



The Two Best Practices followed during the Academic Year **2017-2018** are:

### **Best Practice - 1**

#### **1. Title**

Analysis of Stakeholder Feedback to Strengthen Academic and Administrative Setup

#### **2. Objectives of the Practice**

- To Improve Internal Support Systems;
- To Advance Frontiers of Knowledge;
- To Enhance Student Attainment and Learning Experience;
- To Exhilarate the Teaching Performance of Faculty Members;
- To Plan for the Development and Growth of the Institution;
- To Conduct Academic and Outreach Programmes in tune with the recent trends; and
- To Enhance Alumni Engagement and Parent Teacher Association.

#### **3. The Context**

The Institution collects feedback from all the stakeholders, namely students, teachers, employers, alumni, heads of teaching practice schools and parents on all aspects of the College. The Internal Quality Assurance Cell makes it mandatory to collect feedback periodically and discuss the results of analysis of the feedback in the Stakeholder Committee Meetings to ensure active participation of stakeholders in strengthening the academic and administrative structure.

#### **4. The Practice**

Feedback from stakeholders on various aspects of the College is collected and analyzed and the findings are discussed at the Stakeholder Feedback Committee

Meetings and in other appropriate meetings for further suggestions and actions to be taken for the betterment of students and the growth of the Institution.

Semester-wise Feedback on the Curricular Aspects and Teaching Performance of Faculty members is collected to improve Teaching-learning process, maintain the standard of the Institution and to be in update with the global community of teaching fraternity. In fact, feedback is an essential part of effective teaching-learning process. Feedback provides new information specifically related to the task or process of learning that fills the gaps between what is understood and what is aimed to be understood. The College aims to fill the gaps, if any, with utmost care to reach the highest pedestals of Teacher Education.

Feedback on Curricular aspects is received from Students, Teachers, Employers, Alumni, Heads of Practice Teaching Schools and Parents. The feedback provides information related to curriculum drafted by the Institution, activities to bridge the gap between academics and job requirements, allocation of hours and credits to courses, provision of information by faculty members about reading resources and references, inclusion of projects in the curriculum to theoretical inputs, community related activities, assessment patterns, etc. Contrastingly, feedback is sought on the Teaching Performance of Teaching Faculty Members on characteristics such as preparation and delivery of content, adaption of newer methods of teaching, positive attitude towards students, provision of additional reading material, completion of syllabus on time, etc.

Similarly, the College conducts Student Satisfaction Survey (SSS) on Overall Institutional Performance and feedback is received for aspects such as multiple modes of teaching and learning, technology based classroom transactions, school internship, community events, mentor-mentee sessions, development of soft skills, life skills, and employability skills, provision of certificate courses, organisation of seminar, workshops, guest lectures, Quality Circles, receptiveness of Principal and faculty members, Grievance and Redressal Mechanism, services of Guidance and Counseling Cell, learning resources, Placement Cell, Coaching Programme for Competitive Examinations, etc.

The College gathers feedback for the Academic and Outreach Programmes, too. For the conduct of Academic and Outreach Programmes, feedback is received for choice

of resource experts, selection of topics, presentation of ideas and concepts for development and social change, provision of activities, etc.

In addition, the College gets feedback for Library Usage and Library Facilities. The Survey provides feedback on availability of resources in the library such as umpteen numbers of books, journals, magazines, periodicals, access to INFLIBNET e-resources, reprography facilities, etc. Feedback is received regarding Basic Facilities of the Campus also on amenities like well-lit rooms supported by LCD projectors, Smart Boards, Internet facilities, Sports and Games facilities, etc. Similarly, feedback is received from residents of College Hostel, too, on ambience and facilities such as clean ventilated rooms, RO drinking water, healthy food, hot water, laundry facilities, etc.

After receiving feedback from all stakeholders on various aspects, the College analyses the findings in order to find out the level of satisfaction on various features, namely Curricular Aspects, Teaching Performance of Faculty Members, Academic and Outreach programmes, Institutional Autonomy, Library Facilities, Library Usage, Basic facilities and Hostel Facilities. The level of percentage attained, the strengths and weaknesses identified and the suggestions rendered by the stakeholders facilitate the College to plan strategies, tactics and approaches to upgrade the teaching-learning process, academic activities and administrative endeavours. The findings, suggestions and identified action plans are discussed in the Stakeholder Meetings and other statutory meetings for approval and implementation.

