

Pushpanjali College of Education

Institutional Best Practices 2025-26

Best Practice One

1. Title of the Practice: “Rooted in Heritage, Enriched through Knowledge: Integrating IKS in Teacher Education”

2. The context that required initiation of the practice: Pushpanjali College of Education, managed by the Sisters of the Congregation of Carmelite Religious, recognizes the importance of preparing future educators who are aware of India’s rich knowledge traditions and their relevance in contemporary life. As part of the B.Ed. programme, the institution identified the need to provide students with meaningful opportunities to explore and appreciate the diverse dimensions of Indian Knowledge Systems (IKS) and understand their relevance to education and everyday life. Recognizing the need to reconnect students with India’s rich intellectual, cultural and traditional heritage, the institution undertook the integration of IKS into the students’ learning experiences throughout the academic year. The practice included visits to schools to experience cultural festivals, sessions on various dimensions of IKS, and action research on pertinent topics related to Indian Knowledge Systems, enabling students to explore, understand and connect traditional knowledge with their learning and future teaching practice.

3. Objectives of the Practice:

- To create awareness among student teachers about the richness and relevance of Indian Knowledge Systems (IKS).
- To provide opportunities for students to explore India’s traditional knowledge, cultural practices and indigenous wisdom.
- To help students connect Indian knowledge traditions with contemporary education and everyday life.
- To encourage students to research and engage critically with pertinent themes related to IKS.
- To develop an appreciation for India’s diverse cultural and intellectual heritage among future educators.
- To enable student teachers to recognize the educational relevance of IKS and integrate appropriate elements into their future teaching practice.

4. The Practice:

Celebrating Bhartiya Bhasha Utsav

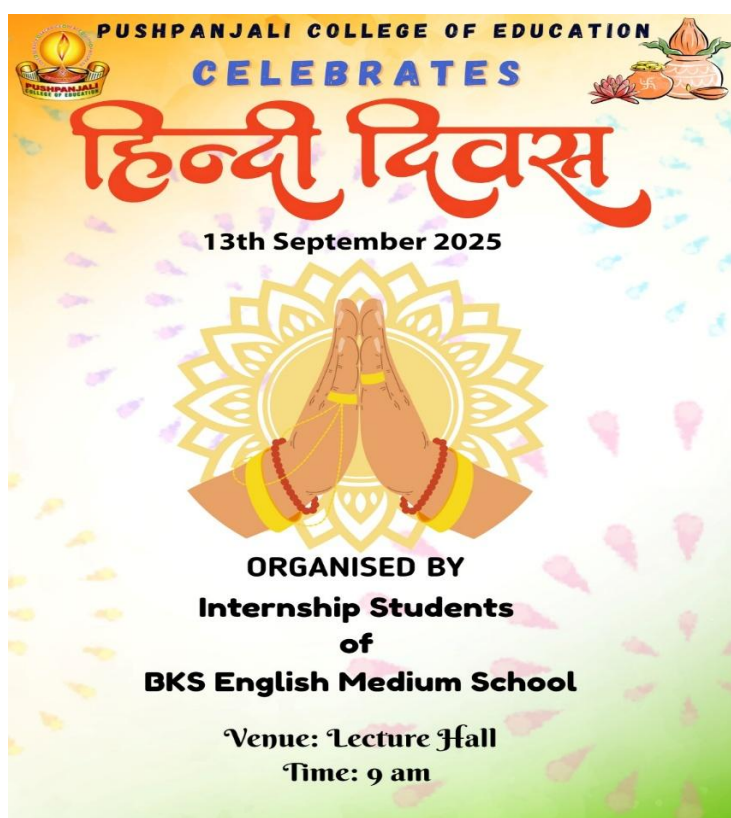
Pushpanjali College of Education celebrated Bharatiya Bhasha Utsav from 4th to 11th December 2025 with the theme “Many Languages, One Emotion.” Various language-based and cultural activities such as a meaningful assembly, poetry recitation, poster making etc were organized to celebrate India’s rich linguistic diversity and honour Mahakavi Subramaniya Bharati.

