CRITERIA 7

INSTITUTIONAL VALUES AND BEST PRACTICES

7.2 BEST PRACTICES

7.2.1 Describe two best practices successfully implemented by the institution as per NAAC format provided in the manual

Best Practice: 1

1.Title of the practice: Special Coaching in Physical Education Coaching

2. Objectives:

1. To provide effective coaching**,** a structured, supportive, and engaging process is implemented.
2. To help the players achieve their full potential by offering them both physical and mental supports.
3. To nurture healthy and encouraging atmosphere in the college
4. To produce State/National/International level players.
5. To find out, nurture and streamline the talents for competitive sports.

3. The context:

Sports are extremely important for student's overall development. Sports are believed to enhance student's concentration, discipline, teamwork, mental acuity, confidence and set their sports career. The students' competitive mentality also drives them to achieve academic excellence. Considering this as strength, the department of Physical Education closely monitors the students who succeed in sports and provides them with all the necessary assistance whenever they require.

Many students begin to envision success and personal achievement at an early age, often setting goals related to academics, careers, or sports. These aspirations are frequently shaped by their passions, family encouragement, and the influence of role models. However, despite having clear ambitions, their ability to reach these goals is often hindered by the absence of effective educational coaching. Interested students get benefit from 15 special coaches who is specializing in various disciplines, such as football, basketball, tennis, athletics etc. In this context, coaching refers to mentorship, guidance, or structured support that

helps students unlock their full potential. Without this essential support, students may struggle with skills development, lack of direction, or missed opportunities, making it harder to turn their dreams in reality

4. The practice:

Teachings of physical education motivate the students through activities. The institute follows different methods in identifying the talent among the students. In the initial days of their admission into the college, selections are conducted for various games and sports to identify and to tap the young talent in the first-year of the students. And all the interested students are encouraged to participate in the selection process. The selection into the teams is purely based on the students' performance and fitness level. The selected students will be clubbed with the senior students already in the college team and coaching sessions are conducted. They will be given a chance to join the college team for that particular sport. Qualified physical directors groom the sports talent further so as to equip the student to contribute his part in the victory of the college team.

1. Establishing Clear Goals and Expectations:

The first step in preparing students for the tournament is to set clear, achievable goals. This could include improving specific skills, such as dribbling in basketball or perfecting technique in swimming, as well as overall objectives like enhancing teamwork or maintaining peak fitness.

2. Tailored Training Sessions:

Training should be intense, focused, and consistent leading up to the tournament. Sessions must be designed to meet the specific demands of the sport and the tournament format. For example, if the tournament involves several rounds or is fast-paced, the training might include:

- **Technical drills**: Focusing on the skills most needed for success in the tournament.
- **Endurance training**: Building stamina through sprints, longer runs, or aerobic exercises.

3. Infra Structure

College has playground for different sports activities. They are Chess, Badminton, Table Tennis Cricket, Football, Volley ball, Basket ball, Kabaddi, Hockey, Handball, Ball Badminton, Kho-Kho, Judo, Karate, Silambam, Archery and Track & Field. The following are the various major facilities available in the college.

- ✓ For Outdoor Game Ground - I 7306 sq m area
- ✓ Athletics -200 Metrestrack– Ground II
- ✓ Auditorium –Ground - III of 892Sqm area
- ✓ Ground -IV- 0f 5686 sqm area
- ✓ One Basketball court of 420sq metre area
- ✓ Kabaddi courts of 536sq metre area
- ✓ Volleyball court of 6562 sq metre area
- ✓ One Cricket ground of 1042 sq metre area.

In addition to these sports facilities a well-equipped, well ventilated and spacious Gym facility is also available in the sports complex to help the students in maintaining their fitness.

