

Best Practices for the year 2022- 23

Best Practice – I

Value-Added Courses for Holistic Teacher Development

Title

Enhancing Employability and Professional Competencies through Value-Added Courses

Objectives

- To equip student teachers with additional professional skills beyond the prescribed curriculum.
- To improve employability and career readiness.
- To develop digital, communication, leadership, and life skills.
- To strengthen classroom competencies aligned with the National Education Policy (NEP-2020).
- To promote lifelong learning and professional ethics.

The Context

Teacher education institutions are expected to produce competent, technology-enabled, and socially responsible teachers. While the university curriculum provides academic foundations, additional training is essential to meet the changing demands of schools and educational organizations. The institution therefore introduced value-added courses to bridge the gap between curriculum and professional expectations.

The Practice

The college offers structured value-added courses every academic year. Each course includes orientation, expert sessions, practical assignments, assessment, and certification.

Major Value-Added Courses

- ICT Integration in Teaching and Learning
- Digital Pedagogy and Artificial Intelligence Tools for Teachers
- Spoken English and Communication Skills
- Classroom Management and Inclusive Education
- Life Skills and Personality Development
- Yoga, Wellness, and Stress Management
- Environmental Education and Sustainable Development
- Financial Literacy and Entrepreneurship
- Soft Skills and Interview Techniques
- Educational Leadership and School Administration

- Action Research and Academic Writing
- Cyber Safety and Digital Citizenship
- First Aid and Disaster Management
- Guidance and Counselling Skills

Implementation Strategy

- Needs assessment through student feedback.
- Preparation of annual value-added course calendar.
- Collaboration with resource persons, schools, NGOs, and experts.
- Blended learning through workshops, online modules, and practical activities.
- Assessment through assignments, presentations, demonstrations, and reflective journals.
- Certificates issued after successful completion.

Evidence of Success

- Increased student confidence and communication skills.
- Improved ICT competency among student teachers.
- Better performance during school internship.
- Higher placement rate in schools.
- Increased participation in seminars, workshops, and competitions.
- Positive feedback from internship schools and employers.

Problems Encountered

- Time constraints within the academic calendar.
- Availability of expert trainers.
- Financial limitations for specialized training.
- Balancing course workload with university examinations.

Resources Required

- ICT laboratory
- Smart classrooms
- Learning Management System
- Expert resource persons
- Library and digital resources
- Institutional funding

Outcome Indicators

- Number of value-added courses conducted annually.
- Student enrolment and completion rate.
- Certificates awarded.
- Student satisfaction score.
- Placement statistics.
- Employer feedback.

Best Practice – II

Title

Multiple Intelligence Approach to Make the Classroom More Interactive and Interesting

1. Objectives of the Practice

The institution adopts the Multiple Intelligence (MI) Approach to create an engaging, learner-centred, and inclusive classroom environment. The objectives are:

- To recognize and nurture the diverse abilities of student teachers.
- To make classroom teaching interactive, participative, and enjoyable.
- To promote active learning through varied teaching-learning strategies.
- To enhance creativity, critical thinking, communication, and problem-solving skills.
- To encourage collaborative learning and self-directed learning.
- To prepare future teachers to use differentiated instructional strategies in schools.

2. The Context

Students possess different learning styles, interests, and strengths. Traditional lecture methods often fail to address individual differences. Based on Howard Gardner's Theory of Multiple Intelligences, the institution integrates varied instructional approaches that cater to linguistic, logical, spatial, musical, bodily-kinesthetic, interpersonal, intrapersonal, naturalistic, and existential intelligences. This enables every learner to participate actively and experience meaningful learning.

3. The Practice

The institution integrates Multiple Intelligence strategies into classroom teaching, practicum, seminars, and school internships.

