



Describe atleast two institutional best practices

Best Practice 1

1. Title of the Practice: Question Bank for Summative Evaluation
2. Objectives of the Practice
What are the objectives / intended outcomes of this “best practice” and what are the underlying principles or concepts of this practice (in about 100 words)?
The Question Bank is followed to Ensure quality, objectivity, reliability and validity of testing. Give adequate importance to significant concepts in the syllabus. Maintain novelty in question papers and avoid repetition of questions. Test all levels of intelligence. Enhance the teaching learning and evaluation process
Avoid delay in the procurement of questions for setting. Be genuinely autonomous in evaluation process.
Principle: Till 2017-2018 the question bank was prepared according to the Bloom’s Taxonomy of intelligence and from 2018-2019 question bank is reframed according to the Revised Bloom’s Taxonomy. When the syllabus is changed, necessary changes are made in the question bank also.
3. The Context
The practice of Holy Cross College is to spell out the Specific Outcome of Learning and prepare the question paper as per the Blue print. The college decided to prepare and use question bank for Major Courses for some UG Programmes.
Challenges /Issues needed to be addressed during the preparation and implementation of the Question Bank:
 - Confidentiality of questions needs to be maintained.
 - Accessibility to the question bank should be limited to the CoE.
 - Software should be efficient and user friendly.
 - Questions must be error free.
 - Repetition of questions and questions that are out of syllabus should be avoided.
 - Challenging and mentally stimulating questions using the key words of Revised Bloom’s Taxonomy are included.
4. The Practice
Rigorous training has been given to the teachers in the process of framing questions for the Question Bank by the evaluation experts in their respective area of study. The questions are meticulously prepared by the subject teachers, verified by the peers and the Head of the Department and the soft copy of the same is handed over to the Controller of Examinations. No copies of question banks, either hard or soft, are kept in the departments. Every semester, the departments submit the syllabus and blue print for retrieving the questions from the question bank. Every year Question banks of Major courses are updated.
Constraints - It requires dexterity on the part of the teacher to make appropriate use of this method.
5. Evidence of Success
There were no complaints from students regarding use of question banks for external evaluation. Questions from every unit of the syllabus focuses on testing all levels of hierarchical thinking .Since answer keys are provided with the questions in the question bank, evaluation is objective. For revaluation for the



examinations using question banks, the revaluation results show zero discrepancy. Since there is no repetition of questions, the novelty and the element of unexpectedness make the students study intensively and extensively. Students find the experience of writing these examinations using question banks challenging and rewarding.

6. Problems Encountered and Resources Required

The practice of question Bank followed in the past was according to the Bloom's Taxonomy. With the introduction of the Revised Bloom's Taxonomy in 2017-2018 in the preparation of Lesson Plan and teaching learning situation the blue print also is also revamped to the Revised version of the same. As many staff who had received rigorous training in the setting of the question bank have retired, orienting the new staff in the college in the appropriate creation of the Question Bank is needed. Updating the syllabus according to recent developments also demands frequent changes in the question Bank.

Best Practice 2

1. Title of the Practice: Holy Cross College Outreach Programme –RESCAPES (Rural Enrichment through Students Community Action Participation for Environmental Sustainability) RESCAPES is Holy Cross College's outreach Programme developed and designed in line with the institution's Vision and Mission.

2. Objectives and Principles:

Objectives:

- To train the students in multiple skills such as Resource mapping, Project planning, Designing and execution, Survey and Impact analysis, Report writing and interpersonal and team activity.
- To encourage creativity in students and develop them into committed leaders for societal and environmental development.
- To be a link between the Government authority and village community.
- To enable the village community to become self reliant and sustain the eco system.
- To materialize "Classroom to the Land" policy of Education.
- To awaken Social and Eco Consciousness among students and rural community

Principles: This Programme was successfully designed involving all the staff and students and was integrated into the curriculum. The UG students are given theoretical input, practical exposure and reporting through two SBE Courses and field work in the villages and PG students have 8 hours for field work to execute the project with appropriate strategies developed. In the curriculum two credits for the two SBE Courses and one credit for the field work is allotted for RESCAPES.

3. The Context

RESCAPES emerged out of an interaction with experts in the International Conference on Sustainable Development and Management of Natural Resources held from 15th to 17th March 2003 at Holy Cross College (Autonomous) Trichy. Experts' recommendations were on the conservation of ecosystem and their sustainability in India. This ignited the launching of the RESCAPES program on 06.07.2004

The issues addressed are:

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Holy Cross College (Autonomous)

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College with Potential for Excellence
Tiruchirappalli - 620 002, Tamilnadu, India.

Water and soil Conservation • Tree plantation • Kitchen gardening • Herbal Plants and Mushroom cultivation • Sustainable agricultural practices - Vermi compost, Panchagavya, Azolla cultivation • Health, Hygiene and Sanitation. The strategies adopted for village rejuvenation are:

- Watershed and soil management.
- Eco-friendly agricultural practices.
- Use of non conventional energy.
- Promotion of food security and
- Development of infrastructure and easy access to markets.

