# 7.2 Best Practices

Describe at least **Two Institutional Best Practices**

## BEST PRACTICE-I

1. **Title of the Practice**

   **'Dynamic Component'** in Each Course of Every Program of Study

2. **Objectives of the Practice**

   a. **To ever remain updated on current and contemporary developments:** In the world of swift changes happening at break-neck speed, the syllabus of each Course of every Programme must have a provision to remain ever alert to capture developments happening in the respective domain arena concerned and dealt in the class room so that the knowledge and skill of learners- both teachers and students- ever remain updated.

   b. **To make learners go in-search-of-excellences in their domain of studies:** To remain ever committed to the University's Motto, **'Excellence in Action'**, a systemic urge built through programme requirements to 'search, capture, study, learn and enrich' oneself in new, newer and newest developments in one's curricular realm is surest way of remaining excellence-enabled.

3. **The Context**

   The **'Dynamic Component'** in Each Course of Every Program of Study is additional Unit of each course.

   Everyone knows once the **Board of Studies** of any Programme resolves to adopt the syllabi, presumable for next one, two, three, four or five years, the next moment the syllabi go stale, because the prescriptive syllabi do not have a provision to include contemporary developments captured and delivered in the students.

   **Great Teachers** out of curiosity and professional excellences needed do deal in the class room discussion and deliberation on current developments pertaining to the Courses dealt by them to make themselves and students remain connected to contemporary world.

   There is a need that every teacher is made to **'uncover'** the syllabi and do traverse **extra-miles** making the students more endowed, real-time.

   The **'Dynamic Component'** itself to remain dynamic **must not be prescriptive** like other Units of Syllabus of any Course but just make a 'lead-leap' pointer to constantly watch for

new developments happening in the domain of the Course/Programme and deliberate on the same in the classes.

4. **The Practice**

The Boards of Studies have been informed of the need for the special component – Dynamic Component, as an additional Unit of Syllabi of each Course.

This Unit is only for Internal Continuous Assessment. The Course teacher shall test the KUPASCE (Knowledge, Understanding, Practice, Analysis, Synthesis, Creativity and Evaluation) shades of intellect attainment on the contemporary developments that have happened in the world/ nation/ industry/ society/ economy/ technology/ domain at-large appropriately with information to Head of the Department.

In the End-Semester or Year-end Examination, testing of KUPASCE (Knowledge, Understanding, Practice, Analysis, Synthesis, Creativity and Evaluation) shades of intellect attainment is not done as the external question paper setter would not know what contemporary developments are discussed/deliberated in the class room.

It is explicitly stated at the title of the Unit – Dynamic Component (only for Internal Continuous Assessment, not for Term-end Examination.

End of Every-semester Course-wise inventory of Contemporary Developments discussed/deliberated in the class room is made out for record purpose. This inventory could help next revision of Curriculum for due incorporation, Course-wise.

It is reiterated, under the 'Dynamic Component', no specific syllabus utterances are made, because any such utterance makes the unit prescriptive and the real purport of the Dynamic Component Unit gets robbed off.

No specific constraint or limitation is found except that the 'extra-mile-going' is at variation-teacher-wise, class-wise, semester-wise, discipline-wise, course-wise and the like. It is the nature of the Unit. While scope-wise is understandable, teacher-wise variation when scope is not a constraint, needs intervention to ensure that maximum is done.

5. **Evidence of Success**

It is successful. Yeas after our adoption of this Curriculum Enrichment and Ever-green initiative we found that reputed foreign Universities have similarly worded component in their curriculum. The shade of success is international prevalence, same-wave-length feel for making the curriculum un-statically dynamic, same line-of-thought, etc.

Faculty appreciation for the 'opportunity-cum-compelled-freedom' to take the students to high reaches of new, newer and newest knowledge.

Neighbouring Universities and Autonomous Colleges have adopted our line of thought, adapting the unit title, as, Current Contours, Current Stream of Thoughts, Real-time Reach, etc.

6. **Problems Encountered and Resources Required**

Initial inertia, lack of understanding of the purpose of such an Additional Unit, trouble of making oneself up-to-date, etc were some voiced problems at the start.