The celebration was closely linked to Indian Knowledge Systems (IKS) by promoting India’s linguistic heritage, literature, oral traditions, cultural practices, and indigenous knowledge. It highlighted how India’s diverse languages serve as important mediums for preserving and transmitting the country’s rich knowledge and cultural heritage.



Celebrating India's Linguistic Heritage: Celebrating Hindi Bhasha Din and Marathi Bhasha Diwas in college.

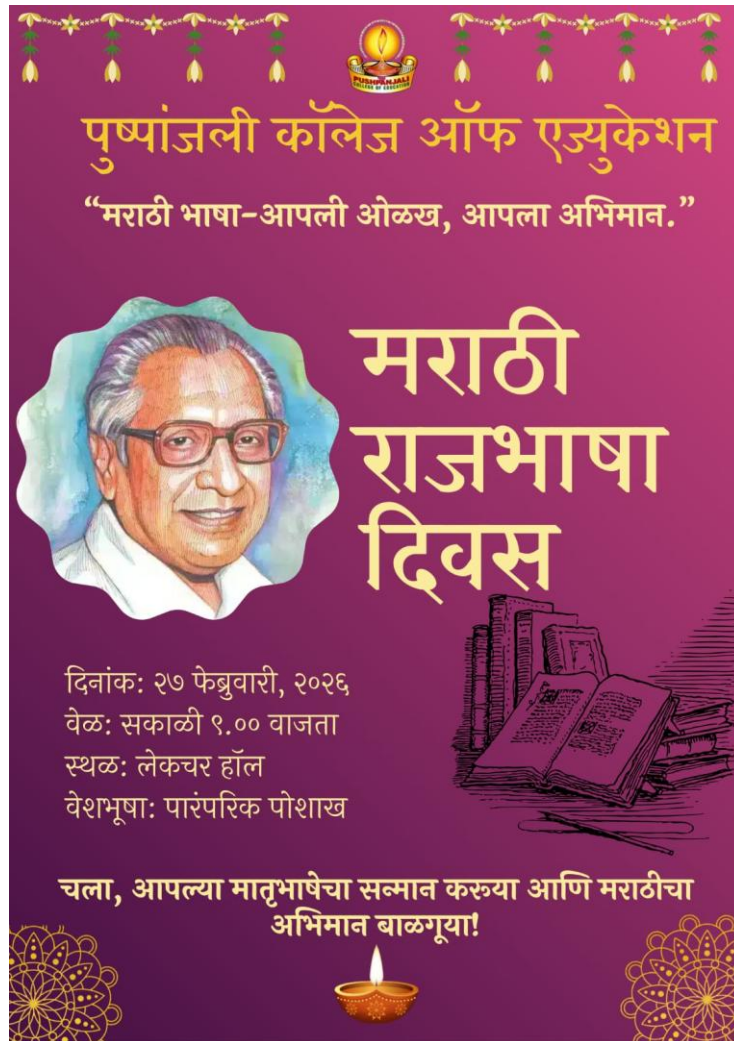
Hindi Bhasha Din was celebrated at Pushpanjali College of Education on 10th January 2026 to promote an appreciation of the richness of the Hindi language and its place in India's linguistic and cultural heritage. The assembly was conducted by F.Y.B.Ed. students Ms. Maxina and Ms. Pranjali, who presented an engaging and informative presentation highlighting the significance of Hindi in communication and Indian culture. As part of the celebration, a fun-filled activity based on identifying Hindi मुहावरे and कहावतें (idioms and proverbs) was organized, encouraging students to actively participate and recall traditional expressions embedded in the language. The activity provided students with an opportunity to appreciate how language carries cultural wisdom, values and traditional knowledge across generations, thereby connecting the celebration with the linguistic and cultural dimensions of Indian Knowledge Systems (IKS).

