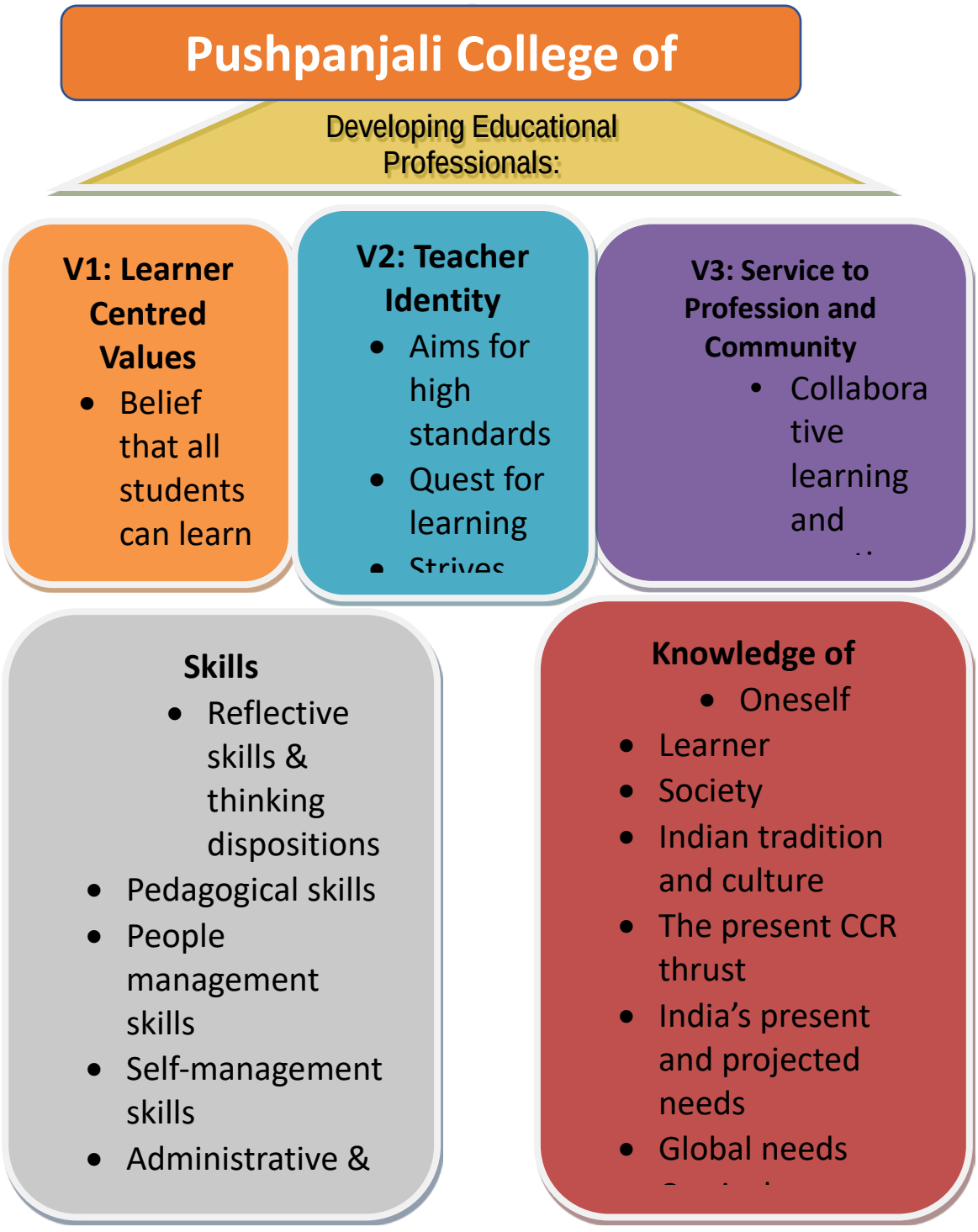
BEST PRACTICE 1

1. Title of the practice: KSV3 Model for Curricular Planning



2.The context that required initiation of the practice: The vision statement of the college is 'Education for the Life of the World'. This implies providing education that is Liberating, Inspiring, Formative and Empowering. The KSV3 Model provides a comprehensive way to impart such education embedded in a Knowledge-Skills-Value framework.

3.Objective of the practice: ¬ To facilitate wholistic development of student-teachers where values provide a foundation for the knowledge and skills gained by the students.

4. The Practice: The College conducted a workshop for faculty members to understand the KSV3 Model. All components were identified through dialogue and deliberation among the faculty and the Model was customized to local needs and conditions. Details were uploaded on the IQAC website so that faculty members could refer to the Model as and when the need arose. The perspective plan for the college for three years (2014-17) was first formulated based on this Model. Thereafter all departmental plans were designed. All plans were uploaded on the IQAC website so that cross referencing could be done and accordingly co-ordination between departments was facilitated. For every programme, the person in charge identifies the knowledge, skills and values associated. At the end of the year, the IQAC carries out a quality audit to ascertain the extent to which the Model has influenced the college activities. If any area is under represented then it is considered on priority basis in the planning for the next year. Consider the table for a few examples of the application of this model.

