**SRI MEENAKSHI GOVERNMENT ARTS COLLEGE FOR WOMEN (AUTONOMOUS), MADURAI – 625 002**

**Re-Accredited with “A” Grade in 3rd CYCLE by NAAC**

**BEST PRACTICE – I**

**CONTENT AND LANGUAGE INTEGRATED LEARNING - CLIL**

1. **Title of the Best Practice**

Content and Language Integrated Learning

**2.** **Objectives of the Practice:**

Sri Meenakshi Government Arts College for Women (Autonomous) Madurai implemented the Tamil Nadu State Council for Higher Education introduced Content and Language Integrated Learning to Enhance Communication Skills (TANII: CLIL) sanctioned by the Government of Tamil Nadu from the State Innovative Fund constituted under Tamil Nadu Innovative Initiative (TANII) scheme from the academic year 2017-2018 for the undergraduate students in our college.

The objectives is to:

* To expose students to language skills through core subjects.
* To empower students to read and comprehend the content in English.
* To prepare graduates to use language in real-life situations.
* To implicitly impart language through content in a task-based curriculum.
* To build communicative competence in English.
* To develop the confidence to use language skills necessary for social, academic and professional purposes.

It is fully task-driven, providing adequate exposure and opportunities for students to imbibe, develop, practice, and use all LSRW skills effectively.

**3. The Context:**

With “Knowledge is Power” as its motto the college strives to empower women through holistic and innovative education. Hence it was implemented by the college in the Part II English course so as to enhance students’ proficiency level in English and make them employable.

CLIL modules were introduced to teachers in the Two-Day workshop conducted for teachers in Arts and Science Colleges for effective teaching of the said module. Two mid-term follow-up training for the trained teachers was given for adequate complementary support in using all the modules. The training was given in Peer Teaching, observation, and assessment.

While first semester and fourth-semester textbooks are common to all majors, the textbooks for semesters II & III are core domain-specific. CLIL textbooks were supplied by TANSCHE for three academic years.

**4. The Practice:**

The syllabus of Part II English was modified to incorporate CLIL modules as Units IV &V of semesters I, II, III & IV. The End Semester question paper pattern for 30 marks was also prepared. Part II English classes are conducted an hour on all days and this aided the faculty members to devote more time for CLIL components too.

At the outset, all the First year students are given a diagnostic test for 45 marks to get an idea about the general performance of the students at the entry-level of the CLIL Programme. The components of the diagnostic test include grammar, vocabulary, and comprehension.

CLIL textbook is task-driven and the teachers encourage the students to complete the exercises given in it. Teachers also refer to online materials to supplement the input from the CLIL textbooks. This has made learning enjoyable and fulfilling.

The CLIL modules for Semester II & III are designed with content from the core domains to help students internalize language through familiar concepts. Textbooks are published for the following major subjects - Physics, Chemistry, Botany, Zoology, Computer Science, Geography, Commerce, Economics, English, and History.

Certain alternatives have been followed in the distribution of textbooks in the college. CLIL History textbook is used for Tamil major students, CLIL Chemistry textbook for Mathematics major students, and CLIL Commerce textbook for Business Administration students respectively.

CLIL textbook for Semester IV is common for all major subjects and focus on developing language skills to become employable.

The PG & Research Department of English has done a commendable job since the implementation of CLIL modules in 2017 to motivate the learners to learn English language with interest and confidence.

**5. Evidence of Success**

The success of the CLIL programme is evident in the improved communication abilities and language competence leading to a good performance of the students in the placement drives.

As learning in CLIL is through the core domain, students are familiar with the terminologies and feel at ease in CLIL classes. The assessment rubrics are modelled on the Common European Framework of Reference and they have clear performance indicators with corresponding global scores.

The outcome of this new teaching-learning experience is found to be highly beneficial to both the teacher fraternity and the student community. In all these 4 years, more than 60% of students had a glide from A1 – Breakthrough or Beginner level to B1 – Threshold or Intermediate level and for some from A1 to B2 – Vantage or Upper-Intermediate level. A considerable number of students have attained C1 Operational Proficiency or Advanced level with their ability to communicate fairly well.

CLIL programme has been a great enabling factor for the students to hone their communicative, critical and creative skills. Students have grown innovative and learnt novel ways of producing materials in the CLIL pattern.

Our faculty members have acted as master trainers in the sensitization workshops for CLIL organized by TANSCHE.

**6. Problems Encountered and Resources Required**

Effective time management skills become a prerequisite for any teacher to handle Units I to III of the traditional pattern and Units IV &V CLIL units which are task-driven.

With additional responsibilities at the institutional level and the departmental level, preparation of additional input material and activity-oriented tasks is time-consuming. But the department took it up in its stride to work to the best in this aspect.

Question papers on CLIL modules have to be set for Model Examination and End Semester Examination. Reasonable expenditure was incurred in the printing of question papers.

Since the introduction of CLIL in 2017, classes are clubbed together with respect to CLIL modules specified for respective classes based on core domains. In such cases, spatial classrooms have to be taken into consideration.

**BEST PRACTICE – II**

**Financial Assistance to the Fringe Community**

**1. Title of the Best Practice**

Financial Assistance to the Fringe Community

**2. Objectives of the Practice:**

Towing the mission statement, “To instill an inclusive consciousness in nation-building” the students are sensitized to the needs of the differently-abled people. In order to make them responsible citizens, they are taught to accommodate such students and extend all possible assistance to them.

**3. The Context:**

Sri Meenakshi Government Arts College for Women (Autonomous) Madurai envisioning women empowerment through higher education stands by itself as a role model for social commitment. The institution catering to the higher educational needs of the underprivileged women also shares the burden of uplifting other marginalized sections of society. One such section is the visually challenged student community. Besides admitting students with visual impairment into the mainstream academic domain, it also provides succour by extending financial assistance through collective contribution to the Indian Association for the Blind – IAB. In recognition of this service, the IAB has honoured the college by placing it in the Silver Zone in the years 2017 & 2018 and in Diamond Zone in 2019& 2020. This recognition has been given to the college by the IAB for its outstanding excellence in amazing commitment to a voluntary contribution to the empowerment of persons with visual challenges.

Students with other sensory impairments and locomotor disabilities are regularly admitted into mthe ainstream according to the 3% quota recommended by the government.

**4. The Practice:**

The realization of the mission is accomplished through disabled-friendly infrastructure with ramps, wheelchairs, and specially designed rest rooms in the campus as well as in the hostel. State scholarships from the Government of Tamil Nadu to the differently-abled are also made accessible by the college administration.

**5. Evidence of Success**

All the differently-abled students are mentored and guided to complete their course successfully and so far there are no dropouts.

**6. Problems Encountered and Resources Required**

As the disabled students faced difficulties moving around the campus, measures were taken to counteract the problems to some extent by building new ramps and restrooms with the help of the Public Works Department of the Government of Tamil Nadu.