



# CHEVALIER T. THOMAS ELIZABETH COLLEGE FOR WOMEN

(Affiliated to the University of Madras & Re-accredited by NAAC with Grade 'A')

## Best Practice 1

### 1. Title of the Practice : **Technology-Enabled Teaching- Learning (TETL)**

With the advances in technology, the college realized the need to integrate technology into the teaching-learning process and over the years the pedagogic practices have evolved and become more and more supported by technology.

### 2.Objectives / Intended Outcomes:

To integrate technology-enabled teaching-learning with traditional practices for more effective teaching-learning outcomes. to make the teaching-learning process interesting, interactive, and relevant to the digital generation.

### 3.Contextual Features / Challenges:

Getting the required know-how on technology-enabled teaching. Investing in IT infrastructure. Motivating and training teachers to use technology.

### 4. The Practice:

- The first major step taken by the Management towards TETL was to establish the Language Lab in 2007 with 30+1 systems and wifi connectivity (now enhanced to 100 Mbps). Software such as RENET, SNET, Author Plus and Clarity English Success, and Sky Eng Pronunciation installed by Young India make interactive learning possible.
- The Language Lab is open to all UG, PG, and Research Students. The Language Lab hours are incorporated into the Foundation English Timetable and all students compulsorily use the lab. Course content is reinforced by videos shared on the interactive platform and through SNET broadcast from online sites. Students can also practice grammar and pronunciation.
- Since January 2015, we have been offering NMEICT Spoken Tutorials to interested students in collaboration with IIT, Bombay. A total of 2183 students have benefitted to date.



# CHEVALIER T. THOMAS ELIZABETH COLLEGE FOR WOMEN

(Affiliated to the University of Madras & Re-accredited by NAAC with Grade 'A')

- Since 2017, our faculty and students have been encouraged to register for MOOC courses through the NPTEL platform and all support is provided by mentors. In 2018, the NPTEL Local Chapter was established and it has been very active ever since.
- In February 2018, acquired the G-Suite domain license through which Google Apps for Education are being accessed by faculty and students for academics and e-governance.
- In 2019, CTTE Media Centre was established with the required infrastructure and teachers have started recording e-content and uploading it on YouTube under CTTE Media Channel for the benefit of the student community.

## **5. Evidence of Success:**

- With all the above technology-based teaching and learning initiatives, our faculty and students were already well versed in using LMS as supplementary to classroom teaching.
- This readiness enabled it to smoothly shift to 100% online teaching-learning and e-governance, when the lockdown was announced due to the COVID pandemic.
- The college organized online events almost every week to keep the students engaged during the pandemic.
- Support was extended to other institutions and CTTE Trust for the conduct of meetings and events.

## **6. Problems Encountered:**

- Lack of uniform technology resources among the students and faculty, made it challenging to implement 100% online class effectively.
- Financial problems due to lockdown made technology inaccessible to a few students.
- Health issues of technical staff also made the situation more difficult.



# CHEVALIER T. THOMAS ELIZABETH COLLEGE FOR WOMEN

(Affiliated to the University of Madras & Re-accredited by NAAC with Grade 'A')

## Best Practice 2

### 1. Title of the Practice : **Partnership in Language and Learning (PILL)**

PILL program is collaborative learning through peer learning by pairing advanced and slow learners. Soon after the model exam, PILL is encouraged among students to enhance the academic, communication and leadership skills among advanced learners and who in turn help the slow learners to understand the subjects and complete the program successfully. Advanced learners help the slow learners in groups.

### 2. Objectives / Intended Outcomes:

To elevate the first generation learners

- To help the students with learning disabilities
- To create interest in each course
- To imbibe teaching abilities among PILL leaders
- To boost leadership skills of PILL Leaders
- To enhance self paced learning
- To increase the pass percentage

### 3. Contextual Features / Challenges:

Getting the required know-how on technology-enabled teaching. Investing in IT infrastructure. Motivating and training teachers to use technology.

### 4. The Practice:

PILL is encouraged among students to enhance the academic, communication and leadership skills among advanced learners and who in turn help the slow learners to understand the subjects and complete the program successfully. Advanced learners help the slow learners in groups via Google classroom. Each class is divided into groups consisting of 6



# CHEVALIER T. THOMAS ELIZABETH COLLEGE FOR WOMEN

(Affiliated to the University of Madras & Re-accredited by NAAC with Grade 'A')

to 7 students and the group is headed by an advanced learner as PILL leader. PILL leaders will ensure that the topics discussed by the lecturers are well received by the students in the friendly atmosphere. Usually the PILL classes are conducted in physical mode. During the academic year 2020-2021, due to Covid 19 pandemic situation, the PILL classes were conducted by all the departments in online mode. Attendance and summary of the classes were maintained by the department through PILL leaders.

## **Methodology:**

- A separate classroom is created in G-Suite
- The concept of teacher substitution in the absence of course instructor is avoided
- Conduct of PILL classes through online mode due to pandemic(2020-2021)

## **Documentation:**

- PILL Documentation(Online mode)
- Report from departments

## **Measurement:**

Due to online exams during the pandemic period 2020-2021, the measurement of PILL outcome cannot be considered as an accurate measure. So the outcome of PILL was measured based on their performance in class tests and seminars through Google classroom.

## **5. Evidence of Success:**

- As PILL promotes peer-to-peer learning, it was an instant hit with the students.
- Throughout the pandemic, PILL provided a platform for peer learning, not only of curriculum based topics but also other advanced topics.
- PILL also served as a first level peer counseling platform for academic needs of students.



# CHEVALIER T. THOMAS ELIZABETH COLLEGE FOR WOMEN

(Affiliated to the University of Madras & Re-accredited by NAAC with Grade 'A')

## 6. Problems Encountered:

- During the academic year 2020-21, evaluating the outcome was challenging due to the online mode of examinations.
- Lack of uniform technology resources among the students and faculty, made the documentation process cumbersome.
- Measurement of outcome was difficult due to lack of face to face contact with students.

**PRINCIPAL**