# Smt. Kapila Khandvala College of Education
# Best practices 2019-2020

**BEST PRACTICE - 1**

| Title of the Practice | Social Learning through community outreach Program |
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| **Context that required initiation of the Practice** | Learning loses its relevance when it becomes theoretical without building connections to real life situations. Teachers try their level best to make learning meaningful and useful by encouraging students to apply the theory to hypothetical situations in the class. Yet it does not help the learner to see relevance of all that is taught in the class. Research confirms that students learn most effectively from active engagement with information and ideas. Students learn better when they take the initiative to apply concepts to practice, to solve real problems, to make decisions, and to reflect on the consequences.<br><br>**Social Learning** is an experiential learning approach wherein students apply what is learnt in real life situations in order to improve the conditions of the community. Through social learning the educational goals of the course and skills developed through the course are connected through meaningful social service. Simply put, Social learning is an extended form of experiential learning, which involves the intentional combination of experience and learning in a community set up to make meaningful interventions for a positive change in the society.<br><br>In the process, learning, experience as well as the community is enriched. It is an excellent pedagogy for developing skills as well as knowledge and attitudes, encouraging deep understanding of learning complex concepts, applying theory to practice, and preparing students to be critically reflective professionals for informed and positive actions.<br><br>**At KKCE** we engaged our students in the Social Learning through the community outreach program. We aim to nurture professional teachers with the right attitudes and skills who will serve as catalyst to create a caring and just society. Our "Social Learning through community outreach program" helps us move towards our mission which is to create teachers who will act as catalyst for social change. So to realize institution's vision, like every year KKCE carried out its Community Service Program by continuing years of bonding with regular local community centres. |

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| **Objectives of the Practice:** | 1. To create social awareness and a thirst for community service within every student.<br>2. To provide direct experiences of ground realities in sustainable development & education.<br>3. To incorporate theory in the complex situations in the community and put theory to practice in the schools for the under-privileged in the community.<br><br>4. Motivate students to explore and engage in the socio-economic realities so as to make meaningful interventions for change.<br>5. Develop leadership qualities and team spirit for carrying out appropriate relief measures during natural calamities.<br>6. Devise an alternative means of community outreach using technology based interventions |

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| **The Practice** | To implement the Social learning through community outreach program we had to work with the community. We collaborated with NGO 'Clean We Go', Mission Green Mumbai' and Indian Development Foundation (IDF), a national NGO committed to health, education and development. All the students of the college were to conduct various activities with these NGOs at different places. the following activities with the NGO at different venues. The activities were integrated within the time-table throughout the year with the objective of providing opportunities to student-teachers to engage in social learning through community outreach for a longer period of time. |

| Activities | Venue | Objective |
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| 'Cover of compassion' | Vimala Dermatological Centre, Mumbai | Develop skills to use waste to prepare Quilts to spread warmth and love amongst under privileged, homeless and slum dwellers. |

| | | Setting of Groundwater recharging drum in campus | SES Campus | Train students about small cheap approach of ground water recharging | |
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| | | Setting up of Home Composter for SWM | KKCE Campus | Train students about small steps about waste segregation and waste recycling | |
| | | Beach Cleaning Drive | Juhu Beach, Mumbai | Sensitize students towards environment protection and Sustainability | |
| | | Student leadership program through Online mode | IDF linked school Pradnya bodhini school, Goregaon St. Mathews School, Malwani, Malad | Transforming students to be the leaders with the aim of empowering young minds for a better tomorrow. Developing competencies like time management, anxiety control, confidence building. | |
| | | Online Sessions for Eco-bricks making | Online Mode | Create awareness about plastic pollution and ways of tackling single use plastic. | |

