



SACRED HEART COLLEGE (AUTONOMOUS)

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Ready for
Every Good Work

A Don Bosco Institution of Higher Education, Founded in 1951 * Affiliated to Thiruvalluvar University, Vellore * Autonomous since 1987

Accredited by NAAC (4th Cycle – under RAF) with CGPA of 3.31 / 4 at 'A+' Grade

7.2 BEST PRACTICES

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

1. Title of the Practice: Communicative English Programme (CEP)

2. Objectives of the Practice – 100 words

- To impart English Communication Skills among all students of the college
- To understand the level to which students were able to improve their vocabulary through the Communicative English Programme
- To highlight the extent to which they were able to improve their listening and comprehension ability.
- To determine the level of improvement in their speaking skills.
- To ascertain their reading and comprehension skill as a result of the Communicative English Programme.
- To highlight the extent to which they were able to improve their writing skills.
- To understand the overall impact and effectiveness of the Communicative English Programme.

3. The Context – 150 words

Sacred Heart College (Autonomous) – Tirupattur, is located in a rural region and it a fact that students pursuing their studies at Sacred Heart College, hail from many surrounding villages situated in an around of district. When it comes to education, students from rural areas face a number of challenges. English, in particular, has been noted as being a significant barrier to rural Indian learners at the secondary level of education. The relevance and importance of this best practice may be fully understood in light of the fact that majority of students enrolled at Sacred Heart College are from rural areas/towns and have completed their schooling in Tamil medium, and that too in government-run institutions, with limited exposure to English.

SHC is therefore dedicated in minimizing this obstacle for students by teaching English communication skills to all of its students and helping them in communicating effectively.

4. The Practice – 400 words

Facts - Constrains and Limitations

At Sacred Heart College 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 Sacred Heart College 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 through English medium of studies, 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 constrains 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 programme are in English. Thus, creating 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 programmes 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 research was undertaken to include undergraduate students in their final year who successfully completed three years of rigorous training in the Communicative English Programme administered at SHC. The census method was applied by which statistical investigation in the data are collected for each element/unit of the population as a result 937 students were chosen as research participants for the study.

The study revealed that:

- A vast majority (71.3%) of the respondents have denoted a high rating with regard to their development of their vocabulary through the Communicative English Programme over the period of three years of their study.
- Majority (67.1% and 68.9%) of the respondents have improved their listening, reading and comprehension ability.
- More than three-fourth (75.2%) of the respondents have improved their writing skills
- It was also found that majority (59.7%) of respondents inferred that the CEP had helped them to improve their vocabulary, narrating skills, extempore, reading comprehension, and ability to understand and comprehend the English language. Sacred Heart College's CEP has thus established a standard and a baseline to help its students become proficient in English, despite the fact that majority of them came from rural backgrounds and received their education in Tamil.

6. Problems Encountered and Resources Required – 150 words

Few of the main issues were the number of students in the class being too large, recurrent absenteeism, the students' lack of motivation, and the scheduling of the classes for Shift-I. Numerous resources have been integrated, and each session now has the right number of students according to their English language ability at the outset. To lower student absenteeism from participating in various activities, departments were requested to plan events without interfering with the Communicative English Programme. Even the least interested students were frequently encouraged to come to class. Through these courses, the value of the English language in daily life was also made clear. Shift-I students finish their classes at 1:30 pm and begin their Communicative English sessions at 2:00 pm leaving them with little time for lunch. As a result students were asked to bring lunch, and those who were unable to do so were given midday meals.