7. **Notes (Optional)**
It is already being adopted by two premier Universities in Tamilnadu and Two autonomous Colleges- one with our affiliation and another outside our affiliation.
It is worthy of adoption by all.
It does not involve additional work, because all thoughtful teachers with or with out the Additional unit, normally go-the-extra-mile to the benefit all learners.
Making the Additional unit as a systemic component of the Syllabus of each Course makes everyone traverse the extra-mile, enriching everyone with knowledge of contemporary developments then and there.
Current Affairs Awareness Quotient (CAAQ) of students gets an upward-flexibility

## <u>BEST PRACTICE-II</u>

1. **Title of the Practice**
   Green & Clean Environment

2. **Objectives of the Practice (BANGLES MINGLE)**
   a. **To make the campus sport an abundantly Green Ambience:** Our goal is one of going, Green, Greener and Greenest among our neighbourhood institutions to effect an instant feel in everyone to, 'Benignly Admire & Nurture Greenery for Long-lasting Environment with Sustainability (BANGLES)'.

b. **To maintain every space of the vast campus spotlessly clean always:** Our conjoint goal to the above is going, Clean, Cleaner and Cleanest among our neighbourhood institutions to effect an instant commitment in everyone to, 'Mindfully Invoke Neatness Galore Lastingly Everywhere (MINGLE)'.

c. Green Environment efforts that is, the **BANGLES** actually **MINGLE** with the Clean Ambient measures rather synergistically and symbiotically that the total outcome is reputation building with laurels conferred on the University, in terms of instant appreciation by visitors and certificates of appreciation by Government and Non-Government bodies, at national and regional planes.

## 3. The Context

It is vast campus, courtesy the munificent large-hearted Founder, Philanthropist Dr.Rm.Alagappa Chettiar. In its 30+ years the built-spaces, equipment, users, etc have increased in leaps and bounds. So the need for greening and cleaning ever increases.

## 4. The Practice

Describe the practice and its uniqueness in the context of India higher education. What were the constraints / limitations, if any, faced (in about 400 words)?

| A. Green Cover Sagacity, Scale-up, Sensitivity and Sensibility and Environment Protection, Enrichment and Sustenance Measures | |
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| **Maxim:** 'Benignly Admire & Nurture Greenery for Long-lasting Environment with Sustainability (**BANGLES**)' | |
| Green Cover | • The green cover of the campus increases every year with conscious efforts and investment.<br>• The campuses of Education Block, Skill Development, Adjoining Hostels/Hospital & Auditoria Blocks, Tourism and Catering Science Block, VC Bungalow and International Hostel Area, PG Block and Surrounding Blocks including South Campus Hostel Blocks, Administrative Block including Library and Auditoria Areas, Valllal Alagappar Memorial Temple Area, Guest House Area, Mathematics and DDE Block, North Block Hostels, Management Block, Physical Education Block, Science Block and Hostel Area and the Thondi Marine Science Blocks, all have concept Gardens and Greens with Planned Layout, Diversity, Irrigation, Maintenance and all.<br>• Surely the garden-green cover area exceeds the built area by at least 5 times.<br>• The perennial tree-cover area exceeds a little over 300 acres.<br>• Stakeholders are involved in appreciating, augmenting and articulating maintenance, utilization and protecting the green covers all aroung. |
| Water Harvesting | All buildings are having Water Harvesting facility whereby the rain water is not allowed to drain the gravitation way but go into sub-surface pits. |
| Percolation Tank | A Percolation Tank is constructed to stake rain flow water at a cost of Rs. 50 lakhs. |