3. Set up the house system and conduct the competitions

To divide students into four houses—Red, Green, Blue, and yellow—for campus sports competitions, the college follow a structured approach to ensure balance, fair participation, and team spirit. Once the students are divided into the four houses, make sure each house has A House Captain - The leader of the house who motivates and organizes the team. Each house should have distinct colors (Red, Green, Blue, Yellow) to be worn during competitions. The competitions can span various types of sports to ensure inclusivity and allow every student to participate in some capacity. These could include Individual Sports, Tennis (singles and doubles) Table Tennis Badminton, Football, Basketball, Volleyball, etc. To make the competition engaging and track the progress of each house, create a point system. Points can be awarded. For team sports like football or basketball, the winning house gets more points for overall victory, with individual awards for standout performances. At the end of the competition, the winning house is announced and awarded the trophy.

5. Preparing for Tournament

It's essential for students to be fully aware of the tournament rules, format, and any specific regulations. This includes:

- **Understanding the competition structure**: How many rounds, match duration, or any particular guidelines related to the sport.
- **Clarifying scoring systems**: Knowing how points are awarded and what tactics work best for winning**.**
- **Safety protocols**: Ensuring all students are aware of any safety measures and medical support.
- Tournament preparation isn't just physical; mental strength plays a key role in high-stakes environments. Coaches should help students build confidence, manage stress, and develop a positive mindset. Some strategies include during the tournament.

Teaching proper warm-ups, stretching, and cool-down techniques to prevent injuries during both training and competition. Ensuring all students have the proper attire, gear, and any additional items they need for the tournament. Throughout the preparation process, consistent encouragement and motivation are vital to help students stay focused and motivated. Coaches should remind students of their progress, celebrate small victories in training, and keep morale high. Offering regular feedback, whether positive or constructive, keeps students engaged and committed to improving.

6. Sports Scholarship

Sports scholarships can vary in terms of the level of competition, the amount of financial aid offered, and the duration of the award. A fee concession of 30% for National Level Players, 20% for State Level Players and 10% for District Level Players are offered by the Institution.

5. Evidence of success:

Students of college participated and won various prizes at District level, State level and International level tournaments.

6. Problems encountered and resources required:

As the students perceive professional education, they will be having hectic academic schedules which do not permit them to have proper practice. This problem is handled by permitting the students to practice beyond the college hours whenever required, under the supervision of the physical directors.

Best Practice: 2

1. Title of the Practice: Bridge Course

2. Objective of the Practice:

The main objectives of the Bridge Course are:

1.The course aims to identify and address gaps in students' understanding of fundamental concepts necessary for their studies.

2.To adapt to the new academic environment, teaching methodologies, and expectations, ensuring a smoother transition.

3.The bridge course caters to diverse learning abilities and to boosts students' confidence in their academic abilities.

3. The Context:

1. Language Support Programs:

Many rural students have a strong foundation in their local vernacular, but may not be proficient in English, the primary medium of instruction in our college. To address this gap, colleges offer dedicated English language courses called "Communicative English" to improve students' language skills. These programs focus not only on reading and writing but also on developing confidence in speaking and comprehension, which are essential for participation in lectures, seminars, and discussions.

2. Bridge Courses and Academic Foundation Programs:

To ease the transition into more challenging academic environments, our college designed bridge courses. These courses are tailored to meet the specific needs of rural students. These foundational programs also help students adapt to the college curriculum, strengthening their core academic competencies and preparing them for the rigors of higher education.

3. Counseling and Personal Development:

Colleges focus on holistic student development, recognizing that students from rural areas may face emotional and psychological challenges due to their change in environment. Counseling services are provided to help students cope with homesickness, stress, and the pressures of higher education. In addition, programs focused on personal development, such as leadership skills, team-building exercises, and self-awareness workshops, enable students to enhance their confidence and interpersonal skills.

4. Practice:

Bridge courses are designed to help students transition smoothly from their previous education to the more challenging and specialized curriculum in college. For students coming from diverse backgrounds, especially those from rural or vernacular medium schools, these courses provide an essential foundation for academic success in higher education. In arts and science colleges, bridge courses typically focus on enhancing foundational knowledge, improving language proficiency, and developing critical thinking skills.

