

# **Society of Our Lady of Grace Convent**

## **Pushpanjali College of Education**

### **Institutional Best Practices 2022-23**

#### **Best Practice One**

##### **1. Title of the Practice: Jadui Pitara – The Magic Box for Learning**

**2.The context that required initiation of the practice:** Teaching Learning Material facilitates learning. As envisaged by NEP 2020, a programme entitled Jadui Pitara was launched by Ministry of Education. ‘Jadui Pitara’ which literally means a ‘Magic Box’ refers to teaching learning material in the form of activity kits, flash cards, story books and games. This programme was basically launched for the Foundational stage (age group 3 to 8 years). Pushpanjali College of Education drew inspiration from this programme and took up an initiative named Jadui Pitara for the benefit of schools catering to students from economically disadvantaged groups. Such students may not have access to learning material at their homes. Also the school being an unaided school may not be able to invest in teaching learning material. Hence the students of Pushpanjali College of Education prepared learning resources and presented it to one such needy school.

##### **3.Objectives of the Practice:**

- To develop skills to prepare teaching learning material that will help to learn basic concepts in a stress free atmosphere
- To support schools that function with limited economic resources by providing effective but low cost learning resources

**4. The Practice:** During the two year B.Ed Programme, students were exposed to variety of learning resources. They prepared such resources for their internship lessons. While visiting one of the internship schools, students noticed the dearth of suitable learning resources. The school being unaided could not afford commercially made learning material. Students shared their observations with the faculty and it was decided that they could donate some teaching learning material to the school. A tentative list of topics was drawn from all subjects. It was decided that attractive and if possible interactive material should be prepared. Accordingly students were paired and they prepared teaching kits, dioramas, puppets, flash cards, manipulatives etc which would help learners from Preparatory stage (Class VI to VIII) to understand concepts and reinforce learning in a fun way. The learning resources were then taken to the school and handed to the Principal. Some basic care taken was

(i) To use only eco friendly material and if possible make use of recyclable packaging material, old clothes etc.

- (ii) Material prepared should be interactive and help to reinforce concepts
- (iii) Material must promote self-learning
- (iv) Learning material must be attractive, portable and durable

**5. Obstacles faced and strategies adopted to overcome them:** There were no obstacles as such. In fact, creating such material was a fun filled activity for the students. The students had to do some amount of reference work to decide the learning resource to be made but it was overall an educative activity. All students were not adept at art work and this challenge was overcome by working in teams.

**6. Impact of Practice:** The school principal was happy to receive the teaching learning material and has reported that it is being used by students for joyful learning. Some suggestions for improvement of resources have been got and these will be considered when preparing material for the next year. The college intends institutionalising the practice by identifying other needy schools and donating learning material as per their needs.

