

Best Practice One

1. Title of the Practice: Certificate Courses for Capacity Building

2 The context that required initiation of the practice

The College believes in 'Liberating, Inspiring, Formative and Empowering Education'. Discussion with employers and alumni pointed to the need for teachers to be equipped with skills for multiple roles such as being a counselor and mentor to students. Teachers need to know how to make inclusive education practical. To initiate these skills in aspirant teachers the college launched a programme of conducting certificate courses beneficial to prospective teachers.

3. Objectives of the practice

- To enable the student-teachers to develop a deep insight into various needs of school students
- To equip student-teachers with skills required to counsel and mentor school students
- To help student-teachers imbibe skills for personal management

4. The Practice

Two Certificate Courses were organized for the student-teachers. The first course was conducted in collaboration with Dhristi and the topic was 'Capacity Building for Enabling Inclusion'. The course was a two month long course conducted through Blended Mode. Students enrolled and were provided learning material for self perusal. Besides this they had face to face and online sessions with the course directors and other personnel involved in Inclusive Education. Formative and summative evaluation helped to evaluate their progress. Assignments had to be duly submitted. At the end a certificate was issued to those who successfully completed the course. The second certificate course was on Yoga, this being organized in collaboration with Shree Ambika Yogashram. The course helped the participants to learn about the basics of yoga including cleansing procedures (shuddhikriya), postures (asanas), healthy food (satvik diet), breathing (pranayama) and other techniques useful to enhance concentration and mental balance. Students who completed the ten day course were awarded certificates.

Other than the above mentioned courses, student had workshops in self defence, street play presentation and puppet making. They participated in a workshop on Interactive Teaching and attended man guest lectures that facilitated cross disciplinary connections. Thus competency building and skill enhancement were the two focus areas addressed by the above mentioned sessions.

5. Obstacles faced and strategies adopted to overcome them

There are no obstacles in the organization and execution of these courses and sessions. The Principal monitored the organization of the Course on Inclusive Education. Pushpadeep (Pushpanjali's Dept for Extension Education Programmes) monitored the organization of the

other programmes. All programmes were organized with the student council playing an important role.

6. Impact of the practice

Through these courses, students were able to understand their role in supporting an ethos for inclusivity in schools. They were equipped with essential skills for the same such as creating Individualized Educational Plans (IEPs). Psychomotor skills were developed through the workshop on Self Defense skills. The Course in Yoga helped in understanding the importance of balanced in life.

7. Resources required

Human Resources: Manager, Principal, Students, Co-ordinator of PUSHPADEEP, faculty, resource persons, office staff

Non-human resources: ICT facilities, arrangement for Courses, stationery and other material as per the courses arranged

Best Practice Two

1. **Title of the Practice:** Engaging Learners through Experiential Learning
2. **The context that required initiation of the practice:** A robust Teacher Education Programme must find the right blend of theory and practice. Experience plays a vital role in connecting classroom inputs with practical application of what ones learns on the classroom. With this aim in view, the college organizes activities that provide an opportunity to learn through experience.
3. **Objectives of the practice: The objectives of this practice are:**
 - To blend theoretical inputs with practical experiences
 - To enhance skills of observation, critical thinking
 - To appreciate cross disciplinary connections
4. **The Practice:** The College has a number of cells and clubs which undertake various activities to promote experiential learning. A list of these activities is shown in the table below

| Name of the Club/Cell | Activities |
|------------------------------|--|
| Rucha Literature Club | Celebration of Hindi Day (14 Sept), Reading Day (15 Oct), Marathi Day (27 Feb) with competitions and events to promote language learning and literary creativity |
| Pushpaganit Mathematics Club | Mathematics Trail, seminar on contribution of Mathematicians |
| Immensa Commerce Club | Visit to Bank, Visit to weekly market, Visit to small scale industry, creation of advertisements, creation of lap books on |

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| | careers |
| Itihaas History Club | Exhibition on the occasion of 150 th birth anniversary of Mahatma Gandhi, focused group discussion on role of newspapers in teaching History, observation of 100 th anniversary of Jalianwala Baug massacre, observation of Constitution Day |
| Eureka Science Club | Celebration of National Science Day (28 Feb) , Organisation of quiz |
| Streevani Women's Cell | Self-defense Workshop, Nutrition Fiesta, video making on gender issues |
| Anweshan Research Cell | Workshop on Research Methodology, Annual Paper Reading Session |
| Vasundhara Environmental Club | Plant a sapling drive, essay and poster competitions on Environment related themes, Beach cleaning drive, promoting recycling, celebration of Earth Week . |

All the above mentioned activities were carefully planned by the faculty in charge and the students. Students were oriented to the purpose of the activity. Expected involvement was also clarified. Thus students came well prepared for the activities. For example, if it was a visit to a bank or an industry then they came with the interview schedule. Students are aware that such activities are for enhancing knowledge, imbibing attitudes and developing skills. Active participation and reflection form the twin pillars of all activities. Pre-activity preparation, during activity participation and post- activity reflection is the three pronged approach that make the activity fruitful. The outcome if this is meaningful experiential learning. The faculty aims at providing such experiential learning to support theoretical inputs wherever there is scope.

5. **Obstacles faced and strategies adopted to overcome them:** There are no obstacles as such. Careful planning, procuring necessary permissions and following proper etiquette help to have smooth execution of the activities. Sometimes a difficulty may arise when the activity is in progress. At such times, the issue has to be resolved as per the difficulty faced.
6. **Impact of the Practice:** Since students are involved in organizing and executing the activities, they develop essential skills like planning, problem solving, conflict management, team building and decision making. Students are able to see the connection between theory and practical work. Eg a visit to a small scale industry gave insights regarding entrepreneurship which is included in the syllabus of Organisation of Commerce at Junior college level. Experiences got through the Language Club helped in the Interdisciplinary course Language across Curriculum. Activities organized by the Environmental Club help to build a sense of social responsibilities.

7. Resources Required:

Human Resources: Principal, Faculty for visualizing the activities, students to organize and implement the activities, rapporteur

Non human Resources: technology such as camera to document evidences, computers for reporting, transport , other resources as per the activity arranged.