

BEST PRACTICES for the year 2024-25

BEST PRACTICE – I

1. Title of the Practice

School Internship Programme for Developing Competent and Reflective Teachers

2. Objectives of the Practice

- To provide authentic school-based teaching experiences to student teachers.
- To bridge the gap between theory and classroom practice.
- To develop pedagogical competence, classroom management, and reflective teaching skills.
- To strengthen partnerships with practising schools for professional development.
- To prepare competent teachers in line with the objectives of NEP 2020.

3. The Context

Teacher education is effective only when theoretical knowledge is complemented with extensive field experience. The College believes that school internship is the cornerstone of teacher preparation, enabling student teachers to acquire professional competencies through real classroom situations. The revised B.Ed. curriculum under NEP 2020 places greater emphasis on experiential learning, innovative pedagogy, mentoring, and reflective practice. The challenge was to provide quality internship experiences while maintaining close collaboration with partner schools and ensuring continuous mentoring of student teachers.

4. The Practice

The College has developed a structured and comprehensive internship programme that includes:

- Practice teaching in partner schools under the supervision of teacher educators and school mentors.
- Training in innovative pedagogical approaches such as Constructivism, Active Learning, Concept Attainment Model, and Co-teaching.
- Preparation of detailed lesson plans, teaching-learning materials, digital lesson plans, and reflective journals.
- Continuous mentoring by faculty members to monitor professional growth and resolve academic and personal concerns.
- Classroom observations, peer observations, feedback sessions, and reflective discussions.
- Action research and community-based educational activities during internship.
- Adult literacy initiatives undertaken by student teachers in practising schools.
- Career guidance through alumni interaction and placement drives involving reputed schools such as Birla Mind Space and MS Creative.

5. Evidence of Success

- **100% pass percentage** in B.Ed. with **81.3% distinctions**, demonstrating strong professional preparation.
- Positive feedback from internship schools regarding classroom performance and professionalism of student teachers.
- Successful placement drive with participation of reputed schools.
- Improved confidence, communication skills, classroom management, and innovative teaching competencies among student teachers.
- Strengthened institutional collaboration with practising schools for internship and teacher preparation.

6. Problems Encountered and Resources Required

Problems Encountered

- Coordinating internship schedules with school academic calendars.
- Adapting teaching strategies to diverse classroom situations.
- Managing transportation and logistics for school visits.
- Ensuring adequate mentoring time for every student teacher.

Resources Required

- Continued collaboration with partner schools.
- ICT-enabled classrooms and teaching-learning resources.
- Regular orientation programmes for school mentors.
- Transportation support and adequate financial resources for field supervision.

BEST PRACTICE – II

1. Title of the Practice

Environmental Awareness and Sustainable Living through Education and Community Participation

2. Objectives of the Practice

- To inculcate environmental consciousness and sustainable living practices among student teachers.
- To integrate environmental education with teacher preparation.
- To promote community participation in environmental protection initiatives.
- To develop socially responsible teachers who act as environmental ambassadors in schools and society.

3. The Context

Environmental sustainability has become an essential component of quality education and is strongly advocated in the National Education Policy 2020 and the Sustainable Development Goals (SDGs). As future teachers play a crucial role in shaping environmentally responsible citizens, the College initiated several awareness programmes and community-based activities to promote environmental stewardship. The objective was to transform awareness into responsible environmental action.

4. The Practice

The College undertook several initiatives to promote environmental awareness throughout the academic year:

- Celebration of **Telangana Formation Day** highlighting environmental responsibility.
- Student participation in "**Run for Weather**" to promote climate awareness.
- Awareness programmes on sustainable development through three-month Value Added Courses.
- Educational visit to **Shilparamam** to appreciate India's cultural heritage and sustainable traditional crafts.
- Organisation of exhibitions encouraging the use of eco-friendly teaching-learning materials.
- Swachh Bharat Mission activities involving students and staff, for which the College received appreciation from the Government of India.
- Promotion of cleanliness, waste management, and responsible environmental practices during community outreach programmes.
- Integration of environmental themes into classroom discussions, projects, teaching practice, and co-curricular activities.

5. Evidence of Success

- Active participation of students in environmental campaigns and sustainability initiatives.
- Government of India appreciation certificate under the **Swachh Bharat Mission**.
- Increased awareness among student teachers regarding environmental conservation and sustainable lifestyles.
- Integration of environmental education into classroom teaching during school internships.
- Positive community participation and institutional recognition for environmental initiatives.

6. Problems Encountered and Resources Required

Problems Encountered

- Sustaining student participation beyond awareness programmes.
- Limited financial resources for large-scale environmental projects.
- Need for greater collaboration with environmental organisations.

Resources Required

- Partnerships with environmental NGOs and government agencies.