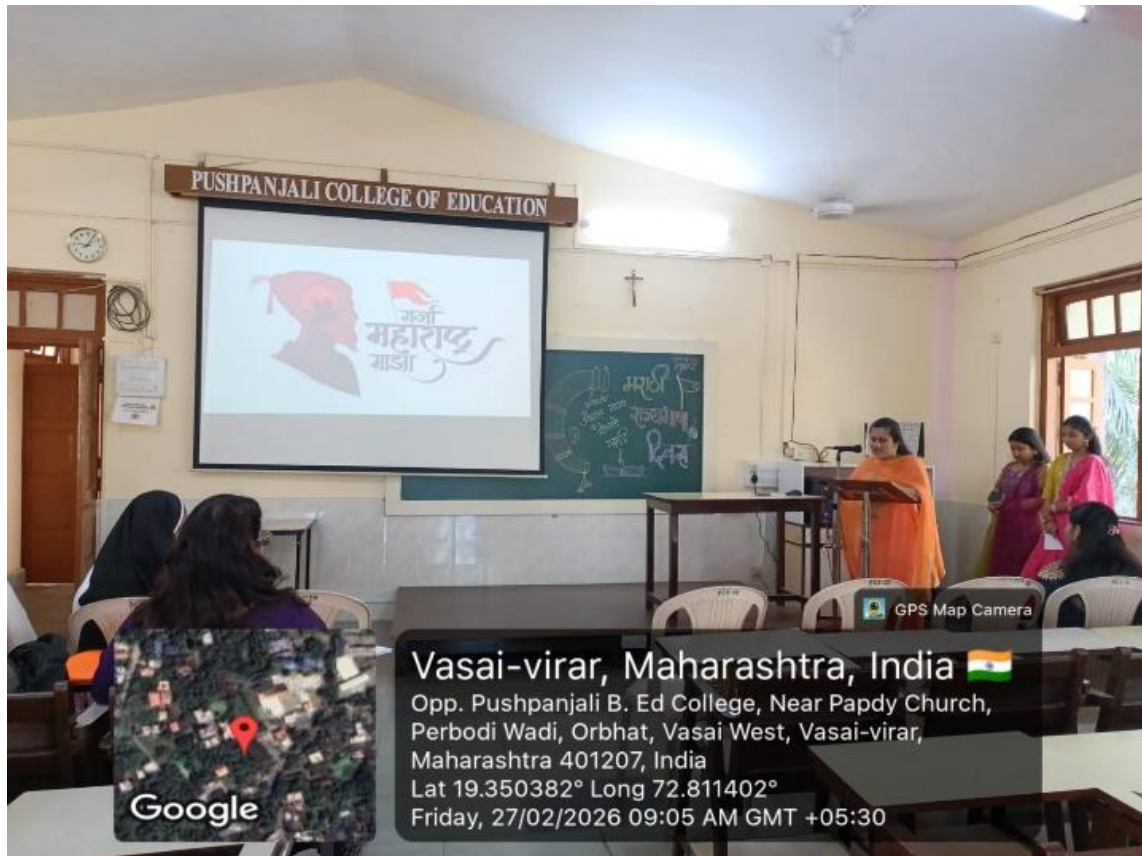




Marathi Bhasha Diwas was celebrated with great enthusiasm on 27th February 2026 to honour the richness of the Marathi language and commemorate the birth anniversary of renowned Marathi poet and writer Kusumagraj (Vishnu Vaman Shirwadkar). The celebration was planned by F.Y.B.Ed. students Ms. Alisha, Ms. Pranjali and Ms. Smruti. The assembly began with a beautiful Marathi poem recitation, and a short prayer service followed by an informative presentation on Kusuma raj's life and literary contributions. Interactive activities, including translating English idioms into Marathi and singing Marathi songs based on given words, encouraged active participation and appreciation of the language.

The celebration also reflected the Indian Knowledge Systems (IKS) perspective by recognizing Marathi as an important medium through which regional literature, oral traditions, cultural values, indigenous expressions and collective knowledge are preserved and transmitted across generations. The assembly concluded with a Marathi pledge to respect, preserve and promote the language, followed by the college anthem. The celebration thus encouraged students and teachers to appreciate Marathi not only as a language but also as a repository of India's linguistic and cultural heritage.





Visit to Organic Fest- Back to roots

Annual Festival of Issac Newton Global School, CBSE, Vasai

The F.Y.B.Ed. students of Pushpanjali College of Education visited Isaac Newton Global School on 3rd January 2026 to attend an exhibition titled “Organic Fest – Back to Roots.” The visit was organized with the objective of understanding and appreciating the principles of Indian Knowledge Systems (IKS) and their relevance in contemporary life.

