

Data Sheet to record 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

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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

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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

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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:

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

1. Appointment of Coordinator.

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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.

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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

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- 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

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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

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- ❖ 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.

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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.

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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

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BEST PRACTICE III

1. Title of the practice:-
SPEAK WELL CLUB

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

Communication skills are very essential for success in teaching. Every year from the enrolled student teachers, there are 10-15% students who are weak in their speaking and writing skills. Students weak in speaking, experience low self-esteem during micro teaching and simulated lessons and in spite of content mastery are unable to deliver their lessons effectively and with confidence. On the other hand, poor written skills affect their performance in essays and exams.

3. Objectives of the practice:-

The objectives of the Speak Well Club are as follows:-

- To develop listening, speaking, and writing skills of students with weak communication skills, so that they are confident teachers who are able to deliver effective lessons.

4. The Practice:-

- In the beginning of the year during presentation of micro teaching lessons the students weak in communication skills are identified on the basis of the feedback received from all the teachers. For around 15 days the students weak in communication, teacher in charge of the Speak well club and students who are good in the communication skills posing as volunteers, meet for one hour before college, i.e. from 10-11 a.m.
- The speak Well Club activities; include activities to develop listening, speaking, reading and writing skills.
- Activities of listening are carried out in the Language Laboratory, where students listen to good models of that helps them improve their usage of language structures, vocabulary and pronunciation.
- The practice in speaking is provided in the face to face classroom interaction mode for about ten sessions. A topic is taken up for instance, greeting the students and classroom etiquettes; 'Good Morning', 'How are you today?', 'Please sit down', 'some rules for my class; raise your hand to answer, do not answer out of turn or in chorus' and similar courtesies are written on the board. Students are

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provided with practice time in pairs, and later they present the learnt models in front of the whole group. Feedback from peers and teacher is provided. The next day is followed by further drilling and practice in the learnt structures and formulas.

- Similarly, introducing a lesson, explanation of a concept with and without a teaching aid questioning and concluding a lesson is also practised in a similar fashion. The practice sessions are specifically targeted to develop those skills that will help in effective lesson delivery and classroom management.
- This is followed by listening sessions in the Language Laboratory to reinforce and reiterate the learnt formulas, their pronunciation and enunciation.
- Apart from the practice sessions in the same face to face mode, students are also helped to improve their writing skills. Student's essays are checked through the lens of language by the peers on the basis of a rubrics provided. The student teachers on the basis of the feedback provided re write their essays that helps them improve their writing skills.

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

- In spite of planning the time slots and materials to be used, well ahead in time and identifying student volunteers, certain unforeseen problems are encountered. Students have to miss their Computer Class that is arranged as an extra class too before college begins. Students find it difficult to contribute at times as volunteers due to their personal assignments of the programme.
- Regularity, commitment and practice is essential for student success. Sometimes due to proximity of the residence from the college, heavy rains, bus and train strike and other unavoidable reasons, the student teachers may miss the class. This is made up by the students and their mentoring teacher and buddies meeting later during the day or staying back after college.

6. Impact of the practice:-

- The students are able to deliver their lessons with confidence and also have certain language formulas and vocabulary as tool as tools during their lessons. The fluency in speech helps in delivering effective lessons which raises the student teacher self-esteem. This further motivates them to work harder and deliver other lessons effectively.
- Similarly there is a marked improvement in students writing skills and their performance in the essays, class tests and other written exams.

7. Resources required:-

The college arranges for the resources; human, infrastructural, material and time. Extra class of one-hour duration is arranged before the college timing on the time table. A classroom is allotted to conduct the sessions. The college has a language laboratory which is utilized for the same purpose. The students are provided time

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in the Language Laboratory in the last lecture of the day on pre-ordained days, to listen to good models of speaking and vocabulary. Staff in charge and student volunteers help in tutoring and mentoring these students weak in communication.

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BEST PRACTICE IV

1. Title of the practice:-

TECHNO PEDAGOGY

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

The innovations in educational technology has prompted a fundamental shift in our understanding of pedagogy and its related practices. This pedagogy is supported by constructivist and cognitive theories. The contemporary students' society is using technology voraciously to search for the information. If the teacher in such scenario struggle while using the educational technology in classroom situation, students' faith on the teachers abilities will degenerate. Also it is very obvious that it makes teaching learning process very enjoyable for the students. So teach the generation who born with different devices and application in hand, it is most required that the teachers should have techno pedagogical skills and competencies among themselves. The best way to develop it is the institution training teachers should use it. Keeping this in mind our institution use techno pedagogy.

