

BEST PRACTICES

1.TITLE OF THE PRACTICE: - CELEBRATING GENDER HOOD

OBJECTIVES OF THE PRACTICE

- To impart quality education for empowerment and enlightenment through gandhian philosophy
- To prepare socially committed teachers
- To understand the need for gender equality on a global scale
- To encourage both men and women to participate in all spheres
- To integrate both men and women for the development
- To empower specially women and men about their rights and duties with regard to self and other gender

THE CONTEXT -The institution believes in equality, especially empowering women for developing a just society. There is an upsurge discrimination and intensified ongoing violence against women in our society. In Spite of being graduates there is a great lacuna in understanding their role as an individual in preventing this evil. There's a dire need to sensitise both female and male student-teachers regarding this issue. It is essential to make them aware about their role as an agent of change in the society and apply this to take just decisions in their daily life.

THE PRACTICE -

- Interdisciplinary course - Gender School Society (6 credits)
- Paper readings on gender sensitisation , women empowerment etc
- Vaccha- Gender Equity Camp
- Street Play Workshop - Women Empowerment
- Martial Arts workshop
- KPMG-Right to education for women
- Screening of movie and discussion -Padman
- DLLE Extension Work Project - Survey of women's Status
- International Seminar - Global Advancement in Women Studies
- Internship Program - Sensitisation of Boys and girls towards Gender issues and gender parity

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EVIDENCE OF SUCCESS

- The student teachers attained knowledge, attitudes, and skills about awareness on gender issues.
- The student teachers applied it in daily life as well as sensitised the communities around.
- DLLE extension work activity. Student teachers conducted a survey of women's Status in practice teaching schools and communities around. They presented the findings to the DLLE dept., university of Mumbai.
- The student teachers practiced it in practice teaching schools and during community engagement programs through exhibition of charts, showing videos, poster competitions and conducting street plays.

PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED

Challenges: - Cultural backgrounds of student -teachers and the time constraint.

Resources :- Physical and technological facilities, Human resources and Financial resources.

2.TITLE OF THE PRACTICE - COMMUNITY LINKAGE FOR COMMUNITY EMPOWERMENT

OBJECTIVES OF THE PRACTICE

- To impart quality education for empowerment and enlightenment through gandhian philosophy
- To prepare socially committed citizens through community engagements
- To sensitise student teachers about the deprived sections of the society
- To make them aware of the challenges faced by the community members
- To develop attitude of helping less privileged sections of the society
- To develop ability to implement remedial programme for various subjects-Math & language

THE CONTEXT - Community empowerment is a part and parcel of philosophical practice of our institution. We believe that community empowerment can be achieved effectively through community engagement. This commitment has enabled us to be instrumental in having this programme in the B.Ed Syllabus which is continuing till today. In this endeavour our institution has been in association with our neighbouring community such as schools, paraplegic centre, centre for visually challenged and remedial education centres (NGO) for the deprived students of the society. As student -teachers they need to have this value of sensitivity towards the lesser privileged sections of the society.

THE PRACTICE -

- Orientation to community work as philosophy and practice
- Introduction of the community work centres -
Remedial teaching Centres - Aseema Ngo, M. A. High School, St. Blaise High School,
Industrial Home for Blind Women
Cheshire Home
- Visit to different centres to sensitise the need
- Training for equipping them with regard to knowledge, attitude and skills for effective community engagement
- Grouping and assigning mentors and mentor - mentee programme begins.
- Every Saturday 3 hours of community work according to need is carried out rigorously.
- A reflective report is prepared and submitted to mentors for feedback.

EVIDENCE OF SUCCESS - The student -teachers were sensitised. They built good rapport with the community they were involved with. After completing the course some of them even joined Aseema NGO as a teacher and others continued to visit and rendered their services to some of the institutions. The pupils who were tutored through our student -teachers

PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED -

Challenges: - Policy changes by the community centres and the time constraint.

Resources: - Physical and technological facilities, Human resources and Financial resources.

