As a part of this scheme, mentor teachers frequently interact with the student-teachers by convening meetings to assess and find problem areas in students' learning and development processes. The scheme is being implemented with the objectives stated below.

- To counsel and interact with the students to assess and find problem areas in students' learning and development processes.
- To motivate and encourage students to express their opinions and thoughts and to get feedbacks from them
- To take into consideration student-teachers' opinions and thoughts for decision making in identified problem areas of academics (teaching, practical) and solve problems.
- To create a healthy and safe learning environment and to promote participatory culture among students.

2. The Context: The mentor-mentee practice is especially meant for helping the mentees in developing their leadership skills. The mentors help the mentee in developing a reputation as an advisor and guide to a particular student-teacher. In regular teaching hours, student-teachers and teachers do not get sufficient time to interact and discuss issues related to other than teaching topics. Most of the issues and problems faced by the student-teachers do not reach the faculty. Knowing the students' problems are of utmost importance to take precautionary measures, proper strategic decisions and making changes in academics and administrations, are made.

3. The Practice: As a part of the mentor scheme, the I year student-teacher(strength 24 students) were divided into 4 groups of 6 students and the II year students(38 students) were divided into 6(4+2) groups of 6 students for 4 groups and 7 students for 2 groups.

Each group is then allotted to different teachers as mentor. The teacher mentor convened periodic meetings with the student-teachers and discussed various issues related to academic, teaching and other related issues. The points and minutes of the meeting were discussed in the faculty meeting and necessary, appropriate steps and decisions were taken and implemented.

- 4. Evidence of Success:** This practice has proven very successful as it is providing a good platform for the student-teachers to express their thoughts, views and needs. Students are also more interactive with the teachers and approach teachers without any hesitations to report any issue related to classes and others. The discussion on such issues and students feedback in faculty meetings have helped greatly to make a few necessary changes in the functioning of the department and take corrective and precautionary measures.

5. Problems Encountered and Resources Required

- ❖ Taking students into confidence for assessing and getting feedback on sensitive issues.
- ❖ Subjective and split opinions (difference of opinions), views, thoughts and perceptions made. It is difficult to assess the severity of the problem.
- ❖ Sudden implementation of changes are made in the functioning style.

Institutional best practices - III

Title of the Practice: Organic Vegetable Production and Green Gardening

1. **Objective:** The following are the objectives of Organic Vegetable Production and Green Gardening.
 - i. To promote home gardening and organic vegetable production in the college campus, at home and to make individuals self- sufficient in vegetable produce.
 - ii. To know the importance of home gardening
 - iii. To promote the importance of organic vegetables
 - iv. To learn the preparation of natural fertilizer
 - v. To know the importance of natural fertilizers and organic vegetables.

2. **Context:** The home gardening practice has been followed in this Institution since 2014. Every year students are trained to grow vegetables. In today's world, we all consume vegetables that are laden with hazardous chemical pesticides. This creates health problems in different forms. Keeping this in mind, the College organizes home gardening and organic vegetable production every year, thereby educating the youth to maintain home gardens and produce organic vegetables to make them self-sufficient.

3. **Practice:** The first year students of both the B.Ed. programmes took up the initiative to set up vegetable gardens in the college campus with the expertise put in by the expert Mr.S.Parthiban, the Agricultural trainer cum Ex-ward member from Kattukuppam. Seeds required for setting up the gardens are provided by the College. The student teachers are responsible for maintaining the garden. Particular care is taken to avoid the use of chemical fertilizers and pesticides. The invited guest Mr.S.Parthiban, presented the video demonstration on how to prepare the natural fertilizer "Pancha-Kavya" in order to protect the plants from the pests.

Seeds of transplanted crops like Tomato, Brinjal, Ladies Finger, Beans, Snake Gourd, Bitter Gourd, Bottle Gourd and Chilli were sown in nursery beds one month in advance by drawing lines. After sowing and covering with top soil and then spraying with 150 grams Neem cake powder so as to save the seeds from ants.

About 30 days after sowing of tomato and 40-45 days of brinjal and chilli the seedlings are removed from nursery and transplanted along one side of the ridges of spacing of 30-40 cm. The plants should be irrigated immediately after planting and again on 3rd day. The seedlings are watered once in two days in the earlier stages by the concerned group of students and then once in 4 days later.

The students take care of the plants by using natural fertilizer. They use the 'organic fertilizer – Pancha kavya(means five components)' prepared by them.

- 4. Evidence of success:** The faculty members and the student-teachers have benefited from this initiative by setting up their home garden in their residence.
- 5. Problems encountered:** Initially, the faculty members and student teachers were worried about space for setting up the gardens. They were doubtful about the quality of seeds, maintenance of the gardens and also about the expenses to be incurred.