

## 7.2 BEST PRACTICES

### BEST PRACTICE I

**1. Title of the Practice:**

“KNOWLEDGE CARAVAN THROUGH SHARING”

**2. The Context that required initiation of the Practice:**

Andrew Carnegie once observed and gave this statement, *“You take away all my Factories, You take away all my Money, You take away all that I possess, But leave me my Men and in next 5 years they can get me everything I had or even more.”*

This was a very strong statement showing the importance of human resources in an organization. Hence it is very necessary to not only preserve the work force but also to keep them updated as well. Imagine, if the brain drains out what consequences would occur? It's very much important to share required knowledge with the co-practitioners in any educational institution as well. Every educational institution should put emphasis on a culture of *“Knowledge Sharing rather than Knowledge Hoarding.”*

To accomplish this goal, for any teacher-education institute, it is not only impractical but also impossible to endow all its faculty members with newest skills or expertise through participation in various workshops/ training programs/ symposia's etc. Simultaneously it is not feasible for any teacher-educator also to participate in all events of significance keeping in view the constraints of B.Ed Programme. Such kind of progression results in uneven acquisition of expertise by the various faculty members. This state of affairs prompted the institution to formulate a mechanism whereby sharing of expertise would enrich every member of the faculty.

**3. Objective of the Practice:**

The constraints of resources, time and practicality can be overcome by the unadorned and blissful concept of sharing. This basic human value not only gives satisfaction of giving but also helps every member of the group to evaluate his/ her strengths and weaknesses, the depth of their understanding of the subject of their

interest and also discovering various new perspectives of that subject through lively discussion.

**The objective of the practice is:**

- To enhance the knowledge pot of a specific subject, which is the strength of a particular faculty along with the latest skills acquired by her and share the same with the colleagues for their benefits.
- To promote an understanding of the innovations and the latest developments in various areas of education including ICT among all faculty members,
- To examine the prospects and problems of implementing innovative approaches for promoting conceptual change among the faculty members,
- To enable the faculty to translate theoretical knowledge into action.
- Help faculty members to acquire research and ICT skills.
- Promote research culture and encourage faculty to undertake minor and major research projects.
- To encourage faculty members to disseminate research findings.

The above-mentioned objectives of this practice are achieved with the motto i.e., **“All contribute and all gain, thus, everybody joins knowledge caravan”**.

**4. The Practice:**

To provide contour to this vision, the institution established the **‘Center for Innovation’**. The ‘Center for Innovation’ comprises of a research committee headed by the Principal and assisted by few senior faculty members. One of the key objective of the “Center for innovation” is to disseminate innovations, new expertise/ competencies and research related developments in the various areas of Education including ICT. Thus, to achieve this objective, the mechanism of **“Knowledge Caravan through Sharing”** was devised and put into practice.

The **“Knowledge Caravan through Sharing”** sessions are held on biweekly basis. One week before the finalization of the date by the committee, an official communiqué in the form of a circular is issued and the faculty members are requested to provide the details regarding the unique subject areas they wish to share with their colleagues. The interested faculty member makes the presentations for about half an hour on the scheduled day and time. The “Center for Innovation” ensures that the sessions impart

knowledge and information covering a wide spectrum of subjects including most recent innovations in various areas of education, research, pedagogy and ICT. These presentations are quite elaborate ones and are in the power-point mode. The sessions are followed by a vigorous question - answer session that helps the other faculty members in understanding the subject area in a better manner and transport new perspectives to the subject. The power-point presentations are preserved by the "Center for innovation" in order to facilitate the faculty members to access them as and when needed. The most recent happenings, knowledge, innovations and skills thus acquired are effectively integrated by the faculty members in their teaching endeavors which in turn enhances the quality of their output.

