

## **Krishnasamy College of Education for Women, Puducherry**

### **Institutional Best Practices of the Year 2017-18**

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". It creates a facilitative teaching-learning environment with various impetuses to achieve the academic excellence of the learners. The college has a list of best practices such as publishing the college newsletter "Krish Chronicle", academic calendar, and journal publication, undertaking projects, conducting national level workshop/seminar and awareness programs, doing extension activities for the society, promoting staff welfare schemes, arranging peer tutoring and remedial teaching, organising student council and leadership development activities, conducting special training programmes, conducting programmes for competitive examinations, functioning co-operative society, eco club, and Green gardening program, and organising annual sports, literary, and cultural activities.

#### **Institutional Best Practices - I**

### **1. Title of the Practice I: Hybrid Teaching - Learning Practice (Remedial Teaching & Peer Tutoring)**

#### **1. Remedial Teaching**

##### **Objectives of the Practice:**

- To develop inclusive practice of building team with three levels of achievements.
- To improve the academic achievements with the peer influences.
- To raise their level of comprehension of basic subjects to provide a stronger foundation for further academic work.

- To develop discussion and peer presentation of unit wise learning materials both in formal and informal methods.

**The Context:** In the institution, remedial teaching classes are organized into two types, such as formal and in-formal settings. The remedial teaching classes were organized from December 2017 to April 2018 for all the perspective courses. In every remedial class, the mentor, along with the subject teacher, initiates the discussion on the day's topic from the perspective or pedagogical subject course paper and students reflect their views. The concerned faculty members moderate that session and reflected on the respective courses. It is one of the best methods to ensure academic knowledge among the student-teachers from low to high levels. The mentor always motivates the student-teachers in such a way that they feel free to express their grievances and get them rectified in each course.

## **2. Peer group teaching**

The goal of peer tutoring is to help students engage their own active learning and critical thinking skills.

### **Objectives of the Practice:**

- Promoting independence in learning;
- Personalizing Learning;
- Facilitating tutee insights into learning, and learning processes;
- Providing a student perspective on learning and university success;
- Respecting individual differences;
- Following the job description (guidelines).

**The Context:** Apart from the remedial teaching, the peer group discussion was conducted. Peer group discussion/teaching is encouraged for student-teachers to assist one another in preparing academic activities. Like a microteaching practice, here, every student-teacher was offered opportunities to learn from her peers. They utilize these hours to make lesson plans and practice teaching with the help of their peers. These peer group discussions were conducted in a classroom setting or informally. Everyone got practice and benefit. On some occasions, the student-teachers seminar is organized for all the

perspective and pedagogical courses. In every session, the concerned subject faculties acted as the co-coordinators' and moderated the sessions. At the end of the session, the moderators shared and reflected on their views on the course.

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

**4. Problems Encountered and Resources Required**

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

## **Institutional Best Practices - II**

### **1. Title of the Practice: Sustainable Development through Organic Farming Practices**

#### **2. Objective:** The following are the objectives of Organic Farming.

- i. To promote organic farming in the college campus and home and to make individuals self-sufficient in vegetable & pulses production.
- ii. To know the importance of organic farming.
- iii. To promote the importance of organic vegetables.
- iv. To know the importance of natural fertilizers and organic vegetables.

#### **3. Context:** The organic farming practice is being followed in this institution since 2014. Every year student-teachers are trained to grow vegetables in today's world where 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 organic farming production thereby educating the youth to maintain organic farming in home and produce organic vegetables to make them self-sufficient.

#### **4. Practice:** The first year student-teachers of B.Ed. programme 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 in order to protect the plants from the pests.

Seeds of transplanted crops like Tomato, Brinjal, Ladies Finger, Beans, Snake Guard, Bitter Guard, Bottle Guard 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 220 grams neem cake powder so as to save the seeds from ants. About 30 days after sowing for tomato and 40-45 days for 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 3<sup>rd</sup> day.

The seedlings were 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.

5. **Evidence of success:** The faculty members and the student-teachers have been benefited from this initiative by setting up their home garden in their residences.
6. **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.

### **Institutional Best Practices - III**

#### **1. Title of the Practice: Development of ICT Skills among the Staff and Students**

##### **1. Objectives:** The following are the objectives of Development of ICT Skills:

- To encourage teachers to adapt to technological advancements including ICT adoption in class room teaching.
- To develop ICT capability in finding, selecting and using information.
- To use ICT for effective and appropriate class taking and communication.

##### **2. Context**

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 class room 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**

- A multipurpose hall is made ICT ready and a well-equipped computer lab is used for class room teaching.
- The staff members are trained to use the Power Point Presentations, browsing the internet for useful resources, uploading content on the college website, use of google docs for information sharing, etc.

- Smart Board Practice during the School Internship is provided

#### **4. Evidence of Success**

- Most of the teachers have adopted modern pedagogical styles and ICT in their classes.
- Appropriately paced and timely completion of syllabus using ICT resources is ensured.
- Improvement in using ICT resources for both staff and students.

#### **5. Problems encountered and Resources required**

- Development of animation based power point presentations in teaching has been a hindrance for want of in depth knowledge and technical expertise.
- The demand for ICT resources is increasing and paucity of funds has been the biggest impediment for the students which may dampen the spirit of technology adoption by teachers.
- Continuation of practice in the residence is a problem due to parental support and financial position