

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

### **Pushpanjali College of Education**

#### **Best Practice One: Empowering Teachers for NEP 2020**

**1. Title of the Practice:** Empowering Teachers for NEP 2020

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

The National Education Policy was announced in July 2020. In the near future the educational landscape is expected to undergo many changes. For NEP 2020 to be successful teachers need to be aware of the recommendations and they need to be empowered to carry out the suggestions of NEP 2020. Empowering teachers with respect to NEP 2020 was the need of the hour and with this end in view the college took up many initiatives.

**3. Objectives of the practice:**

- i. To create awareness of the recommendations of NEP 2020
- ii. To develop teacher competencies that will help to carry out teaching –learning related recommendations of NEP 2020
- iii. To prepare teachers who will promote socio emotional learning in school
- iv. To gain an understanding of contemporary topics included in the NEP 2020

**4. The Practice:**

NEP 2020 was announced on 29 July 2020. The college was keen on conducting programmes to disseminate awareness about the policy and also train the student teachers to be equipped with skills to translate NEP 2020 into action. Capacity building programmes were initiated in accordance with the recommendations of the Policy. The same are depicted below in tabular form

No	Name of programme and date	Target Group	Areas of NEP addressed
1	NAAC Sponsored National Level Webinar ‘Quality Assurance in the Light of NEP 2020’. (Date: 15 Sept 2022)	80 Teacher Educators, School Principals and Teachers, student teachers	Multi-disciplinary Education , Technology and Optimal Learning environment, Teacher Education in Multi-disciplinary context, PM SHRI Yojana, Institutional preparedness for NEP 2020
2	Workshop and CBSE Intel Certificate Course on Artificial Intelligence ( 21 April 2022)	50 students of FYBEd	Artificial intelligence in Education
3	Session on Indian Sign Language (19 Sept 2022)	50 students of FYBEd	Inclusivity in education
4	Workshops on use of Virtual Reality	students of SYBEd	Digital Education

5	Training sessions of CIET NCERT	Students of FYBED	Digital Education, inclusion in education, Assessment for learning
6	Workshops on Game Based Pedagogy		Engaging and enjoyable learning
7	Value Added Certificate Courses E Content Development(April 2022) Apps in Education (July 2022) Barefoot Counselling(26 -30 Sept 2022)	FYBED students	Digital Education Socio Emotional Learning
8	Faculty Enrichment programmes	Faculty	UGC guidelines for multidisciplinary education, New trends in education

Areas of NEP 2020 where student teachers need special inputs were identified. Workshops and sessions for the same were planned and conducted. Students have implemented the learning gained in their internship lessons. Central Institute of Educational Technology regularly conducts training sessions and students were made aware of the same. Many students attend these sessions and earn their certificates after completing the assigned quiz. The NAAC sponsored webinar was a platform to reach out to teacher educators,, school principals and teachers from across India. The expert sessions and the papers presented helped to broaden the understanding about NEP.

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

There have been many misconceptions among teachers regarding the NEP. Dispelling these myths was one challenge. The student teachers have been very receptive to new ideas especially in the field of digital education. Implementing these ideas is possible during internship if the schools are wi- fi enabled. This was one challenge faced and hence in this case implementation was limited to selected schools only.

#### **6.Impact of the practice**

There has been a positive attitude created among student teachers and they are eager to adopt the recommendations of NEP 2020. Learning about new technologies like Virtual Reality, Artificial Intelligence has been motivating for students. The course on Barefoot Counseling has helped to understand Socio- Emotional Learning. Faculty and students are now self-motivated to integrate recommendations of NEP 2020 into the teaching learning process.

#### **7.Resources required**

Human Resources: Manager, Principal, Students, faculty, resource persons,

Non-human resources: ICT facilities, documents related to NEP2020

## **Best Practice Two: Community Engagement for Eco sensitivity**

### **1. Title of the Practice:** Community Engagement for Eco sensitivity

**2. The context that required initiation of the practice:** Pushpanjali College of Education is situated in Vasai, Maharashtra. The Arabian Sea is barely 3 km away from the college. Mangroves, beaches and a variety of coastal flora and fauna are part of the local ecosystem. In the past 2 to 3 decades there has been a huge urban sprawl and this is threatening the local eco system. Sustainable development is the need of the hour. Keeping the beaches clean and protecting the mangroves are two vital steps to ensure a clean local environment. Hence the practice of community engagement for eco sensitivity was adopted.

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

- (i) To make students aware of the threats to local environment
- (ii) To be part of the Clean Vasai campaigns by coordinating with local NGOs
- (iii) To spread awareness of environmental issues and mobilise local support to have a clean environment

### **4. The Practice:**

The college has been in close contact with local NGOs Save the Earth Foundation, Dhyas Foundation, Leo Club of Vasai Pearls and the Vasai - Virar Municipal Corporation to help maintain a clean environment. Steps taken in this regard are

- a. Participation in Regular Beach clean ups
- b. Sensitization to threats like depletion of mangroves
- c. Refusal of one time plastic usage , Safe disposal of plastic and spreading awareness about perils of plastic

Students visit the beaches and along with Leo Club of Vasai Pearls participate in beach cleaning activities. Simultaneously they also speak to people visiting the area and urge them to keep the beaches litter free. Plastic material which is a large part of urban waste often gets washed ashore. This is bad for the marine life as many fishes etc get entangled in such waste and lose their lives. It is necessary to educate people about the dangers of the use of plastic and encourage safe disposal of plastic waste. Students collaborate with NGO Dhyas Foundation and Save the Earth Foundation to collect household plastic waste and dispose it safely for recycling. People are encouraged to adopt the refuse plastic policy and opt for eco safe alternatives.

Mangroves are an integral part of the local ecosystem. They are the breeding place for fish, they protect the local coastline from strong winds and erosion and also act as carbon sinks. Our students monitor the local mangroves with experts from NGOs and help to keep the area clean. They also spread awareness of the contribution of mangroves towards a stable environment.

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

There have not been any obstacles as such in adopting the above mentioned practice. In fact students willingly participate and collaborate with the NGOs to restore the beaches and conserve the mangroves.

**6. Impact of the Practice:**

Regular beach cleaning has beautified the beaches. Awareness about mangroves and their place in the local ecology is being extended to the society. Even after completion of the B.Ed Course students still participate in these activities and this is an indication of their sensitivity towards the issues.

**7. Resources Required**

Human Resources: Experts in environmental issues to guide the students, NGO personnel, students

Non-human resources: material like gloves, caps while participating in the beach cleanup or mangrove visits, collection bins, gunny bags for plastic waste

  
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