The exhibition aimed to sensitize students and create awareness about indigenous practices rooted in sustainability and traditional wisdom.

A key focus of the fest was on organic farming practices, where the use of natural fertilizers for growing vegetables and crops was demonstrated. Students also learned about traditional methods such as beekeeping, which emphasized ecological balance and sustainable livelihoods. Another important highlight was the use of wood-pressed oil extraction techniques, showcasing the benefits of natural and chemical-free oil production.

The exhibition also displayed handloom and khadi fabrics, promoting indigenous industries and encouraging the use of locally made products. Additionally, there was information on the use of spices in Ayurveda and their health benefits, reinforcing the scientific basis of traditional Indian practices.

Through these exhibits, our students gained insights into how Indian Knowledge Systems integrate science, sustainability, and culture. The initiative successfully connected modern learners to their roots by demonstrating practical applications of traditional knowledge in daily life.

The visit was highly enriching and aligned with the core objective of IKS—to preserve, promote, and apply India’s rich heritage of knowledge for a sustainable future.



Workshop on Vedic Mathematics: Reviving India's Ancient Wisdom through IKS

Resource Person: Dr. Cindrella Dmello

Date: 30th March 2026

Pushpanjali College of Education organized a Workshop on Vedic Mathematics on 30th March 2026. The session was conducted by Dr. Cindrella Dmello, Professor at STIE, Santacruz. The workshop aimed to enhance students' numerical skills and introduce them to quick calculation techniques rooted in India's traditional mathematical knowledge. The resource person explained the origin, significance, and practical applications of Vedic Mathematics through interactive demonstrations and practice sessions. Students learned techniques for multiplication, division, squaring, and other calculations, making mathematics faster and more engaging. The workshop also highlighted the application of these techniques in competitive examinations, mental arithmetic, and everyday problem-solving. As part of the college's efforts to integrate Indian Knowledge Systems (IKS) into teacher education, the workshop enabled students to explore Vedic Mathematics as a valuable aspect of India's mathematical heritage and understand its relevance in contemporary education. The session concluded with an engaging question-and-answer session, providing students with a meaningful learning experience that connected traditional Indian mathematical wisdom with modern educational practices.





Action Research on conducted in schools on pertinent themes in Indian Knowledge Systems.

Students during their internship at Issac Newton Global School, CBSE, Vasai (W) and St. Thomas Junior College, Vasai (W), conducted their action research under the guidance of Ms. Sanika Asolkar on the topic “To create awareness regarding Local and Indigenous Knowledge among Students.”



The action research focused on creating awareness among students of std VI and VII and Std XI in St Thomas Junior College, about medicinal plants and water harvesting. The sample was introduced and showed commonly available medicinal plants such as Tulsi, Aloe Vera, and Ajwain, explaining their uses and importance in daily life. The traditional practice of water harvesting in Vasai-Virar, particularly the use of Bavkhals, which helped in collecting and conserving rainwater was highlighted. The activities were well planned to help students gain practical knowledge about the importance of medicinal plants and traditional methods of water conservation. Thus, creating awareness regarding local and indigenous knowledge practices.

Students during their internship at Holy Family English High School, Vasai (E), conducted their action research under the guidance of Ms. Serina Gonsalves on the topic “Integrating Indian Knowledge Systems into Classroom Teaching: An Action Research on Traditional Medicinal Plants and Health Awareness among Students.”



