

Best Practice – 1

1. Title

EFFECTIVE TEACHING LEARNING PROCESS

2. Objective of the Practice

The objectives/ intended outcomes of this practice are:

- A systematic methodology of teaching learning process is defined
- Clarity in the methods of evaluation
- The learner is aware about the syllabus and the pedagogy that will be used
- The learner can come well prepared to class and actively participate in classroom discussions.
- The syllabus is well distributed and full justification is given to all the topics
- Creation of a conducive environment for learning

The underlying principles of this practice are

- Systematic planning and implementation
- Innovative pedagogy
- Active learning in Classroom

3. The Context

Teaching learning process is an integral part of a teacher's life. To make the process transparent and well defined, training was given to teachers for designing a teaching plan and preparing monthly monitoring sheets. The teachers were also trained on how to use innovative methods of teaching. The Head of Departments had to monitor the progress that the teacher made in the course taught by them and had to ensure that there was not too much deviation from the plan. The students had to be educated on how to interpret the teaching plan and understand its significance. The students were asked to read some topics beforehand, to encourage active learning in the class. The process encouraged teachers to be well structured in their teaching methodology.

4. The Practice

Effective teaching learning process followed in Khandwala College enhanced the quality of education offered in the College. The teachers understood the specific requirement of the Programme and the Course Outcomes. They designed their teaching plans keeping these factors in mind. An integrated approach to teaching learning was followed keeping in mind, the programme outcomes, programme specific outcomes and course outcomes. The portion to be taught is mentioned per week in the teaching plan. It is prepared in a tabular form and is simple to understand. The teaching plan is prepared for the whole semester. After the teaching plan is prepared, it is shown to the Head of Department for discussion and their approval. After the approval of the Head of Department, the teaching plan is given to the students.



The learners are taught how to interpret the teaching plan. The students are informed about the methods of evaluation. The teaching plan makes the learner aware about what is going to be taught in each class and the methods of evaluation that will be used. The learner is well informed before the lecture about the portion that will be covered. In case, a student misses a lecture, they know which part of the portion they have missed. They can read up on the portion or discuss it with their classmate and can be prepared for the next lecture. This creates an environment where active interaction can take place between the learner and the teacher. The teacher follows a holistic approach to teaching and the student is an active participant of the teaching learning process. The monitoring of the teaching plan is done at the end of each month by the Head of the Department. The Head of Department is accountable for ensuring that his/her departmental faculties complete the portion on time. Feedback is taken from the students at the end of each semester and suggestions given by them are discussed amongst the teachers. The suggestions which are applicable are incorporated. The faculties in consultation with the Principal and IQAC coordinator have regular discussions on improvement of the process. The College organizes regular training programmes on teaching and learning to keep the faculties abreast with the changes taking place in education. Thus a three sixty degree approach is followed for the teaching learning process.

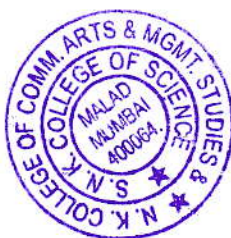
5. Evidence of Success

The process has ensured that the teaching learning takes place in a systematic manner in the College. The faculties are conscious of their responsibilities and proactive in planning for their classes. Their classes are well structured and effective. The pedagogy that is going to be used is well researched and then implemented. The students are well informed about the teaching learning process. They understand the significance of the course and are able to direct their efforts in the direction of enhancing their skills and employability. The teachers and the students have clear goals in their mind that they have to achieve and both of them start putting efforts in that direction. This result in active discussion and participation in the class and it create an environment for learning in the College. It is a win-win situation for the students and the faculties.

6. Problems Encountered and Resources Required

The problems encountered were changing the mindset of the faculties. The faculties were subconsciously dividing the portion to be taught in their minds but were not putting it in writing. After the training was given to them on preparing the lecture plans, they were able to design it systematically. The teaching learning process made them more effective teachers and they started enjoying the process.

The problems encountered with students were to make them understand the teaching plan. After they understood the teaching plan, they had to be encouraged to look at it before they came to class. When the students got used to the process, they became more involved in classroom discussions and became active learners. The resources required are a well-designed curriculum with suitable learning outcomes, online resources, books, journals and a comfortable classroom.



Best Practice - 2

1: Title

Creating a support system for a Village

2. Objective of the Practice

The objectives/ intended outcomes of this practice are:

- To provide basic amenities to the underprivileged
- To provide primary level education and knowledge to the children
- To generate health awareness amongst the villagers
- To contribute in the overall development of the village
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The underlying principles of this practice are :

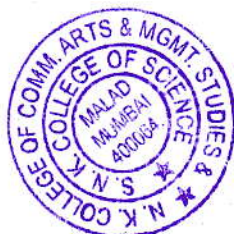
- Planning
- Support system
- Development

3. The Context

There is more happiness in giving than receiving. With this ambition in mind, the team of Khanwala College initiated Project PEHEL- an initiative to help the adivasi villagers located in a village named Karambeliwadi in Pen Taluka, Raigad district. This village has been adopted by the College. Project Pehel aims at providing a support system to the families living in the village. It is difficult to reach the village as there was no pakka roads available and not many modes of transportation. There are approximately one hundred and thirty families living in the village. The College has been doing multiple activities in the village and is working hard to improve the lives of the villagers.

4. The Practice

The College has organized various activities for the villagers. The activities organized are sports, educational activities, tree plantation drive, cleanliness drive, sanitary drive, grocery items drive and Mahabhog. The volunteers celebrated Diwali with the villagers and spread joy in their lives. Diwali hampers were prepared by the students and distributed amongst the villagers. The hampers contain everyday use products. The students painted the village school and improved its appearance. Tree plantation drive was taken up, wherein saplings of Tulsi and Neem were planted



and the medicinal significance of the plants were explained to the villagers. The students undertook the task of cleaning the village and the homes of elderly people. Grocery items are provided to the villagers at regular intervals. The volunteers also conducted a four day camp with the villagers where regular activities were conducted. The uniqueness of the camp was fresh meals were made by the volunteers and given to the villagers. A strong bond has developed between the villagers and the volunteers because of these activities.

5. Evidence of Success

Project Pehel has been successful creating awareness about the need for education and its importance in the lives of children. Whenever students visit the village, the children are eager and keen to learn from them. They ask for books and pencils and want to study. The families living in the village have also become more conscious about maintaining hygiene and have started keep their surroundings cleaner. The biggest evidence of success is the hope that is visible in their eyes of the villagers for a better tomorrow.

6. Problems Encountered and Resources Required

The problem faced initially was in winning the trust of the villagers. They were not ready to open up and share their problems. However, with regular visits, their confidence in the team grew. Travelling to the village is very difficult. It takes a lot of time to reach the village. The washrooms at the village are not very hygienic, hence girl students face a difficulty going to the village. Going to the village requires meticulous planning to be undertaken by the team. Communication with the villagers is also a problem as they students don't understand their dialect.

For Project PEHEL, abundant resources are required like transportation vehicle, food items for distribution and for cooking, water tank, sanitary items, tree saplings, diwali hampers, tent (mandap), educational drive supplements and cleanliness drive supplements.



A handwritten signature in blue ink, appearing to be "Nagindas Khandwala".

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