Programme	Knowledge	Skills	Values
Internship	Knowledge of oneself, learner, society, curriculum, pedagogy, technology, educational policies	All skills mentioned in KSV3 Model are relevant	Learner centred Values
Celebration of Festivals	Knowledge of society, Indian culture and tradition, environmental concerns	People management skills, Self-management skills, Communication skills, social skills	Valuing diversity Social responsibility and engagement
Visit to school for mentally challenged	Knowledge of self, learner, pedagogy, the present thrust of the CCR (Congregation of Carmelite Religious) management of the college.	Social and emotional skills, people management skills, communicative skills	Empathy, Stewardship, Social responsibility and engagement

5.Obstacles faced if any and strategies adopted to overcome them: No major obstacles were encountered while using the KSV3 Model.

6.Impact of the practice: The use of the KSV3 Model has helped to add meaning to all activities included in the curriculum. An annual audit helps to identify if any particular

component of knowledge, skills and values is neglected. These areas are given importance in the next academic year. Thus the Model helps to refine the curriculum planning and transaction. It ensures holistic development and not just development of the cognitive domain. Teacher Education must be geared to the needs of the times and the local society. It must consider global and local demands. The Model helps to meet these expectations. Presently the Skill India campaign emphasizes outcome based skill training to have a cadre of youth with employable skills. This should be combined with right values and a strong knowledge based. The KSV3 Model is Pushpanjali's humble contribution to this national endeavour.

7.Resources required: Committed faculty, students responsive to social needs, internet facilities to disseminate information, library resources to update one's knowledge.

8.Contact person for further details : Principal Dr. Mariamma Joseph

BEST PRACTICE 2

1. Title of the practice : Reaching the Unreached

2. The context that required initiation of the practice: A teacher is a social engineer. The classroom is but a reflection of the society. It is necessary that the teacher fosters a good bond with the community, studies the community minutely and contributes his/her mite to help the marginalized in society. The immediate locality of the college has several issues that need to be addressed. Questions pertaining to environmental degradation, malnutrition in poor areas, lack of health awareness in some sections and a wide gap between the haves and the have-nots is evident. There are many community centres in the vicinity that cater to the aged, orphans and terminally ill. There is an NGO that works for the rehabilitation of the chemically dependent. All these issues cannot be neglected as somehow they echo in the classroom. The practice 'Reaching the unreached' is an attempt to create awareness where necessary, alleviate the pain of the less fortunate and thus contribute to a happy society.

3. Objectives of the practice:

- To sensitize student teachers to the needs of the marginalized
- To foster in student teachers a healthy attitude towards community building
- To transform society by contributing to the uplift of the marginalised

4. The Practice : The college identifies areas where student-teachers can be sensitized to social needs. Some issues like assisting in conservation of the environment or spreading awareness about chemical dependence are quite perennial in nature meaning these need programmes each year. The college therefore identifies some main areas to reach the unreached. The activities conducted for the same are:

i. Awareness programmes: Student teachers spread awareness about environmental problems, health related issues such as malnutrition, breast cancer awareness among the marginalized women and awareness about HIV- AIDS.

ii. Visits to community centres: Student teachers regularly visit community centres like homes for the aged and orphanages and spend time with the inmates. Festivals are celebrated with the inmates.

iii. Remedial teaching Programmes: The student teachers indulge in remedial teaching for tribal girls who attend a sister institution. These girls need special help with Mathematics and English. Special remedial coaching is offered to them.

iv. Collaboration with NGOs: The college has collaborated with three NGOs and it regularly participates in their programmes. Programmes done so far include cleanliness drives, 'Spread a Smile' campaign to distribute clothes to the needy and campaigns to promote wise use of resources like water and electricity. Funds for the Blind Relief are collected.

5. Obstacles faced if any and strategies adopted to overcome them : There have been no obstacles in this practice. The NGOs with whom we collaborate have been most helpful to accommodate the students and teach them how to integrate with society.

6. Impact of the practice : The practice helps students to be sensitized to the needs of the marginalized. There is an inner sense of satisfaction as one can be of help to others. The ones with problems see that the world is full of people with bigger problems and this teaches them to be grateful for what they have. Students get a glimpse of the society and this helps to have more meaningful classroom interaction. The community is also enriched by the efforts of the student teachers. The NGOs have been very expressive about the efforts of the students and have appreciated their presence. Awareness about fast driving, addiction, health related issues and environmental conservation makes small but significant impact on society. Awareness about women's rights has helped to empower many women. Little drops of water make an ocean. The analogy applies to the extension work practice of reaching the unreached.

7. Resources required: human resources, communication with NGOs, finances as required

8. Contact person for further details: Principal Dr Mariamma Jospeh