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| | Diya, lantern and mask making and distribution to needy in neighbourhood | Online Mode at home | Sensitization and create awareness about needs of people in pandemic and joy of sharing | |
| | Tree sapling preparation and plantation | Gagangiri maharaj ashram, Malad | Sensitize youth towards environment conservation | |
| **Obstacles faced and strategies to overcome** | The challenge was to get all student teachers understand the value of the community based activity. For some student teachers simply working with the under privileged in the rural slums of Mumbai was itself a cultural shock and they needed prodding and counselling to continue the same initially. Since all student teachers were not competent enough to carry out activities like Quilt making, tree sapling preparation, beach cleaning, etc., sustaining their interest in the activity became difficult at times. Since the program involved various both organization and institutions, changes in schedules at any of the institution would result in a lot of rescheduling during a few sessions. The faculty in-charge were continuously on their alert to ensure minimal disruptions in the continuity of the activity. The faculty in charge of the activity oriented, motivated and tried developing positive attitude towards the program. The department identified student co- ordinators who were self-motivated towards community based activities. The student coordinators provided sound scaffolding for the entire program. Due to covid, adjusting to online setup and redesigning program for Online mode is challenging and difficult to maintain student engagement con continuous basis. Regular motivation and training is needed to ensure their active participation through online mode. | | | |

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| **Impact of the project** | Majority students found the activity very useful and were extremely happy that a change was brought in the community by small actions carried out.<br><br>Majority felt that they had the satisfaction in seeing the theory taught in the college put into practice during the sessions on Student leadership program, they could use the techniques of conflict resolution, anger management etc. in real life situations.<br>Care was taken to ensure that student teachers employed sensitivity, compassion, responsibility while handling the issues and concerns of the students in the community.<br><br>The whole group seemed to move closer to achieving the objectives of social awareness, sensitivity, and capacity to carry out meaningful interventions to bring about positive change. Some students even reported having acquired creative and innovative ideas, improved observation skills, openness and tolerance for ambiguity.<br><br>Social learning through Community outreach thus is an indispensable method program to develop understanding and skills, apply theory into practice, preparing students to be critically reflective professionals capable of carrying out informed and positive actions. This will lead to holistic development of teacher professions who will serve as nation builders in the true spirit. |
| **Resources required** | Human resources, dedicated time every week and training to use technology. |
| **Contact person** | Dr. Smita Gupta , Mr. Ravi Mishra |

# BEST PRACTICE - 2

| Title of the Practice | Integrating ICT in Education |
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| Context that required initiation of the Practice | KKCE is committed to providing progressive teachers, and in this journey leaves no stone unturned. The faculty members always strive to move one step ahead in using technology and believe in lifelong learning.<br>The sudden lockdown imposed by the Pandemic compelled the institution to carry out all its activities in online mode. The student-teachers had to take their practice lessons virtually. Without technological support, it would have been impossible to manage the shift from face-to-face to online mode. |
| Objectives of the Practice: | • To prepare teachers to adopt ICT in their teaching and learning.<br>• To use ICT tools to make learning meaningful.<br>• To enable students to explore the various online platforms and tools useful to them.<br>• To develop competencies required for using ICT effectively.<br>• To apply the theory of learning to applications of ICT.<br>• To create learning resources with ICT integration. |
| The Practice | The institution collaborated with the Tata Institute of Social Sciences the previous year to register for the 'ICT and Education - Reflective thinking in ICT' 4 credit course. The training involved learning about different ICT tools and their application in teaching and learning. Faculty learned applications of various theories of learning, cyber security, authentic learning, T-Pack Model, and 21st century skills within the training. The trainer model helped us conduct a similar 3 day workshop for our student teachers to enable them to integrate ICT applications for their classroom teaching.<br><br>The faculty as well as the students are trained to use the Swayam platform to register for some courses of their interest. Few Faculty members completed certain courses on this platform. Few of the registered students successfully completed their course in the given time period. Some are in the process of completion.<br><br>Since the teachers need to use smart boards in the school classroom, smart board training is provided every year.<br><br>Moodle is extensively used as LMS. So it is used for scheduling assignments, uploading notes/ resource material, conducting internal tests etc. Library is linked to Moodle and the students are allowed access.<br><br>KKCE's Language Laboratory is another channel to bring in ICT in language learning and improve the communication skills of prospective |

