

7.2.1 - Provide the weblink on the Institutional website regarding the Best practices as per the prescribed format of NAAC

BEST PRACTICE – 1

1. Title of the Practice: Communicative English Programme

2. Objectives of the Practice

The following are the objectives of **Communicative English Programme**:

1. To enable students to learn correct pronunciation, spelling, meaning and usage of
English Vocabularies.
2. To make students frame correct sentences with known vocabularies related to daily
routines
3. To give English language skill practice in language skills to students to enhance their
English proficiency.
4. To expose students to native speakers' spoken language to enable them to recognize
native speakers' accent and language usage.
5. To simulate real life situations in the classroom to practice real English dialogues
and speeches to gain fluency in English.
6. To give both silent and loud reading practice to students, to enhance their comprehension and English sound recognition skills.
7. To help students overcome their fear and to speak in English in front of their peers.
and teachers thus, build their self-confidence through various classroom activities and outdoor activities
8. To help students to become autonomous and self-directed English language learners.
9. To produce entrepreneurs among students by making them English language trainers
and to take communicative English to schools and colleges around.

3. The Context

SHC (Autonomous), Tirupattur is geographically located in Vellore District and it is an agricultural hub of Tamil Nadu. Needless to say that the students pursuing the studies at SHC, hail from many surrounding villages situated in and around the rural region of Tirupattur. When it comes to education, students from rural areas face a number of challenges. Especially, at the tertiary level of education, English is identified as posing a great challenge to the rural Indian learners. It is against this background that the relevance and urgency of this best practice could be understood in its depth as majority of the students enrolled at SHC have done their schooling in Tamil medium, that too in government run schools, and hence their exposure to English is to a very minimum standard.

4. The Practice Facts

Facts - Constrains and Limitations

- In SHC majority of the students enrolled have done their schooling in a Tamil medium board of education and that too in government run schools and hence their exposure to English is to a minimum level.
- Another interesting fact is that the parents of such students themselves are not exposed to English and thus the family situation does not help him/her in acquiring the necessary English fluency at home.
- Most of the students enrolled in the college are from rural backgrounds and are not from co-educational schools. Hence, most of the students especially, the girls are tongue-tied in front of the boys.

Significance of English as a Language at the Indian Higher Education Standard

- Acquiring English language as a skill needs continuous language practice, which in the present context of education is not provided.
- Students who gain admission at SHC do have the basic potential for English language, which calls for appropriate ways of making students acquire English.
- As almost all tertiary level studies are done in English medium, it is necessary to enhance English language proficiency of the student's right at the start of the studies, which will help them to pursue their main subjects of specialization.
- A good proficiency in English language could ensure a successful career in the present context of globalization.

Strategies Adopted to Overcome the Constraints and Limitations

The first year students at the tertiary level of studies are streamed into three homogeneous groups. Two continuous hours are allocated for English Communicative Skill classes. All Departmental programmes are in English to create a continuous English language learning environment.

The basic language skills of Listening, Speaking, Reading, and Writing (LSRW) are taught in isolation, emphasizing each skill at a time and the language assessment of learners are always done by a team of trainers.

Another significant feature of this novel programme is that no term-end examination is conducted for Communicative English Programme. A series of formative tests are conducted at regular intervals to assess the progress made by the learners. The tests' scores are used to make a final evaluation of a learner.

5. Evidence of Success – 200 words

A scientific study was extended to the final year undergraduate students who have successfully completed two years of rigorous training on the programme 'Communicative English'. The random sampling technique was adopted and 50% of the total population was taken for the study. A tool was developed and the reliability of the instrument was found to be 0.907 Cronbach's Alpha.

The study revealed that:

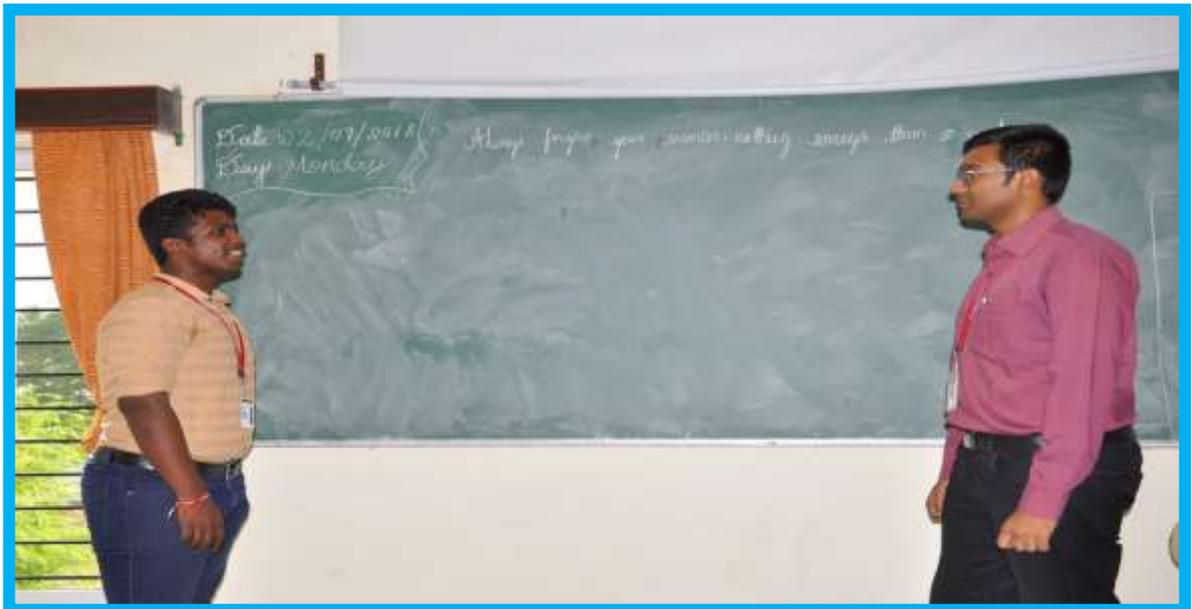
- Majority (65.4%) of the respondents stated that they were able to improve their English vocabulary and have developed their skills in narration.
- More than half (56.8%) of the respondents revealed that they have developed their extempore skills and have picked up the ability to comprehend audio and video presentations in English.
- Majority (63.7%) of the respondents stated that they have improved their reading comprehension skill.
- And more than half (58.9%) of the respondents stated that the programme on 'Communicative English' was effective to their overall development in their proficiency of the language.

It is noteworthy to mention the fact that though majority of the students from SHC are from a rural background and are from a Tamil Medium of education, the

programme has created a standard and a benchmark to enable its students to become efficient in English.

6. Problems Encountered and Resources Required – 150 words

Bigger students' strength in classes, regular absenteeism, lack of interests in students and timings for the classes of Shift-I were some of the major problems encountered. Various resources have been incorporated which include adequate composition of students in each class based on their entry-level in the English language proficiency. Departments were asked to organize events without affecting the Communicative English Programme in order to reduce absenteeism of students for participation in various activities. Students who lacked interest were regularly motivated to attend classes.



Communicative English Programme

The importance of English language in day-to-day life was also stated via such programmes. As shift-I students finish their regular classes at 1:30 pm and begin their Communicative English classes at 2:00 pm, they do not have adequate time to have their lunch and experience brain drain. Thus, students are encouraged to bring their lunch and mid-day meals are given to students who are unable to do so.



Communicative English Programme

BEST PRACTICE – 2

1. Title of the Practice: Seeding Hope Services - SHC (Counselling Centre & SHAPE)

2. Objectives of the Practice -100 words

- To provide Counselling to sustain Student Retention and Success.
- To develop Innovative Programmes to Support the overall development of the students, which will improve their quality of life.
- To encourage Psychological Development through Outreach Programmes and Prevention.
- To provide Training, and Supervision in Counselling skills to Social Work and Psychology Students.
- To extend Research Knowledge.
- To render effective academic guidance through their mentors.
- Career guidance in their field of study.
- To help develop personality.
- To help develop rapport building skills.

3. The Context – 150 words

The students of SHC are from the rural areas, so the need for counselling and guidance is quite high. Most of the students registered with SHC are first generation learners; and from a low socio economic profile. Many students have unhealthy parenting styles,

alcoholic or abusive parents, disturbed study environment, dysfunctional family setup etc. Coming from such an environment, students need guidance in psychological and academic areas for which the counselling and mentoring services are beneficial. Students, who face age related/family/peer group issues, find it difficult to concentrate in academics; such students with the guidance of mentor and counsellor will be able to cope better in academics and personal life. A student's success lies in the health status of his/her physical and psychological well-being, which can be taken care through the process of counselling and mentoring.

