

BEST PRACTICE I

STREAMING (*Structured Training in English for Access & Mastery through INclusive Grouping*)

The Objectives of the Practice:

- ✓ The underlying principle behind this practice is using differentiated teaching-learning approaches for learners at varied levels to learn English effectively.
- ✓ To kindle interest in English by homogenizing groups through streaming, customize teaching learning techniques to match their needs and enable the learners to be confident.
- ✓ To facilitate those with lower English language proficiency to feel a sense of achievement
- ✓ To inspire those with higher language capabilities to challenge their higher order thinking and skills

The Context: English as a foreign language is a challenge for most students especially for those from vernacular medium schools. Among other classes it is in the English language class that they feel uneasy grouped with students with English language proficiency. Streaming aims at handling the issues faced by English learners in traditional classrooms.

Within a streamed General English or Communication & Soft Skills class setting, the teacher is able to set a suitable pace for the class and be more effective in reaching out to the students. The entire class is challenged at a level appropriate for the whole group and the teacher can use diverse challenging techniques.

Streaming in English is more practical as it enhances learning of the English language in both advanced learners and slow learners.

Process: When the First Year students join the College for their Undergraduate Program, they join a Two Week long Bridge Course in English and at the end of the two weeks, they are administered an Entry level Placement Test which tests their English language abilities (Grammar and Comprehension). All the students are then categorized into three Streams – Advanced, Higher and Basic English commonly referred to as Stream 1, Stream 2 and Stream 3.

Streaming has many benefits for the students. Though the content is similar for all groups, since the Teaching method matches their learning abilities, students are able to assist and motivate each other.

The General English course comprises 3 components: Intensive Reading (Text - Selected Prose Lessons and Poems), Extensive Reading and Communication & Soft Skills. The Intensive Reader component aims at developing both reading and writing skills (comprehension included). The students are given a handbook with specific material and learning exercises. The Extensive Reader exposes the students to texts outside their prescribed syllabus, thus inculcating reading and assimilating knowledge on their own and assessing through a short written test.

The Communication & Soft Skills component aims at imparting both verbal and written skills in language. The Language Lab exercises benefit students as they learn the right pronunciation, spelling and improve their conversational abilities. The exercises are varied like Designing promotion material like brochures, posters, creative letters book reviews and presentations among others. The advanced learners fine tune their writing competencies to participate in many multifarious competitions.

Constraints or problems

- ✓ Initial hesitation among the students from vernacular medium due to limited exposure in learning English
- ✓ Lack of reading habit among the new generation learners
- ✓ Overdependence on technology leading to incorrect spelling and grammar

Evidence of Success: Our experience through feedback from students over the years has been encouraging as surveys conducted in the College has proved that there is no better alternative to Streaming in English. Practically every learner finds someone at her level in the Class and is motivated to learn better. Some evidences which have been observed are:

- ✓ Increase in confidence due to LSRW skill matching exercises and facilitating strategies.
- ✓ By the end of Semester III >80% of students score >80 % marks
- ✓ There is 99% pass in English and students demonstrate better performance in career interviews and tests

- ✓ Advanced English language students being high achievers in National and International Events
- ✓ Increase in students being selected for International student exchanges like the US Exchange Program, securing good scores in TOEFL and studying in prestigious universities abroad
- ✓ International Collaborative Program with US Consulate for Micro Access Scholarship for a second time in a row
- ✓ English Language Fellow, Ms. Vicki A Hale from the US Department of State in the campus to handle multiple Courses like Critical Thinking, Employability Skills, Career Portfolio among others
- ✓ Starting SJC Language Center with the US Department of State

Problems Encountered:

- ✓ Low level motivation of students from the vernacular medium requires additional efforts
- ✓ Preparation of papers to identify the students and stream them is challenging

Constant monitoring of Basic learners with additional inputs like dictation of notes and repeated explanations

BEST PRACTICE II

KINDLE

1. Title of the Practice: *Know – INquire – Deduce – Learnto Experiment* **(KINDLE)**

Objectives of this Best Practice:

This academic outreach initiative aims at creating awareness based on the VAK (Visual, Auditory & Kinesthetic) Model of learning among the High School children through 'Hands on' Learning experiences.

Learning outcomes: It

- ✓ kindles interest in beyond classroom activities among school children studying in vernacular/ English medium and make them realize their potential
- ✓ Promotes analytical thinking among students.
- ✓ enhances research aptitude

The Context:

This Practice initiated by the **Chemistry Department** was called **CASE** (*Creating Awareness in Science Education*) a decade ago for High School students of vernacular medium, with the aim of developing scientific zeal among them. With the passage of time, It then became relevant to reach out to students from all socio-economic backgrounds, challenge their 'out-of-the-box-thinking' and sow the seed of research in their vibrant minds. Since it diversified and included many other departments, as per changing needs, it was rechristened **KINDLE** in keeping with the Motto of the College '**Kindle the light within**'.

The Practice: The preparative work for implementation involved detailed stage wise planning. Permission of the School authorities and rescheduling their regular classes according to the students' classes also were proactive challenges handled well. This academic outreach initiative is unique because of its impact of students from not only a vernacular medium but from a low socio-economic background.