## **5. Evidence of Success**

Based on the feedback of stakeholders and analysis of the same, the College brings forth changes and innovations to strengthen Academic and Administrative set up. The feedback from stakeholders reveals that most of them are highly satisfied with the Academic and Administrative features and facilities of the College. When the College receives suggestions from stakeholders, they are discussed in the statutory body meetings for recommendations, approval and implementation. Based on the feedback and suggestions rendered by stakeholders during the academic year 2016-2017, the College ventured to implement the suggestions after approval of the statutory bodies.

As per the feedback/ request of students on Curricular Aspects during 2016-2017, the College decided to allot additional time for the students to complete their files and records before the Practical Examinations. Similarly, based on the feedback of teachers, the Curriculum of B.Ed. Special Education Programme was revamped and the same was implemented for the students of batch 2017-2018. When the Employers suggested that the Certificate Course on Competitive Examination Coaching should be made mandatory for all students, the College motivated all the students to enrol for the Certificate Course. Similarly, when the Alumni felt that more number of social outreach programmes should be organised for the benefit of all stakeholders, the College decided to conduct more outreach programmes from 2017-2018 onwards. In accordance with the feedback of Heads of Teaching Practice Schools, the student-teachers were instructed and motivated regarding the importance of Time Management and Punctuality. Thus, the feedback of stakeholders on Academic and Administrative set up and the analysis of the same pave way for growth and improvement of the Institution and all stakeholders.

## **6. Problem Encountered**

Generosity error is encountered. The stakeholders may fail to render their true views due to generosity effect and thereby, the feedback may turn out be false and the analysis may turn out to be invalid or incorrect.

## **Best Practice - 2**

### **1. Title**

Networking with Industries Skill Training Partners

### **2. Objectives of the Practice**

- To conduct and organize students' skill training programmes through Integration with Training Partners;
- To increase job opportunities, Global opening and other possibilities;
- To enhance international opportunities for students and
- To strengthen the academic relationship with the Skill Training Partners for the welfare of students.

### **3. The Context**

Experiencing success in Education not only builds knowledge and skills but also develops confidence that can translate to success on the job front. To reduce the gap between curricular inputs and expectations in the Teaching Profession, networking with other educational institutions is one of the best practices of the Institution in vogue. To enhance the skills required for excelling in the teaching profession and for enriched performance, collaboration with Organizations for skill enhancement was initiated. Skill development is the process of honing the existing skill, learning new and current trends in skills while enhancing the old skills. Integrating skill development in Teacher Education requires broad vision and comprehensive approach for accomplishment of desired goals.

### **4. The Practice**

The top most teaching skill depends on communication and creativity. To procure these skills teachers should develop positive energy and enthusiasm to learn. To develop communication skills, computer skills, and competencies for clearing competitive examinations, the College offers various Certificate Courses, namely English Language Development (CC1), Basic Computer Skills (CC2) and Competitive Examination Coaching Programme (CECP). During the first semester, the College

offers English Language Development Certificate Course for 30 hours through one of Skill Training Partner, Be Positive Training Academy for enhancing the communication skills of future teachers. In addition, during second semester, Certificate Course on Basic Computer Skills is offered to the first year student-teachers for 30 hours with the linkage of yet another Skill Training Partner, Imago Image Consultant, Chennai which facilitates them to churn their computer skills. Similarly, Competitive Examination Coaching Programme is given during the fourth semester for 90 hours through DHOSTH Guides and Academy to successfully venture into teaching profession.

These Certificate Courses are designed to strengthen specific professional skills. During the academic year 2017-2018, 62 student-teachers each got enrolled in English Language Development Certificate Course and Certificate Course on Basic Computer Skills, respectively. Similarly, 145 students got enrolled in Competitive Examination Coaching Programme and 8 student-teachers passed the Tamil Nadu Teachers Eligibility Test conducted by the Government of Tamil Nadu.

## **5. Evidence of Success**

Certificate Course on English Language Development enhanced the communication skills of students, which facilitated teaching during school internship and while attending interviews for Teaching career. Similarly, Certificate Course on Basic Computer Skills developed confidence in students to prepare video lessons, Power Point Presentations and to create e-content. Competitive Examination Coaching Programme helped students to solve previous year question papers, thereby aiding them to prepare for TET Examinations. The students who opted for these Certificate Courses were highly satisfied with the course content and the practical activities.

## **6. Problem Encountered**

Due to lack of time more practice sessions could not be undertaken.