#### **5. Evidence of Success:**

The research environment of the institution-lacked vibrancy. The general interaction level amongst the faculty members was perfunctory and there was scarcely any interaction that could result in mutual enrichment of skills. Imagine a world where each person is holding a bunch of flowers, each one holding a bunch of a particular flower. Each person is holding a thick bunch of flower and every other person is holding another bunch of a different flower. Does not the scenario appear very boring? Now just change the scenario a little bit where every person goes up to the other person and offers one flower to the other person and in turn gets one from the other person. With this simple exchange of flowers everybody has now got a variety of flowers with him and the things have suddenly changed into a multi-coloured bouquet and as result the whole atmosphere has brighten up. This analogy is very much applicable to the implementation of this practice in the institution.

The 'The Center for innovation' through this initiative has been able to inculcate a considerable amount of interest in acquiring most recent Pedagogical, research and ICT skills and has kindled the hunger of getting hold of latest knowledge amongst the faculty members. The research culture and environment has become very vibrant and every session is looked forward to. The initiative has been very successful as almost all the faculty members have undertaken major as well as minor research projects of National and State level Organisations like UGC, ICSSR and University of Mumbai to satiate their hunger for excellence. The results are demonstrative of the success achieved. Three faculty members have acquired their Doctoral degree and four have registered for Ph.D Degree and are on the verge of completion after the implementation of the practice of "Knowledge Caravan through Sharing". During

the last five years, there has been a significant increase in the publications of each faculty member. Not only this, the teaching processes of the faculty members have undergone a considerable change as the faculty members are incorporating the new skills, pedagogies, knowledge, innovations and ideas acquired through mutual sharing in their teaching processes. Recent knowledge related to Innovative methodologies like co-operative Learning, e-learning, Team Teaching, ICT, inclusive education, peace education, learning disabilities, multiculturalism, women empowerment, environment education, action research etc. have been disseminated and discussed in such details that the faculty members have comfortably imbibed the concepts, skills and issues and have made them a natural addition to their knowledge repertoire and then in turn are successfully transacting them to their students.

The incorporation of the knowledge and skills in their teaching processes by the teachers have kept them ahead and in the process the student-teachers have also been benefited as the skills have been effectively passed on to them. This process ensures that optimum advantage is derived from the training/ skills of the faculty for the benefit of all the members of the institution.

The practice has already resulted in creation of effervescent culture of 'sharing' and rarely seen environment of a team determined to achieve great heights by mutually helping each other by giving out their strengths, thereby, enriching the other team member. 'Sharing' of knowledge enhances mutual strengths and 'growing together' makes everyone exultant that in turn contributes immensely to the institutions growth. The same can be summed up in the wise men's words **that "Together Everybody Achieves More", which is the essence of this practice.**

**6. Obstacles faced if any and strategies adopted to overcome them:**

The only obstacle faced was the initial discomfiture of the teacher-educators to make a presentation before their colleagues. The initial hesitation to ask questions to the presenter and have a discussion on the same took a little time to go. The constant encouragement from the committee members of the "Center for Innovation" motivated the participants to have more and serious involvement in the process for mutual benefit. This resulted in having more lively and vigorous interactions.

**7. Resources required:**

**GUJARAT RESEARCH SOCIETY'S HANSRAJ JIVANDAS COLLEGE OF EDUCATION (AUTONOMOUS)  
Dr. Madhuri Shah Campus, R.K. Mission Marg, Khar (W), Mumbai -400 052, Maharashtra**

The resources required for conducting the “**Knowledge Caravan through Sharing** sessions are:

1. Appointment of Coordinator.
2. Generosity of time and efforts by the faculty members.
3. Organization of sessions.
4. Constant and regular motivation by the members of the “Center for Innovation”.
5. Computer / Laptop.
6. Projector.
7. Laser pointer, OHP and Mike.

