

Women's Christian College, Nagercoil

Re-accredited (2nd cycle) by NAAC with A Grade

(Affiliated to Manonmaniam Sundranar University, Tirunelveli-12)



Best Practices

2021-2022

BEST PRACTICE – 1

1. Title of the practice: Student Centric Strategies to Ensure an Effective Two-Way Teaching Learning Mechanism Keeping Pace with The Outcome Based Education.

2. Objective of the practice

The present-day education is worldwide experiencing a paradigm shift from the input-output based education to the outcome-based education. The student-centric teaching learning process is essentially required in the present scenario. How much the students learn is important rather than how much we teach to them. The institution has therefore taken initiatives to implement the teaching-learning strategies from the students' point of view and how it will help them in their further studies/jobs.

Most of the students of this institution progress to higher studies or appear for competitive examinations, relative to the minimal percentage availing the job opportunities. Thus, keeping pace with the modern-day higher education is intended from this practice.

3. The Context

Outcome based education has arrived with its own challenges for the higher education sector of India, especially when the gross enrolment ratio in higher education is less compared to other countries. The use of ICT enabled tools is ubiquitous in every sphere of life and is one of the powerful strategies of student-centric teaching-learning mechanism of the outcome-based education. Our teachers had to equip themselves on the use of ICT for teaching-learning process by attending training programmes, workshops, watching online videos, practicing the use of online platforms and fixing the related issues by discussions. Correlating the practical experiences of the students with their applications to the real life problems was a challenge in some departments, especially during the pandemic situation. Cultivating the life-long learning habits of critical thinking and problem solving are essential in the student-centric teaching-learning system, and strategies were adopted accordingly. The developing of communication and presentation skills of students was also intended to keep pace with the modern-day education.

4. The Practice

The practice includes the following:

- Assessing the learning levels of students: The first step of student-centric teaching-learning process involved assessing the learning levels of the students and accordingly designing the teaching process. This was done through interactive sessions, question-answer sessions during classes, formative assessments and academic counselling by the mentors. The slow learners were given specific attention through remedial classes and assistance beyond class hours, while the advanced learners were encouraged to participate in competitions, creative writing and processing of their research-oriented thoughts in different dimensions.
- Experiential learning by studying real life problems for practicals and projects Science stream students carried out practicals as per their syllabus. In addition to that few department like Zoology, Botany, History arranged educational tour to different places of India every year. For example, for Zoology students we offer study certificate course in “Bee Keeping” and a UGC sponsored Add on course on “Sericulture” along with the regular degree course. Every year, UG Zoology students undergo a training entitled “Value added fish products” and hand on training on “Techniques in Biotechnology”. In order to enrich the students with technical skills, an apiary and vermicomposting unit were established in the department as the extension

activity. An MOU with Kerala State Science and Technology Museum, Trivandrum enable the students to share their knowledge on Tissue Culture and Mushroom Culture Technologies. Field trips and regular visits were arranged to ecological important places, Zoological parks, Museum and Sericulture centres. For Botany students, Regular field visits, institutional visits and study tours to places of botanical interest are an integral part of the teaching of botany to give a complete understanding of the subject along with field experience. Striving to encourage skill development in students, hands-on-training in mushroom cultivation, vegetable carving, flower arrangement are conducted regularly. Skill-based course content in herbal medicine has created a lot of interest and enthusiasm among students.

- Participative learning and choice of elective papers: Students were given the liberty to actively participate in the teaching-learning process. Groups discussions, debates, student seminars, students playing the role of teachers in classroom, story reading sessions, power-point presentations by students and other strategies were applied. Students of Semester-V arts program was given the liberty to choose their generic subjects, students of different departments were also given the liberty to choose from the options of skill enhancement courses.
- Cultivating the critical thinking and problem solving skills in the learning process: This was practiced by giving topics of assignments to students but not the answers. They came up with multiple answers and the selected best solution for implementation. Students worked in groups during practical classes to exchange ideas and solve a problem
- Feedback taken from students on curriculum and teaching-learning process: The learning outcome based curricular framework was introduced by the University. The feedback on the curricular aspects by the IQAC was taken from students and forwarded to the Principal with suggestions. Students were asked several questions, which were addressed accordingly such as whether the learning outcomes were discussed with them by the departments, whether the curriculum is need based and complies with their expected outcome, whether the curriculum makes them job ready, whether the computer-aided methods of teaching were used by the teachers, whether the internal assessments were discussed with them etc.
- Handling the issues through an effective mentoring mechanism: The student mentoring system was implemented formally in the institution. Mentors organized interactive sessions and kept contact with their mentees to guide them and address their problems as and when required.

5. Evidence of success

- Students got admission for higher studies in reputed institutions
- Students have participated in poster competitions, quiz competitions, presentations and other online events organized by external agencies and also won prizes: Aathira of II B.A. Tamil won Rs. 8000 in Elocution competition conducted by Nesamony Institute of Religion and Society. She also received the rolling cup for Bharathiar Day Competition conducted by Sree Ayyappa College for Women, Chunkankadai. Timnah D Davidson of I B.Sc. Mathematics won the first prize in the Nationwide Elocution Competition conducted on the occasion of the Centenary year celebration of Tamilnad Merchantile Bank Ltd. G. R. Ashika of II B.Sc. Mathematics won the second prize in the World AIDS Day Essay Writing competition organized by Rotary Club. B. Deepesha of II B.Sc. Mathematics won the first prize in the slogan writing competition on the Effects of Drug Abuse organized by NIB-CBI Department, Tamilnadu. R. Abinaya , J. Jeslin Berisha and M. Jeya Varshini won the first prize in the Intercollegiate Quiz competition organized by the Department of Mathematics, Manonmaniam Sundaranar University, Tirunelveli. S. Jebarani and A. Aasima of II B.Sc. Chemistry participated in an Intercollegiate online Debate Competition conducted by Scott Christian College, Nagercoil and won the 3rd prize

with a cash award of Rs. 1500/-

- The performance of students in university examinations has improved significantly.
- The computer-aided methods of teaching-learning activities adopted since 2019

helped the institution to cope up successfully with the challenges of online education during the pandemic situation since March 2020.

- The Feedback analysis collected from the students by IQAC reflected that the students were quite satisfied with the newly introduced online classes. Daily attendance reports showed almost 80% students could attend online classes.
- IQAC has conducted meetings with the core committee members, alumni association, faculty members as and when required during the pandemic period in virtual platform to continue all IQAC activities during the lockdown period.

BEST PRACTICE – II

1. Title of the practice: Development of Scientific Skills

2. Objective of the practice

- To provide opportunities
- explore avenues of research
- develop research related skills
- provide global exposure

3. The Context

- To upgrade their knowledge
- provide Global exposure
- inspire positive interaction with renowned personalities
- facilitate academic growth
- acquaint concepts of scientific world.

4. The Practice

- Each department organizes conferences/Webinars once or twice in a year. In addition, the Research Forum of our institution conducts International Seminar every year. Participants are both from our own and from other institutions.
- Resource Persons are invited from reputed institutions within and outside the country.
- Faculties of different departments attended refresher courses/FDPs/workshops/webinars to get updated themselves.

5. Evidence of success

- Students showed increased interest & interaction with visiting experts
- a number of students are now pursuing PhD, higher studies/ Research
- Our Alumni is also employed in schools and colleges & are promoting scientific temperament in semi urban / rural area.




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