

## Two Best Practices

### Best Practice- 1

#### **Title of the Practice: WORK EXPERIENCE AS A TEACHING LEARNING PROCESS**

#### **Context of Practice:**

Education needs to focus on all-round development and it is best obtained through experience. Education is effective when it is transacted through experiential learning activities. Education is ever-changing and there is a need for teachers who can adapt to the rapidly evolving learning environment

Mahatma Gandhi National Council of Rural Education (MGNCRE) is the forerunner for various path breaking activities including propelling **Vocational Education** (Productive Work with Economic Value), **Nai Talim** and **Experiential Learning** (VENTEL) activities. They have organised an induction programme for the teacher educators of our college. Considering the utility of this programme, we have adopted it in our B. Ed course. Osmania University has also included Nai Talim in the B. Ed course curriculum of the fourth semester.

Following the concepts of Nai Talim and through their experiential learning in the college, the student teachers can plan and organise similar learning activities when they start internship and later when they start working at schools.

Faculty of the college is oriented on the transaction of the experiential learning activities suggested by the VENTEL Action Plan for integration in the B.Ed. teacher training programme. Some of the activities focusing on Work Experience and Experiential Learning are proposed to be incorporated in the regular teaching and assessment practices of the B Ed Course.

#### **Objectives:**

- i. To instil the ability to learn the concepts from a practical and work perspective.
- ii. To sensitize the student teachers to be self-dependent, grounded and to value the experiential learning.
- iii. To develop observation, experimentation and experience through practical and utilitarian subjects like productive work.
- iv. To emphasise discovery method of learning with the teacher allowing the learners to present facts that they have observed and learnt.
- v. To encourage the teacher trainees to focus on basic instincts, interests and tendencies of the child to be free and to be in natural surroundings.
- vi. To motivate the teacher trainees to focus on developing the 3Hs – Head, Heart and Hand in order to make the child self-reliant leading to a self-reliant community.
- vii. To encourage and focus on different life skills in order to make earning from any field such as making masks, sanitisers, food products, waste management techniques, other arts and crafts, etc
- viii. To promote **“learning without burden”** by a paradigm shift from rote learning to contemporary learner-centric activities, which impact the cognitive, affective and psychomotor domains of the child.

**Practice:** The college organized several teams for different areas of work experience and experiential learning. Each area of work experience is coordinated by a senior faculty member, as follows:

1. Vocational education (Productive work with economic value to build entrepreneurship / employability): Making masks, sanitiser, soap, weaving, tailoring, book binding etc.
2. Self-Reliance (Food, Clothing and Shelter): Growing food plants / kitchen garden, cooking food, water conservation, household maintenance works, use of tools etc.
3. Swachhata & Health: Waste management, composting, using solar energy, clean toilets, safe drinking water, post-Covid sanitisation, yoga etc.
4. Community engagement / Field engagement: Conducting surveys on local problems, health care support for the community, serving water and food to the local community, festivals & fairs, paralegal clinics etc.

The teacher trainees have been given orientation lectures on these activities through online classes and advised to take up activities on the areas of their interest from those outlined above. In the coming semester, when the teacher trainees will attend the college, practical work experience activities will be taken up.

**Impact of the Practice:** Student teachers have developed positive attitude towards work experience and experiential learning approach to support their future teaching activities. They will be able to gear themselves to adopt diverse work experience programs in the learning process of their students in the classrooms. They will also learn to involve the local community in these work experience activities and acquire the required resources from the local community.

#### **Obstacles Faced During Practice and Resources Required:**

Covid-19 lockdown has been the major obstacle in the implementation of the Practice. The student teachers faced difficulties in carrying out the work experience activities from their homes.

It is hoped that the activity will be organized more effectively after the college is opened for the students.

### **Best Practice- 2**

#### **Title of the Practice: Employability skill development through Student Mentoring**

**Context of Practice:** In the present day scenario, the field of education expects a candidate to have expertise in the field with skills like technical, interpersonal and relationship building skills in order to communicate and collaborate effectively.

#### **Objectives:**

- To inculcate the students with professional and ethical attitude, effective communication proficiency, teamwork skill and multidisciplinary talents.
- To instil strong knowledge and to enhance the soft skills in the minds of the graduates with a view to fulfil the needs of the academic field.

#### **Practice:**

- In the mentorship scheme, a mentor is allocated with a group of fifteen students approximately (mentees).

- Awareness and Training are provided on various activities like career, goal setting, presentation skills, communication skills, resume writing, etc.
- Motivational programs are conducted to motivate as well as ignite their thinking ability.
- Written and oral communication skill development trainings are conducted for all the students.

**Impact of the Practice:** Student teachers improve their essential skills like presentation and communication skills in addition to gaining enhanced confidence.

**Obstacles Faced During Practice and Resources Required:** Student teachers from rural areas have experienced difficulties in communicating due to lack of spoken English skills. Consequently they have also faced challenges in coping up with the academic curriculum. These are some of the challenges faced by mentors in building confidence among the students.