

ANNAMMAL COLLEGE OF EDUCATION FOR WOMEN

THOOTHUKUDI

BEST PRACTICES 2024- 2025

Best Practice 1: Depiction of Code of Conduct

1. Title of the Practice

Depiction of Code of Conduct

2. Context that Initiated the Practice (100-110 words)

Educational institutions often provide students with written codes of conduct, but these documents are not always internalized or meaningfully understood by learners. The institution observed that while the code of conduct was circulated in class groups, student engagement with it remained superficial. There was a need to shift from passive receipt of rules to active understanding and personal ownership. To promote responsible behaviour, the college sought an innovative, participatory approach that would allow students to interpret, discuss, and represent the expectations placed on them. This context led to the introduction of the “Depiction of Code of Conduct” practice, which uses creative expression to deepen students’ awareness.

3. Objectives of the Practice (50-60 words)

The practice aims to ensure that students understand and internalize the institution’s code of conduct by actively engaging with its components. It seeks to promote responsible behaviour, strengthen value-based decision-making, and foster collaboration and communication among students. Additionally, the practice encourages creativity while helping learners appreciate the purpose and benefits of adhering to institutional norms.

4. The Practice (250-300 words)

The institution designed an interactive and student-centred approach to strengthen the understanding of the code of conduct by converting it into a creative learning activity. The code of conduct, consisting of five key dimensions—dress code, use of mobile phones, classroom behaviour, campus behaviour, and communication etiquette—was first shared with all students through class groups. Instead of limiting the engagement to reading and acknowledging the rules, the faculty introduced the idea of depicting these elements through performance-based representations.

Students were divided into five groups, each assigned one specific dimension of the code of conduct. Faculty mentors guided the groups by helping them interpret the rules and contextualize them to students’ daily experiences. Each group was encouraged to choose a creative medium such as a skit,

mime, tableau, or any suitable form of presentation that effectively communicated the essence of their assigned dimension.

A specific day was dedicated for the final presentations. During the event, each group showcased its depiction, demonstrating real-life situations, appropriate and inappropriate behaviours, and the rationale behind the rules. This experiential method not only made the session engaging but also allowed students to reflect deeply on the consequences of their actions. By visualizing the code of conduct, students developed greater clarity, emotional connection, and ownership of institutional expectations, making the practice both meaningful and impactful.

5. Obstacles Faced and Strategies Adopted (150–200 words)

One of the initial challenges was that some students perceived the activity as an additional task rather than an opportunity for meaningful engagement. Their lack of familiarity with performance-based learning also created hesitation and limited participation. Time constraints, arising from varied academic schedules, made it difficult for groups to rehearse adequately. Another obstacle was ensuring that every student contributed actively rather than relying on a few enthusiastic members.

To address these challenges, faculty mentors conducted orientation discussions to explain the purpose and importance of the activity, highlighting how the depiction would strengthen understanding and personal responsibility. Flexible rehearsal slots were arranged after consulting each group, allowing students to collaborate without academic pressure. Faculty members also ensured a supportive environment by helping groups brainstorm ideas, assign individual roles, and resolve uncertainties related to performance formats. Continuous encouragement helped reduce inhibitions, enabling even shy students to participate confidently. These strategies collectively ensured smooth execution of the practice and active involvement of all learners.

6. Impact of the Practice (100–200 words)

The depiction of the code of conduct resulted in a noticeable improvement in students' understanding and adherence to institutional norms. By actively dramatizing the rules, students internalized the expectations more deeply than through written communication alone. They became more mindful of dress code requirements, mobile phone usage, classroom behaviour, and communication etiquette. Faculty members observed a more positive and disciplined environment on campus, with students demonstrating greater accountability and mutual respect. The practice also enhanced teamwork, creativity, and critical thinking, as learners collaborated to analyze real-life situations. Overall, the initiative successfully transformed a routine administrative guideline into an engaging learning experience with lasting behavioural impact.

7. Resources Required (100–200 words)

The practice required minimal financial resources, making it highly sustainable and easy to implement. The primary resources included faculty time for mentoring, student commitment to prepare depictions, and basic infrastructure such as classrooms or a seminar hall for rehearsals and final presentations. Audio-visual equipment, such as microphones or speakers, was used when necessary to enhance performances. Printed or digital copies of the code of conduct were shared with students to guide their preparation. The major resource was collaborative effort—faculty support, student creativity, and administrative coordination to schedule and organize the event. The practice demonstrated that meaningful learning can be achieved using simple, low-cost resources when supported by thoughtful planning and active participation.

