Best Practice One

1.Title of the Practice: E Content Development Courses for Inservice teachers

2 **The context that required initiation of the practice:** The onset of Covid 19 pandemic caused a huge shift in the teaching learning process. Teachers found themselves in dire need of some kind of training to teach using online mode. Many teachers approached the college for some assistance and against this need based background E Content Development Courses for teachers were launched.

3. **Objectives of the practice**
- To train in-service teachers in the use of E Learning platforms
- To help teachers design and deploy effective E Learning experiences

4. The Practice
The E Content Development Course comprised of a ten to fifteen day course. Brochures for the course explaining the course content and the method of deployment were sent via social media. A Google classroom was created to disburse material in the form of videos and pdf documents. Faculty member Dr Agnes DCosta, co ordinator of the course oriented the participants. The course content consisted of screen capturing tools, creation of interactive lessons, use of online evaluation in the form of Google Form, testmoz, online quizzes. Participants learned to create interactive learning resources using platforms like H5P. Every alternate day, the coordinator posted guidelines for the use of one E learning platform. Participants would follow the same and create their own resource and post it on the Google Classroom. Thus they benefited from first-hand experience as well as by scrutinizing the material created by other teachers. Three such courses were conducted during the lockdown period and over 700 teachers benefitted from the same. Mr Anthony Dias, alumnus of the college and a school teacher deeply interested in the use of technology conducted a session on use of platforms like Peardeck, Edpuzzle and kahoot.

5. Obstacles faced and strategies adopted to overcome them
There were no difficulties faced as such. Rather on a positive note, the overwhelming response for the courses was difficult to handle and hence the college organized a series of course to cater to the demand of teachers to be equipped with skills to face an online class. Since it was difficult for a single person to handle the queries of participants, other faculty members were involved in the first course conducted. From the second course onwards, participants who completed the first course also joined in as mentors.

6. Impact of the practice

- Successful training of over 700 teachers who then used the E Learning tools and techniques effectively during their online interaction with their students
- The practice has not been restricted to a one time training course for teachers. But during the academic year 2019-20 many school teachers would revert back to the college with their experiences and share new tools. This has helped to refine the ELearning courses conducted by the college.

7. Resources required

Human Resources: Manager, Principal, Students, Co-ordinator of PUSHPADEEP, faculty, resource persons, office staff

Non-human resources: ICT facilities, arrangement for Courses, stationery and other material as per the courses arranged

Best Practice Two

1. **Title of the Practice:** Capacity Building Programme for students from marginalized area

2. **The context that required initiation of the practice:**

Teachers are considered as social engineers. They help in capacity building programmes to ensure an equitable society. Pushpanjali College of Education is located in Palghar District which has a sizeable tribal population. Though the college is in an urban area, there is a lot of interaction with the tribal belt of the district. The college regularly collaborates with an NGO named Bosco Samajik Vikas Sanstha to sensitize students regarding the needs of the people from marginalized groups.

3. **Objectives of the practice: The objectives of this practice are:**
   - To inculcate a sense of social responsibility among student-teachers
   - To involve student teachers in capacity building programmes for the marginalised

4. **The Practice:**

Bosco Samajik Vikas Sanstha is a NGO that is located in Jawahar area of Maharashtra. People from this area are mainly tribals and first generation learners. The college students visit the place every year to get first hand experience of the social conditions. Students conduct need based programmes for the tribal youth. The visits are co ordinated by Dr Sheetal Chaudhari Incharge of Community Work and by faculty member Ms Angelina Nunes. The director of the centre Fr Anaclete D'mello gave an overview about the foundation of the institution and the work that is done to ensure self sufficiency among the tribals. Students interact with the personnel to get a glimpse of what Bosco Samajik Vikas Sanstha intends to actualise in the years to come. Various activities were undertaken by the students for an enriching interaction session

with the students of Bosco Samajik Vikas Sanstha. Sessions included topics like Career Guidance, Life Skills Education including inputs on Time management, Decision Making, Stress Management and Interpersonal skills. Action songs and games were conducted for the primary section. The visit helped to sensitise the student teachers to the reality of the society that makes the fabric of our country.

5. **Obstacles faced and strategies adopted to overcome them:**

   During the interaction with the marginalized groups, it was seen that it takes time for them to get familiarized with the student-teachers. The people in the area speak a dialect which is not easily understood by the student teachers and hence at times someone may be needed to interpret the same. The challenge was overcome by seeking the mediation of personnel from Bosco Samajik Vikas Kendra.

6. **Impact of the Practice:**
   - Student teachers were sensitized to the issues faced by the marginalized groups
   - The youth from the society benefitted by learning various life skills
   - Student teachers become aware of need for social inclusion in education

7. **Resources Required:**
   Human Resources: Principal, Faculty, students, NGO personnel
   Non human Resources: technology such as camera to document evidences, computers for reporting, transport , other resources as per the activity arranged.