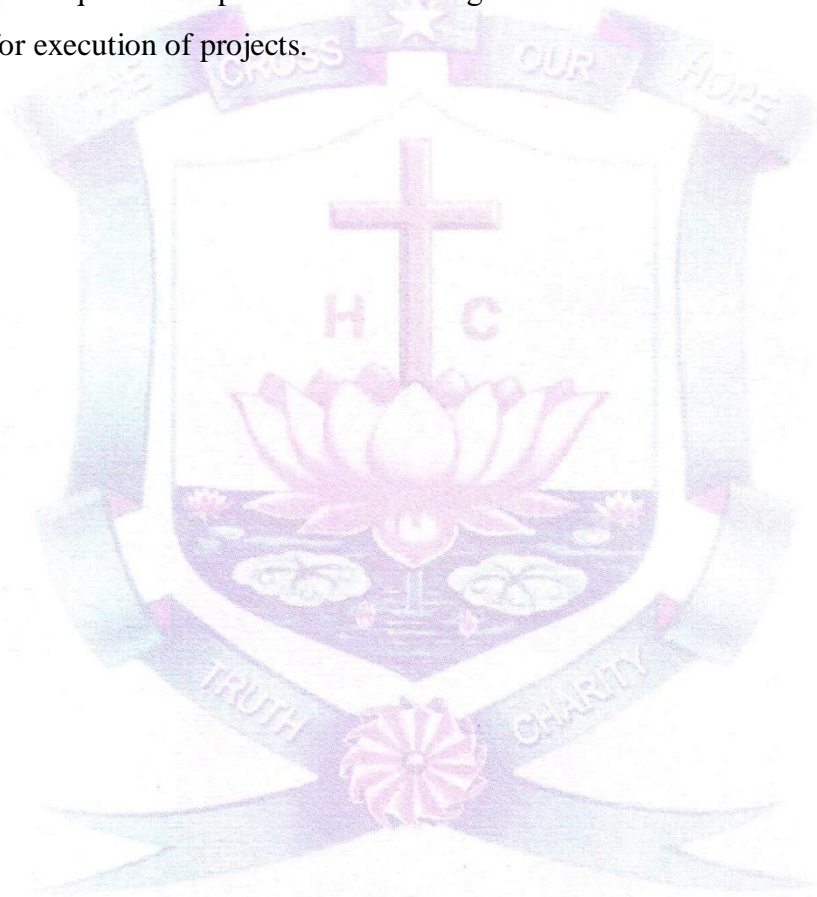
4. The Practice: The college has adopted 23 villages in Manachanallur Block in Tiruchirappalli District. The UG students of Holy Cross College and the vulnerable and marginalized groups such as youth and children, women, farmers, unorganized labourers and Dalits from these villages were the target group for RESCAPES activities. The RESCAPES activities are planned for students in 3 stages viz., 1. Orientation, learning and training to the I UG students, 2. Field application and reaching out to the communities where the Second Year students spend 32 hours in field work in the adopted villages. The activities include exposure to the realities of rural environment, sensitization to special needs of the local communities. 3. Impact study and documentation were Third Year UG students undertake an impact study and prepare a report on the outcomes of the projects implemented in the village. Uniqueness of RESCAPES The RESCAPES program is 1. Institutionalized and inbuilt in the academic curriculum. 2. Involves the students and staff. 3. Integrates other extension services and clubs such as NSS, EXNORA, ROTARACT and RED CROSS and UGC funded major and minor Research Project for RESCAPES. 4. Links RESCAPES programmes to villages. 5. Evidence of Success Performance against targets: Target Group Performance oriented Activities College students Educational Camps, Terrace Gardening, Agricultural Farm Visit Rural school students Integrated Health Screening (BMI, HB, Speech and Hearing) Motivational Programme e.g. Your Dreams have power Awareness Programme on health, hygiene, environment etc. Youth Computer Literacy, Self employment training Rural Women Kitchen Gardening, Adult Education, Menstrual Hygiene, Breast Cancer Screening, Importance of Breast Feeding Rural Men Adult Education, Deaddiction Programme, Training for Farmers Eco System Around 6,410 trees planted, Solid waste management, Eradication of Prosopis Julifera, Cleaning of Rivers 6. Problems Encountered and Resources Required • Availability of villagers only in the evening poses problems for the students to meet them as the students visit the villages only at day time. • Visit of the students to the villages is not a continuous process due to their academic schedule. •



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Difficulty in getting permission from the Government Officials and Village Administrative heads slows down the prompt delivery of the services. Resources required: • Financial aid for frequent transportation for taking students to and fro. • Human Resources (Coordinators) for execution of projects slows down the prompt delivery of the services. Resources required: • Financial aid for frequent transportation for taking students to and fro. • Human Resources (Coordinators) for execution of projects slows down the prompt delivery of the services. Resources required: • Financial aid for frequent transportation for taking students to and fro. • Human Resources (Coordinators) for execution of projects.



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