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| Construction | |
| Efforts for Carbon Neutrality | <ul><li>Tree Plantation Periodically. New Science Block has become a model for Carbon Neutrality with lot green cover affected within a short span of 5 years.</li><li>In the last 10 years years, many measures to expand the green cover are done.</li><li>Our green cover exceeds 1/3 of our total surface area.</li><li>Bharat III or still more fuel efficient vehicles in use.</li><li>Genset usage is restricted by proper upkeep of electric utilities.</li></ul> |
| Plantation | <ul><li>Campus is frequented by ostentations of Peacocks/hens.</li><li>Weeding of dead or dying plant/tree is done sooner than later so that new ones could be planted earlier than later.</li></ul> |
| Energy Conservation | <ul><li>Energy Conservation Awareness creation on daily basis, and Celebration on 14<sup>th</sup> Dec, the National Energy Conservation Day.</li><li>Inverter Usage rather than Generator when there is power shut down</li><li>Using the Staircase for destination, (i) upward next floor, and (ii) downward two floors, instead of the Lift.</li><li>Public Transport usage is encouraged</li><li>Progressive use of LED lamps.</li><li>Ban on incandescent lamps in University as per Government Order.</li><li>Partitioning to shrink hall size to need/ False roofing for AC Halls</li><li>Alternate Lamps only during 'Mid-day span, 11am to 2 pm.</li><li>Renovation of wiring and Replacement of Transformer done periodically.</li></ul> |
| Use of Renewable Energy | **Bio-gas Plant in Hostels:** In Alagappa University, kitchen waste is used to generate thermal energy for cooking and heating. The bio-gas produced from food waste, decomposable organic material and kitchen waste, consisting of methane and a little amount of carbon di oxide is an alternative fuel for cooking gas (LPG). Kitchen waste is mechanically processed and moistened to produce a suspension that subsequently undergoes a fermentation process. Fermentation produces biogas – a valuable energy source – that is de-sulphurised by biological means. Also, the waste materials is disposed off efficiently without any odour or flies and the digested slurry from the bio-gas unit can be used as organic manure in the garden. The facility processes about 5000 kilos of kitchen waste every year, in the recent 5 years – mainly the contents of organic waste from University Hostels, as well as leftover food from University canteens and expired food. This project is also useful for students to have a hands-on learning experience in constructing a Mini Bio-Gas Plant, using locally available material.<br>**Solar Campus Lighting:** In the Science Block solar panels for a capacity of 10KV and in the University Guest House for 5 KV installed as early as in 2016. Now more capacity addition is addition.<br>Solar Power Plant on 4 acre stretch planned at an investment of Rs. 6.5 Crore with a payback period of 8 years, but post payback period life of another 12 years. |
| **B. Cleanliness Consciousness, Culture, Creativity, and Certification (Audit & Credentials) Measures** | |
| **Maxim:** 'Mindfully Invoke Neatness Galore Lastingly Everywhere (**MINGLE**)'. | |
| Sensitization | <ul><li>'Cleanliness is next only to Godliness as far as 'worshipfulness' and reverence is effectively cultivated in the Thought, Action and Behviour of all People.</li><li>Neatness exhibiting 'Spic and Span' must **MINGLE** with everyone's mental-frame is the sensitization thrust.</li><li>Sensitization towards reaching Zero-waste Status one-day is deeply sown in the</li></ul> |

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| | minds of people. |
| | • Unavoidable waste generated are disposed scientifically with due segregation |
| | • Personal responsibility for disposal culture like incineration, bid-loading and the like practiced. |
| Spic and Span Staff | • An administrative Structure with out-sourced staff members for campus neatness with total responsibility for cleanliness in vogue. |
| | • Decentralized and area-wise responsibility practiced for effectiveness and total cleanliness. |
| | • Sweeping, picking waste-throws, water-sprinkling for dust control, sprinkler-irrigation, dusting, cleansing, sanitizing, polishing, weeding, flower-collection, etc. are every-day routine, 365 days/year with dedication. |
| | • Staff strength for the fairly vast campus is around 100. |
| Hazardous Waste Management | • Hazardous Waste generation is reduced by due process in the first place. |
| | • The Faculty of Science with the Dean, Chairpersons of Schools, Heads of Departments and the Principal Investigators adopt standard and ethical practices of handling of hazardous chemicals. |
| | • They adopt standard and ethical practices of disposal of the hazardous wastes, as well. |
| | • Incinerators are used to dispose human sanitation bio-wastes. |
| e-waste Management | • E-waste generation is reduced in the first place by going for superior data storage devices. |
| | • Use of CDs is phased out. |
| | • Computers and such gadgets of more than 7 years old are collected and disposed of. |
| | • Under exchange option, certain gadgets are replaced as per suppliers'/producers' extended responsibility of taking back worn-out. |
| Any other (please specify) | • Environmental Awareness club and Centre for Swaach Bharat and Swasth Bharat function in the University propagating sustainable life style as a way of life. |
| | • World Habitat Day, National Energy Conservation Day, World Wetlands Day, World Water Day and the like are celebrated taking diverse aspects of Environmental concerns to the students and through them to the society. |
| | • International/National conferences held on many themes that fall under the umbrella tem, Sustainable Socio-Economic-Technical Process.. |
| | • Our toilets gadgets are water efficient. |
| | • Our processes are having lower Water and Carbon footprints. |
| Audit and Credentials | • Professional Audit is done. |
| | • Got our credentials recognized at national and regional levels. |

## 5. Evidence of Success

Provide evidence of success such as performance against targets and benchmarks, review/results.

