

Best Practices 21-22

Best Practice 1

1) Title: Optimizing teacher education training by community participation through collaboration with team of *Kachi Sadak* and the Department of School Education

2) Goal

- To make the students understand and implement the constitutional duties towards education system in practical life situations
- To utilise of the available resources of the college to the maximum for the better understanding of present status of education by students
- To help students have an insight into the problems of the education at ground level
- To train our students for varied situations and research in education
- To encourage students to participate in activities such as volunteering and to undertake diverse roles of responsibility among their peers and in the wider community.

3)Context:

An emphasis on community participation has links with the interest in democracy in community organization and in self-help and political incorporation in the community developmental aspects. Policy makers, educators and others involved in education are seeking ways to utilize limited resources effectively in order to identify and solve problems in the education sector and to provide quality education for children. Their efforts have contributed to realizing the significance and benefits of community participation in education and have recognized community participation as one of the strategies to improve educational access and quality.

4) The Practice

Department of Education, Schools Chandigarh Administration (in collaboration with Kachi Sadak NGO) organized the baseline assessment for grade 4 and 5 from 20th April to 30th, April 2022. The baseline assessment was organized in order to identify the foundational literacy and numeracy and preplan early intervention towards the gaps. In order to make each student capable for the future and provide them with the good base for future education and future challenges in life the assessment was conducted for each student of the Government Schools both in rural and urban Chandigarh.

Our college students participated enthusiastically in the project. 102 Students of B.Ed. Semester IV of our college and the Coordinator of college for NAS facilitated the 6 field sessions/duties that covered 120 government schools under the Chandigarh Administration. This was conducted in the phased manner from training to execution. The team with students developed the

assessment tools which required a systematic application. Our students went through rigorous training for the purpose. A detailed schedule for select schools was shared.

Student teams were constituted. Sannat Suri and Navdeep Sharda were the student coordinators who assisted the team leads in networking with the directorate and the assessors on a daily basis. The coordinator and the student coordinators were issued appreciation letters. The work was methodically executed.

The pupil teachers as assessors had peculiar observations on the gaps in the learning in languages and mathematics (E.g.: Poor spelling, reading and limitations in simple mathematical operations). They could appreciate the unprogrammed proactive minds. The field experience for the pupil teachers although they have gone through six months of dedicated internship during their third semester was an eye opener to get hands on experience on fourth and fifth graders also. They felt the need to have a support system right from the beginning in terms of more time, strategic approach and remedial teaching, the need for playful methods, quality bridge between the parents and the school system and a case study approach to children with gross deficiencies. It is the time to optimize all resources including use of multimedia educational resources available free of cost and developing playful online material for asynchronous use. As is the vision of NEP 2020, the school and in Education Colleges can develop a co-working system to develop and use need based material.

5) Evidence of Success

The above exercise had taken home points for the teacher educators, prospective teachers besides the policy makers for the Chandigarh administration. It also inculcated leadership and organizing skills with the student lead titles. The skill of making and executing relevant and need based tools was an important learning for the stake holders at our college level also. It was an opportunity for community engagement to understand its strengths, weakness and gaps to know our future roles.

6) Problems Encountered and Resources Required

No problems were encountered during the process. Students learnt a lot through this community work. However Transportation was a bit hassle as students were required to visit different schools on various days.

7) About the Institution:

1. Name of the Principal: Dr. A. K. Srivastava
2. Name of the Institution: Government College of Education, Chandigarh
3. City: Chandigarh
3. Pin Code 160020



5. Accredited Status : A Grade

Validity: 28.3.2017 to 27.3.2022

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Best Practice 2

1) Title: Capacity building on holistic readiness of pupil teachers for future careers through physical, mental health, life skills, environment sensibilities and responsibilities (Swachtaa Drive), projective techniques through the college Skill Development Committee, self defence training, POCSO Act, managing disaster , traffic training, dignity in skilled works (clay and interior decoration), communication skills, and developing emotional intelligence.

2) Goal

- To make the students develop the abilities to learn from information and experience.
- To make the students develop abstract thinking abilities.
- To make the students develop intra-personal and interpersonal abilities.
- To make the students develop self-regulation abilities.
- To make students acquire broad, dynamic, and interconnected skills rapidly and effectively.
- To encourage students to participate in activities to undertake diverse roles of responsibility among their peers and in the wider community.

3) Context:

Holistic development essentially means the development of intellectual, mental, physical, emotional, and social abilities in a child so that he or she is capable of facing the demands and challenges of everyday life. Capacity building on holistic readiness of pupil teachers is required for future careers through physical, mental health, life skills, environment sensibilities and responsibilities (Swachtaa Drive), projective techniques through the college Skill Development Committee, self

defence training, POCSO Act, managing disaster, traffic training, dignity in skilled works (clay and interior decoration), communication skills, and developing emotional intelligence.

4) The Practice

Focussing on the aim of skill development and future readiness of the students, our college organized a three days' workshop on Skill Development under the aegis of Skill Development Committee, IQAC and the Placement Cell of the college. The aim was to infuse 'Capacity Building on Life Skills and Hands on Training' among the pupil teachers to make them future ready. The following broad areas were covered in this three days' workshop.

- Life Skills: Life Skills defined mindfulness and motivation, Happiness and wellbeing, heartfulness.
- Communication Skills: Listening, Speaking, Reading, Effective use of social media, Non-Verbal Communication were the focus.
- Art Integrated Teaching: Theatrical approach aimed at transference of teaching through arts.
- 'Vocational Skills: Creativity enhancement through hands-on training on clay and interior decoration was covered.

Through the workshop our students got benefit in the form of development of Life Skills to live a better life. An extraordinary emphasis was given on developing such skills amongst students and budding professionals as they are the important building blocks of a society so that they can cope up with future challenges, survive and thrive.

In addition to it, Skill in teaching committee and Placement Cell of the college organized a 10 days "Employability Enhancement" training program for the B.Ed. students of the college from 7th February to 17th February 2022. Through the program our students were motivated and empowered with professional skills in demand with respect to the job market to enhance their employability. The students were guided upon knowing their strengths and identify areas requiring improvement. Students got opportunity to involve in various activities to get hands on experience in order to be aware about their potentialities so that they are capable of facing the interviews with confidence based on the inputs from faculty involved and the feedback from students.



The focus of the workshop was to discuss about the importance of education, responsibilities of teachers towards students, the ways that they can shape lives of their students and enhance their capabilities. She also trained them about gaining experiences and learning from it, becoming unlimited - not to limit themselves to studies but also focus or develop their vocational skills. Inspirational Lab in college was recommended. Time management for a successful life was a key point to carry home. The experiences during these workshops enhanced the career readiness and personal growth on the basis of reflections, interactions and SWOT analysis. The respective committees had take home points to plan for value added courses further too.

5) Problems encountered and Resources required:

- More number of technological gadgets for smooth conduction of activities
- Exposure to various institutes for practical experience

6) Evidence of Success

The purpose of organizing these events were completely fulfilled as there were regular and healthy interactions among the students and the guest speakers regarding various aspects of holistic development, professional and personal growth for future readiness. The constructive feedback regarding the events and interactions were taken and incorporated from futuristic point of view. Organization of such events turned out to be very productive. It expanded the horizons of the students' minds. The organization of events added to the confidence and social skills of students which motivated students to utilize the academic their strength and weakness for their holistic development and on societal front as well.

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