



Best Practices 2020 – 2021

Best Practice 1

Title of the Practice : Preparation of Activity Reports

Objectives of the Practice:

The objectives of this initiative are:

- To prepare activity reports for any activity/programme organised in the college
- To help teachers document the activities/ programmes they organize
- To facilitate the tracking of details of any activity/ programme organised
- To systematically record activities/ programmes for AQAR and SSR preparation

Context:

There are a number of programmes/ activities organized by the teachers in the college. The teachers organize programmes and activities with a great deal of enthusiasm. However, they move on to the next activity without fully documenting the completed activity. They later find it difficult to retrieve information about the activities organized. The classroom teaching, research work and other activities leave them with little or no time for complete documentation. The IQAC of the college decided to find a solution to this problem. It developed the idea of preparing a format for documenting the activity and asking the teachers to complete the documentation work within a week after the activity. This could also bring in uniformity in the documentation style.

The Practice:

The IQAC of the college developed a format for individual teacher activity. The format included the following parts namely basic information of the activity, short description of the activity and proofs/ documents attached. The basic information included the following details:

- Name of the activity
- Date and time
- Organizing committee/cell/ club
- Name of the coordinator(s)
- Venue
- Number of participants



- Participants' category
- Nature: Outdoor/ Indoor
- Support/ Assistance

The short description of the activity was in the form of objectives, methodology and outcomes. The proofs and documents attached were to be provided as tick mark against the possible ones mentioned. They included notices, letters, participant list, report, photos, video recordings, feedback form, feedback analysis, brochures/flyers / invitations, news clips and certificate samples. A space was also provided to mention any other specific information. There was also a mention of the criterion and the metric under which the activity could be documented. The teachers filled in the activity report format and collected all the documents related to it. They submitted the activity report along with the annexures to IQAC within a week after the completion of the activity. The report and documents were verified by the IQAC coordinator. The activity report was retained in the IQAC room in a separate file. The teachers maintained a separate file to store all the activity reports and supporting documents in an orderly manner.

The IQAC coordinator prepared a consolidated report of all the activity reports during a given academic year in the form of MS Excel file. This was used for the preparation of AQAR and SSR of the college.

Evidence of Success:

The practice has paved way for hassle free documentation in the institution. The time taken for retrieval of information related to any programme or activity has been reduced considerably. This helped in the preparation of reports at the individual and collective level. Teachers were able to prepare performance appraisal reports and year end reflection based on the activity reports they have done. The annual report and AQAR of the college was also prepared effortlessly by retrieving information from activity reports. As the metrics were mentioned, it ensured coverage of all activities in the Self Study Report. The practice has also reduced the use of paper for documentation. No copies of the proofs/ documents were taken unnecessarily. The documents were provided by the individual teachers for uploading as and when required.

Problems encountered & Resources required:

The only problem that was encountered was the initial hesitation of the teachers to use the format as they had their own style of documenting. However, they came to understand the advantages of using the format and completed the documentation work on time.

There are no special requirements for this practice as it involves the work already being done. A few files, photocopier, scanner and printer are the things required and all these are already available in the institution.



Best Practice 2:

Title of the Practice : Potluck Lunch

Objectives of the Practice:

- To provide an opportunity for relaxation and fun for teachers
- To create a space for faculty members to share food with others
- To build a healthy work culture

Context:

There were times in the institution when teachers decided to have lunch outside in order to get a break from the daily routine. It was during one such instance that one faculty member suggested the idea of potluck lunch. A few teachers felt that potluck had many potential benefits other than getting a respite from the usual work. The matter was taken up for discussion and it was decided to have a potluck lunch. Instead of planning outings which consumes more time and could not be arranged often, potluck lunch seemed to be a simpler and cheaper alternative that can be just as rewarding. It was decided that teachers will organize a communal meal where the entire faculty in the institution voluntarily brings any food prepared in their homes.

The Practice:

Eating meals together, as a team, not only gave a break from the routine, but also offered a chance to interact with each other in an informal setup, especially in the institution. This practice made all the faculty in the institution bring their favourite dishes prepared in their homes for lunch on one planned day. This was usually planned on a day when students are not in the campus. Hence, this practice did not affect the teaching learning process in any way. This practice created many refreshing moments from planning what to cook to what one should wear, conversations took new turns, and the whole institution experienced a buzzing from the time of the announcement until the event. The teaching staff arranged the dishes they brought for a buffet lunch. The non-teaching staff were invited for lunch. All staff spent the lunch time together with happiness.

Evidence of Success:

The success of this practice has been realized by each and every one in the institution. Eating together proved to be a relationship building exercise where dissents and frictions in the work place were forgotten. The ties between staff were strengthened and new and friendships were formed leading to a happier workplace. Staff felt rejuvenated and this increased their work



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productivity as reflected in all the activities of the institution. It was also a great way for the new recruits to feel comfortable and at ease with the rest of the team.

Problems Encountered & Resources required:

The problems encountered in the practice was negligible. Some faculty happened to bring the same dish, and this was carefully avoided during the planning phase of the next potluck lunch. Another challenge was to find a time suitable for potluck lunch. Days with little work and days with no students in the campus were hard to find. The eve of holidays were usually selected for this purpose without interrupting the regular schedule. The resources required were the time and the materials to prepare a dish selected based on the individual interests of the faculty members. A space for potluck was required. The beautiful greensward in the campus was the preferred spot for potluck lunch.