teachers. Proper communication skills are essential to lead great conversations and language is essential for communication. The main objective of KKCE's Language Laboratory is to create an encouraging and supportive environment to help student-teachers learn the proper usage, pronunciation and diction of the English language in a more realistic setting. To provide more meaningful and comprehensive training for its student-teachers, the college replaced the old software with a more interactive and effective Words Worth software. All the Language method masters and a few English pedagogy students of the S.Y.B. Ed. participated in Wordsworth English Language Lab's Product Orientation Program to access the software and use it. These students, with the help of faculty, trained other students to use the software.

The college library too is keeping abreast with the latest ICT advancements in providing library facilities. KKCE library is fully automated with the latest software 'SLIM 21'. All library operations (acquisition, circulation, cataloguing, serials control etc.) are through this software. The library has a quality collection of books, journals, magazines, CDs, DVDs, thesis & dissertations, research projects and E-resource database. The library has been providing various services through upgraded MOODLE LMS and has also developed an Institutional Repository. The subscription and registration of N-List programme of INFLIBNET was continued as it provides access to a plethora of e-resources. Students and teachers had remote login facility to access and download articles. A programme on 'N-List E-Resources: Online Access' was conducted by the librarian for the new batch of students. Library has taken initiatives to introduce SWAYAM Online Educational Courses in various backgrounds for the faculty and students. The library offers computerized Catalogue Search Services through the Web OPAC (Online Public Access Catalogue) to all. It helps students search for books through remote access. The institution's well-designed library website provides online library services like E-resources, open access database, Web OPAC, online question papers, online courses, Webinars, placements, etc. to college library users. The College librarian has been providing online services on LMS-Moodle like digital books, question papers, articles from e-journals, assignments, etc., and provides online services through library websites like Virtual Book Shelf, E-Exhibition E-resources, etc. KKCE Library has created You Tube channel for institutional Digital Repository.

Early March 2019-20 saw the pandemic strike worldwide. Undoubtedly our experience with ICT allowed our faculty and students to make an easy shift to online lectures and assessments to from the face-to-face mode. Teachers and students of KKCE showed immense resilience and adapted spectacularly to the new normal of Online Education by demonstrating steep learning curves with the use of ICT in Education. Lectures, assessment, assignments, project submissions, and Method Club activities were conducted in the online mode using college LMS, Moodle, and other open web platforms. Students and teachers used this opportunity to participate in a number of online competitions, webinars,

| | and conferences. Faculty attended online workshops on e-content development. |
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| **Obstacles faced and strategies to overcome** | The SWAYAM Online courses registration students would leave the course half way after registering. Lot of follow up was required to get students to understand the value of completing the courses.<br>During their online teaching practice, the student teachers faced many teething problems. They found it challenging to manage the different tasks simultaneously. So the faculty members who were handling ICT and good with technology provided technical support gave essential tips. Training sessions were organised by involving experts from outside. |
| **Impact of the project** | The initiative made all faculties very conscious of the need to learn such powerful ICT tools and integrate in teaching. They realized that knowledge of pedagogy was good and could be put to good use in the lesson planning. Positive and constructive feedback boosted their morale. Students gave feedback that it was wonderful learning which boosted their morale. The quizzes taken at the end of a study unit turned the faculty to a group of enthusiastic and competitive learners. The last day of the certification ceremony at TISS and the presence of management to motivate our initiative in this direction was morale boosting. Students now responding positively to MOOCs etc. have lifted the faculty members' spirits to use and integrate ICT in the teaching learning process. |
| **Resources required** | Computers with good internet connectivity, relevant softwares, regular updating of application softwares. |
| **Contact person** | Dr. Sheetal Zalte, Ms. Deepali Sarode |