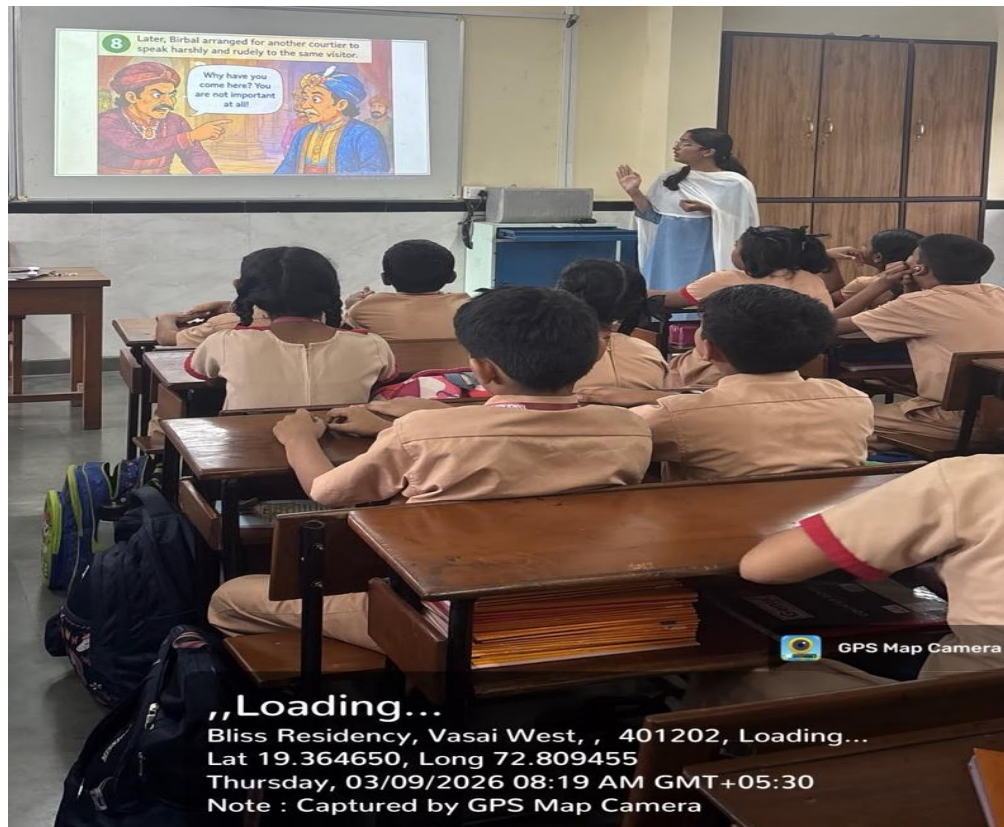
The Study focused on enhancing awareness of grade VII students of commonly used medicinal plants and their traditional health benefits. Through classroom discussions, activities and shared learning resources students were introduced to plants such as Tulsi, Amla, Turmeric, Neem, Aloe Vera and Ginger. The activities helped students appreciate India's traditional knowledge and understand the importance of medicinal plants in promoting health and well-being.

Students during their internship at St. Augustine's English High School, Vasai (W), conducted their action research under the guidance of Ms. Sonia Bombacha on the topic "To Study the Effect of Yoga on concentration among Grade VII students of Vasai.



The students conducted a study on the "Effect of Yoga on Concentration among Grade VII students". The study aimed to understand how regular yoga practice can improve students' ability to focus and concentrate during learning. The student-teachers conducted various practical and theory sessions, including simple yoga asanas, breathing exercises, relaxation techniques, and discussions on the importance and benefits of yoga. Students were encouraged to practice these activities regularly and participate actively in the sessions. The observations and responses of the students helped the student-teachers understand the role of yoga in enhancing attention, focus, calmness, and concentration among Grade 7 students.

Students during their internship at Carmelite Convent English High School, Vasai (E), conducted their action research under the guidance of Ms. Steffi Colaco on “A Study on the Effectiveness of Storytelling as a Pedagogical Strategy to Develop Ethical Values through Indian Knowledge Systems (IKS) among Grade 6-7 Learners.”





The students incorporated and used stories to teach the topics of their respective pedagogy. The Students of English Pedagogy taught the poem "Words" and instilled the message of kindness and empathy in communication. They narrated the stories from the rich folklores such as the Jataka Tales, Panchatantra, Aesop Fables. The students of Mathematics pedagogy taught the topic "Profit and loss"

and effectively explained the concept through stories. The student of History Pedagogy taught "Fundamental Duties" using the stories from the traditional folklores. The main aim of the study was to understand the perceptions or differences in thought when the lesson is executed in a traditional way and the one taught incorporating stories from the rich repository of our Indian Knowledge

5.Obstacles faced and strategies adopted to overcome them:

- **Limited familiarity with diverse IKS practices** – Students were encouraged to explore various dimensions of IKS during their action research.
- **Balancing IKS activities with the regular academic schedule** – Activities were integrated with existing curricular and co-curricular programmes.
- **Limited exposure to practical applications of IKS** – School visits, workshops, activity-based sessions and action research were undertaken to provide experiential learning.
- **Sustaining student participation** – Students were given opportunities to plan, conduct and present IKS-related activities.