Here's an outline of what bridge courses in arts and science colleges may cover, along with some practical activities for students to engage with:

1. Diverse learning

It refers to the recognition and inclusion of a wide variety of learning styles, backgrounds, abilities, and experiences in an educational environment. It involves creating a space where all students, regardless of

their unique characteristics, have an equal opportunity to succeed and are supported in ways that are meaningful to them.

2. Subject-Specific Foundation (for Arts and Science)

Objective: To help students bridge any gaps in their understanding of core subjects.

Topics Covered in the Course

1. Basics of Commerce and Computer
2. Communicative English
3. Fundamentals of Nutrition
4. Fundamentals of Psychology
5. Tamil Ilakana, IIakkiyam Noolkalai Arithal etc.

3. English Language Proficiency

Objective: To improve communication skills, including reading, writing, speaking, and listening, as English is often the medium of instruction in college.

Key Components:

- **Grammar and Vocabulary:** Focus on building a strong grammatical foundation and expanding vocabulary.
- **Reading Comprehension:** Exercises to improve understanding of academic texts.
- **Writing Skills:** Practice academic writing, including essays, reports, and research papers.
- **Oral Communication:** Activities like group discussions, presentations, and debates to enhance speaking skills.

4. Study Skills and Time Management

Objective: To help students develop effective study habits, manage time efficiently, and prepare for academic success.

Key Components:

- **Note-Taking:** Teaching students efficient methods for taking notes during lectures and reading.
- **Study Techniques:** Introduction to different study techniques (e.g., mind mapping, summarization, active recall).

- **Time Management:** Helping students organize their schedule and prioritize tasks effectively.

5. Library Usage Objective: To introduce students to the basics of academic research, using the library and online resources effectively.

Key Components:

- **Library Resources:** Familiarize students with the college library and online research databases.

Practical Activities:

- **Library Orientation:** Take students on a guided tour of the library and introduce them to its resources (books, journals, digital archives).

6. Soft Skills Development (Interpersonal and Social Skills)

Objective: To help students develop soft skills that will serve them well in both academic and professional settings.

Key Components:

- **Communication Skills:** Focus on improving both verbal and non-verbal communication.

- **Teamwork and Collaboration:** Encourage students to work in groups and appreciate diverse perspectives.

Practical Activities:

- **Role-Playing Exercises:** Simulate workplace or academic scenarios where students practice resolving conflicts, giving presentations, or handling challenging situations.
- **Public Speaking:** Encourage students to present on different topics to their peers, improving their public speaking and presentation skills.
- **English Language lab:**The English Language laboratory aims to enrich proficiency in Spoken English through its priority on activity-based learning. The Language Lab trains students in Spoken English through a well-defined curriculum and concentrates on the skills of listening, reading, speaking and writing.
- **Computer lab:** Providing computer lab facilities to bridge course students can significantly enhance their learning experience, especially if they come from backgrounds with limited access to technology.
- **Email and Communication** : Students can learn how to use email, which is essential for communication in both academic and professional settings.

5. Evidence of Success:

It's truly encouraging to see that the efforts put into designing and delivering the course have yielded positive outcomes for the students. The positive impact reflects the benefits of the various teaching methods, hands-on training, and interactive sessions that were incorporated into the bridge course. The students' improved performance indicates that they were well-prepared to handle the challenges of their first semester and were equipped with a solid foundation to build upon as they progress through their studies. The positive outcomes observed from the bridge course's first semester are a great indicator to value the students' education. By leveraging these successes and continuously refining the approach, the educational experience for students can be enhanced further.

6. Problems Encountered and Resources Required

The compressed timeline has necessitated a more condensed and intensive approach to the curriculum. Despite the constraints, the Institution is dedicated to uphold its commitment to provide quality education. Steps are being taken to optimize the available time effectively, such as refining teaching methodologies, focusing on core concepts, and prioritizing key learning objectives. Faculty and staff members are collaborating to create a supportive learning environment that addresses the unique challenges posed by the time constraints. The college recognizes the importance of a balanced and comprehensive education, and although the situation is challenging, efforts are being made to ensure that students receive a meaningful and enriching academic experience.

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