What do these results indicate? Describe in about 200 words.

- Per-capita waste generated is on the decline.
- Any spot or space is ' photo-ready' as far as green and cleanliness are concerned'
- 2016 World Clean and Green Campus Award, NICER, New Delhi (National Institute of Cleanliness Education and Research, (NICER), 2016

- 2017 [World Clean and Green Campus Award, NICER, New Delhi](#)
- [2017 : Obtained 3rd position in MHRD - 'SWACHHTA' Ranking for Cleanliness among Government Higher Educational Institutions](#)
- [2018 : Obtained 4th position in MHRD - 'SWACHHTA' Ranking for Cleanliness among Government Higher Educational Institutions](#)

## 6. Problems Encountered and Resources Required

Please identify the problems encountered and resources required to implement the practice (in about 150 words).

No problem is encountered except that of the inertia of 'old habits die hardly' syndrome prevailed  / prevail among new stakeholders in adhering to the new norm of Green Consciousness and Clean Commitment Styles of day to day conduct.

## 7. Notes (Optional)

Please add any other information that may be relevant for adopting/ implementing the Best Practice in other Institutions (in about150 words).

Any Institution can practice Green and Clean ambience if attitude and behavior are tuned.

Centre for Multimodal Material Production for Differently Abled was initiated under Government of Tamilnadu Scheme in the Year 2013. Under the Centre,  various Tactile Aids and Teaching - Learning materials for Differently Abled were developed. The teacher trainees were trained to prepare Braille and Audio Books for Differently Abled. The Recording services and Reading services were carried out from this Centre. Continuing Rehabilitation Education Programmes were also organized under this Centre in collaboration with National Institutes for Various Disabilities like NIVH and NIEPMD for the inservice special educators. Under this Centre, Alagappa University Resource Centre for Differently Abled was also started from the academic year 2015-16 onwards.

### University Resource School for Differently Abled Students

At present 85 students with Intellectual disabilities are receiving special education services. The University is supporting four special educators, three care takers, one speech therapist, one occupational therapist, one Braille recorder, one physiotherapist for rendering excellent services for the differently abled students. There is an exclusive centre extended from this centre for preparing splints and orthotics for children with locomotor disabilities. The resource School is -
- Extending education services to the children with special needs in and around Karaikudi in cooperation with SSA Authorities
- Support teachers to teach children with special needs in schools
- Counselling service to parents to handle children with special needs
- Providing educational assistive and adaptive devices available in the centre to meet the needs of children with special needs

- Develop teaching and learning materials for the children with special needs
- Providing Therapy services for children with special needs.
- Artificial Limb production Unit and Braille & Audio Book Production Unit serve children with special needs in various forms
- Organized Awareness programme on Physiotherapy services for differently abled students
- Organized Awareness Programme on Tuberculosis for the Special Education Students in Collaboration with Apollo Reach Hospitals, Managiri
- Audio CD for Competitive Examinations for the students with Visually Impaired was prepared and distributed through Study Circle.
- Recording services for Tamil guide for 6th and 7th were also prepared
- Recording Services for B.Ed and M.Ed Low Vision and Totally Blind Students
- Large Print materials for the Semester Portions and Magnifiers were also provided to the M.Ed Student
- Organized International Day for the Disabled and conducted cultural and sports Competition for the differently abled students
- Conducted Two Weeks Refresher Course on Teaching Braille Mathematics and Science Braille Code for the Special educators from 10th March to 21st March, 2016 in collaboration with National Institute of Visually Handicapped, Chennai
- Training of Vocational materials preparation by the students with Intellectual Impairments of Resource School was carried out for their personal adequacy and economic independence.