3. Objectives of the practice:-

The main objective of the practice is to incorporate Information and Communication Technology to provide enriched learning experiences to student teachers and to develop techno pedagogical competencies among future teachers. This shift from traditional teaching learning process to modern and innovative strategy helps in bringing in change in the current education system. All the students and even the future generation will be benefitted by this pedagogy as our student teachers are utilizing and will follow using these competencies while dealing with the school curriculum.

4. The Practice:-

Training Programmes for the Staff:

- The institution provides opportunities to develop techno pedagogical skills among the staff by organizing workshops on skills like use of Moodle, Apple Apps, and Smart board. The staff members also share the technological knowledge with the colleagues through intellectual sharing programme. The sessions which are conducted in-house are use of social networking in teaching learning process,

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Cloud storage, Concept mapping, and use of Filamentality techniques. The details of above mentioned methodologies are provided in Criteria II and Criteria III, Criteria IV. All these programmes help staff members in effective handling of techno pedagogy.

Instructional Techniques:

- The teaching staff takes initiative and use various techniques in dealing with the content of B.Ed. programme. All the staff members make use of LCD projectors, Presentation softwares and smart board technology in the class. The Flipped Classroom, blended learning approach, social networking, blogs and many other web based strategies are used by the staff. The details of the same are provide in criteria II & Criteria IV.
- The research guidance, lesson guidance is done by using Google Docs, Emails, whatsapp. All the subject students are part of content enrichment groups of their respective subject on whastapp wherein they share and exchange the information related to their subjects and the queries in their subjects are solved by the method teacher. The college timetable is uploaded on the whatsapp group for easy access.
- It is a practice to record the micro teaching skill lessons of the students on their own to reflect on their skill development.
- The institution follows of E- delivery of question papers during university examination and well equipped with essential hardware and software facilities.

Instructional Material:

- The college campus is Wi-Fi enabled. The free internet facility is provided to the staff and the students. The well-equipped ICT Laboratory is used by the students. All the classrooms are equipped with computer, LCD projector, internet facility, smart board technology.
- The college website has repository of university question papers, college magazine, newsletter and also e-journals. The College library is fully computerized. The students can avail institutional repository of Computer assisted training packages prepared by our students, Educational CDs, Educational Movies from college library.
- All the staff members, B.Ed. student- teachers and Ph.D. scholars enrolled in our research centre are provided with the membership of N List [INFLIBNET].
- **Training Programmes for Student-Teachers:**
- Apart from the content included in the B.Ed. Curriculum, the institution provides special training in ICT skills to student teachers.
- The institution in collaboration with IIT, Mumbai, Department of Educational Technology, SNDT University and Apple, India provides special training in use of educational technology to the student teachers.
- The students are also trained in use of smart board technology as many schools has that facility. The college also runs an Advance course in Computer Technology to train students in the use of different softwares. The staff members also train students in use of social networking site in education, concept mapping,

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blended learning, Prezi, Wiki through various workshops to make teaching learning process more effective.

- The student-teachers are trained in language skills with help of language Laboratory software. The student teachers are updated about the day today happenings in the world by broad casting news channels during break time.

Use of Technology by the Student-Teachers:

- The student teachers use smart board technology, presentation softwares, and videos very comfortably during practice teaching sessions. They utilize computers and internet facility provided by institution to prepare for presentations on academic topics, lessons, and other practicum aspects mentioned in Criteria II.

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

It is always a big task to keep pace with the technological development in the field of education. The institutions takes all the steps to update the technological aids in the available funding / annual budget and also motivates all the stake holders to use it effectively. The maintenance of the aids is also taken care of. The institution time to time provide opportunity to staff and student teachers to learning new technological skills.

6. Impact of the practice:-

All our student teachers use educational technology comfortably. It has become a part of our success story in the field of education .The schools who appoint our student teachers in their schools after completion of course are very satisfied by the Techno Pedagogical skills among them.

7. Resources required:-

- Infrastructural facility to keep technological aids
- Different technological aids namely:Computers, Laptops, LCD projectors, smart boards, acoustic system, Library software, Institutional Repository of CAI packages, Educational CDs and Educational Movies, Language Laboratory Software, Infilbnet, Internet Connectivity, Printers, Copiers, Scanner, Camera, Video Recorder, CD player, Television, Acoustic system.
- Resource persons

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BEST PRACTICE V

1. Title of the practice:-

TO REACH THE UNREACHED

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

- In a view of sensitizing the students towards community, 40 hours compulsory work is allotted in the curriculum.
- Community engagement Programs are planned in IQAC meetings, new approaches and strategies are adopted on a continual basis for the further success of programs. During the visit to community centers staff and students participate equally and spend quality time with the inmates of the centers, donate wholeheartedly and also contribute to shramdaan, play games, sing songs and exhibit strong participation in various programs of Community work and Extension.

