



BEST PRACTICES

2018 - 2019

Best Practice – 1

1. Title of the practice

Short Film Making

2. The context that required the initiation of the practice (100 – 120 words)

Short films can be a powerful tool to get messages across to the student population. With increasingly available technology free of cost for editing, short films can be used in classrooms to provide lessons on social themes. Many short films are used in the college to support the delivery of content and this has been received well by the students. Given this context, the teachers felt the need to produce short films to support learning. With the help of already available physical resources, the creative potentials of the students were harnessed to produce short films. Short films have been made on significant issues like anti-corruption, gender discrimination, consumer awareness and environmental protection. These short films can serve to bring the needed attitudinal changes in the society.

3. Objectives of the practice (50 – 60 words)

The objectives of the practice are:

1. To enrich the students creativity
2. To display the reality and to give a chance of reshaping the reality by innovative practices
3. To bring out the innate capability of the students
4. To help students to become more self-reliant and cooperative
5. To develop cardinal relationships among students



4. The Practice (250 – 300 words)

Our students are oriented on making short films and they are trained in handling digital and video cameras. They are encouraged to identify themes for making short films as and when the need arises. Our student teachers also write scripts and encourage students to be involved as a group in making short films. They have classes regularly and are also get support and guidance from the educators. Facilities and equipment needed for the powerful capturing of the events are provided by the institution. Time allotments for short film making are also provided and students are accompanied by our educators to shoot the film in suitable locations. It develops oneness and creates cooperation among them. Editing supports are also provided to achieve perfection in their soulful attempts in short film making. The short films made by our students are screened during the annual day celebration every year. Students are also motivated to take part in short film making contests and win prizes.

The following short films have been produced this academic year.

- Year of Compassion 2018-19
- Anti-Corruption
- புதிய சிறகுகள்
- நுகர்வோர் கவனத்திற்கு
- வாழ வைக்கும் வாழை மரம்

5. Obstacles faced if any and strategies adopted to overcome them (150 – 200 words)

Short film making is not an easy job that anyone can do. It needs a passionate heart and creative thoughts. It also requires complete cooperation of the members involved in making. If they are lacking, the entire outcome will not be effective. It is expensive in all aspects - choice of location, choice of digital tools and editing software. Guidance and training of a renowned person is a must for the best production of every short film. The introduction of short film course for students have triggered the creative interests of some students who have contributed to short film making.



6. Impact of the practice (Evidence of Success) (100 – 120 words)

Our students have participated and won prizes in short film making this year. The ultimate goal of this best practice is to nurture the creative talents of students and teachers. The details of the prizes won in short film are as follows:

- Our students participated in District and State level Competitions on 'Voter Awareness' were organized on 16.10.2018. They produced a short film titled "Right to Vote". The following students were involved in short film making:

1. Thriveni. P
2. Neethu Selvam. M
3. Roselin Jenifer. S
4. Anita. T
5. Bhuvaneshwari. G
6. Princy. D
7. Rajeshwari. A
- viii) Mydeen Shermila. M
- ix) Nithya. E
- x) Alagurathi. U
- xi) Monisha. S

- Our students participated in the inter-collegiate cultural competition organized by NTPL in collaboration with V.O.C. College on 29.10.2018. They produced a short film titled "மாற்றம்" and won the First prize. The following students were involved in short film making:

- i) Sharone Snowfana. K
- ii) Princy. D
- iii) Saranya. T
- iv) Vijayalakshmi. G
- v) Alagurathi. A
- vi) Siva Bharathi. M



7. Resources required

The resources required include computers with internet connectivity, digital cameras and video equipment, batteries and editing software. Computers with internet facility, editing facility, and digital sources are readily available in the college Network Resource Centre and the Audio Visual Room. Hence resources required for the practice is easily accessible for carrying out the practice effectively.

Best Practice – 2

1. Title of the practice

Constructivism in Teaching and Learning

2. The context that required the initiation of the practice (100 – 120 words)

Students are not blank slates upon which knowledge is etched. They come with already formulated knowledge, ideas, and understandings to the classroom. This previous knowledge is the raw material for the new knowledge they will create. Teachers must prioritize and adopt methods which favour students and encourage them to learn. They must not rely on outdated strategies and focus on providing a holistic approach towards various topics. Hence the institution strives to adopt constructivist pedagogical practices in teaching & learning. The teaching faculty incorporates different techniques of teaching by which the students are made to draw connections between concepts and analyze complex issues.

3. Objectives of the practice (50 – 60 words)

The objectives of the practice are:

1. To create dynamic and motivated learners
2. To create active & engaging learning situations
3. To create a context in which learners will integrate new knowledge with the existing knowledge
4. To enable the faculty to adopt innovative instructional strategies
5. To enable the learners to develop higher order thinking skills



4. The Practice (250 – 300 words)

Teachers of the institution adopt constructivist learning approaches in their classrooms to create meaningful learning experiences. Students are made to construct their own knowledge through a hub of teaching learning activities. Student reevaluates and readjusts his knowledge and understanding through the learning experiences provided. Our teachers use novel ways to help learners to take ownership of their learning. The college being tech savvy, the teachers also integrate technology in teaching learning to provide for constructivism. Some of the constructivist methods used are: Mask exercise, Amoeba Triangle, Construction of Egogram, Flipped Classroom, Blogs, Google Classroom

5. Obstacles faced if any and strategies adopted to overcome them (150 – 200 words)

The traditional chalk & talk method is an easy way of teaching and most teachers are of the idea that teaching is imparting instruction rather than knowledge construction. There was an initial inertia among teachers to adopt the new practices in their regular stream way of teaching. These were the challenges faced in bringing into practice the strategy. This was overcome by motivating the teachers and creating awareness among teachers regarding constructivism through faculty development programmes. Measures were also taken to encourage faculty to integrate technology and facilitate the use of constructivist approaches through demonstrations.

6. Impact of the practice (Evidence of Success) (100 – 120 words)

The student were encouraged to become autonomous learners. It has contributed to the professional development of teachers by trying out new pedagogical practices. Different learner-centered practices have come into existence in the college ensuring joyful learning experiences.

7. Resources required

Computers with internet facility are used for the implementation of constructivist practices using technology. The resourcefulness of the teachers plays a vital role in implementing this practice.