Activities Based on Multiple Intelligences

Intelligence	Classroom Activities
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Linguistic	Debates, storytelling, presentations, reflective journals, creative writing
Logical-Mathematical	Problem-solving, concept mapping, case analysis, educational research
Visual-Spatial	Mind maps, posters, models, infographics, educational videos
Bodily-Kinesthetic	Role plays, simulations, demonstrations, micro-teaching, educational games
Musical	Educational songs, rhythm-based learning, motivational activities
Interpersonal	Group discussions, peer teaching, collaborative projects, cooperative learning
Intrapersonal	Self-reflection, portfolios, learning diaries, goal setting
Naturalistic	Field visits, environmental projects, nature observations, eco-club activities
Existential	Value education, ethical discussions, community engagement, service-learning

Innovative Teaching Strategies

- **Activity-based learning**
- **Experiential learning**
- **Project-based learning**
- **Inquiry-based learning**
- **Cooperative learning**
- **Flipped classroom**
- **ICT-enabled teaching**
- **Gamification**
- **Brainstorming sessions**
- **Think–Pair–Share**
- **Case study discussions**
- **Concept mapping**
- **Role play and simulation**
- **Peer assessment**

- **Reflective practice**

Faculty Initiatives

Faculty members:

- **Prepare lesson plans incorporating multiple intelligence strategies.**
- **Use ICT tools and digital resources for interactive learning.**
- **Organize classroom competitions and collaborative activities.**
- **Encourage student presentations and reflective learning.**
- **Assess students through diverse evaluation techniques beyond written examinations.**

4. Evidence of Success

The implementation of Multiple Intelligence-based teaching has resulted in:

- **Increased student participation during classroom sessions.**
- **Improved communication and presentation skills.**
- **Enhanced creativity and critical thinking.**
- **Better academic performance and classroom engagement.**
- **Greater confidence during teaching practice and internships.**
- **Positive feedback from students, mentor teachers, and school principals.**
- **Increased participation in seminars, cultural events, extension activities, and competitions.**

Measurable Outcomes

- **Higher classroom attendance.**
- **Increased use of ICT-enabled presentations.**
- **Improved performance in practicum and micro-teaching.**
- **Enhanced student satisfaction as reflected in feedback.**
- **Better internship evaluations.**
- **Increased collaborative learning activities.**

5. Problems Encountered

- **Additional time required for planning interactive lessons.**
- **Large class sizes limiting individualized attention.**
- **Limited availability of advanced teaching-learning resources.**

- Initial hesitation among students to participate actively.
- Need for continuous faculty training in innovative pedagogies.

6. Resources Required

- Smart classrooms
- ICT laboratory
- Internet-enabled classrooms
- LCD projectors
- Educational software
- Library and e-learning resources
- Activity materials and teaching aids
- Flexible classroom seating
- Faculty development programmes on innovative pedagogy

7. Outcomes and Impact

The Multiple Intelligence approach has transformed the classroom into an interactive, inclusive, and learner-centred environment. Student teachers have developed stronger communication, collaboration, creativity, leadership, and reflective thinking skills. The practice has improved classroom engagement, strengthened teaching competencies, and prepared future teachers to implement differentiated instruction effectively in schools.

Best Practices for the year 2023- 24

BEST PRACTICE – I

1. Title of the Practice

Holistic Mentoring and Professional Skill Development for Future Teachers

2. Objectives of the Practice

- To provide continuous academic, personal, and professional guidance to student teachers.
- To enhance communication, leadership, research, and employability skills.
- To develop confident, reflective, and professionally competent teachers.
- To facilitate the holistic development of prospective teachers through mentoring and capacity-building programmes.

3. The Context

Teacher education demands more than subject knowledge; it requires well-rounded professionals equipped with communication skills, emotional intelligence, leadership qualities, and professional

ethics. Recognising these needs, the College established a structured mentoring system complemented by skill-development programmes. Every student teacher was assigned a faculty mentor who monitored academic progress, guided professional growth, and provided counselling whenever required. Simultaneously, workshops, seminars, FDPs, and extension lectures were organised to prepare students for the changing demands of the teaching profession.

