

BEST PRACTICES

Annexure: I

1. Title of the Practice

Innovation in Teaching Learning Process

2. Goal

To achieve the principles of the teaching / learning process which are many-fold. The principles on the basis of which this best practice was decided was – to raise the curiosity of a student in a particular topic, to encourage the students to question the obvious and to increase the interaction in the class. Revised Guidelines of IQAC and Submission of AQAR Page 48

3. The Context

Rapid advancement in technology is one of the major issues that affect the teaching/learning process. The facilitators find it difficult to keep pace with the techno-savvy learners. Further there is rapid change taking place in technology which aggravates the problem. Keeping the audience captivated throughout the lecture is another challenge. The facilitator is required to use a variety of tools to keep the learner engaged in the learning process. Having access to a variety of tools all the time may not be possible. Today knowledge is just a click away to the learner; a challenge faced by facilitators is to keep pace with the latest news and happenings. The teaching/learning process is given immense importance in the institute. The institute is as good as its students. The students are as good as the teachers. The institute trains their facilitators continuously to help them enhance their teaching abilities. The learning imparted to the teachers is implemented in enhancing the learning experience of the learner.

4. The Practice

The teaching / learning process starts with designing of a lecture plan by the facilitator. The lecture plan is given in advance to the learners. The facilitator initiates a discussion or tells a story or questions the learners before defining the objectives. The objectives of the lectures are defined to specify to the learner the learning outcomes. During the lecture, discussions and questioning is encouraged. Holistic learning is encouraged through the continuous evaluation system. Various forms of assessment are used for continuous evaluation such as group discussions, assignments, PowerPoint presentations, class test to name a few. Various co-curricular activities are also organized for the learners. These activities give an opportunity to the students to put their knowledge

into application. An aspect very unique about our teaching / learning process is the freedom given to learners to share their views and ideas. Even ideas that sound impractical are discussed and a proper explanation is given to the learners why they cannot be implemented. The learner is the part of the learning process rather than just a spectator of the same. A major limitation of the teaching / learning process is the time constraint. The facilitators have various ideas which they would like to implement in their class, however due to paucity of time all of them cannot be implemented. Revised Guidelines of IQAC and Submission of AQAR Page 49

5. Evidence of success

The evidence of success is visible, qualitatively as well as quantitatively. The qualitative indicators are a more positive outlook towards life, improvement in etiquettes and desire to understand things rather than learning by the rote. The quantitative indicators for learners who actively participate in co-curricular activities are that they show improvement in academic performance. Students who have passed out have done extremely well in the corporate world. Some students have put their learning into application by starting their own businesses. The results bring some prominent factors to light. Some of the factors are that students when shown the right direction and given the right encouragement can achieve the goals they desire. Holistic development rather than only academic success contributes in creating socially sensitive individuals which is a prominent requirement of educational institute.

6. Problems encountered and Resources Required

The non-availability or non-workability of technology is one of the major problems encountered in the teaching learning process. Further, encouraging discussions in the lecture becomes self-obliterate towards its aim, at times. Questions posed by learners may not be to find an answer to the problem but to test the knowledge of the facilitator. The span of interest of the learners is very short. Teachers today have to play the vital role of an educator and entertainer combined, rather than just an educator. Resources in terms of finance are continuously required to upgrade technology requirements. This is not available consistently. Majority of the students from rural back ground, downtrodden family background, and lack of competency in communication skill are the major problems encountered in the process of teaching learning.

7. Notes

The Academic Calendar is prepared before the beginning of the academic year. This aids the facilitators and the learners in understanding the time schedule for implementation of the learning

process. Dedicated teaching and non-teaching staff are the pillars of strength of the teaching/learning process. Without a dedicated team, success cannot be achieved. The principal with his dynamic leadership style and constant guidance and support gives a prominent shape to the teaching/learning process. Our secretary and correspondent's constant involvement in the affairs of the college motivates our faculty members to be on par with the global standard. Revised Guidelines of IQAC and Submission of AQAR Page 50

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Annexure: II

1. Title of the Practice

Outreach Programmes

2. Goal

The goal of outreach program is to increase the knowledge of the students through practical experience and to implement the knowledge acquired through the classroom to the people who are desperately in need. The students not only learn the application of their knowledge but learn the actual lesson of the life which is humanity. These programs help the students in becoming a good

citizen of our country which is the need of the hour. This practice is carried out by the support of various Support services of our college like Enviro club, YRC, NSS, and NCC.

