

Krishnasamy College of Education for Women, Puducherry

Institutional Best Practices of the Year 2019-20

The Krishnasamy College of Education for Women, made efforts to maintain the best administrative and academic processes. It has marched towards its 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: MENTOR-MENTEE Practice

2. Objectives of the Practice: The College follows the mentoring scheme wherein teachers act as the mentor to the students for their overall academic, social progress and developments. As a part of this scheme, mentor teachers frequently interact with the students by convening meeting 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 students opinions and thoughts for decision making in identified problem areas of academics (teaching, practical) and solve problems.
 - To create healthy and safe learning environment and to promote participatory culture among students.
- 3. The Context:** The mentor-mentee practice is especially meant for helping the mentees in growing their leadership skills. The mentors helps the mentee in developing a reputation as an advisor and guide to a particular student. In regular teaching hours, students 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 to the faculty is notice. Knowing the students' problems are of utmost importance to take precautionary measure, proper strategic decisions and making changes in academics and administrations, were made.
- 4. The Practice:** As a part of the mentor scheme, the I year students were divided into 4 groups of 5 students (total strength 21 students) and the II year students were divided into 6 groups of 5 students (total strength 32 students). Each group is then allotted to different teachers as mentor. The teacher mentor convened periodic meeting with the students and discuss 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.
- 5. Evidence of Success:** This practice has proven very successful as it is providing good platform for the students to express their thought, view 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 meeting has helped greatly to make a few necessary changes in the functioning of the department and take corrective and precautionary measures.
- 6. 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.

Institutional Best Practices – II

- 1. Title of the Practice:** Green Gardening and Organic Vegetable Production
- 2. Objective:** The following are the objectives of Green Gardening and Organic Vegetable production.
 - To promote environmental consciousness and sustainable developed.
 - To promote home gardening and organic vegetable production in the college campus, at home and to make individuals self- sufficient in vegetable produce.
 - To know the importance of home gardening and the importance of organic vegetables
 - To learn the preparation of organic post control techniques like 'Pancha Kavya'
 - To know the importance of natural fertilizers and organic vegetables.
- 3. Context:** The home gardening practice is being 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 garden and produce organic vegetables to make them self-sufficient.
- 4. Practice:** The first year students of both B.Ed. and B.Sc. 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 "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 spaying 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 3rd 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. They use the 'Pancha kavya' prepared by them.

- 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 residence.
- 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: Improving Teaching – Learning Process

2. Objectives: The following are the objectives of improving teaching learning process.

- To insist on how to learn
- To concern the teaching learning process as participating in native.
- To encourage teachers to adapt to technological advancements including ICT adoption in class room teaching
- To ensure the application of learnt things and transfer of learning
- To improve pass percentage and enhance the number of ranks bagged by the College at the university level examinations.

3. 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 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.

4. 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 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.

5. Evidence of Success

- The teachers are trained in adopting modern ICT skills in their practices.
- Some of the lesson synopsis are shared using groups in WhatsApp messenger and you tube link.
- Timely completion of syllabus is ensured
- Increased involvement of students is ensured.
- Improvement in the level of achievement is achieved.

6. Problems encountered and Resources required

- Broad band network disturbance is always a severe problem, the college is managing with portable modem and optical fiber network.
- Development of smart board teaching during the school internship is limited due to availability of such facilities in all schools.