4. The Practice – 400 words

The Seeding Hope Services at SHC consists of two services, namely CC (Counselling Center) and SHAPE (Sacred Heart Accompaniment Programme of Education). First year UG students under the SHAPE programme are placed under one mentor for personal guidance in academics, whereas issues related to personal and psychological matters are taken care by the counselling centre. All the 1st year students are given individual orientation about the Counselling Centre and the SHAPE Programme at the commencement of the semester.

Students those who have arrear papers are given remedial coaching and counselling. Family members of the students also utilize the counselling centre of Seeding Hope Services - SHC. Outreach programmes to students addressing psychological issues are conducted in-campus and for schools/colleges around Tirupattur through the CC. Past pupils are given the privilege to use the CC services. Phone counselling is also offered to students who feel uneasy to reveal their identity.

The issues that come to the centre through SHAPE and class teachers are mostly related to relationship, academics, and psychosocial aspects. Such issues include students getting confused with infatuation and love and having difficulty in marking boundaries in boy-girl relationship. Such students are facilitated to understand the differences between the two and made to be aware of healthy boy-girl relationship.

Psychological techniques such as Catching oneself, Disputing irrational beliefs, Changing one's language, Cognitive homework, Self-verbalization, Behaviour change, Relaxation training, Scheduling activities, Graded exposure, Systematic desensitization are practised.

The factors that serve as obstacle to students' academic performance are identified and listed below

- Financial difficulties
- Day-to-day stress
- Anxious about future
- Physical illness
- Inferiority complex
- Low self-esteem
- Peer pressure
- Experimentation which leads to self-destructive behaviour
- Helplessness
- Hopelessness
- Media addiction
- Identity issues
- Self-Injury/ Suicide
- Physical/emotional/sexual abuse,
- Emotionally neglecting parents and
- Being away from family of origin/the native place

Students with such issues are identified through SHAPE (Sacred Heart Accompaniment Programme of Education) or the management and are immediately sent to the CC. This approach has helped so many students to cope with their studies and reduced the rate of drop out. The above concerns are dealt based on individual needs taking into account the personality factors and the available resources the students have. Individuals are not given advice whereas they are empowered and facilitated to tackle the current problematic issues on their own. The students are empowered in such a way that they become independent of the Counselling in the shortest time possible.

5. Evidence of Success – 200 words

Scientific research was undertaken to study the effectiveness of Seeding Hope Services CC (Counselling Centre) and SHAPE (Sacred Heart Accompaniment Programme of Education) as one of the best practices of SHC.

CC

A tool was developed and tested using a 'Likert' scale. The reliability of the instrument was found to be 0.793 Cronbach's Alpha. The study revealed that a vast majority (67.6%) of respondents stated a high level of satisfaction with regard to the Counselling process carried out at SHC. The study also clearly highlighted the fact that the "Seeding Hope Counselling Centre" played a significant role in its outreach to the student community in rendering better guidance, influential motivation and effective problem solving strategies.

SHAPE

An instrument was developed and the reliability was found to be 0.799 Cronbach's Alpha. The study revealed that majority of the respondents stated that they have been given proper academic guidance with regard to their studies and have benefited from the aforesaid programme. While, understanding the composition of the programme, it is revealed that though the students are from a rural background, the programme has catered to make a difference in majority of students in making them confident individuals in enabling them to solve their day to day problems.

6. Problems Encountered and Resources Required

Obstacle 1. Stigma related to utilizing Counselling Services: As students had no awareness about the concept of counselling, it was thought that counselling is just getting advice and people with problems only go to counsellor. Visiting the counsellor was seen as a stigma and students who went were identified as people with severe problems.

Strategies adopted: Since 2014 it was made compulsory that all the first year students must meet the counsellor individually. The sessions, were targeted to spread awareness on the real concept and essence of counselling.

Obstacle 2. Change of mentor annually: Students have to start fresh every academic year.

Strategies adopted: A mentor assigned in the beginning will guide the student throughout the graduate programme.

Obstacle 3. Visit limited to monthly once: Students were not able to seek the guidance of mentor regular basis.

Strategies adopted: Students can now visit the mentor as per their convenience.