3. Objectives of the practice:-

- To develop sensitization among students about the community engagement to reach the unreached sections of society.
- To interact with the inmates of various Community centers, sensitize the students to the problems of community and also gather information about ways to ensure better success to the community based programs.
- To involve students in Philanthropic activities making them socially responsible and develop values of compassion and selfless service.
- To render Service to humanity is central to the Indian philosophy, where by serving our brethren we serve God.

4. The Practice:-

Students are engaged in the following philanthropic activities:

- **Community Services**
Students visit centers where they exhibit their willingness to spare a few moments to ease the pain of an aching heart, to bring a smile on a sad face and to bring hope in the lives of those who have lost faith.
- **Akshaypatra for a 'Basket of Fruits'**
The Principal, teachers and students donate money in a donation box 'AKSHAYPATRA' kept in our college as per their desire. The collected money is used to donate fruits once a month to different wards of V.N.Desai, hospital for distribution of fruits to the patients of adopted wards.
- **Visit to Shantivan, Panvel**

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A visit is organized to *Kushtarog Niwaran Samiti at Shantivan*, every year. The students are acquainted with activities of Shantivan and Students celebrate Diwali with the inhabitants of Shantivan by distributing cards, sweets, diyas, making rangolis, playing games, singing songs, interacting with the inmates, and also applying mehendi on the palms of the ladies.

- ***Punarwas Rally:***

Students attend the Punarwas Rally Programme organized by Punarwas School in association with Lions Club of Mumbai conducted at Goregaon Sports Club to mark the International Day of Persons with Disability and also spread awareness through placards, reading the slogans and mark the celebration of International Disability Day.

- ***Clean the Beach drive***

Students attend the Teacher Training Workshop organized by Dow Chemical in collaboration with Trailblazers every year on various issues related to the environment. As a follow up of the workshop the students attend a 'clean the beach' drive at the various beaches.

- ***Literacy/ awareness programs***

Students collaborate with various NGO's like **Door-Step-School**, Divine Foundation, Sakhi foundations, Asha kiran-School on Wheels etc and run various literacy awareness drive to spread across literacy among masses. To name a few NGO'S----- **Door-Step-School**, Divine Foundation, Sakhi foundations, Asha kiran-School on Wheels etc.

- ***Extension services to reach the unreached of the community***

Students participate in the projects provided by Department of Adult and Continuing Education and Extension on APY, PEC, SWS and develop various skills and also make an attempt to reach the unreached sections of society

- ***Dignity Foundation***

Dignity Foundation has been running Helpline for Senior citizens since 1995. Students' act as volunteers for Helpline facility of Dignity Foundation to provide help and assistance to senior citizens against any kind of abuse, neglect and isolation.

- ***Helpdesk Service at the Police Station***

Student teachers of the college render their Helpdesk Service by devoting one hour in the morning and evening in the month at the Help desk of Khar Police Station.

- ***Joy of Giving Week / Daan Utsav***

Students participate in Joy of Giving Week every year covering Gandhi Jayanti by engaging students through "*Acts Of Giving*" - money, time, clothes, resources and skills. These donations were then handed to the NGO-Goonj working for the street children.

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

- As the curriculum provides time span of 40 hours for community work and 15 hours for Literacy Awareness Program, their only grouse being, those forty hours are too less a time!
- The need of funds seems to be inadequate after visiting these unreached sections of society and whatever contributions are collected proves to be less to make their lives more meaningful.

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- After visiting such centers like Orphanage, Old-age home ,Adhar graha,the students tend to get affected emotionally and also get disturbed and end up crying and express the desire to be allowed to share more compassion with these inmates
- The College students belong to a different section of society and it becomes really difficult for them to accept this existing part of society but end up with a desire to work more for upliftment of this section of society.

8. Impact of the practice:-

- Community service is a rich learning experience that develops leadership and organization skills, improves communication ability and empathy among the student volunteers.
- It improves the quality of life of all and helps play a significant role in creating vibrant and strong communities.
- The contributions done by the college through Community services is very much appreciated by the community centers ,management, sister concerns, parents, NGO's ,DLLE , Hospital staff, Police Staff ,community workers and all associated with community work.
- The college has started getting special recognition and acknowledgements from all the resource persons and visitors visiting the institution on various occasions. They get overwhelmed by learning about the involvement of our college in various community programs for the benefit of society.
- The most important success is the inner self satisfaction that one achieves by rendering sincere community services for the welfare of the society with the feel that even the smallest contribution through community work makes each one's life worth-living.

9. Resources required:-

- Financial and Human resources

10. Contact person for further details:-

The Principal,

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