Departments like Zoology, Botany and others started demonstrating section cuttings, museum specimens and live demos and Mathematics Dept used Math matrix & Vedic Maths to dispel fear of Maths.

Gradually the Psychology UG & PG students briefed young school children on hygienic habits, suicide prevention, adverse effects of early marriages as part of their Extension Work in Counseling. The UG students of English took One-hour classes for Teaching Practice

1. Selection of Topics: The faculty from the various departments identified topics to be included, both for the Audio-visual presentation as also the Demonstration, after studying the Text books. High School students visited the college on the specified days in groups and each group was shown one set of experiments & were allowed to practice the same, with other compounds. (Chemistry Dept)

2. Identification of Schools: The schools from, which the students were involved, were identified based on the medium of instruction, the distance from the college, enthusiasm of the children and teachers besides the willingness of school administration. Sacred Heart Girl's High School (campus) and St. Peter's High School and other neighborhood schools (Chemistry, Zoology, Botany, Mathematics, Psychology, English) were chosen.

3. Implementation of the Programme: This initiative has been rekindling interest in the subject through observing, doing and recapping by the students as they could take up research later with the seed sown. Even the PG Students in M. Sc Chemistry, Maths and Psychology found it excellent training ground.

5. Math matrix / Vedic Maths training for the students: Vedic Maths classes made the students realize the importance of Mathematics while eliminating fear and enhancing their confidence and performance in Maths.

6. Developing better habits of positive thinking: Sessions by Psychology students on personal and psychological hygiene, power of positive thinking and preventing suicide tendencies made the young school children optimistic clarify doubts and confident of doing well in life.

Problems encountered:

1. Neighborhood schools were chosen to avoid bringing the children from a distance
2. Resource mobilization was another constraint as considerable amount was required especially for chemicals and other subject practical besides expensive equipment.
3. Due to the tight schedules in the Semester Pattern for Practicals, the Faculty had to adjust laboratory schedules for College students.

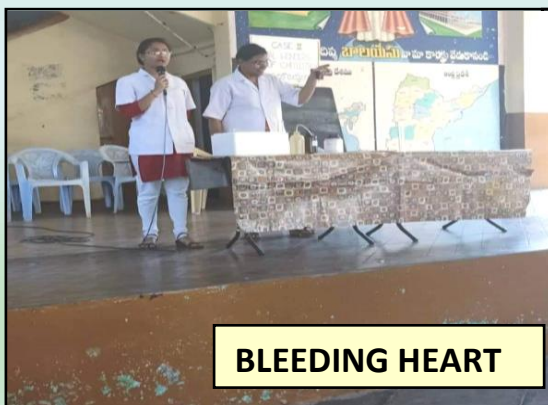
Evidence of Success:

After the programme, the feedback was collected from the students which were the indicators of the success of the programme.

1. A very good initiative and more of these programmes should be conducted.
2. The experiments/classes were quite exciting and the subject easy leading to better learning experiences.
3. The whole exercise was a very good experience which developed interest in the subject especially Chemistry and Botany for further research.
4. Students who took the Math matrix classes felt their fear of Maths had decreased by 80% and would recommend that others learn it.
5. The English classes were appreciated by the students as it made them want to learn good English including Grammar
6. This Best Practice led to increased external funding for Waste Management from a US University by Renu Yadav, Alumna of US Exchange Program in 2018
7. This initiative led to exponential growth in admissions from local schools

Case: <https://youtu.be/2L8w4wiDlwE>

KINDLE: <https://youtu.be/LlsJwdIBfcl>



31st January 2020

VISUAL WONDERS IN CHEMISTRY





SUGAR RAINBOW

SCHOOL 3 – GVMC HIGH SCHOOL, RP PETA, KANCHARAPALEM

11th February 2020

VISUAL WONDERS IN CHEMISTRY





SCHOOL 4 – GVMC, K.N.M GIRLS HIGH SCHOOL, NEW COLONY

17th February 2020

VISUAL WONDERS IN CHEMISTRY





SCHOOL 5 – GVMC HIGH SCHOOL, NEW COLONY

17th February 2020

VISUAL WONDERS IN CHEMISTRY



**BLEEDING
HEART**



**COLOUR
MAGIC**



**COLOUR
CHANGES**

**KINDLING LOVE FOR ENGLISH IN THE STUDENTS – ENGLISH DEPARTMENT
BA ENGLISH CLUSTER STUDENTS TEACHING ENGLISH TO THE STUDENTS
SACRED HEART GIRLS HIGH SCHOOL, GNANAPURAM – 27th March**



**Sacred Heart Girls High School
Gnanapuram, 27th March 2021**

**St. Peter's High School
Gnanapuram, 27th March 2021**



MATHEMATICS DEPARTMENT

FACULTY TEACHING MATHEMATICS TO THE STUDENTS

ST. PETER'S HIGH SCHOOL, GNANAPURAM -26th February 2021



Teaching Mathematics to the young boys was a pleasure as they were so attentive and asked so many questions too.



PSYCHOLOGY DEPARTMENT

BA PSYCHOLOGY CLUSTER STUDENTS COUNSELING THE STUDENTS

ST. PETER'S HIGH SCHOOL, GNANAPURAM 2019-20