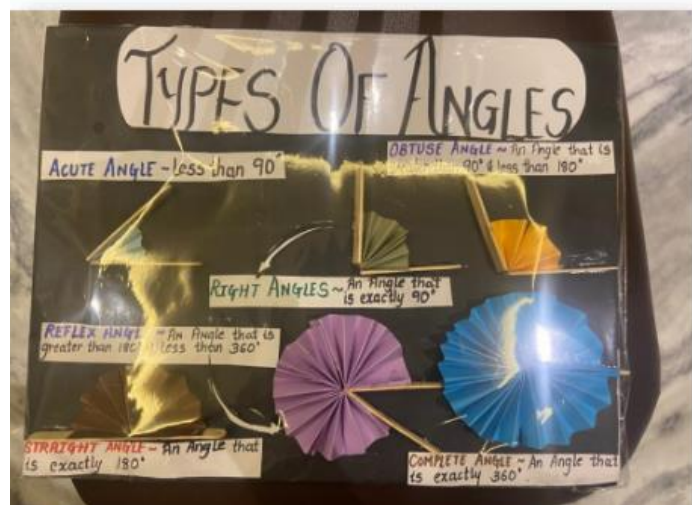
**7. Resources Required:**

Human Resources: Students and faculty

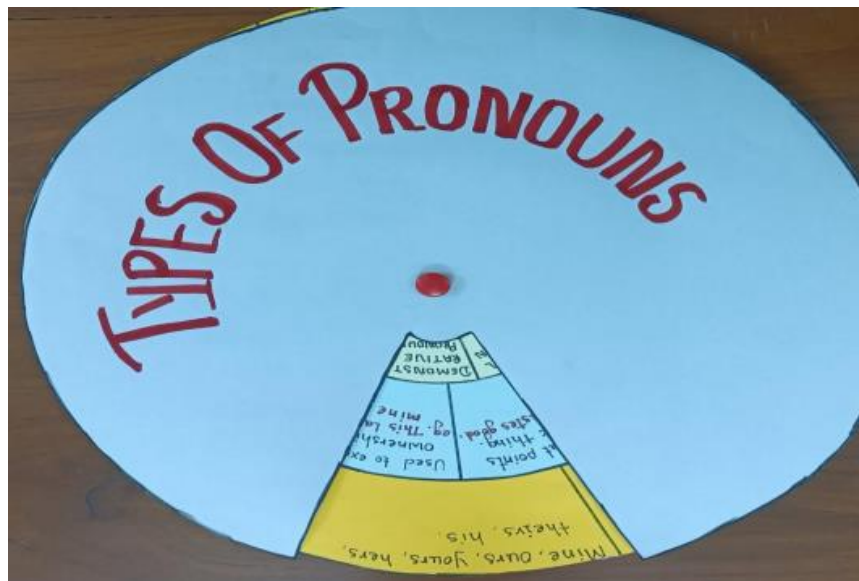
Material Resources: Internet and Computers (for reference work)

Cardboard boxes, paper, discarded clothes, stationery, adhesives, colours









## **Best Practice Two**

### **1. Title of the Practice: Get Back on Track Remedial Programme**

**2. The context that required initiation of the practice:** In March 2022 the lockdown imposed due to the Covid 19 pandemic was lifted. Schools began functioning in face-to-face mode. During the internship for Semester two held in Aug 2022, the student-teachers shared that many students seemed to lag behind in basic concepts and this was hampering further learning. Interaction with school teachers also revealed that the learning gap had deepened after lockdown. School students who lacked access to devices during the lockdown were most affected. To address this issue, it was decided that the student-teachers could engage some remedial classes for such students and help them bridge the learning gap. With this aim in view the 'Get Back on Track' initiative was launched in Nov 2022.

### **3. Objectives of the practice:**

- To help school students to bridge the learning gap caused due to lack of access to learning during the lockdown
- To provide remedial learning for school students

**4. The Practice:** The Get Back on Track initiative was carried out by S.Y.B.Ed students at St Elizabeth High School while the F.Y.B.Ed students carried it in their neighbourhood by teaching needy students on a one to one basis. St Elizabeth High School has day scholars and boarders. The boarders come from marginalized groups living in remote villages and during the lockdown these students had practically no access to devices for online learning. This caused them to miss out on learning for nearly 20 months. Their concepts in almost all subjects were weak. The B.Ed students identified core concepts that need to be mastered and taught them in small groups, providing worksheets, practice exercises and using games and activities. The programme was conducted from Nov 2022 to Feb 2022. The FYBEd students identified students from their neighbourhoods and first determined the areas where they needed remediation. By customizing learning experiences and interacting with these students through activity based learning, basic concepts were reinforced to help such students gain understanding of the same.

**5. Obstacles faced and strategies adopted to overcome them:** There were no major obstacles. In fact it was a satisfying experience to help needy students. Language barrier was experienced to a small extent as the students being taught during the remedial programme were from Marathi medium and the B.Ed student teachers were mostly from English medium. Although the B.Ed student teachers were adept at Marathi, using the right vocabulary and terms was a bit of a challenge which was overcome by thorough preparation and also by referring to online translators if required.

**6. Impact of the practice:** Students who benefitted from the remedial programme were able to cope with their studies and developed an interest in learning. The programme was successful and the college has now formalized the initiative by signing an MoU with St Elizabeth High School to continue the programme in the coming years.

- 7. Resources required:** Material resources: Textbooks, worksheets, teaching learning material.