**Infrastructure Facilities Available in the Department for Persons with Disabilities**

Equipments and Softwares for all types of Children with Special needs are available in the proposed department.

1. Basic D Braille Embosser for Braille Library
2. Tactile Material Maker,
3. Read It Scholar,
4. HP Pro  Daisy Player
5. Angel Pro Daisy Player
6. Blaze
7. Book Sense Daisy Player
8. Braille Edge Display,
9. Magic Screen Magnifier,
10. Jaws Software,
11. Touch-typing Tutor,
12. Pocket Listener,
13. Power Chord Keyboard,
14.  Articulation Tools,
15.  Dr. Speech Trainer,
16. Basic Speech Trainer,
17. Read Easy, etc,
18. Book Share Software (Digital Online Library)
19. FS Reader
20. DD Reader
21. JAWS Software

22. One Hand Braille Key board
23. Pedal Mouse
24. Mouse Magnifier
25. Lex Instant Reader
26. Instant Scanner and Reader
27. Thermoform Machine for TLM Preparation
28. Psychological Equipments and Tests
29. Physiotherapy Materials
30. Resource Room Materials to teach Intellectual Children
31. Dr. Speech Therapy Softwares, Speech Trainer Softwares
32. Speech Audiometry
33. Speech Trainer
34. Braille Slate and Stylus
35. Abacus
36. Long Cane
37. Taylor Frame

OUR INVENTORY OF BEST PRACTICES
## Institutional- General:

1. Internal Quality Assurance Cell
2. Examination – Evaluation – Automation process
3. Multifaceted Cells / Clubs / Centres
4. Signing of MoU's  with International Institutions
5. Shodh Ganga – E Reservoir of Thesis
6. ACT NEXT program – Specialized series of seminars on Noble themes.
7. Green & Clean Environment
8. Village Placement Program
9. Centre for Tamil Culture
10. Ramp / Scribe facilities to Physically Challenged students
11. Multi model materials production for differently abled
12. Magazines under various Faculties
13. Registered Alumni Association

## Infrastructure:

14. University Science Instrumentation Centre
15. Library – RFID facilites
16. Percolation tank
17. Para sports centre
18. Dockless Bicycle – sharing system
19. Smart class rooms – ICT enabled
20. High Standard Research Laboratories
21. WiFi enabled campus
22. Yoga centre.
23. Healthcare Centre
24. Botanical Garden and Animal House

25. Hostel Facilities for Men, Women, Research Scholars and International Students.
26. Marine Museum
27. Scuba Diving

## Student Amenities & skills:

28. Alagappa Study Circle for competitive examinations
29. Alagappa Institute of Skill Development – employability skills
30. Special Education School – for differently abled
31. Smartcard facility for students towards cashless transactions & library facilities
32. Wider options in Electives ensuring Cafeteria approach
33. Scholarships to meritorious students and scholars under AURF & RUSA Grant
34. Option for continuing the education in Distance mode for drop out students.
35. Online and MOOCs Courses.
36. Dual degree options with Conventional and Distance mode courses
37. Feed back and evaluation
38. Career Guidance and Counseling Cell
39. Earn while you Learn Scheme
40. Conscious efforts for placement of students
41. Free-ships and other courtesies to students to achieve steadfast progression

## Academic Excellence:

42. Dynamic Component in Curriculum
43. Learning Outcome Based Education (LOBE)
44. Efforts to Ensure that LOBE takes to the logical end of institutional reputation
45. Alagappa University Research Fund with a corpus of Rupees 10 Crores
46. Academic Audit / Departmental Audit
47. Foreign qualified Faculty – 10%
48. Research – Networking & Collaboration
49. Publications – SCOPUS & SCI journals
50. Financial support for filing of Patent rights.
51. Consultancy Service to Industries / Institutions
52. Collaborative Research Tie-up with institutions
53. Projects – SAP / DST-FIST / PURSE
54. Research Awards from Government / National & International Agencies
55. Research Excellence award to Faculty members under AURF
56. International travel support to Faculty & Scholars
57. International / National level Workshops and Seminars

## Administrative ambience:

58. Timely submission of UCs & Audited statements – appreciation by UGC
59. Progress made in Phase I of PURSE is excellent – appreciation by DST
60. Transparency & format of Budget – appreciation of Tamilnadu Govt.