

BEST PRACTICE

1. Title of the practice

Improving Teaching-Learning Process

2. The context that required the initiation of the practice

The College conducts an intense Communicative Telugu Fluency Training programme at the beginning of every academic year for the first-year students to adapt with the new environment. It also aims at enhancing the listening, speaking, reading and writing skills of the students. Students aspire to develop integrated communication skills.

The students hailing from the rural and urban-rural areas face myriad challenges when they enter the mainstream of higher education. In this process, they face several obstacles in bridging the gap and taking a giant step. Factors such as age, independent living, and pressure to make choices that have a bearing on future and continue to cloud this period of transition into academics and adulthood.

3. Objectives of the practice

- To create cohesive, congenial, and supportive learning relationships between student-staff.
- To instill confidence and self motivation
- To Acquire the language skills to be part of the race
- To help students acquire knowledge to shape character and behavior
- To motive students
- To developed social skills

4. Practice

The Communicative Telugu fluency programme was organized by Telugu faculty. The first-year students were segregated into different groups with 30 students per group. There were two different sessions like audio-visual and grammar activity classes. The sessions typically focus on improving the listening and speaking skills of the students through conversations, lexical items and Telugu language movies and Telugu dictionaries and reference books. Students participated actively and made an attempt to interact with the peer team.

The faculty members conducted several innovative language games to create interest and tided the modes to get identified with their standard of language. It is highly beneficial for the students hailing from rural areas and for those who had Telugu as their medium of study.

The Head of the department appoints a mentor for every 20 mentees. The mentor takes care of their academic and personal progress throughout the course of study. On different issues, mentors themselves provide suitable counselling/advice to overcome their problems, beyond which the students will be referred to the counsellor.

At the beginning of the academic year, especially for first year students, an invited counsellor will address how to discover the self. After the gathering, the students are segregated into groups for consistent guidance and counselling throughout the academic year. Through the process of

counselling, the students were given continuous assistance and guidance in effective management of time. They were also trained to acquire leadership skills to take up various positions in departmental associations and at college councils.

5. Obstacles faced if any and strategies adopted to overcome them

A trained counsellor managing a huge strength of the college is difficult.

Different teaching strategies satisfy and stimulate learners in various ways, and as a faculty, you're required to put in extra hours and effort to meet their needs. However, once a faculty develops these strategies, they're rewarded with empowered and thriving learners.

Disciplining students is a challenge in the classroom and can be a timely, emotionally taxing process. While you're guaranteed to have delightful children in your class, it's not uncommon that you'll encounter students who lack good manners and are disrespectful. Disrespectful students can kill your love of teaching, but you also have to be careful in the way you go about dealing with disruptions and disciplining students. Ways to combat the lack of manners in your classroom is to implement justified consequences, get to the root of the problem, get the parents involved and create intervention plans.

6. Impact of the practice

The Department of Education conducts two internal tests as part of continuous comprehensive evaluation system. The students are notified about their exams well in advance. The Department of Education plans to provide the examination system where student-teachers are given only the question paper along with the answer sheets needed to them. The role of the teacher is to facilitate the students to write the exam taking the answer sheets and the students who complete the exam first takes the responsibility of collecting all the answer sheets of the peers in their room and handover the same to the concerned members of the faculty.

7. Resources required

- LCD Projector
- Language lab
- Audio-visual aids
- A permanently trained counsellor

8. About the institution

- a. Name of the Institution ;
- b. Year of Accreditation ;
- c. Address ;
- d. Grade awarded by NAAC ;
- e. E-Mail ;
- f. Contact person for further details ;
- g. Website ;