6. Impact of Practice

- Enhanced students' awareness and appreciation of Indian Knowledge Systems.
- Connected traditional knowledge with teacher education and classroom practices.
- Encouraged students to explore IKS through workshops, school visits, celebrations and action research.
- Developed students' ability to identify, document and apply relevant IKS practices in educational contexts.
- Strengthened the integration of Indian languages, culture, values and Indian knowledge into the B.Ed. programme.
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7. Resources Required:

Human Resources: Guidance of the Principal, role of the faculty members as facilitators visualizing the activities, co-operation of the Internship schools and the prompt willingness of the students to organize and implement the activities

Non- Human Resources: Materials for conducting various activities, PowerPoint presentations for students talk sessions.

Best Practice Two

1.Title of the Practice: Jadui Pitara – The Magic Box for Learning

2.The context that required initiation of the practice: Teaching Learning Material facilitates learning.

As envisaged by NEP 2020, a programme entitled Jadui Pitara was launched by Ministry of Education. 'Jadui Pitara' which literally means a 'Magic Box' refers to teaching learning material in the form of activity kits, flash cards, story books and games. This programme was basically launched for the Foundational stage (age group 3 to 8 years). Pushpanjali College of Education drew inspiration from this programme and took up an initiative named Jadui Pitara for the benefit of the school and the students.

3.Objectives of the Practice:

- To develop skills to prepare teaching learning material that will help to learn basic concepts in a stress-free atmosphere
- To support schools that function with limited economic resources by providing effective but low-cost learning resources

4.The Practice:

During the two-year B.Ed Programme, students were exposed to variety of learning resources. They prepared such resources for their internship lessons. While visiting one of the internship schools, students noticed the dearth of suitable learning resources. The school being unaided could not afford commercially made learning material. Students shared their observations with the faculty and it was decided that they could donate some teaching learning material to the school. A tentative list of topics was drawn from all subjects. It was decided that attractive and if possible interactive material should be prepared. Accordingly, students were paired and they prepared teaching kits, dioramas, puppets, flash cards, manipulatives etc which would help learners from Preparatory stage (Class VI to VIII) to understand concepts and reinforce learning in a fun way. The learning resources were then taken to the school and handed to the Principal.

Some basic care taken was (i) To use only ecofriendly material and if possible, make use of recyclable packaging material, old clothes etc.

(ii) Material prepared should be interactive and help to reinforce concepts

(iii) Material must promote self-learning

(iv) Learning material must be attractive, portable and durable





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Lat 19.350202, Long 72.811553

Monday, 21/09/2026 01:35 PM GMT+05:30

Note : Captured by GPS Map Camera



Vasai-virar, Maharashtra, India

Papdy St Aloysius Girls High School Society Of Lady Of
Grace Convent, Papdi, Orbhat, Vasai West, Vasai-virar,
Maharashtra 401202, India

Lat 19.350207° Long 72.811529°

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5. Obstacles faced and strategies adopted to overcome them: There were no obstacles as such. In fact, creating such material was a fun filled activity for the students. The students had to do some amount of reference work to decide the learning resource to be made but it was over all an educative activity. All students were not adept at art work and this challenge was overcome by working in teams.

6. Impact of Practice: The school principal was happy to receive the teaching learning material and has reported that it is being used by students for joyful learning. Some suggestions for improvement of resources have been got and these will be considered when preparing material for the next year. The college intends institutionalising the practice by identifying other needy schools and donating learning material as per their needs.

7. Resources Required: Human Resources: Students and faculty Material Resources: Internet and Computers (for reference work) Cardboard boxes, paper, discarded clothes, stationery, adhesives, colours.



Teacher in Charge

Ms. Steffi Colaco



Principal in Charge

Sr. Delicia Fernandes