Best Practice 2: Reading Carnival Competitions

1. Title of the Practice

Reading Carnival Competitions

2. Context that Initiated the Practice (100–110 words)

The institution recognized a gradual decline in reading habits among students, particularly in an age dominated by digital distractions. Faculty members felt a strong need to rekindle interest in reading and to make it an enjoyable, shared experience. Discussions among teachers generated multiple ideas, one of which was organizing a Reading Carnival to create an exciting platform for celebrating books and storytelling. This initiative aimed not only to promote reading among school students but also to actively involve college students as volunteers, giving them exposure to event management and community engagement. The context therefore led to a dynamic literacy-focused event designed to revive and sustain the culture of reading.

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

The Reading Carnival Competitions aim to promote a love for reading among school students by providing engaging, creative, and competitive activities. The practice also seeks to involve college students as volunteers, enabling them to develop organizational, communicative, and leadership skills. Additionally, it intends to create a reading-positive environment within the institution and build partnerships with nearby schools.

4. The Practice (250–300 words)

To cultivate meaningful reading habits among learners, the institution launched the Reading Carnival Competitions as a creative and collaborative initiative. Faculty members first conceptualized the event and finalized a set of engaging competitions that would appeal to school children. College

students were invited to participate as volunteers, and an orientation session was conducted to brief them about the rules, roles, and responsibilities involved. Duties were assigned for registration, event coordination, logistics, and venue arrangements.

A diverse set of competitions was designed to spark curiosity and excitement about reading. These included Book Talk, where participants spoke about their favourite books; Speed Read, which tested reading fluency; News Reader in Me, where students demonstrated their ability to read news like a professional news reader; Quiz on literature; Twist the Tale, encouraging alternative story endings; and Story in News, where students transformed news articles into narratives. These varied formats allowed students with different strengths to participate meaningfully.

Many schools enthusiastically registered for the event, bringing a vibrant competitive atmosphere. College volunteers managed registration desks, assisted judges, ensured smooth transitions between events, and supported the valedictory arrangements. Their involvement provided practical experience in teamwork, coordination, and responsibility.

The Reading Carnival became a lively celebration of books, with students engaging joyfully in each event. Volunteers expressed pride in contributing to such a meaningful initiative and even requested that a similar carnival be organized for college students. The practice successfully created a culture of reading while fostering leadership among volunteers.

5. Obstacles Faced and Strategies Adopted (150–200 words)

One of the initial challenges was coordinating with multiple schools and ensuring timely responses for registrations. Managing diverse competition formats also posed logistical complexity, especially in allocating spaces, time slots, and judges for each event. Another difficulty was training college volunteers, many of whom were inexperienced in handling large-scale events. Ensuring that volunteers clearly understood their duties and maintained discipline throughout the event required additional planning.

To address these challenges, the faculty began by establishing a clear communication schedule with schools and sending timely reminders. Detailed event schedules and duty charts were prepared in advance, outlining responsibilities and time allocations for each competition. Volunteers underwent an orientation session with demonstrations and mock procedures to build confidence and clarity. Faculty mentors monitored each team, guiding them during the planning and execution phases. Checklists were created for registration, event management, and valedictory arrangements to ensure smooth functioning. These strategies collectively minimized confusion, strengthened coordination, and resulted in a well-organized carnival.

6. Impact of the Practice (100–200 words)

The Reading Carnival Competitions had a significant positive impact on both school participants and college volunteers. School students displayed heightened enthusiasm for reading-related activities, and teachers reported increased interest in books even after the event. The creative nature of the competitions helped students view reading as enjoyable and imaginative rather than routine.

For college students, volunteering proved transformative. They gained hands-on experience in event management, teamwork, communication, and responsibility. Their active participation fostered leadership, confidence, and a sense of service. The overwhelming response from volunteers, who requested a similar reading carnival for their own peer group, demonstrated the motivational value of the initiative. The practice ultimately strengthened the reading culture within the institution and built meaningful school-college engagement.

7. Resources Required (100–200 words)

The practice required basic and easily manageable resources. Human resources included faculty coordinators to plan the competitions and college student volunteers to assist with registration, logistics, event supervision, and valedictory arrangements. Physical resources included classrooms or halls for hosting different competitions, seating arrangements, and display materials. Audio-visual equipment was used where necessary, especially for presentations, quizzes, or performances.

Additional materials such as registration forms, score sheets, certificates, and signage for directing participants were prepared in advance. Communication resources—emails, phone calls, and posters—were used for inviting schools and providing instructions. Although minimal financial expenditure was involved, the practice relied heavily on structured planning, teamwork, and coordinated execution. The event demonstrated that promoting reading can be achieved effectively with simple resources when supported by enthusiastic faculty and student involvement.