**8. Contact person for further details:**

The Principal,  
Gujarat Research Society's  
Hansraj Jivandas College of Education,  
Dr. Madhuri Shah Campus  
R.K. Mission Marg,  
Khar [w] Mumbai.  
Office: 022-26044641  
E Mail: [hjcollege@rediffmail.com](mailto:hjcollege@rediffmail.com)  
Website: [www.hjce.in](http://www.hjce.in)

\*\*\*\*\*

## **BEST PRACTICE II**

### **1. Title of the practice:-**

CARE AND SHARE

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

The Ishwarbhai Committee has recommended that the concept of socially useful productive work is to be developed in the light of the Gandhian philosophy of Basic Education which was work centered. Originating from the Gandhian concept of education, socially useful productive work is a tool for inculcating Gandhian values viz, truth, non violence, self reliance, dignity of labour, co-operation and classless society.

The Care and Share programme fulfills the important aspect of school work of SUPW for which pre-service training is imparted to student teachers.

It was observed that many student teachers who join the B.Ed. course have experience and exposure to preparing various kinds of articles useful to the community. The college felt that this potential had to be tapped for the benefit of all 100 student teachers. Hence the programme of Care and Share found its place in the institution.

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

The objectives of the Care and Share programme are as follows:

- To inculcate in the student teachers a positive attitude of team work and socially desirable values like self reliance, dignity of labour, tolerance, co-operation, sympathy and helpfulness.

- To help them in understanding the principles involved in the different forms of work.
- To provide opportunities for creative self expression.
- To lead the student teachers to participate increasingly in productive work
- To train student teachers for preparation of instructional materials
- To train student teachers for imparting special skills in schools later as teachers.
- To equip student teachers with entrepreneurial skills.
- To provide a platform for the students to exhibit their talents.
- To provide opportunities for sharing of knowledge and skills.

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

This is an activity in which exceptional kinesthetic skills of students are identified and then a time slot is provided on the timetable in which the students teach these skills to their class fellows.

Every activity is performed after realizing its need and its relationship with the interest of student teachers.

While selecting the activities, the following criteria are kept in view:

1. To be educative, the activities should
  - a) Help to develop the total personality of children
  - b) Help in the process of their self realization
  - c) Help in value formation
  - d) Help the student teachers to acquire relevant knowledge and skills
2. To be productive, the activities should result in
  - a) Either products which are i) directly consumable by the student teachers and the community, particularly the college and if need be ii) saleable
  - b) services having social and economic values

In addition to the above mentioned fundamental criteria, the following criteria should also be considered:

- a) Expertise of the student teachers
- b) Necessary tools, materials, techniques, facilities are readily available
- c) It should be feasible to carry out the activity to fruitful completion.

The student teachers get acquainted with the raw materials, tools, techniques and processes necessary for performing the activity. The process of the activity is demonstrated by the expert. As the work proceeds, the process and products are constantly evaluated with reference to some norms to make necessary adjustments. The final appraisal of the work and the product is made at the end and the records maintained. The “Care and Share” Program has the student teachers and the teacher educators sharing their talents and skill with great zeal and zest. The student teachers learn:

- ❖ Decorative Candle making
- ❖ Coaster making
- ❖ Paper bag making
- ❖ Embroidery
- ❖ Glass painting
- ❖ Badla work on dupattas
- ❖ Mandala painting
- ❖ Culinary art
- ❖ Flower making
- ❖ Making finger puppets
- ❖ Pottery
- ❖ Soft toys
- ❖ Gardening
- ❖ Tie dye on scarves and dupattas
- ❖ Stain glass lamps
- ❖ Calligraphy
- ❖ Making of paper bags and box files
- ❖ Power Yoga, Pranayama & Aerobics
- ❖ Graphology
- ❖ Paper Quilling
- ❖ Salad decoration
- ❖ Fabric painting
- ❖ Baking cakes without oven
- ❖ Tile painting
- ❖ Paper mache

- ❖ Brooches from fresh flowers
- ❖ Bollywood style dance
- ❖ Indian sweets
- ❖ Share market investment
- ❖ Origami
- ❖ Stocking and paper flowers & envelopes
- ❖ Vedic Mathematics
- ❖ Acupressure
- ❖ Table etiquette
- ❖ Art of macramé
- ❖ Punch craft
- ❖ Continental cooking
- ❖ Nail art

The materials used and prepared by the student teachers under the Care and Share program are environment friendly.

