

GHULAM AHMED COLLEGE OF EDUCATION
Banjara Hills, Hyderabad
BEST PRACTICES OF THE COLLEGE- 2018-19

Best Practice- 1

Title of the Practice: COMMUNITY AS A TEACHING LEARNING RESOURCE - Community to college and college to community.

Context of Practice: Bringing community into the classroom or engaging the students in the community for learning experiences is thought to be frills or rewards that compete with instructional time in the classroom. Changing the educational experiences of students by moving beyond the classroom walls can diversify the array of learning opportunities and connect the happenings in the college with daily life and real problems. Student teachers are trained to bring in the immediate community resources available, which provide direct experience and help the students in constructing and understanding the phenomena. Local prominent/ eminent people are brought into the classroom to teach and train the student teachers in specific fields. They provide new information and experiences and link the classroom to the world outside.

Objectives:

- i. To instil the ability to creatively imagine the use of community resources in the better understanding of the concepts.
- ii. To sensitize the student teachers by inviting guest speakers who give unique insights as well as innovative methods which increase the students learning experiences related to the community.
- iii. To develop interpersonal relationship skills among student teachers which will enable them to access people and institutions from the immediate community.
- iv. To employ various techniques such as Community Profiling, Transect walk, Mapping etc., for planning and determining the resources of a community.
- v. To recognize the purpose, function and value of indigenous communities in order to provide better learning experiences to the inclusive classrooms.

Practice: The college organized seminars and workshops by identifying eminent personalities from the community, to give innovative and unique real-life experiences to student teachers in creating an effective and interactive classroom. Mr. Venkat Pradhyumna was invited from the community to tweek the students about Resume writing and techniques to face interviews. Apart from bringing community into the classroom, student teachers were asked to identify various organisations and institutes in the community that can be a rich source of learning. The physical environment around the practice teaching schools was used as living laboratories to study various phenomena. The student teachers are trained:

- ✓ Through Guest lectures from professionals of various faculties from the community.
- ✓ In Community Profiling to understand the available resources.
- ✓ In conducting transect walk along with school students while in internship.
- ✓ To identify and visit indigenous occupational sites, to understand their needs, functioning and values.

- ✓ To explore unconventional sources or the use of ordinary sources in unconventional ways.
- ✓ Spreading awareness about Swatch Bharat amongst Community women. The first year student teachers carried out intensive week long community work at Devarakonda Basti. The area Corporator, Smt.M.Kavita attended the program. College students also did work for an organization called, 'Dobara, 2nd Innings' for old people.
- ✓ The students also organized an awareness program for the sweepers of Greater Hyderabad Municipal Corporation.

Impact of the Practice: Many characteristics of constructivist approach emerge by moving away from the formal structure of the classroom. Student teachers have developed healthy external partnerships and additional relationships while using community resources to support teaching and learning. They were able to pull together the diverse understandings which their students bring into the classrooms– while in internship. They also build these resources while working with people in the community along with others from the school.

Obstacles Faced During Practice and Resources Required:

Involvement of all the people in the community was a great challenge. The student teachers felt that many resources (manpower) from the community were unutilized in a proper way because of lack of interpersonal and external partnerships of the schools.