- Financial support for green campus initiatives.
- Eco-friendly teaching-learning materials.
- Regular environmental awareness campaigns and plantation drives.
- Capacity-building programmes on Education for Sustainable Development (ESD).

BEST PRACTICES for the year 2025-26

BEST PRACTICE – I

1. Title of the Practice

Technology-Integrated Teacher Education for Future-Ready Educators

2. Objectives of the Practice

- To integrate Information and Communication Technology (ICT) into teacher education.
- To develop digital pedagogical competencies among student teachers.
- To enhance teaching-learning through innovative digital tools and AI-enabled practices.
- To prepare prospective teachers for technology-rich classrooms in alignment with NEP 2020.

3. The Context

Rapid technological advancements and the increasing digitalisation of education require teachers to possess strong ICT competencies. The institution recognised the need to equip future teachers with digital skills, innovative teaching strategies, and AI-based educational tools. The challenge was to ensure that technology was meaningfully integrated into pedagogy rather than used merely as a presentation tool.

4. The Practice

The college systematically integrated technology into academic and professional training by:

- Conducting regular ICT-enabled teaching-learning sessions.
- Training students in preparing multimedia presentations, digital lesson plans, blogs, newsletters, brochures, and e-portfolios.

- Organising workshops on **Data Analysis using MS Excel and AI Tools, Transformational Education with Technology and AI, AI in Education – The Changing Role of Teachers**, and **SWAYAM MOOCs**.
- Providing two well-equipped computer laboratories with updated systems and internet connectivity.
- Introducing a biometric attendance system through an MoU with Edunxt.
- Encouraging the use of digital resources, DELNET, online journals, and e-learning platforms for assignments and research.

5. Evidence of Success

- Student teachers successfully integrated ICT and innovative pedagogies during teaching practice.
- Every student developed digital lesson plans and comprehensive e-portfolios documenting academic and practicum activities.
- Enhanced digital competency among students through workshops on AI, MS Excel, MOOCs, and educational technology.
- Increased utilisation of digital library resources and online learning platforms.
- Positive feedback from students and school mentors regarding technology-enabled classroom practices.

6. Problems Encountered and Resources Required

Problems Encountered

- Different levels of digital literacy among students.
- Continuous need for updating software and hardware.
- Requirement of regular training due to rapid technological changes.

Resources Required

- Advanced ICT infrastructure.
- Licensed educational software and AI-based learning tools.
- Regular faculty development programmes on emerging educational technologies.

- High-speed internet connectivity and continuous technical support.

BEST PRACTICE – II

1. Title of the Practice

Community Engagement and Holistic Teacher Development through Extension Activities

2. Objectives of the Practice

- To inculcate social responsibility, empathy, and leadership among student teachers.
- To provide experiential learning through community engagement.
- To bridge classroom learning with societal needs.
- To develop professional values and civic responsibility among future teachers.

3. The Context

Teacher education extends beyond classroom instruction and requires developing socially responsible educators. The institution believes that meaningful community engagement enables student teachers to understand diverse social realities while enhancing their communication, leadership, and problem-solving skills. The challenge was to provide structured opportunities for experiential learning that benefit both students and society.

4. The Practice

The college organised a wide range of extension and outreach activities throughout the academic year, including:

- Community Service Programmes involving **Economic Aid, Health Awareness Camps, and CPR Training** in Osman Ganj, Jambagh, and Iqbalia International School.
- Blood Donation Camp in collaboration with Gandhi Hospital.
- Accidental First Responder Training in association with Yi, EMRI, and GVK Green.

- Health awareness programmes on Digital Detox, Mental Health, Nutrition, and Child Safety.
- Environmental awareness initiatives on World Environment Day, Earth Day, and participation in Eco Club activities under the Ministry of Environment.
- Visits to orphanages and voluntary service for elderly citizens during the All India Industrial Exhibition (Numaish).
- Appreciation of student volunteers through Community Service Appreciation Day.
- Continuous collaboration with NGOs, hospitals, schools, and government agencies.

5. Evidence of Success

- High student participation in community service and extension activities.
- Improved leadership, communication, teamwork, and social commitment among student teachers.
- Positive feedback from partner schools, NGOs, hospitals, and community organisations.
- Recognition of student volunteers during the Community Service Appreciation Day.
- Enhanced institutional visibility through meaningful collaborations and outreach programmes.

6. Problems Encountered and Resources Required

Problems Encountered

- Coordination of multiple stakeholders and community organisations.
- Scheduling activities without affecting academic programmes.
- Transportation and logistical arrangements for off-campus activities.

Resources Required

- Continued collaboration with NGOs, hospitals, and educational institutions.
- Financial support for outreach programmes.

- Transportation facilities and first-aid equipment.
- Training resource persons and community engagement materials.