4. The Practice

The College implemented a comprehensive mentoring and professional development programme through the following initiatives:

- Each student was assigned a faculty mentor for continuous academic and personal guidance.
- Regular mentoring meetings were conducted to monitor attendance, academic progress, teaching practice, and personal well-being.
- Workshops on **Effective Communication, Communication Skills in English, Non-verbal Communication, Interview Etiquette**, and **Soft Skills for Success** were organised.
- A five-day seminar on **Cultivating a Growth Mindset – Attributes to Successful Teaching** was conducted to develop reflective teaching competencies.
- Extension lectures on **Natural Language Processing for Teachers, Teacher Education**, and **Education Systems Abroad** broadened students' professional perspectives.
- Orientation programmes on entrepreneurship and EdTech start-ups through the SU Knowledge Hub encouraged innovation among future teachers.
- Placement interviews were organised with reputed schools to improve employability.

5. Evidence of Success

- Every student benefited from individual mentoring and regular faculty support.
- Significant improvement in students' communication skills, confidence, and professional competence.
- Excellent academic performance with **100% pass percentage** in both B.Ed. and M.Ed. programmes, with a high percentage of distinctions.
- Increased student participation in seminars, workshops, and placement activities.
- Positive feedback from students and recruiters regarding employability skills and professional preparedness.

6. Problems Encountered and Resources Required

Problems Encountered

- Providing individual mentoring to students with diverse academic needs.
- Scheduling skill-development programmes alongside regular classes.
- Ensuring sustained student participation in extended training programmes.

Resources Required

- Continuous faculty training in mentoring and counselling.

- Industry experts and educational professionals as resource persons.
- ICT facilities and language laboratories for communication training.
- Financial support for organising workshops and seminars.

BEST PRACTICE – II

1. Title of the Practice

Community Engagement for Social Responsibility and Inclusive Education

2. Objectives of the Practice

- To inculcate compassion, empathy, and social responsibility among student teachers.
- To promote experiential learning through community engagement.
- To encourage students to contribute towards inclusive and equitable education.
- To strengthen institutional partnerships with NGOs and community organisations.

3. The Context

Teacher education institutions have a responsibility to prepare socially sensitive educators who understand the needs of diverse communities. The College believes that community engagement enriches teacher education by connecting classroom learning with real-life social issues. The institution therefore integrated outreach activities into the teacher education programme, enabling student teachers to serve disadvantaged sections of society while developing empathy, leadership, and civic responsibility.

4. The Practice

The College implemented several community engagement initiatives during the academic year:

- Community Engagement with Elderly People under **National Youth Day**, involving visits to four old-age homes where students interacted with residents, organised recreational activities, and distributed food and clothing.
- Collaboration with the NGO **Dobara** to assist elderly citizens during the Hyderabad Numaish (All India Industrial Exhibition).
- Orientation programme on caring for elderly persons before community visits.
- Adult literacy programmes conducted by B.Ed. student teachers in practising schools.
- Swachh Bharat Mission activities promoting cleanliness and environmental responsibility, for which the College received appreciation from the Government of India.
- Blood Donation Camp organised in collaboration with Gandhi Hospital and Youth for Seva.
- Gender Sensitisation and Indian Constitution awareness programme.
- Value-added courses on Sustainable Development, Counselling, and Yoga to promote responsible citizenship.

5. Evidence of Success

- Active participation of students in all community service activities.
- Government of India appreciation certificate for participation in the Swachh Bharat Mission.
- Positive feedback from NGOs, old-age homes, and community organisations.
- Enhanced empathy, leadership, communication, and social responsibility among student teachers.
- Improved understanding of inclusive education through adult literacy and outreach programmes.

6. Problems Encountered and Resources Required

Problems Encountered

- Coordinating activities with NGOs and community organisations.
- Transportation and logistical arrangements for outreach programmes.
- Time management alongside academic schedules.

Resources Required

- Stronger partnerships with NGOs and social service organisations.
- Financial support for outreach activities.
- Transportation facilities and community engagement materials.
- Continued orientation programmes on social work and inclusive education.