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

Since the B.Ed. programme comprises of many activities to be completed in a slot of not even one year due to the delays in admissions, allotting time for conduct of the care and share programme is a challenge. This difficulty is overcome by organizing the programme in smaller groups when 50 student teachers go to practice teaching schools and 50 student teachers are present in the institution. This makes it convenient for the resource persons to cater to the needs of smaller groups and supervise the work of the student teachers.

With the implementation of two years B.Ed. programme, the aforementioned difficulty is no longer an obstacle.

The student teachers are expected to get their own material for the Care and Share programme. As many student teachers find it difficult to manage the expenses of B.Ed. course also, asking the student teachers to bring in expensive material for the care and share programme is not feasible. Hence, while chalking out the activities and

products to be prepared, the first thing to be kept in mind is its cost effectiveness. This problem is taken care of by the institution by giving the student teachers are given the option of learning a skill in a group wherein bare minimum raw material is required.

At times there are a handful student teachers who do not look at the programme very enthusiastically as they have never done such activities in the past or feel that it is not their work to learn or teach such kind of skills in the B.Ed. programme. These student teachers are then motivated by the teacher educators or their peers to take up the activities in a positive way.

The college conducts many programmes within its limited space. To add to the woes, the records of all 100 students are to be preserved carefully. Hence storing the articles becomes a big challenge. This is sorted out by reorganizing the articles in the cupboard

There are many student teachers who are learning and practicing the skill for the first time. The student teachers are expected to observe the demonstration of the skill, practice once and then prepare the final product to be submitted to the institution. The final product at times lacks the professional finesse.

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

The student teachers having any exceptional or special skills are requested to share the same with others. This provides a platform to exhibit their talents gain recognition and contribute to the practice.

Such programs add a new dimension to the student teacher's personality and it inculcates dignity of labour and value for goods and services. They can impart the same to school children in their future teaching career. It also provides a catharsis to the students while participating in the activities.

The articles prepared by the student teachers are presented to the practice teaching schools by the student teachers themselves as a token of gratitude for cooperating during practice teaching.

The articles prepared such as soft toys, puppets are also distributed by the student teachers to centers of special education. The articles are gifted to the visiting faculty and

guest lecturers by the student teachers. This makes the student teachers see the usefulness of the articles prepared by the student teachers by their own hands.

To add to the above student teachers make use of the articles such as puppets for their own lessons. Also working with their own hands give student teachers the necessary skills to prepare their own teaching aids.

It is also observed that student teachers have taken up teaching of these activities in the schools that they join under the SUPW programme . Also it has been observed that student teachers have learnt the details of the activity after completion of the programme as the catch word is 'learning by doing'.

**7. Resources required:-**

The resources required were as follows:

- ❖ Teaching faculty – ten student teachers having the expertise
- ❖ Seating arrangement for ten groups
- ❖ Raw material for the activities

**8. Contact person for further details:**

The Principal,

Gujarat Research Society's

Hansraj Jivandas College of Education,

Dr. Madhuri Shah Campus

R.K. Mission Marg,

Khar [w] Mumbai.

Office: 022-26044641

E Mail: [hjcollege@rediffmail.com](mailto:hjcollege@rediffmail.com)

Website: [www.hjce.in](http://www.hjce.in)

\*\*\*\*\*

**GUJARAT RESEARCH SOCIETY'S HANSRAJ JIVANDAS COLLEGE OF EDUCATION (AUTONOMOUS)**  
**Dr. Madhuri Shah Campus, R.K. Mission Marg, Khar (W), Mumbai -400 052, Maharashtra**