3. The Context

Education goal should not be confined to the classrooms. True education is the one which could be got only when students go out of the classroom to implement the education which they learn, practically. This could be possible only when students are taken out of the college to different places students to get an opportunity have their knowledge help the needy uplift the community in all possible ways. This is called outreach program. Though this program students get an opportunity to improve their learning skills, helping tendency, and overall personalities. Our college tries to develop a more substance program of social involvement that would cover, not just a single events, but more interaction with others children and other secrets of society. Social involvement would mean that the poor have a face and a history that they can share with us. Social involvement is based on a child's concept of followers of life and attitude that we too can learn and receive from those who have less. Revised Guidelines of IQAC and Submission of AQAR Page 52

4. The Practice.

The outreach program tries to bring the students to the working knowledge of different groups of the less fortunate. As the students go from grade to grade they meet different sectors of the needy. They either go the area or school to extend their activities. The activities which were done in and by our college are as follows: Swachh Bharat Abhiyan" (Clean India & Green India) program at Reddythoppu, Ambur: The NCC unit of our college organized a program on Swachh Bharat Abhiyan" (Clean India & Green India) on 20 October 2016 at Reddythoppu, Ambur. Rtn. T. Basheerudeen was the chief guest for this program. About 100 NCC cadets participated in the event and lots of public were benefitted from this event. Environmental Awareness Program at Melvithnakuppam Village: Enviro Club of our college organized an Environmental Awareness Program at Melvithnakuppam Village on 22 October 2016. About 50 students of our college participated in the event. About 1000 pamphlets were distributed in the villages. Prof. A. Meeramaitheen and Prof. A. Shafee Ahmed Khan spoke with the public about the hazards of destroying environment. A special program was conducted in the school. Our Principal also participated in the event and spoke on protecting the environment for better tomorrow. Child Literacy Program at Naikeneri Village, Ambur: Youth Red Cross of our college conducted a Child Literacy Program at Naikeneri Village, Ambur on 31 October 2016 at Naikeneri Village, Ambur. The Chief Guest and Resource Person of the extension activity, Dr. N. Raja Hussain, Associate

Professor & Head of the Department of Commerce and Professor In-charge of Shift I gave a brief introduction about Child literacy and motivated the parents and children to develop literacy. 25 students (YRC Volunteers) and 3 faculty members organized the Child Literacy extension activity. More than 400 students (Girls and Boys) got benefited from this Child Literacy awareness program. Revised Guidelines of IQAC and Submission of AQAR Page 53 Women Empowerment Program at Pernambut: Khidmatum Nisa, a Women's Cell of our college conducted a programme on "Women Empowerment" at Nusratul Islam Girls Hr. Sec School, and Rameeza Oriental Arabic School, Pernambut on 31 October 2016. Prof. P. J. Sadia Parveen and Prof. M. A. Uzefa Rashida were the resource persons and spoke on the need of the women empowerment. About 500 girls from both the schools were benefitted from the event. Health Awareness Program at Nariyumbattu: YRC of our College conducted a Health Awareness Program at Nariyumbattu Village, Ambur on 01 February 2017. The Chief Guest and Resource Persons of the extension activity, Dr. Hakeem Mohammed Ziauddin, Imam & Khateeb of Mohiddeen Pura Mosque, Ambur delivered a special lecture on "Health Awareness". Principal presided over the function. 20 Students (YRC Volunteers) and 5 faculty members organized the Health Awareness extension activity. About 500 boys & girls from both the schools were benefited from the event. NSS of our College has three units, which contains 300 volunteers. It involves in so many social and other service activities throughout the year in outside the campus. This is no less than an outreach program.

5. Evidence of success

The evidence of success is visible, qualitatively as well as quantitatively. The qualitative indicators are a more positive outlook towards life, improvement in etiquettes and desire to understand things rather than learning by the rote. The quantitative indicators for learners who actively participate in co-curricular activities are that they show improvement in academic performance. Students who have passed out have done extremely well in the corporate world. Some students have put their learning into application by starting their own businesses. The results bring some prominent factors to light. Some of the factors are that students when shown the right direction and given the right encouragement can achieve the goals they desire. Holistic development rather than only academic success contributes in creating socially sensitive individuals which is a prominent requirement of educational institute. Revised Guidelines of IQAC and Submission of AQAR Page 54

6. Problems encountered and Resources Required

Outreach programs are often poorly funded and time-constrained, despite how effective they can be. Developing a rapport with individuals and building trust takes time, and outcomes may not be easily

measurable. Furthermore, ensuring privacy, confidentiality and safety can be a challenge. An additional challenge for the students is responding to issues that go beyond a program's mandate this may push the personal boundaries of the students and the boundaries of an institution's mandate; programs need to be ready to address these issues through direct service and/or referrals.

7. Notes

The UGC and academic bodies have given weightage to the extension activities in the current plans. The students have to be encouraged to socialize and apply their skills and knowledge to improve their understanding of social responsibilities. Not only should they be asked to learn practically but they have to be informed and explained about the ways of doing them. The outreach program tries to bring the students as least to a working knowledge of different of the less fortunate. As the students go from grade to grade they would have met different sectors of the poor they either go the area or school or the poor their activities in MUC. Such proactive solutions help in improving social responsibilities of our students in the country and at the same time refining their personality and character which will definitely make them a better citizen of our country. The above two are the best practices which have contributed to the achievement of the institutional objectives and have contributed to the quality improvement of the core activities of the College.

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